

Job Satisfaction of Teachers of Formal and Non-Formal Primary Schools: An Impact Study on Students' Achievements

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Abstract

As Bangladesh has been striving hard for development in all spheres of life, role of teachers, especially at primary level, is very important ensuring quality education- a prime demand of the day. A teacher is likely to be best fit to render his / her services if he / she are satisfied with the job. If the teachers are motivated to teaching their students' achievement is obvious. Keeping these assumptions in view, the present study was conducted to determine the Job Satisfaction (JS) levels of primary school teachers (formal and non formal) for finding its relation with their students' academic achievements.

*A total of 104,017 formal and non formal primary schools with 449,799 teachers and 19,003,210 students are in Bangladesh. (Source APSC 2012A). There are 14 categories of primary schools in the country of which Government Primary Schools (GPS) for formal and Ananda Schools (AS) of ROSC project for non formal education were taken into consideration for the study. To meet the purpose of the study, 42 GPS and 42 AS were selected with 6 schools for each category from seven upozillas of seven administrative divisions of the country following **purposive convenient sampling** procedure. All the factors on Job Satisfaction Questions were grouped under the six principal components of 'teachers' profession', 'needs fulfillment', 'human relation', 'participation in democratic practices', 'schools' physical facilities / environment' and 'management' related components.. Students' Academic Achievement Profile (SAAP) was developed for collecting data on students' (grade-4) academic achievements on Bangla, English and Mathematics for the 1st terminal examination from school records.. To categorize the schools according to job satisfaction levels of teachers, a large majority of both the categories of schools were (formal 85 % & non formal 80.95 %) found to have with moderate level of job satisfaction. The result was also tenable through 7 division level distributions of schools. The study revealed with similarities and dissimilarities of level of job satisfaction in 20 job related factors, yet, in average, teachers of both the categories of schools were Moderately Satisfied (MS). The findings and the suggestions of the study are expected to be helpful for the concerned authorities, policy makers and teachers in bringing success in the students' achievements ensuring job satisfaction of teachers. The findings and the suggestions of the study are expected to be helpful for the concerned authorities, policy makers and teachers in bringing success in the students' achievements ensuring job satisfaction of teachers.*

Key words: Job satisfaction, Teacher, Students, Formal Primary School, Non-Formal Primary School, Impact, Achievements.

INTRODUCTION AND BACKGROUND

The role of teachers in any education system is very important. There is a prime need of quality education which can be achieved only through the teachers who are socially, emotionally, physically and mentally healthy. This is possible if the teachers are satisfied and are free from stress and strain. Teachers with full of satisfaction are motivated towards their job that is teaching. On the contrary, dissatisfaction leads to lose their interest in professional responsibilities. Teachers are the key employees in the schools. Therefore, teachers' job satisfaction (JS) is an important issue of an empirical research in any country together with Bangladesh.

The purpose of the present research is to investigate the job satisfaction of the teachers of formal and non-formal primary schools of Bangladesh. Formal education is said to be a rigid while non-formal education is a flexible forms of education, whereas the goal of both the processes is to prepare a good and efficient human resources. The study, thus, has planned to extend similar weight to both the streams of primary education of the country. To be mentioned, the principal category of formal schools is GPS but in terms of non-formal education, it can't be determined easily as the providers are many. Therefore, for more reliability and likeness the study depends upon GPS for formal and Ananda Schools (AS) of ROSC Phase-2 Project for non-formal primary schools, all of which are managed by the GoB under the umbrella of DPE.

The primary education is the basic education in Bangladesh, and it is one of the fundamental rights, guaranteed by the country's constitution for all of its citizens. Whereas, teaching as a profession in the primary schools needs to earn more recognition and status from the society. The squat standing of these teachers is assumed to be due to their low salary, heavy work load, lack of freedom of work, closed relationship with community, inadequate scope of leadership, poor environment and other service related factors including teachers' individual and school factors. It is anticipated that all these components will come up with some tangible findings so that necessary suggestions for better job satisfaction of primary school teachers improving students' achievement could be given.

