

Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh.

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Abstract

This study is conducted to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analysed from organizational perspective.

Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers' perception of 'job satisfaction' and to identify the factors which affect job satisfaction of female teachers. To fulfil these aims fifty seven teachers from seven government run primary schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. Both open ended and close ended questionnaire are used to get the answer of the research questions.

Fredrick Herzberg's theory of motivation, power distance and masculinity-femininity theory of Hofstede, teachers' job satisfaction model by Linda Evans have chosen to analyse data as well as variables.

The empirical study has found some factors which affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstede. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

CHAPTER ONE: INTRODUCTION

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behaviour, personnel and human resource management and organizational management.

It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also.

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs. The researcher interest is to analyse job satisfaction from organizational perspective. Looking job satisfaction from women perspective will also be interesting to present. This study has tried to reveal the job satisfaction among the female teachers of primary schools in Bangladesh.

Bangladesh runs one of the biggest primary education administrations in the world. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these constraints Bangladesh has achieved remarkable success in the field of literacy and primary education. The adult literacy rate (15 years and above) is now estimated 68%. The rate was 35% in 1991. (Statistical year book-2004) It has taken decades to arrive at this level of literacy. The success of improving literacy rates mostly contributed by primary education in Bangladesh.

In Bangladesh gender development has been occurred in different areas. Focus of gender development has been dominating not only for their participation but also for their qualitative services to the organizations. Though the participation of female teachers in primary education of Bangladesh is not big enough, their number is significantly increasing (Table 3.2). Their contributions have not only been confined within teaching in classes but also encouraging the girls to be educated by checking girls' dropout from primary education and contribute to the society as a whole. That is why the female primary school teachers' job satisfaction or dissatisfaction is needed to be addressed.

This study has examined how do the primary schools teachers perceive the term job satisfaction and also marked the causes those make female teachers satisfied or dissatisfied.

1.1 Problem Statement

Job satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover (Family Practice Management 1999). These two aspects are important in primary education in Bangladesh. The government of Bangladesh is highly concerned to combat girls drop out in primary schools. The female teachers are given preference in primary education to encourage girls to continue their education. But if the teachers are not satisfied with their profession they cannot increase their performance and thus to contribute to female education in Bangladesh.

Gender inequality is deeply rooted in Bangladesh. Society is both hierarchical and patriarchal and women's status within it subordinate. Women's position is theoretically protected under the constitution but traditional norms and behaviors restrict women's access to resources and services. The women works in this country in a context of unequal social relation between women and men, which puts women at a disadvantage (Gender Equality Strategy for DFID Bangladesh-March 2000).

Women are an inseparable part of the development of a country. Nearly half of the populations of a country are women. Fact has now been realized with predominant importance that without ensuring women's development the national development cannot be achieved. Education is media through which women's development can be achieved where the female teachers have significant role to play. The female teachers are the active participants of improving quality of primary education. In the social context of Bangladesh, it is a strongly belief that female teacher play the role of "substitute mother" in primary schools, and women have an "innate" ability to teach younger children especially. In Bangladesh the girls in rural areas are mostly remain aside from primary education. There are a number of reasons. Poverty, poor communication, lack of infrastructure, lack of knowledge containing advantages of female education etc. are notable to those reasons. The government of Bangladesh has had some significant programmes to overcome those problems. The scholarship / stipend to girls' students, food for education programmes etc can be mentioned. In this context as "substitute mother" the female teachers would stimulate girl's enrolment and retention in the school.

The fact is that, in the education sector focus on girls and women not only as students but

also as members of the educational profession. Teachers have had important role models to boys and girls and to their communities. Significant numbers of women in the teaching profession, particularly at the higher levels and in decision-making positions, can raise the aspirations of girls and young women and positively influence social attitudes toward women.

It is important for the female teachers in primary education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in-group relationship, the culture of the organization and society etc. contribute to affecting their satisfaction. Problems in this regard are:

1. The female teachers are not equally treated in comparison with their male counterpart.
2. The female teachers' contribution is hardly recognized by the organization as well as the society.
3. The female teachers like the job but they are kept aside from important responsibility and their importance is not so much recognized.
4. The unfavorable working environment, unhealthy inter-personal relationship makes them dissatisfied.
5. Poor salary and status keep the female teachers away from being work with full devotion

All these are problems of the female teachers in Bangladesh causing dissatisfaction to their profession.

1.2 Significance of the study

Significant numbers of female teachers in primary education are considered to be the result of gender development in Bangladesh. They may have their way to mean job satisfaction. And what they mean about job satisfaction; is really achieved or not. The purpose of the study is to delineate their level of job satisfaction as well as to identify the reasons behind this. Main aim of this study is to look into the issue from *gender and job satisfaction* point of view. This view has following three dimensions.

First

Most of the research of job satisfaction is related to management of industrial or business organization. The study of teachers' job satisfaction, specially the female teachers' job satisfaction is not many. This study is hoped to contribute to that extent.

2nd:

The primary education in Bangladesh has been giving emphasize in socio-economic development of Bangladesh. There are number of study in this area. The NGOs and the donor agencies as well as the government is patronizing such study. But study on teachers' job satisfaction – specially the female teacher's job satisfaction is yet to be done. As the female teachers have contribution in promoting female education in primary level, their satisfaction or dissatisfaction needs to be assessed.

Third

The female teachers 'importance has been recognized in the development of primary education but their level of satisfaction is not given attention. This study may help to divert the attention to that direction.

Last but not at the least this study have tended more to focus on women issue in a new arena.

1.3 Research Question

The researcher likes to pose the following research questions:

- a) How do the different groups of male and female primary school teachers perceive the term 'job satisfaction'?
- b) What factors cause them to be satisfied or dissatisfied?

1.4 Hypothesis

To find out the answers of the research question some hypothesis have been taken to conduct the study. The hypotheses are:

1. ***The poor salary structure makes both the male and female teachers dissatisfied with this profession.***

Salary is the direct benefit the teachers get from their jobs. It is also one of the important motivating factors. In Bangladesh the salary structure is not attractive. That is why both the

male and the female teachers are not satisfied with their jobs.

The salary structure is poor to the primary school teachers in Bangladesh.. It is approximately 48 USD per month (as of data up to December 2004). Such low salary structure is not satisfactory at all. This pay structure may makes them unhappy as well as dissatisfied

2. *Because of masculine culture the female teachers are less satisfied than the male teachers.*

As stated by Thomas (2005) in a masculine society the male are lean and mean. They can not be so open to appreciate or recognize the female's experiences and contribution. This is also applicable to the female teachers in Bangladeshi primary schools. Here the male teachers are lean and mean as well as rough. They are so miser to recognize the female teacher's contribution. This led to female teachers to dissatisfied

Male teachers undermine the female teachers. They think the female teachers are not capable enough to perform all sorts of responsibilities. That's why the female teachers are kept aside from decision making. The management and the head teachers hardly listen to from the female teachers. These are important reasons for the female teachers of being dissatisfied with their profession.

3. *Both the male and female teachers with high educational background are dissatisfied with this profession*

There are teachers in primary schools whose academic background is higher than the optimum requirements. This over qualification makes both male and female teachers dissatisfied. It is found in recruitment rules that the female candidates are eligible for the same position with inferior qualification to those of male candidates. This gap of academic qualification brings dissatisfaction to the highly qualified male and female teachers.

4. *With regard to the working environment the female teachers are more dissatisfied than their male counterparts.*

There are two types of environment; one is physical environment and other is social environment. Physical environments covers infrastructure of the school building, class rooms, furniture and other interior, teacher's room, toilets, computer facilities, telephone, fax, communication and location of the schools etc. In most village schools the female teachers have hardly rest room, wash room and other facilities. The location of the schools is not

always within a convenient distance or there are no transportation facilities available in that locality. That's why female teachers are more dissatisfied.

The social environment covers family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites. Hofstede(2005) stated that 'Women are supposed to be more concerned with taking care of the home, of the children, and of people in general-to take the tender roles. Male achievements reinforce masculine assertiveness and competition; female care reinforces feminine nurturance and a concern for relationships and for the living environment.' The female teachers need to care their family as well as the school which is not mandatory for male in masculine society. Some times the male teachers underestimate their female teachers. So a unhealthy interpersonal relationship dissatisfied the female teachers.