1.1 Statement of the problem

To state the problem a small backdrop of 'job satisfaction' concept is important to point out accepting the inquiry. Haprock who first coined 'job satisfaction' in 1935 termed it as a combination of psychological, physiological and environmental circumstances that cause a person truthfully to say 'I am satisfied with my job'. Since the era of Haprock many studies have so far been undertaken on the subject in the various organizations including educational institutions. According to an estimate of Locke (1976) more than 4000 articles had been published up to the year 1976 on job satisfaction. The present investigation is aimed at to focus on job satisfaction of teachers of formal and non-formal (AS) primary schools in the context of Bangladesh would be another addition to lengthen the chain. The current problem has not only embodied the feeling of the teachers about how happy or unhappy they will be with various aspects of their job, but also will examine how a pleasant and positive attitude possessed by them towards their job leads to better performance of students and vice-a-vis.

1.2 Significance of the study

In Bangladesh, the goal of primary education is to prepare children for further education and for good citizenship. It is the basic and formative stage of human development where teachers play the pivotal role. To anticipate clearly, if there is dissatisfaction among the primary school teachers on their job, their students would, in turn, be deprived of quality education and there would also be a probability of low access into the schools. The inadequacy in JS with the teachers would further create impediments for future education of the children. It means, the ultimate impact of the teachers' job satisfaction inevitably rolls towards students' performance. It is, therefore, important to find out the imperatives of job satisfaction of the teachers of formal and non-formal primary schools (Ananda Schools) of Bangladesh.

The main thrust of the study is to evolve with several independent components which would transmit individual teacher's attitude or feeling about his/her job. The instrument to be developed utilizing those components would be a unique instance for the future investigators on the area. The study would further pave opportunity to come up with some tangible findings in drawing necessary suggestions for better job satisfaction of primary school teachers of Bangladesh.

1.3 Research questions

- What are the factors responsible for teachers' job satisfaction or dissatisfaction?
- How many teachers fall into different levels of job satisfaction?
- What would be the impact of teachers' job satisfaction on the students' achievements?

1.5 Operational Definitions

Job satisfaction: In the present study job satisfaction means teacher's liking or disliking the job. It refers to the attitude and feelings of teachers on some common factors relating to their profession. These factors are placed in both positive and negative statement forms so that teachers' feeling and beliefs are reflected clearly.

Teacher: In the current study "teacher" means a person who teaches and instructs the students of Government Primary School (GPS) for formal education and Ananda Schools of ROSC project for non-formal education of Bangladesh.

Formal Primary School (FPS): In Bangladesh formal primary schooling of children starts at 6+ and ends at 10+/11 years of age. In this study, formal primary school refers to a Government Primary School (GPS) of Bangladesh.

Non-formal Primary School (NFPS): For the study Ananda Schools (AS) run by the Reaching Out of School Children (ROSC, Phase-II Project, DPE, ROSCU, Government of Bangladesh will be taken into consideration.

Ananda School (AS): Known as Learning Centre (LC) of the Reaching Out of School Children (ROSC) project of Ministry of Primary and Mass Education (MoPME), Government of Bangladesh (GoB) with the financial grants of The World Bank.

Students' Achievement (SA): The current investigation refers to achievement of students of grade -4 of both GPS and Ananda schools in 1st terminal examination in the subjects of Bangla, English and Mathematics.

Impact of job satisfaction The present study is devoted to find out the impacts of job satisfaction of teachers on the performance of students in the schools.

REVIEW OF RELATED LITERATURE

To look the study at on an extensive premise the information would be collected surveying different documents to suit the needs and objectives of the investigation, and then would be grouped them into a several categories carefully to help discuss the results.

2.1 Job satisfaction studies in general

The world has so far experienced with many research studies on job satisfaction (JS) of employees of business enterprises, teachers of educational institutions and members of social and community organizations. In this section, previous research findings on JS in general have been presented in terms of international and national (Bangladesh) perspectives.

2.2 Studies related to job satisfaction and students' achievement

Herzberg (1957) found that more satisfied workers will tend to add more value to an organization; and unhappy employees, who are motivated by fear of boss, will not give 100 percent of their effort for very long. Today, in the field of education, students' achievement is considered as the most important criterion for the educational effectiveness. The next attempt would be to understand the influence of JS as an independent variable on the students' achievement found by different studies.

2.2.1 Studies related to teachers' JS and students' achievement (international perspective)

Anees (2011) conducted the study in Indian context depending upon a variety of factors which were categorized into personal factors and factors inherited in the job which are controlled by the management. The geography and size of the institution were also included in the study. Before, Anees study in Indian context, Sreenivasam (2007) studied the JS in higher education in teachers of personal, job related and social factors. Rashid (2013) identified teachers' job satisfaction against environmental factors, and later on, Moore (2012) worked on same factors in American context. As there is no perceptible difference among the different studies in determining JS factors, a study on the predetermined factors would be conducted in the primary schools of Bangladesh.

Chutia (2013) conducted a research on impact of teachers' job satisfaction in academic achievement of the student in Assamese medium secondary schools of Kamrup district of Assam, India. The researcher did the study to measure the level of job satisfaction and to measure the students' achievement. The study further found out the relation between the level of job satisfaction and the students' achievement. It was a descriptive survey study. The sample has been confined to 100 schools and 1000 teachers. Here Dixit's Job Satisfaction Scale and Data Gathering Schedule for students' achievement were used. Some statistical approach like Pearson correlation, percentage, graphical representation and tables were used for data analysis and interpretation. The study found that their exist very negligible correlation between the teachers' job satisfaction and the academic achievement of the students in Assamese medium secondary schools of Kamrup district of Assam.

Wangai (2012) did a project work on factors affecting job satisfaction among secondary school teachers of Mwatate district, Kenya. He found that students' performance was not affected by the level of job satisfaction possessed by the teachers.

Georgiou (2012) conducted a study on the impact of teacher job satisfaction and interpersonal behavior on student achievement in Cyprus' context. Jacob and Lefgren's (2008) study examined how differences in teacher quality affected students' achievement in a midsized district. They found significant difference in value-added teacher effectiveness, but only a small effect considering teacher education or experience. They concluded principal rankings are better predictors of teacher performance than observed teacher qualifications. (Buddin&Zamarro, 2008).

Katharian(2005) did a research on teachers' job satisfaction, students' achievement and the cost of primary education. The purpose of the study was to find out the factors determining teachers' job satisfaction

Tanja(2005) to assess the impact on students' achievement informed that teachers may also play a crucial role in educational attainment. Tanja further argues that higher school quality results in lower dropout rates and that teacher quality is the most important factor contributing to overall school quality.

2.2.2 Study related to students' achievement in Bangladesh

Khan (2002), in his study, an assessment of the learning achievement in environmental studies of the 4th grade learners of Non-formal primary education program of Proshica found that the learners are better in the social studies competencies and also on the competencies which are involved in much thinking and reasoning. Hossain (2001) found that learning achievement score on life skill of the 185 students of class 4 in 5 government primary schools in Dhaka city was 66.27%, which is satisfactory.

Akhter (1996), in her study, academic achievement of the NFPE learners in BRAC School, found that teacher quality has been linked empirically to various student outcomes. Islam (1982) in his Ph. D study found that effectiveness of secondary teachers training colleges (TTC) program of Bangladesh depends on teachers' morale, organizational climate and leadership behavior of principals. Biswas(2009) conducted a study on effect of teacher's remuneration on teaching quality in non-formal primary education. Actually quality issues in teaching are not followed by the teachers who are getting low remuneration. He argued that all the arrangement for increasing teachers' salary / benefits would ultimately help improve quality of teaching in the NFE centers. Children having more care and affection from the teachers who are satisfied with their remuneration would perform well in the classroom.

METHODOLOGY

Some methods and techniques followed in accomplishing the study have been described. The study intends to use both qualitative and quantitative approaches of data collection from secondary and primary sources.

3.1 Nature of the study

It is a descriptive as well as qualitative research conducted following survey method to collect primary data from the different stakeholders of both formal and non-formal education. However, secondary data were collected from different research studies, books, journals and reports following document survey method.

3.2 Population of the study

The population of the study consists of all the teachers of fourteen categories of primary schools including GPS and non-formal primary schools. There are 104,017 formal and non-formal primary schools in Bangladesh and 449,799 teachers are teaching 19,003,210 students in those schools. (Source APSC 2012A).