5. High power distance between head teacher and assistant teacher causes the female teachers less satisfied than the male teachers.

Supervision, interpersonal relationship etc are other part of work environment as well as the culture of the school. The teachers are directly under the head teachers supervision. So head teacher plays a vital role to be satisfied with the job of subordinate teachers. If the relationship between head teacher and assistant teachers is not so cooperative rather than directive it causes dissatisfaction. It means high power distance creates dissatisfaction to the job. On the other hand if head teacher is cooperative, democratic and friendly the subordinate feels free to do any job and they become more responsible about their job. According to Hofstede relationship between subordinate and superior in a large-power-distance organizations are frequently loaded with emotions. More over the ideal boss in the subordinate, eyes, the one they feel most comfortable with and whom they experiences with and whom they respect most, is a benevolent autocrat, or 'good father'. Generally female teachers' expectation is more emotional. So, all their expectation is not fulfilled all time which made them dissatisfied. A male head teacher can hardly read the emotion of a female teacher. On the other hand, a male head teacher can not overcome his masculine attitudes. Both this together cause the female teachers dissatisfied with the supervision of the head teacher.

1.5. Methodology

This study has been done by using both the qualitative and quantitative approach of

research. Based on my research problem and objective, I choose qualitative approach because the female teachers' job satisfaction has had a natural setting, uses interactive and humanistic method and their job satisfaction is fundamentally interpretive. And the reason of choosing quantitative approach is that this study will try to find out the answer of the research questions from numerical point perspective. Comparison between male and female teachers' job satisfaction can better be measured by numerical findings.

The qualitative method is preferred because the actual findings of the study are beyond anticipation of the researcher. This research is expected to be exploratory and inductive in nature and it focuses on the existing problems of recognizing the female teachers' satisfaction to the jobs. Qualitative research deals more with theory building rather than testing and researcher proceeds toward the study with some conceptual notions regarding probable theory in advance may be used in the study. Theories have been raised from the analysis of data or existing theory can be applied to innovating new theory by linking with findings of the study. There is flexibility in qualitative study where the researcher enjoys freedom in using theories and hypothesis to change as event unfold. In the qualitative study all phases like , enlarging and restructuring of research questions, data collection , data analysis, theory building and modifying go on almost simultaneously and interact with each others. According to Maxwell (1996) this method is best suited for some specific purpose; (a) understanding meaning (b) context (c) identifying unanticipated phenomena and influences (d) generating new theories and (e) understanding the process by which actions take place and developing causal explanations (Maxwell 1996:19-20). In this study, the qualitative approach will help researcher to look into the what job satisfaction is to the female teachers of government run primary schools in Bangladesh and to identify the factors influence their level of satisfaction.

Case study method was chosen because of its features i.e., it is holistic, specific, empirical, historically interpretive and theoretically analytic (Ragin and Becker, 1992:8-11). The study is holistic, because of factors i.e., every government primary schools in Bangladesh is controlled and directed by the department of primary and mass education of the ministry of education, they are financially dependent on government, same rules and regulations related to recruitment, promotion, salary structure of the schools. The findings of the study have been generalized to other female teachers' of government primary schools in Bangladesh.

The study is an empirical research and it use full variety of evidence-documents, artifacts and interviews to explain and test assumptions concerning causal relations among variables under investigation (Yin, 1994:8-13). The study is empirical in the sense that several independent variables i.e., the payment/salary, career prospect, pattern of supervision,

environment and culture by applying theoretical assumptions with the help of data collected from the field

The design of this study is multiple-case. In this process the researchers retain meaningful characteristics of real life events of the female teachers, such as their individual life cycles, organizational and managerial process, neighbourhood change, international relations and the maturation of the concepts.

Job satisfaction is one of the important phenomena of organization and it has been observed by multiple case studies. Here I have studied seven primary schools. Among them three from urban and four from rural areas. The concept of job satisfaction is also exploratory and explanatory that caused to conduct the case study research.

The main purpose of my study is to analyze the level of the female teachers' job satisfaction. Here, the male teachers' job satisfaction is also analyzed so that the female teachers' job satisfaction can evaluate well. So, this study effort to compare between job satisfaction of male and female teachers. Measuring job satisfaction from comparative analysis guide me to follow quantitative method also.

The researcher has interviewed 57 Government run primary schools' teachers. As the population size is very large and diverse I have used the cluster sampling. For cluster sampling different clusters are developed within the population. In my study the schools from urban and rural cluster has been be taken. Amongst from the urban cluster Dhaka Metropolitan area and from rural cluster Barisal district has chosen. As Creswell note "cluster sampling is ideal when it is impossible or impractical to compile a list of elements composing the population" (Creswell, 2002).

1.6. Unit of analysis

The unit of analysis is job satisfaction among teachers in government primary schools in Bangladesh I have analyzed the responses from 6 government primary schools in Bangladesh. Out of these 6 schools three are from Dhaka city and rest three are from rural area. The researcher has chosen both rural and urban schools to get significant number of male and female teachers as respondents.

1.7. Variables

This chapter is an attempt to develop a framework for analyzing job satisfaction among female teachers of primary education in Bangladesh. In this regard a brief review of literature on job satisfaction is made in order to identify the factors/variables that have a bearing on job satisfaction among female teachers of primary education in Bangladesh.

To draw an analytical framework it seems necessary to establish the relationship between independent and dependent variables and to relate them with the theoretical perspective. So here the purpose of this chapter is to discuss the meaning of job satisfaction that is dependent variable of this study. And to explain the factors or independent variables which affect the job satisfaction. At the same time effort will be given to set up the relation between dependent and independent variables.

Dependent Variable

Job satisfaction

Very simple term when someone is satisfied with his job that is job satisfaction. It is like that when any job is fulfilled one's expectation that is job satisfaction.

Porter, Lawler and Hackman (1975) define job satisfaction as a feeling about a job that "is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does received."

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individuals feelings and emotions about their and how their job affects their personal lives. But it is only psychological expression. Our concern is job satisfaction from administrative, socio-economic and organizational context.

Paul Spector (1985) define job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

1. Pay- amount and fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by ones supervisor
4. Benefits- insurance, vacation, and fringe benefits
5. Contingent procedures-sense of respect, recognition and appreciation.

6. Operating procedure-policies, procedures, rules, perceived red tape.
7. Coworkers- perceived competence and pleasantness of ones colleagues.
8. Nature of work- enjoyment of the actual tasks themselves.
9. Communication- sharing information within the organization (verbally or in writing)

Job satisfaction is directly linked with some organizational phenomena, like hierarchy, supervision. Workers preferred decentralized administration. Participation in decision making can bring job satisfaction. Smith, Kendall, and Hullin have suggested that there are five job dimensions that represents the most important characteristics of a job about which people have affective response. They are

1. The work itself: the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility
2. Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization
3. Promotion opportunities: the chances for advancement in the hierarchy
4. Supervision: the abilities of the supervisor to provide technical assistance and behaviour support
5. Coworkers: the degree to which fellow workers are technically proficient and socially supportive (Luthans, 1995) organizational behaviour, p-126

Teacher's job satisfaction

Evans identified the levels of job satisfaction which indicate some factors of job satisfaction for teacher.

Level I: Policy and condition of service.

Pay structure. A well pay structure brings more satisfaction

Level II: Leadership style. (Of head teachers or the senior teachers)

Organizational climate. It includes the pattern of management of the schools, method of accountability of the teachers, level of local people interference, freedom of teachers etc.

. Level III: This level suggested determinants of job satisfaction are, typically, individuals needs fulfilment, expectations fulfilment or values congruence. Individual's attitude, norms, values, personality and emotion reflects in this level.

Job satisfaction differs from gender perspective.. There is clear distinction between the nature of male defining job satisfaction and female define job satisfaction. The factors affecting the female job satisfaction is working environment, interpersonal relation, and supervision of boss (by the head teacher). For men salary and security of the job is most important. Men more concerned with extrinsic rewards (most notably pay) women focusing more on intrinsic rewards i.e. the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration. Job satisfaction differs a lot on gender perspective because of social culture. In masculine culture women are modest in nature and teach younger children. They are playing the role of 'substitute mothers' in school as a teacher. On the other hand in masculine country male are assertive in nature and prefer the challenging job. Even they are dominating symbol in management which affects on female job satisfaction.

Everyone define job satisfaction as their fulfillment of their expectation. It differs from person to person and organization to organization even in context of male and female. So job satisfaction is such phenomenon which comes from not only the job, but also from one's personal, social organizational, administrative and economical condition.

Independent Variables:

This study has tried to determine female teachers' job satisfaction. It is dependent upon some factors those are termed as independent variables like, career prospects, academic records payment/salary, supervision, environment and culture.

Career prospect

In very simple term career prospect means how far a job can ensure ones career in job. It means whether the job is supporting the employee to be established or give scope to develop ones career. Career has some phases. It starts with Recruitment and selection. The other phases are: promotion, training and transfer as well as placement. All these phases cover in the teaching in primary schools in Bangladesh. Their satisfaction and dissatisfaction depends upon these factors through which a teacher can reach to the ultimate goals of the job. Fairness of recruitment process and on time promotion to the higher position bring satisfaction to the female teachers. So, the recruitment and promotion process of the female teachers cause effect to their profession. If any one gets positive support from their job it will

creates job satisfaction. If there is no fairness of recruitment, training and promotion system overall limited career prospect it will bring dissatisfaction to every one. Thus career prospect of a job is highly interlinked with job satisfaction.

Academic qualification

Academic qualification is the standard of ones academic background. Such qualification is asked for applying any job. Getting job as per one's academic qualification will satisfy him or her on the other hand if some one's job is inferior to his or her academic qualification brings dissatisfaction to him or her. Academic qualification is the prime factor of being qualified to be recruited as teachers in government primary schools of Bangladesh. Entry qualification for women is SSC and HSC for men. When candidate with Master degree joined this profession, it's very natural that they will dissatisfy. So there is a direct relationship between job satisfaction and academic qualification.

Salary

One of the most important purposes to do a job is getting salary. If one gets a handsome salary by which one can afford the living may cause job satisfaction. But if the salary cannot bear ones expenditure one should not be satisfied with the salary.

The salary structure is poor to the primary school teachers in Bangladesh.. It is approximately 48 USD per month (as of data up to December 2004). Such low salary structure is not satisfactory at all. This pay structure may make them unhappy as well as dissatisfied. Thus salary directly impacts on job satisfaction.

Supervision

Dogmatism of the head teacher (specially the male head teachers) or harassment in the name of supervision by the senior teachers many time cause dissatisfaction to the female subordinates. This is linked to environment and the culture of the organization. The females in Bangladesh have had so many responsibilities in families like cooking, rearing and caring the kids, taking care as well as nursing their husbands and other members of the family. All these activities of the female teachers are barrier to their professional sincerity, punctuality and devotion. While they are supervised these are noted and they are humiliated. Its prolong ness bring the female teachers dissatisfied to their profession.

Working Environment

There are two types of working environment which can effects on job satisfaction. One is physical environment. Physical environment covers infrastructure of the school building, class rooms, furniture and other interior, teachers room, toilets; specially, female teachers toilets, play ground of the students, computer facilities, telephone, fax, communication and location of the schools etc. Physical environment is directly linked with job satisfaction. If one's get favorable physical environment he or she may be satisfied with the job. Opposite is true that unfavorable working environment creates dissatisfaction.

In most village schools the female teachers have hardly rest room, wash room and other facilities. The location of the schools is not always within a convenient distance or there are no transportation facilities available in that locality.

Second type environment is social environment. The social environment covers family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites. If such relation is good some one can be satisfied with the job, but because of antagonistic relation one may be dissatisfied with their job. Thus environment plays a vital role in context of job satisfaction.

Culture

Culture is mental software of the mind. It is learned, not innate. It derives from one's social environment rather than from one' genes. Culture should be distinguished from human nature on one side and from an individual's personality on the other. (Hofstede -2005) There are two types of culture which affects on job satisfaction. First one is organizational culture here it means school culture. Organizational culture is the social glue that binds members of the organization together (Kreitner 1995:5329. The relationship between superior and subordinate, decision making, delegation pf authority, types of leadership, and bureaucratic power are part of organizational culture. Job satisfaction is related to these criteria. Like if decision making process is participative every one should be satisfied on the other hand under undemocratic decision making process creates dissatisfaction.

Second one is social culture. Hofstede (2005) identified these two cultural dimensions in society. He defined "a society as masculine when emotional gender roles are clearly distinct.

men are supposed to be assertive, tough and focused on material success, whereas women are supposed to be more modest tender and concerned with the quality of life” and “a society is feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with quality of life”.

Practically in Bangladesh society is masculine (*Jamil,*). Here, the men are assertive; tough those cause women to be undermined. In formal rule and regulations the women are given equal status as of men but because of masculine cultural dimension the women are far behind to this formal power.

The schools’ culture is mostly male dominated because of masculine cultural background of the society. The male teachers do not feel comfortable working under female teacher’s supervision. Thus culture affects on job satisfaction.

<u>Independent Variables</u>	<u>Dependent Variables</u>
Career Prospect	
Academic Records	
Payment/salary	
Supervision (<i>leadership role of head teachers</i>)	Job Satisfaction
Working Environments	
Culture	

From the discussion above we found that job satisfaction has direct relation with salary, supervision. Working environment and culture which are independent variable of this study.

1.8. Data Collection

The interview questionnaire was constructed in the way so that researcher could have both qualitative and quantitative data and information. It was also in my project proposal to select those schools which male and female teachers ratio is almost fifty – fifty. And the schools would be selected from Dhaka city, the capital of Bangladesh. But in three schools I visited found only three male teachers out of twenty eight. So researcher was to move to village where the scenario is just reverse. The total numbers of teachers interviewed were 57. Amongst those 32 are female teachers and 25 are male teachers. During the interview

researcher observed the physical artefact and the behavioural mode of both male and female teachers. More over; the researcher talked to some government officials who are involved in the management of government primary schools. They are Director General of the Department of primary Education, one Director, two assistant director, two research officers of that Directorate, the system analyst of Bangladesh Bureau of Educational Information and Statistics (BANBEIS). More over during interview researcher talked to some members of school managing committee and some guardians of the students. The schools and the number of teachers interviewed are listed bellow:

Urban School (Dhaka City)

Name of the school	Number of female teachers	Number of male teachers	Total teachers interviewed
Rotary Govt. primary School	7	01	08
Kollanpur Govt primary School	12	01	13
Nilkhet govt primary School	06	01	07
Total	25	03	28

Rural Schools

Name of the School	Number of female teachers	Numbers of male teacher	Total teachers interviewed
Mohishapota Govt primary school	02	05	07
Bisharkandi Govt primary school	01	05	06
Dharalia Govt: primary School	02	05	07
Banaripara Govt. primary school	02	07	09
Total	07	22	29

The selected female and male teachers have been asked whether the salary, the career

prospects, the work group or environments cause them to be satisfied to their profession. On the other hand, gender as well as culture play important role to female teachers job satisfaction. So they were asked about the culture of the school they have been working. Whether, they are undermined by the male teachers. The female teachers' likings or disliking can contribute to the better management of the schools. But the level of considering their preferences have been affected the female teachers' satisfaction or dissatisfaction. Some times external influence in diverting decision may go beyond the betterment of the schools. It is a social as well as organizational culture of primary schools. This cultural factor also causes satisfaction or dissatisfaction to them. During the interview these aspects has been pinpointed.

The primary data are fewer than the total number of teachers in Bangladesh. But these respondents response led me to search multifarious sources of secondary data. These are the documents of the Directorates related to the recruitment, promotion, training managing committee etc. The relevant research document from the Institute of Education and Research of Dhaka University, the research documents of different projects run by foreign donors under the Department of Primary Education (DPE). News and articles from different news papers of Bangladesh etc.

1.9. Data Analysis

In case study the process of data analysis involves making sense out of text and image data (Creswell, 2003, p.190). This has been followed in analysing my data which found during my field study.

The researcher has organized and prepared data for transcribing interviews, typing field notes and sectioning data based on the sources of information. Then effort is given to obtain general sense about female teachers' job satisfaction. The imaged has been categorised and has been coded. Afterwards, data is described the themes which will be found about female teachers' job satisfaction to be interconnected with the theories of motivation, gender, culture and the job satisfaction itself. Then researcher have been tried to present the description in figures and tables.