3.3 Sample selection

To meet the purpose of the present study 42 government primary schools (GPS) and 42 non formal i.e. Ananda schools (AS) were selected following purposive convenient sampling procedure from seven upozillas of seven administrative divisions of the country. Each division has 6 formal and 6 non formal schools. To find out students' achievement in three basic subjects of Bangla, English and Mathematics, 6 students of class four of the selected schools each were selected according to random sampling procedure with 5 intervals following class roster.

3.5 Sources of data

Primary data were collected from the teachers on both formal and non-formal schools using close ended questionnaire prepared by the researcher. The secondary data were collected from the previous related studies done in the area and also from different documentary sources. The sources comprised of school records,

publications in the form of books, journals, documents, reports, theses/dissertations and rules concerning the present research study.

3.6 Instruments used in the Study

The study used two types of instruments to collect information from the respondents. These are given below:

- Primary School Teachers' Job Satisfaction Inventory (PST-JSI)
- Students' Academic Achievement Profile (SAAP)

3.7 Preparation and Description of the Instruments

3.7.1 Primary School Teachers' Job Satisfaction Inventory:

This instrument consists of two parts. Such as-

Part 1: Demographic Information (DI)

Part 2: Job Satisfaction Questionnaire (JSQ)

The inventory is developed on the basis of the secondary information collected through literature survey. Part one of the inventory consists of 14 items relating to teachers' personal entities and institutional components while part two consists of 40 statements (20 positive and 20 negative) that speak about teachers' attitude towards job satisfaction. Part two carries the information in connection to job related factors of the study. These are: 1. Teachers' monthly salary. 2. Teaching as a profession. 3. Teachers' community relation 4. Parents, guardians cooperation. 5. School physical facilities. 6. Leadership of teachers. 7. Teachers' professional development. 8. Teachers' satisfaction providing effective teaching. 9. Job Security of teachers 10. Team work opportunity of teachers. 11. Teachers participation in decision making. 12. Social recognition for teaching. 13. School environment. 14. Teachers' pleasure in teaching. 15. Appropriateness of school Timing. 16 Availability & use of teaching materials/ aids. 17. Community role for students' attendance. 18. Management behavior with teacher. 19. Teachers' leave & recreation facility. 20. Teachers' work load.

To show the 20 items under 6 principal components following picture is appeared:

Teachers' profession related components are item nos. 2, 7, 8, 14 & 20; Teachers' need fulfillment related components are item nos. 1, 9, 12 & 19; Teachers' human relation related components are item nos. 3 & 4; Teachers' participation in democratic practice related components are item nos. 6, 10 & 11; School physical facilities and environment components are item nos. 5, 13 & 16; School management related factors are item nos. 15, 17 & 18.

Then after Sharing the items with teachers and experts, Finalization of items of job satisfaction, Preparation and try-out of questionnaire. In order to ensure that the opinions of the sampled respondents are factual, one positive and one negative statement were developed against each component considering the socio-economic and environmental aspects of Bangladesh. The questionnaire was developed on five point Likert type scale technique. Scores assigned for the positive statements are: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2 and Strongly Disagree-1. The draft questionnaire of job satisfaction was tried out with 26 teachers of both formal and non-formal schools, 3 education officers, and 4 teachers of IER, university of Dhaka to examine the concepts embodied in each positive and negative statement given against each item / components, language of the statements and scoring pattern of JSQ. On the basis of their opinions the questionnaire was revised and finally decided to use for the study. With the sharing of items among the different experts and with the try-out of questionnaires face validity and item validity of the instrument have been ensured.

3.7.2 Students Academic Achievement Profile (SAAP):

To collect information on students' academic achievement SAAP was developed. It contains options of gathering students' performance in examination in numerical form, so that an individual school profile can be prepared on the basis of marks obtained by the students' of grade 4 on Bangla, English and Mathematics in first terminal examination.

3.8 Recruitment and Training of Field Investigators

Two competent field investigators having master degree in education and with previous field experience were recruited for data collection for the study. The field investigators underwent one day orientation training conducted by the researcher at IER, University of Dhaka.

3.9 Methods of Data Collection

The field investigators under the guidance of researcher visited the sampled GPS and ROSC Ananda Schools (AS) to administer Job Satisfaction Inventory (JSI) that contains Demographic Information (DI) and Job Satisfaction Questionnaire (JSQ) with the teachers; and to fill up the Students' Academic Achievement Profile (SAAP) in consultation with teachers examining school records. To collect secondary data the researcher visited

Dhaka University central library, IER library and Rajshahi University library. To collect information on formal and non-formal primary education she visited DPE and ROSC office, NCTB, BANBEIS, NAEM, BRAC, SUROVI, CMES and DAM. She collected different documents helpful for her study from these offices. Secondary information for the study was also collected through computer searching. A list of documents/ books and internet addresses is given in the bibliography.

3.10 Variables of the Study

The study is dealt with different types of independent and dependent variables.

Independent variables:

Job related variables (6 principal components determined out from 20 sub-components of JSQ)

Dependent variables:

Job satisfaction and Students' achievements

3.11. Data analysis

Information of the field- in job satisfaction questionnaire, demographic information and students' academic achievement profile was tabulated properly applying computer software MS, EXEL and SPSS (version20) by the researcher.

3.12. Statistical Techniques Used

To achieve the objectives of the study different statistical techniques like number, percentage distribution, weighted mean following Rosenberg Scale were used.

3.13. Identifying teachers job satisfaction level

To find out the level of job satisfaction of an individual teacher/ school, weights of each item indicated by him/her have been summated and then the total score has been divided by the number of items to get the average value which was checked through weighted range suggested for Likert 5 point scale.

3.14 Ethical Consideration

The researcher was promised bound to the respondent teachers for not to utilize the individual opinions for any other interest, she kept her words and she also hope to continue status in future too.

3.15 limitations of the study

With a limited number of schools to be chosen from the two categories of schools. The another limitation of the study is to mention that to judge the impact of job satisfaction on students' achievement, the study has planned to evaluate 1st terminal examination results in Bangla, English and Mathematics of 504 students (252+252) of standard four.

ANALYSIS AND INTERPRETATION OF DATA

As the study contains different aspects of job satisfaction and students' achievements, the researcher has planned to analyze and interpret data in five sections pursuing the following sequence:

- Identifying level of job satisfaction of primary school teachers
- Determining students' academic achievements
- Finding out impact of teachers' job satisfaction on students' achievement

4.1 Identifying Job Satisfaction Levels of Primary School Teachers (GPS & AS teachers)

Instead of 5 levels, 3 levels of job satisfaction i.e. Satisfactory (S), Moderately Satisfactory (MS) and Dissatisfactory (DS) are left to tell the job satisfaction level of primary school teachers of Bangladesh. The individual teacher's opinion on all the items produces a composite score to determine the job satisfaction level of a particular teacher and of a school as a whole.

4.2 Comprehensive results out of six job satisfaction components

The researcher has accumulated below the results of six independent factors, discussed above with a view to getting global results on the job satisfaction of primary school teachers separately for formal and non-formal schools. With this exercise, the investigator intends to place some hints in a way to generalizing the job satisfaction scenario of formal and non-formal primary school teachers' separately in Bangladesh.

Table 1: Job satisfaction level of primary school teachers' of Bangladesh on six components

S no.	Job related Factors	Formal school		Non formal	
		WM	Level	WM	Level
1	Teachers' profession related factors	2.54	MS	3.22	MS
2	Teachers' needs fulfillment factors	2.67	MS	2.78	MS
3	Teachers' human relationship factors	2.00	DS	2.29	DS
4	Teachers' scope of democratic practices	2.70	MS	3.00	MS
5	School physical facilities/environmental factors	2.60	MS	3.01	MS
6	School management related factors	2.50	DS	3.12	MS
Total	Average→	2.50	MS	2.90	MS

Table 1 : Indicates that out of six components of job satisfaction, teachers' of formal schools are Moderately Satisfied (MS) in their profession, needs fulfillment, scope of democratic practices and school physical facilities/environmental factors while they are Dissatisfied (DS) with human relation and school management related factors. The global mean score for job satisfaction of formal schools is 2.50 which are Moderately Satisfactory (MS). On the other hand, excepting human relationship component (which is dissatisfactory), the non-formal school teachers are Moderately Satisfied (MS) with all other rest of the components (five components) and the global mean score for non-formal school teachers job satisfaction is 2.90 which is also Moderately Satisfactory (MS) like formal schools.