The quantitative aspect of data is analysed by using the factors of the job satisfaction and the respondents reply. The total respondents have brought in to percentage and then analyzed the out come out of the result. Then an analytical generalization is made to get to know the female teachers job satisfaction of government run primary schools in Bangladesh.

1.10. Study Limitations:

The main theme of my thesis is to assess the level of job satisfaction of female teachers of government primary schools in Bangladesh. According to my project proposal I tried to visit some schools from city and some from village, guided to select those schools in which the numbers of male and female teachers are more or less equal or at least the male female ratio is 60% and 40%. Such plan is to know the female teachers job satisfaction in comparison to the male teachers. But in capital city most of are female teachers and very few are male teachers. On the other hand in village most of are male teachers. As the ratio of male and female teachers is imbalanced in each school, to get the impacts of gender role (interpersonal relationship of male and female teachers) on job satisfaction was little bit tough.

1.11. Organization of the thesis:

This thesis is composed of six chapters. In chapter one the researcher has stated the research problem, research questions and hypothesis, the research methods, relationship between dependent and independent variables, data collection and data analysis strategy, the unit of analysis etc. Chapter two is literature review and theory application. In chapter three is about a short description of the historical background and present situation of female teachers of primary education in Bangladesh. Chapter four and five, are about data analysis. The respondents' opinion is analysed throughout these chapters. Chapter four is the answers from the respondent about the *concept of job satisfaction*. Next chapter is about the *factors influencing job satisfaction*. The response regarding to this is analysed in chapter five. The sixth chapter is the final chapter. Here the researcher has drawn the conclusion with some findings. In this chapter it is tried to justify the hypothesis with the findings.

CHAPTER TWO: THEORETICAL FRAMEWORK

2.1. Introduction

No qualitative study begins from pure observation and that prior conceptual structure composed of theory and method provides the starting point for all observation. (Schwandt, 1993)

This chapter is an attempt to develop a framework for analyzing job satisfaction among female teachers of primary education in Bangladesh. In this regard a brief review of literature on job satisfaction is made in order to identify the factors/variables that have a bearing on job satisfaction among female teachers of primary education in Bangladesh.

So here the purpose of this chapter is to present a literature review through which reader will get an idea about meaning of job satisfaction, as well as factors affecting on it. Though job satisfaction is a term of social psychology effort has been given to explain job satisfaction from administrative and social perspective.

To understand the meaning of job satisfaction I have used Luthans, Hullin, and Paul Spector's idea. Especially the researcher has elaborated the Two factor theory of Herzberg which also clearly identified some factors of job satisfaction

For understanding of teacher's job satisfaction I have explained the view of Linda Evans. Job satisfaction different country's primary school teacher have been highlighted to get ideas from those and to compare with Bangladesh.

To get the result of whether gender roles differ on job satisfaction I used the theory of Masculinity-Femininity and Power distance of Hofstede.

Herzberg, Linda Evans and Hofstede's theory helped me to get a idea about job satisfaction among female teachers, as well as factors affecting them.

2.2. Literature review

Since it was pioneered in the 1930s, the study of employees' attitudes to their work and, more specially, of job satisfaction, has contributed a substantial body of knowledge about what makes people happy or unhappy with their jobs.(Locke,1969) cited in Evans,p-3)

Job satisfaction can be viewed as "a pleasurable or positive emotional state resulting from the appraisal of ones job experience.(Locke,1976)

When someone is satisfied with his job that is job satisfaction. Or when any job is fulfilled one's expectation that is job satisfaction. There are two approaches of job satisfaction. According to Hackman (1975) If you want X from your work then you are satisfied to the extent that it provides you with X. On the other hand the job characteristics model suggests the causes of job satisfaction are objective characteristics.

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individual's feelings and emotions about their job and how their job affects their personal lives. Paul Spector (1985) defines job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

1. Pay- amount and fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by one's supervisor
4. Benefits- insurance, vacation, and fringe benefits
5. Contingent procedures-sense of respect, recognition and appreciation.
6. Operating procedure-policies, procedures, rules, perceived red tape.
7. Coworkers- perceived competence and pleasantness of one's colleagues.
8. Nature of work- enjoyment of the actual tasks themselves.
9. Communication- sharing information within the organization (verbally or in writing)

There is no one definition that sums up job satisfaction but there are many theories on what contributes positively or negatively to those feelings. Stemple (2003) notes that "Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction. In their book on theories of job satisfaction, Campbell, Dunnette, Lawler and Weick (1970) divide the present-day theories of job satisfaction into two groups, content theories which give an account of the factors that influence job satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow's (1943) Needs hierarchy theory and its development by Herzberg into the Two Factor theory of job satisfaction are examples of content theories. Equity, fulfillment and Vroom's (1964) expectancy theory are examples of process theory.

There are three important dimensions to job satisfaction. **First**, job satisfaction is an

emotional response to a job situation. As such, it cannot be seen; it can only be inferred. **Second**, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward the work, the boss, and/or coworkers. They will be dissatisfied. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have a positive attitude towards the job. They will be job-satisfied. **Third** job satisfaction represents several related attitudes. Smith, Kendall, and Hullin have suggested that there are five job dimensions that represent the most important characteristics of a job about which people have affective response. They are:

1. The work itself: the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility
2. Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization
3. Promotion opportunities: the chances for advancement in the hierarchy
4. Supervision: the abilities of the supervisor to provide technical assistance and behavioural support
5. Coworkers: the degree to which fellow workers are technically proficient and socially supportive (Luthans, 1995) organizational behaviour, p-126

2.2.1. Theory of Motivation

Two factor theory proposes that job satisfaction and dissatisfaction are in fact two separate dimensions. Job satisfaction is seen as running along with a continuum anchored from job neutral (neither job satisfied nor dissatisfied) to job satisfied.

According to *Herzberg*, people have two different categories of needs that are essentially independent of each other and affect behaviour in different ways. He found that when people felt dissatisfied with their jobs, they were concerned about the environment in which they were working. On the other hand when people felt good about their jobs, this had to do with the work itself. *Herzberg* called the first category of needs hygiene or maintenance factor. Hygiene because they describe people environment and serve the primary function of preventing job dissatisfaction. Maintenance--because they are not completely satisfied---they have to continue to be maintained, *Herzberg* called second category of needs motivators since they seemed to be effective in motivating people to superior performance. The motivator and the hygiene factors are as follows:

Motivator Factors	Hygiene Factors
<i>The job itself</i>	<i>Environment</i>
Achievement	Policies and administration
Recognition and accomplishment	Supervision
Challenging work	Working condition
Increased responsibility	Interpersonal relation
Growth and development	Money, status, security

The motivator factors are laid within the job itself while the hygiene factors are the environments of the job those prevent from being dissatisfied.

In this study the female teachers' job satisfaction or dissatisfaction is caused by both the factors of motivation. During the study the factors found as the causes of satisfaction or dissatisfaction are related either to the motivator factors or to the hygiene factors. But According to Herzberg salary, interpersonal relation, working environment and supervision are only hygiene factors. But my study findings stated these as motivating factors also. Actually this theory developed in western countries. Bangladesh is a developing country where socio-economic condition is just opposite of western countries. That's why salary and some other factors are motivating to the teachers.

"job satisfaction is relatively without merit; when people are simply happy to have a job at all, they are unlikely to leave that job simply because some parts of the job itself, or the company, or their co-workers or the pay doesn't suit them perfectly. Although that is the situation at the moment, however, it will not always be so" (Age and job satisfaction- 2005,) (<http://www.academon.com/lib/essay/job-satisfaction.html> on 4.2.06)

Job satisfaction differs on male and female attitude also. According to the result of study 'Work values, attitudes and performance of industrial workers in Bangladesh.

"Work ethic, mastery, competitiveness, achievement motivation and work involvement of the male workers are significantly higher than those of the female workers. However, the mean score for money belief of the female workers is significantly higher than that of the male workers. On the other hand, the mean score of saving is significantly higher for the male than for the female workers. Male workers are significantly higher than that of the female workers for most of the careers." A. Khaleque(1991)

After reviewing we can say that the source of job satisfaction is not only the job. It is related to rules regulation of the job, working environment, supervision, interpersonal relation of colleague .salary, Organizational culture etc are most important. Some times the nature of job itself a matter for job satisfaction. Like if some one like the teaching or nursing as a profession will be more satisfied than others who are in this profession not to get better job. In this study we found female teachers are dissatisfied because of unhealthy environment and poor salary but most of them into this profession willingly as they like this profession. Pattern of the job makes them satisfied.