The following section provides grade four students' achievement on the major three subject areas of Bangla, English and Mathematics as found out to investigate the relationship between teachers job satisfaction and students' achievement.

4.3 Identification of Students' Achievements

As mentioned earlier, the present analysis is done on the basis of school wise results achieved by the grade four students on Bangla, English and Mathematics in the 1st terminal examination of both formal and non-formal (AS) schools. Since the job satisfaction of teachers is shown in three levels, so the researcher felt it essential to produce the students' performance grades (results) in three categories in a balanced way. In the primary schools seven grades, such as A+, A, A-, B, C, D & F are used. For the present study A+ & A are combined into High, A- & B are into Average and C & D are into Low levels of performance/achievement. This exercise will help to find out the relation of teachers' job satisfaction with that of their students' achievements in the formal and non-formal (Ananda Schools).

Table 2 .Students' Achievements on three subjects of formal and non-formal (AS) schools

Grade	Formal school				Non formal school			
	Bangla	Math	English	Total	Bangla	Math	English	Total
H (A+ & A)	12 (28.57)	09 (21.43)	07 (16.67)	28(100)	08(19.05)	09 (21.43)	06(14.29)	24(100)
A (A- & B)	24 (57.14)	24 (57.14)	24 (57.14)	72(100)	18(42.86)	21(50.00)	21(50.00)	59(100)
L (C & D)	06 (14.29)	09 (21.43)	11 (26.19)	26(100)	16(38.09)	12 (28.58)	15(35.71)	43(100)
Total	42 (100)	42 (100)	42 (100)	126(100)	42 (100)	42 (100)	42 (100)	126(100)

The results of the above table 2 have been produced precisely in the following charts for formal (GPS) and non-formal (Ananda Schools) schools:

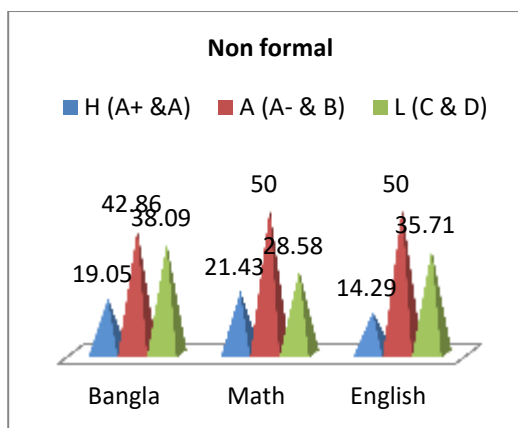
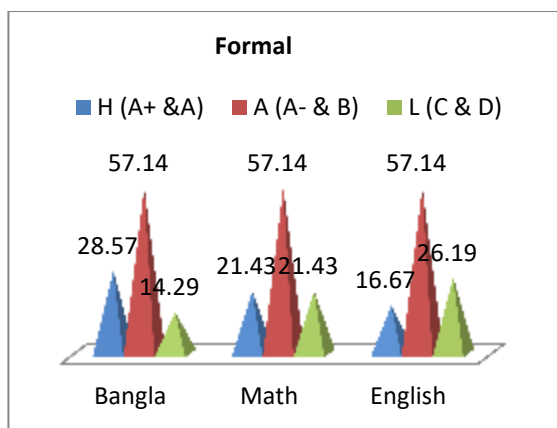


Figure :1 Students’ Achievements on three subjects **Figure: 2 Students’ Achievements on three subjects**

Table 2 shows that students’ achievements in three subjects are calculated in three levels (H=High, A=Average and L=Low). It further indicates that out of 42 formal schools, students of more than fifty seven percent schools (57.14%) have achieved average grade (A- & B) in three subject areas. Further, the students of rest of the formal schools have achieved either higher or lower grades in terms of Bangla, Mathematics and English. On the other hand, students of 50% Ananda schools have achieved average grade (A- & B) in Mathematics and English while students of 42.86 % Ananda schools have achieved average grade in Bangla. It is interesting to observe that a good number of NF schools have students with lower performance achieving C & D grades in all the three subject areas. However, by and large, it may be inferred that academic achievement of the students of formal and non-formal schools is average.