2.2.2. Teachers' job satisfaction

There are many studies and literature about job satisfaction. But specifically on teachers job satisfaction is very few. Nias (1989) p-83 comment on teachers job satisfaction" I encountered several difficulties....The first was a conceptual one. As a topic for enquiry, teachers' job satisfaction has been largely ignored. Partly in consequence, it lacks clarity of definition."

Linda Evans (1998) identified the factors affecting the teacher's job satisfaction in some levels.

Level I: Policy and condition of service.

Pay structure. A well pay structure brings more satisfaction

Level II: Leadership style. (Of head teachers or the senior teachers)

organizational climate. It includes the pattern of management of the schools, method of accountability of the teachers, level of local people interference, freedom of teachers etc.

Level III: This level suggested determinants of job satisfaction are, typically, individuals needs fulfilment, expectations fulfilment or values congruence. Individual's norms, values, personality and emotion reflect in this level.

Leadership plays an important role on job satisfaction. "Head teachers who adopt laissez-faire styles of leadership, for example may be considered to exert very little influence on the school-specific circumstances and situations that potentially affect teacher morale, job satisfaction and motivation".(Linda Evans -1998, Teachers moral and job satisfaction)

"Teachers are feeling disillusioned, demoralized and angry at being forced to carry out unpopular government policies, while being constantly blamed for

society's ills. They are fed up with having to teach children in ever larger classes, working in schools which are dilapidated, under funded and overstretched" (ibid P-3)

How individual teachers view themselves as contributors to the whole school appears to be important to their level of satisfaction beyond the classroom, and the formation of this view of teachers is related to their school culture environment (Lortie,1975) Cultures with characteristics expressed in terms of collegiality and collaboration generally are those types that promote satisfaction and feelings of professional involvement of teachers.(Hargreaves. 1994; Leithwood, Leonard & sharratt, 1998). Others types of cultures that creates, maintain, and reinforce isolation do little to help teachers resolve issues or to learn new techniques to help them teach. These cultures of isolation and balkanization (Hargreaves. 1994) actually contribute to teacher dissatisfaction and to a loss of certainty about their professional competence (Rosenholtz. 1989).

There are some researches on different countries teachers' job satisfaction. Through which we will be able to understand the nature of teachers' job satisfaction. And how factors of job satisfaction differ from country to county.

The study by SIDA and DGIS(1990) on female primary teachers in **Bangladesh**, their recruitment, placement, and professional profile, found that a large number of female teachers came to this profession willingly and they are enjoying this profession. It was commonly accepted that female teachers do not perform as well as male teachers in school where as in fact the reverse was found to be the case. Studies indicate that female teachers perform substantially better compared to their male colleagues (Gustavsson, 1989) and that there are more dedicated to teaching as such(Masum,1989 cited in report of SIDA). But the salary of primary school teachers in Bangladesh is very poor.

"Increase our salary. Otherwise we will stop to teach. We are building the nation but we can not do it with empty stomach" The daily Ittefaq,12.1. 2006. This was the headline of one news in daily news paper in Bangladesh. Primary teachers of Bangladesh are getting a poor salary which nakedly affects their job satisfaction.

."Job satisfaction and morale are highly inter-related. To my mind, job satisfaction and morale require certain basic seriousness about what one is doing. Thereafter, the level of satisfaction or morale may decrease due to prevailing work conditions or other factors. But, government school teacher slack this basic seriousness. There is a lot of dissatisfaction and

frustration among them but it does not generate any action. Surprisingly, they do not seem interested enough to do anything about it” (Vimala Ramachandran and et all, 2005) Teacher motivation in **India**

In a study of **Israeli** secondary school teachers Kremer-Hayon and Goldstein (1990) reported that women teachers experienced more job satisfaction than was the case with men. In a study of stress and job satisfaction among 844 primary school teachers in Malta, Borg and Falzon (1989) observed that more than twice as many male teachers as women teachers indicated dissatisfaction with their work as teachers. Correspondingly, women teachers showed greater satisfaction with teaching than men.

While both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female teachers. In view of this, it can be argued that the findings of this study lend support to studies carried out in **Japan and Germany** in which it was shown that more men than women enjoyed teaching as a profession (Ninomiya and Okato,1990; Lissmann and Gigerich,1990). Conversely, the present study does not confirm the findings indicating that women experience more job satisfaction than men (Park,1992; Borg and Falzon,1989; Kremer-Hayon and Goldstein,1990).

“Research in **OECD countries** has consistently found that ‘working with children’ is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status.” (Paul Bennell (july-2004) Teacher motivation and incentives in **Sub-Saharan Africa and Asia**, Knowledge and Skills for Development, Brighton)

Poor motivation and lack of accountability is widely reported to result in high levels of teacher absenteeism in many countries. The World Bank, in particular, in its 2004 World Development Report, highlights poor teacher attendance as a direct consequence of the lack of accountability of teachers and schools to parents and local communities. To date, however, the paucity of comprehensive cross-country data has made it virtually impossible to reach robust conclusions. Fortunately, the evidence base is improving. The World Bank (with DFID funding) has recently conducted national absence surveys (WBNAS) of teaching and health personnel in seven developing countries (**Bangladesh, India, Indonesia, Ethiopia, Uganda, Ecuador and Peru**) during 2003.

A study by Xin ma & Robert MacMillan (1999) **Canada** on Influence of workplace conditions on teachers job satisfaction found that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied with theory professional role. Work place conditions positively affected teacher satisfaction; followed by teaching competence and organizational culture. Significant interactions between teacher background characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence,”

“The expectation that the male teacher will provide an effective role model and the confusion regarding the explicit characteristics they are expected to model has long been an issue for men as they embark on their teaching career (Allan, 1993). This fundamental question has, to date, received little attention in the literature. Is a male teacher a role model because he shows men to be caring, nurturing and have a “feminine” side as Ashley(2001) suggests or is he a role model because he can demonstrate the hegemonic masculine traits common to a specific culture(Balchin,2002, Burn, 2002)?”(Cushman:2005)

After reviewing the literature and experience of different countries teachers job satisfaction we can say that Teachers job satisfaction is an important issue for any country. Education is the backbone of a nation and teachers are the builder of that backbone. So teacher’s job satisfaction plays a vital role behind this. A large number of teachers like this profession, which impacts on their job satisfaction. It differs because of male and female teacher’s perspective. Female teachers are more satisfied with their professional role as a teacher than their male counterparts. The teachers identified some factors which affects on their job satisfaction, like, supervision (especially by head teacher) working environment, interpersonal relationship with college, organizational policy like promotion, salary etc. This factors are differs from country to country. Like, most of Asian school teachers are dissatisfied with poor salary, male teachers are more satisfied than female teachers in Japan and Germany.

Actually though the teachers are playing an important role to educate a nation the state (especially Asian) are not so concerned about job satisfaction of teachers.

2.2.3. Gender differences in job satisfaction

“It seems that men and women have little in common (Rosenberg, 2003). They do not think the same, they enjoy different types of movies, and they do not even have the same amount of ribs. However, when it comes to job satisfaction, it is unclear as to whether or not men and women share similar attitudes. While many people say that women getting paid less than men is blatant sexism, the real reasons for the discrepancy are much more complex, some argue(Bort, 2003)” **Job Satisfaction Attitudes of Men and Women**

Beutell and Brenner (1986) have examined the questions: what do men and women want from their jobs? Are there sex differences in work values? Based on their research, work values in general showed a high degree of similarity between men and women. This substantial consistency was not only true in this study, but also in other similar studies. There were, however, some items in which women scored significantly higher than men, and vice versa. Women scored higher than men on these items: feeling of accomplishment, respect. Pleasant work environment, development of knowledge and skills, intellectual stimulation, independence, use of educational background, originality and creativity, social contribution, respect from supervisor, and cultural and esthetic interests. Men scored higher than women in the importance of job security, income, advancement to high administrative responsibility, leisure time off the job, working on problems of central importance to the organization, and taking risks.

Hofstede claims that occupations are divided into “masculine” and “feminine” in terms of the values of those who exercise them. Competitive work, focus on individual technical performance calls for masculine values (scientist, engineer). Managers deal with technical and human problems, which is why they require assertiveness assigned as masculine one. “In masculine societies women mainly teach younger children and men teach at university, Children in masculine societies are exposed longer to female teachers. This tool is like a paradox, but the female teachers status is often low so that they will be anti-heroine rather than models for behavior.” (Hofstede: 2005:140).

“In a patriarchal society organizations are infused with what Connell (1995) terms ‘hegemonic masculinity’ that is, with practices which legitimate and express the power of men over women (Thomas:2003:156-157). Under these conditions, “women are always in the position of being outsiders, of being

travelers in a male world” (Marshal: 1984 cited in Thomas: 2003:157). It is found that a large number of female teacher are dissatisfied as they are not getting recognition for their job. “International survey of women in management (Adler and Izraeli1988 cited in Thomas)

Male symbolism is dominate in conceptions of the manager as ‘action man’ and in definition of the attributes required for managerial success – lean, mean, tough and forceful. This male image of the manager is used as a standard or norm against which women are compared. (Thomas)

“The impact on women teachers of being in a male-dominated profession is also likely to be a salient factor in some countries. Research has shown that motivational patterns are different among men and women in OECD countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.”
(.(Paul Bennell (july-2004) Teacher motivation and incentives in Sub-Saharan Africa and Asia, Knowledge and Skills for Development, Brighton)

Park (1992) has asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts. According to Lissmann and Gigerich (1990), women teachers are more pupil oriented than men teachers and consequently spend more time improving the class climate.
http://www.findarticles.com/p/articles/mi_qa3765/is_199711/ai_n8775798 Research in Education, Nov 1997 by Mwamwenda, Tuntufye S)

Xin ma & Robert MacMillan (1999) found that Female teachers appear to be more satisfied with their professional role than are their male colleagues. The gap between male and female teachers’ expressions of satisfaction increase as belief in teaching competence increase that suggests that other factors beyond the classroom are at work. Male teachers’ professional satisfaction appears to be much more affected by the organizational culture of a school than does that of female teachers. That findings may imply that a difference in focus exists between and women throughout their teaching careers (Ben-Peretz, 1996) and the difference may lie, as Huberman (1993) noted, would selecting teaching as a career. Huberman (1993) found that women, more than men, would select teaching again if given

the opportunity; on the other hand , men often saw teaching as an alternative rather than as the main focus of their career aspirations. If we extrapolate, female teachers may be achieving more satisfaction from teaching than male teachers because they purposefully choose this career. Male teacher which has been unable to achieve their early careers goals may be looking beyond the classroom for satisfaction in such area as school administration.”

It is found in literature that there are differences in attitudes regarding job satisfaction between men and women. Socio-cultural background plays a vital role for such differences in job satisfaction attitudes. “Bangladeshi women contribute substantially to their households and to the countries economy. A significant number of women also work as teachers, lawyers, journalists, government employees and for non government organizations. Their activities in turn, contribute to the transformation of the traditional values and gender roles of Bangladeshi women’s. In spite of these achievements the majority of women in Bangladesh have yet to be empowered to participate actively in the social, cultural, economic, and political life of the country. Gender discrimination is widespread in all spheres and all levels, as indicated by official statistics on health, nutrition, education, employment, and political participation.”(Asian development Bank,2001, Country briefing paper, Women in Bangladesh).In such condition how far women specially the female school teachers of Bangladesh satisfied with their job it is a burning question.

2.2.4. Theory of Culture: Masculinity - Femininity

Gender differences between men and women are more or less common to all over the world. These differences determine some different types of activities between men and women. But some roles of men and women are determined by society as well as social culture. Such socially as well as culturally constructed role feature out masculinity and femininity. (Hofstede (2005),

There were two questions about:

- I. factors which would be important to an ideal job
- II. The extent of disagree with the present job

To Hofstede (2005), the answers from the masculine pole are:

1. Earnings : looking for high earnings opportunity
2. Recognition : the good jobs are recognized
3. Advancement : having opportunity for advancement to higher level jobs

4. Challenge : the challenging works are preferred getting personal sense of accomplishment

And from feminine pole

1. Manager : desire to have good working relationship with the superior
2. Cooperation : want cooperative relationship with each other
3. Living area: living in an area desirable to one or one's family.
4. Employment security: require secured work environment that will give longevity of job in the organization.

Hofstede (2005) identified these two cultural dimensions in society. He defined

“A society as masculine when emotional gender roles are clearly distinct. Men are supposed to be assertive, tough and focused on material success, whereas women are supposed to be more modest tender and concerned with the quality of life” and “a society is feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with quality of life. Men are supposed to be more concerned with achievements outside the home-hunting and fighting in traditional societies, the same but translated into economic terms in modern societies. Men, in short, are supposed to be assertive competitive and tough. Women are supposed to be more concerned with taking care of the home, of the children, and of people in general-to take the tender roles. Male achievements reinforce masculine assertiveness and competition; female care reinforces feminine nurturance and a concern for relationships and for the living environment. Men taller and stronger and freer to get out, tend to dominate in social life outside the home; inside the home a variety of role distributions between the gender is possible.” (Hofstede & Hofstede: 2005:117)

Choice of occupation can differ because of masculinity and femininity. Masculine occupation was mostly filled by men, and the feminine occupations mostly by women. The differences in values, however, were not caused by the gender of the occupants. Men in feminine occupations held more feminine values than women's in masculine occupations. The ordering of occupations in IBM from most masculine was as follows

1. Sales representative
2. Engineers and scientists
3. Technician and skilled craftsman

4. Managers of all categories
5. Semiskilled and unskilled workers
6. Office workers

“Sales representative were paid on commission, in a strongly competitive climate. Scientists, engineers, technicians, and skilled workers focused mostly on technical performance. Managers dealt with both technical and human problems, in roles with both assertive and nurturing elements. Unskilled and semiskilled workers had no strong achievements to boast of but usually worked in cooperative teams, Office workers also were less oriented toward achievements and were oriented more toward human contacts with inside and outsiders.” (Hofstede:2005:128)

“Segregation in job choice also determines who become teachers; women or men. In masculine societies women mainly teach younger children and men teach at universities. In feminine societies roles are more mixed and men also teach younger children. So on average, children in masculine societies are exposed longer to female teachers. This looks like a paradox, but the female teachers status is often low so that they will be anti-heroine rather than models for behaviour,”(ibid:140) this study found the same result as women prefer teaching than male.

“In the more masculine countries, sense of responsibility ,decisiveness, liveliness, and ambitiousness were considered characteristics for men only, while caring and gentleness were seen as for women only. In the more feminine cultures, all these terms were considered as applying to both genders” (ibid: 31). But this study found not only men female are also ambitious. They always prefer a better job to establish in life.

In masculine societies job choices by students are strongly guided by perceived career opportunists, while in feminine countries students intrinsic interest in the subject plays a bigger role.

Some differences between feminine and masculine societies are as follows (Hofstede, et. al, 2005, p.147)

Feminine	Masculine
1. Management as ménage: intuition and consensus	1. Management as ménage: decisive and consensus
2. Resolution of conflict by compromise and negotiation	2. Resolution of conflict by letting the strongest win

3. Rewards are based on equality	3. Rewards are based on equity
4. Preferences for smaller organizations	4. Preferences for larger organization
5. Relationship and quality of life are important	5. Challenge, earnings, recognition, and advancement are important
6. More leisure time is preferred over more money	6. More money is preferred over leisure time
7. Careers are optional for both gender	7. Careers are compulsory for men, optional for women
8. There are higher share of working women in professional jobs	8. There is a lower share of working women in professional jobs
9. Humanization of work by contact and cooperation	9. Humanization of work by job content enrichment
10. Both men and women should be modest.	10. Men should be assertive, ambitious, and tough..
11. Both men and women can be tender and focus on relationships	11. Women are supposed to be tender and take care of relationships
12. Both boys and girls are allowed to cry, but neither should fight	12. Girls cry, boys don't, boys should fight, girls should not fight at all
13. Being responsible, decisive, ambitious, caring, and gentle is for women and men alike	13. Being responsible, decisive, ambitious, is for men, being caring, and gentle is for women
14. Girls don't cheer for boys	14. Women's ambitions are channeled toward men's success.
15. Women's liberation means that men and women take equal shares both at home and at work.	15. Women liberation means that women are admitted to positions so far occupied by men
16. Single standard; both sexes are subjects	16. Double standards: men are subjects, women objects
17. Same norm for showing male or female nudity	17. Stronger taboo on showing male than female nudity
18. Friendliness in teachers is appreciated	18. Brilliance in teachers is admired
19. Job choice is based on intrinsic interest	19. Job choice is based on career opportunities
20. Men and women partly study the	20. Men and women study different

same subjects	subjects
21. Women and men teach young children	21. Women teach young children

In number seven it is said that careers are compulsory for men, optional for women. But in Bangladesh women are also trying to self dependent. That's why some women also considered career as compulsory not optional.