After getting the students’ achievements, the proceeding section is planned to find out if there is any impact of teachers’ job satisfaction on the students’ achievement.

4.4 Impact of teachers’ job satisfaction on the students’ achievements

It reveals from the earlier analysis that schools undertaken for the study have been categorized into high, average and low performing / achieving schools on the basis of grades obtained by the students of those schools independently. It has been appeared above that performance of formal and non-formal (AS) school students in Bangla, English and Mathematics is average. Now, it is imperative to investigate how these students’ results are being influenced by the degree of job satisfaction of the teachers. Therefore, following table is prepared with students’ achievement categories across the job satisfaction levels of teachers of formal and non-formal (AS) schools:

Table 3: Impact of teachers’ Job Satisfaction on the Students’ Achievements

TJSL	Formal schools				Non formal schools			
	Satisfactory	MS	DS	Total	Satisfactory	MS	DS	Total
H(A+&A)	01 (11.11)	08 (88.89)	00	09 (100)	02(28.57)	05 (71.43)	00	07 (100)
A(A-&B)	03 (12.00)	21 (76.00)	01(12.00)	25 (100)	00	20 (100)	00	20 (100)
L(C&D)	00	08 (100)	00	8 (100)	00	15 (100)	00	15 (100)
Total	04(9.52)	37(88.09)	01(02.39)	42 (100)	02(04.76)	40(95.24)	00	42 (100)

Table 3: It reveals job satisfaction of formal and non-formal school teachers in relation to their students’ achievements. It shows that 88.09% formal schools having teachers with Moderately Satisfied (MS) in their job have 76.00% students with average achievements. On the other hand, 40 (95.24%) non formal schools have teachers with Moderately Satisfied (MS) in their job; and out of this, at least half of the schools (20) fall into the category of average achievements (A- & B grades) of academic performance in terms of those subjects. Finally, it may be said that there is a good evidence of positive relationship between teachers job satisfaction and students achievements as schools having teachers with Moderately Satisfied (MS) with their job have students with average academic achievement (A- & B grades), yet there are some evidences of negative relationship, too and the tendency is more in the non-formal (AS) schools. The results further presented in the following Charts 1 & 2.

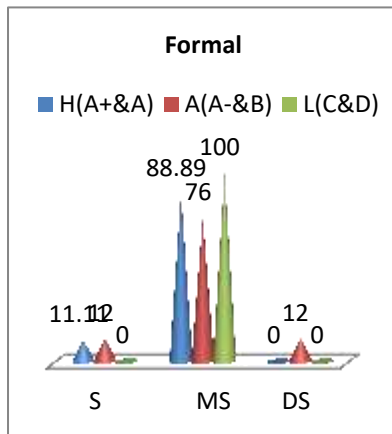


Figure:1 Impact of teachers' Job Satisfaction on the SA

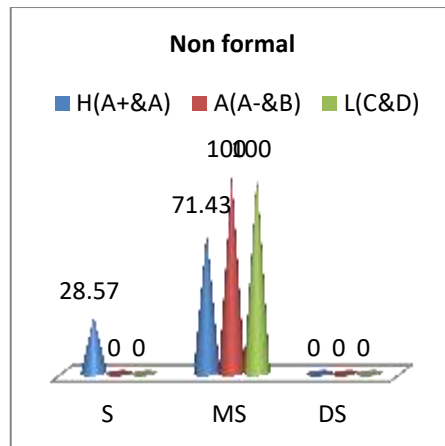


Figure: 2 Impact of teachers' Job Satisfaction on the SA

Chart 1 for formal schools and Chart 2 for non-formal schools (Ananda Schools) also clearly shows that out of 42 each formal and non-formal (AS) schools, a great majority of them have teachers with moderately job satisfaction and their students' academic achievement is also moderate (Average).