These distinguished features of feminine and masculine society have helped me to analyse the level of job satisfaction of female teachers in Bangladesh. The management of schools are always in favour of the male teachers as they are considered as stronger than the female teachers. The male teachers are more money concerned than those of female teachers.

So there is a clear distinction between the nature of male and female define job satisfaction. In masculine culture women are modest in nature and teach younger children. They are playing the role of 'substitute mothers' in school as a teacher. On the other hand in masculine country male are assertive in nature and prefer the challenging job. Even they are dominating symbol in management. Which affects on female job satisfaction?

2.2.5. Theory of Culture: Power Distance

There is some national culture which directly affects on job satisfaction. **Power distance** is one of them. According to Hofstede Power distance 'as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally' (Hofstede: 2005:46). Power distance is thus described based on the value system of the less powerful members.

The teacher is a "guru" a term derived from the Sanskrit word for "weighty" or "honorable". Teachers are treated with respects; students may have to stand up when teachers enter in a classroom. The education system is teacher oriented; teachers outline the intellectual paths to be followed. In the classroom there supposed to be strict order or direction, with the teacher initiating all communication. Teachers are never publicly contradicted or criticized and are treated with deference even out side the school. (Hofstede: 2005:53) This description is almost true for Bangladesh. Fact is that the teachers like to remain as guru. Treat them as honorable person make them satisfied to their job.

In high power distance country salary systems show wide gaps between top and bottom in

the organization (Hofstede: 2005:59). Such low salary also leads to corruption in primary schools. The corruption perception index (CPI) identified by Transparency International (TI) in 2002 74 percent of differences in CPI is from poverty. "under condition of poverty, acquiring money in unofficial ways is not just a matter of greed; it may be a matter of survival. Officials, police and teachers in poor countries are often so ill paid that without side payments they cannot feed their families.On top of the influence poverty, power distance adds to the frequency of corruption (ibid:62-63).This study found both male and female teachers are dissatisfied because of corruption of central administration of primary school and in the recruitment process of primary school teachers.

According to Evans (1998) five significant factors regarding to head teachers supervision which affects subordinates job satisfaction; personality, interpersonal behavior, mission, professionalism and management skills. Sometimes they found their dogmatic attitude of head teacher.

According to Hofstede, in large power distance situation, superiors and subordinate consider each other as existentially unequal; the hierarchical is based on this existential inequality .Organizational power as much as possible in a few hands. Subordinate expects to be told what to do. There is lot of supervisory personnel, structured into tall hierarchies of people reporting to each other. In small power distances countries, there is limited dependence of subordinates on bosses, and there is a preference for consultation (that is, interdependence between boss and subordinate). The emotional distance between them is relatively small; subordinates will rather easily approach contradict their bosses. In large power distance countries, there is considerable dependence of subordinate on bosses. Subordinate respond by either preferring such dependence (in the form of an autocratic or paternalistic boss) or rejecting it entirely, which in psychology is known as counter-dependence that is dependence but with a negative sign. Large power distance countries thus show a pattern of polarization between dependence and counter dependence. In this case the emotional distance between subordinates and their bosses is large; subordinates are unlikely to approach and contradict their bosses directly. Salary systems show wide gaps between top and bottom in the organization. Superiors are entitled to privilege.(literally 'private laws')

Small power distance	Large power distance
1. Students treat teachers as equal	1. Students give teachers respect, even outside of glass
2. Teachers expect initiative from	2. Teacher should take all initiative in

students in class	class
3. Teachers are experts who transfer impersonal truth	3. Teachers are gurus who transfer personal wisdom
4. Quality of learning depends on two way communication and excellence of students	4. Quality of learning depends on teachers excellence
5. Less educated persons hold more authoritarian values than more educated person	5. Both more and less educated persons show equally authoritarian values.
6. Educational policy focuses on secondary schools.	6. Educational policy focuses on universities.
7. Hierarchy in organization means an inequality in roles, established for convenience.	7. Hierarchy in organizations reflects existential inequality between higher and lower level.
8. Decentralization is popular	8. Centralization is popular
9. There are few supervisory personnel	9. There are more supervisory personnel
10. Managers rely on their own experience and on subordinate	10. Managers rely on superiors and on formal rules
11. There is a narrow salary range between the top and bottom of the organization.	11. There is a wide salary range between the top and bottom of the organization.
12. The ideal boss is resourceful democrat.	12. The ideal boss is benevolent autocrat, or 'good father'
13. Subordinates expect to be consulted	13. Subordinates expect to be told what to do
14. Subordinate-superior relations are pragmatic	14. Subordinate-superior relations are emotional
15. Manual work has the same status as office work	15. White-collar jobs are valued more than blue-collar job
16. Skills, wealth, power, and status need not go together.	16. Skills, wealth, power, and status should go together.
17. All should have equal rights	17. The powerful should have privileges.

Number six that is in masculine country educational policy focuses on universities is not always true. In Bangladesh educational policy focuses on compulsory primary education. In number eight it is said that centralization is popular, it is also not always correct. Bangladesh Govt. now a day decentralized many of its office and general people prefer for decentralized administration. Centralization and hierarchy is a big problem for administration. „AS all the Govt. schools are run by Department of Primary Education (DPE) centrally, it creates some problem for school teacher to communicate in time.

“Study by Hofstede was used as the basis for selecting terms that suggests that culture affects economic, ideological and order goals. His individualism relates to economic goals, femininity to ideological goals, his power distance and uncertainty avoidance to order goals. Nations and organizations follow goals in all three areas” (Diana: 1993, p.19).

Sometimes it differs because of differences in region.” We explore the relevance of national differences in values to development in sub-Saharan Africa using data from two recent global surveys. The evidence indicates a shared black African culture that emphasizes hierarchy, embeddedness and mastery in contrast to egalitarianism, autonomy and harmony, in keeping with the literature on Africa. Further evidence reveals that African managers stress reliance on formal rules and superiors in reaching decisions, as predicted by their cultural profile. Comparisons with western Europe samples indicate that nations have the opposite cultural profile and that their managers stress self-reliance and consultation with subordinates”. (Munene John. C et al 2000, Development an Sub-Saharan Africa: Cultural influence and managers decision behaviour.

Actually in Bangladesh there is large power distance. Because of this there is a gap between student teacher relations, teacher head teacher relation. School administration and central administration. Such gapes always affects on teachers satisfaction. Gender role and power distance in different tiers of management do affect satisfaction and dissatisfaction in teaching profession. Arrogant and tough leadership is exercised by the head teachers and from thana education officer to Director General of DPE as shown in the findings of this study

2.3. Conclusion

After reviewing the literature and theories of job satisfaction we can say that Job satisfaction might be a concept of social psychology, but depends on nature of organization, society and economy. Organizational and social culture and specially gender role strongly affects it.

From organizational perspective, policy and administration of organization, culture of that organization, working environment, supervisory style affects the job satisfaction. Hierarchy is the part of organization which is linked with job satisfaction or dissatisfaction. Findings of this study found that both male and female teachers are dissatisfied with centralized administration. In terms of salary, education, promotion etc both male and female teachers are in the same pole. It may cause them either satisfied or dissatisfied. So, Herzberg's motivation theories similarly have an effect on both male and female teachers' job satisfaction in Bangladesh. Like the teachers are more satisfied to work under democratic, participative head teacher.

Linda Evan's theory of job satisfaction covers almost all these factors and to her view the female teachers are not as satisfied as of the male teachers in Bangladesh which is also revealed in the findings chapter.