Discussion

Katharian, M. (2005) did a research on teachers' job satisfaction, students' achievement and the cost of primary education. The purpose of the study was to find out the factors determining teachers' job satisfaction. In order to test the link between teacher job satisfaction and education quality, student achievement at the end of the year it appears that teacher job satisfaction does exert a positive and significant influence on student learning. However, Chutia (2013) did a study on impact of teachers' job satisfaction on academic achievement of the student in Assamese medium secondary schools of Kamrup district of Assam, India. He found that there exists very negligible correlation between the teachers' job satisfaction and the academic achievement of the students in Assamese medium secondary schools of Kamrup district of Assam. Almost a similar result was found by Wangai(2012). He did a project work on factors affecting job satisfaction among secondary school teachers of Mwatate district, Kenya. He found that students' performance was not affected by the level of job satisfaction possess by the teachers. To conclude, it may be said that differences of the result of the present study with that of many other studies may be due to differences of time, situation and nature of the study

FINDINGS, IMPLICATION AND RECOMMENDATION

To come up with this result the researcher had to walk a long way and recorded many findings; out of them major findings are given below:

5.1 Major findings

1. It was found that the teachers of formal and non-formal (AS) primary schools of Bangladesh are Moderately Satisfied (MS) with their job.
2. To categorize the schools according to the job satisfaction levels of teachers, it was revealed that a large majority of formal (88.09%) and non-formal (95.24%) primary schools had teachers with Moderately job Satisfaction (MS). The division level distribution of schools had also produced the same results.
3. The result showed that out of five sub components of 'teaching profession in primary schools', the teachers of formal schools were Moderately Satisfied (MS) on 'teachers professional development', 'enjoying teaching', 'teachers workload' but they were Dissatisfied (DS) on 'teaching as a profession' and 'teachers fondness in providing effective teaching'. However, in the non-formal schools teachers were Moderately Satisfied (MS) in four sub components and Satisfied (S) on 'teachers' workload'. But in average, teachers of formal and non-formal schools were Moderately Satisfied (MS) with their teaching profession in the primary schools.
4. The job satisfaction of formal and non-formal (AS) primary school teachers in relation to twenty sub components under six main components of teachers job satisfaction, were found to be largely Moderately Satisfactory (MS). However, a few factors of both formal and non-formal schools had produced either Satisfactory (S) or Dissatisfactory (DS) results;

yet, in average, teachers of both formal and non-formal (AS) primary schools were found to be Moderately Satisfied (MS) with their job.

5. The study further showed that students of 57.14% GPS had achieved average grade (A- & B) in Bangla, Mathematics and English. However, students of 50% AS had achieved average grade in Mathematics and English while 42.86 % of them had achieved average grade in Bangla. Further, a good number of Ananda Schools had students with lower performance achieving grades (C & D) in all the three subject areas. Yet, in average, Ananda Schools had produced average academic achievements.
6. Finally, it revealed that teachers were Moderately Satisfied (MS) with their teaching job and performance of their students also, by and large, average/ moderate. Therefore, from the apparent results, it may be assumed that job satisfaction of teachers was helpful for students' academic achievement in formal and non-formal schools-more the job satisfaction of teachers, more the academic achievements of students'.

5.2 Implication

As a developing country, Bangladesh has been facing many big challenges; and one of its kinds is strengthening primary education. Teachers are the main agent of development of education. present study revealed that the teachers of primary schools, as a whole, possess moderate degree of job satisfaction while their students also possess average achievements in some major subject areas. This is an indication that if the authority is interested to improve students' achievements, it should take appropriate measures for teachers' job satisfaction on the factors that are hinted in the study.

5.3 Recommendations

It was found that teachers of both formal (GPS) and non formal (AS) primary schools were moderately satisfied with their teaching job. Therefore, schools authority should plan to improve the job satisfaction level of teachers keeping the present status undamaged. Last not the least, although teachers' job satisfaction level was moderate, yet there were teachers who had dissatisfaction (DS) on different factors of job satisfaction. On the other hand, although students' achievements in Bangla, English and Mathematics were average, nevertheless, there were students who had scored below average grades. Apparently, it may be guessed that student's achievement changes with the changes of teachers' job satisfaction. Thus, to improve the students' achievement in both formal (GPS) and non formal (AS) schools in Bangladesh, teachers' job satisfaction level should also be improved taking different measures by the education planners, decision makers, researchers and local school authority and community.

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