From social context job satisfaction differs on gender perspective. The factors affecting the female job satisfaction is working environment, interpersonal relation, and supervision of boss(by the head teacher). For men salary and security of the job is most important. Men more concerned with extrinsic rewards (most notably pay) women focusing more on intrinsic rewards i.e. the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration. Job satisfaction differs a lot on gender perspective because of social culture. In masculine society female teachers are less satisfied than their male counterparts. Even in masculine society men are assertive ambitious and tough and women are supposed to be tender and take care of relationship and they will teach the young children. In such reality women prefer teaching profession compare to men.

Because of cultural differences, job satisfaction also differs between male and female based on differences of region. Like the male teachers of India might not be satisfied but male teachers of New Zealand may be satisfied. Because in New Zealand there little differences in profession for male and female. Job satisfaction also differs because of economic condition of a country. People will get more job satisfaction from a poor country where unemployment is serious problem. Because job is not available there and people are satisfied with what they have got.

There is a linkage between motivation and culture. According to Hofstede "Motivation is an assumed force operating inside an individual, including him or her to choose one action over another. Culture as collective programming of the mind thus plays an obvious role in

motivation. Culture influences our behaviors but also the explanations we give for our behaviors. Thus an American may explain putting in extra effort for her job by the money received, a French person by her honor, a Chinese by mutual obligations, and a Dane by collegiality” Hofstede disagreed with some on Herzberg’s findings. According to Herzberg motivating factors are work itself, achievement, recognition, responsibility and advancement. And hygiene factors, which have to be present in order to prevent lack of motivation but cannot motivate by themselves, are company policy and administration, supervision, salary and working condition. He assumed this distinction to be a universal characteristic of human motivation. But after study across twelve European countries on corporate Governance and Business goals 1997 Hofstede’s found that in country... contrary to Herzberg’s theory, rules as part of what Herzberg called “company policy and administration” should not only be seen as hygiene . They can be real motivators in these countries. In the similar way in countries “Supervision” should not be seen as hygiene factor .When power distance are large, dependence on more powerful man is a basic need that can be a real motivator. In Latin countries, the motivator could be labeled the boss in the sense of the formally appointed superior, In Asian and African countries the motivator should rather be labeled the master.

According to Hofstede’s study (2005) on national culture Bangladesh position is explicitly identified. In power distanced index (PDI) Bangladesh score is 80 which is ranked 12 – 14. It means that Bangladesh is a high power distance country. And in masculine index (MAS) Bangladesh score 55 and it stands on rank 30 out of 74 countries. It indicates that Bangladesh is also a masculine society and this masculinity might be a cause of dissatisfaction to the female teachers in government owned primary schools in Bangladesh.

According to the hypothesis of this study because of poor salary structure both male and female teachers are dissatisfied and findings of this study noticed that all the teachers of primary education in Bangladesh are highly dissatisfied. But this findings does not matched with Herzberg viewed salary as only hygiene not motivating factor. Actually Two factor theory of Herzberg developed in western countries. There is big difference of socio-economic condition between developed and developing countries. Because of this in western country salary might not be a motivating factor for employee but in a developing country like Bangladesh salary is a vital factor for job satisfaction.

This study also found that because of unfavorable working condition female teachers are more dissatisfied than male teachers which were another hypothesis of this study. The opposite result found in a study by Xin ma and Robert MacMilan (1999) Canada. They found female teachers are more satisfied with working environment. This study also revealed that

masculine culture causes the female teachers less satisfied than those of the male teachers.

Hence, Herzberg, Linda Evans and Hofstede's idea helped me a lot to analyze about job satisfaction of female teachers in Bangladesh.

CHAPTER THREE: THE STATE OF PRIMARY EDUCATION AND FEMALE TEACHERS IN BANGLADESH

3.1. Introduction:

The main purpose of the chapter is to give a description of primary education in Bangladesh. A short past history of primary education in Bangladesh needs to describe for better mapping out the present scenario. In Bangladesh primary education existing in many folds. These different types will be addressed in this discussion. These differentiation mostly based on the way primary education system is organized as well as administered. There are primary educations directly under government administration, under private or non-government management and under non government voluntary organization (NGOs). This study is concentrated only on government owned primary education. The study mainly deals with job satisfaction of female teachers in these government run schools. So, here a discussion has been presented about the status and participation of female teachers in government run primary schools. For this some rules and policy of govt. regarding female teachers on recruitment, promotion, training and transfer also discussed. Some govt. project and policy also discussed to get a idea about future status of female teachers in primary education in Bangladesh.

3.2. Background of Primary Education in Bangladesh

Education is the backbone of a nation. It plays a vital role for sustainable economic development and primary education lays the foundation for it. Bangladesh runs one of the biggest primary education systems in the world. In 1971 independent Bangladesh inherited an outdated education system developed during British and Pakistan era to suit their own socio-economic and political needs.

Bangladesh has a strong national commitment to education. The policy makers in the government felt convinced that the objective of better living for everybody could be realized through attainment of basic education for all. Universal primary education has thus been considered, a prime mover area of intervention for modernization and growth. As a step towards achieving universal primary education Article 15 of the constitution of the Peoples Republic of Bangladesh (formed in 1973) attaches the same importance to education as other rights like food, shelter, clothing and health care. Article 17th of constitution of

Bangladesh also provides for

- A) Establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children.
- B) Relating education to the needs of the society and producing properly trained and motivated citizens to serve those needs and
- C) Removing illiteracy from the country within such time as determined by law.

To pursue these constitutional obligations, the Government of Bangladesh (GoB) has taken a large number of measures.

Many commissions have formed time to time for betterment of primary education. Many steps have been taken through several five-year plans to improve the quality of education and system efficiency. In 1972 the Qudrat-E-Khuda Commission was set up to create a modern education system. But unfortunately, not all the recommendations were implemented. But in 1973 about 36,165 primary schools were nationalized and teachers of those schools were declared as government employees. From then on, strengthening and improving primary education has become a part of the state's responsibility and steps were taken for developing primary education in Bangladesh.

Like all other development initiatives, primary education has also become a development programme of Five-Year Plans of the Government of Bangladesh (GoB). Since 1973 to 2002 the GoB initiatives of developing primary education have been highlighted in every five-year plan. During the fifth five-year plan development of primary education was found prolonged. The plan year achieved the progress in addition to the preceding plan years. A new institution named Resource Centre was established to support the teachers of primary schools with need-based initiatives. Unschooling villages were identified for establishing new primary schools. NGOs were provided grants to establish schools in the unserved villages. During this time a total of 37 NGOs have utilized money for establishing 97 primary schools. To develop skill of the teachers two-shift training (C-in-Ed) was started in PTIs. Supervision and monitoring system was improved and the School Managing Committee (SMC) were brought under awareness building activities. All these efforts resulted in increasing student enrolment and decreasing student dropout.

The development of primary education in Bangladesh is found progressive. The development phases were mostly emphasized on infrastructural facilities, teachers training, awareness building, development of management technique, motivating students to be school bound, to combat students drop out and to increase female teachers' participation in primary schools.

3.3. Organization of Primary Education in Bangladesh

Primary education in Bangladesh is a gigantic area of Bangladesh. It is spread all over the country. There are 78,363 primary schools in Bangladesh where 1, 06, 65,875 students are enrolled and 1, 62,114 students are working (Bangladesh Educational Statistics.2003). Formal education in Bangladesh commences with a five year cycle of primary schooling. Children start going to schools from the age of 6+. The government's 'Education for All by the year 2015 and effort to combat students drop out have made this sector a mammoth organization. This organization's structure is the pattern of governance or how it is managed needs to address.

3.3.1. Types of Primary Education

Primary education is provided through a diverse structure of eleven categories. The categories and their number are as shown in the following table:

Table 3.1. Types of primary education in Bangladesh.

	Different types of institution	Number
1	Government Primary School(GPS)	37,671
2	Experimental School(EXP) attached to PTI	53
3	Registered Non Government School(RNGPS)	19,428
4	Community School(COM)	3,225
5	Satellite School(SAT)	4,823
6	High School attached Primary School(H/A PS)	1,576
7	Non-Registered Non-Government Primary School(NGPS)	1,792
8	Kindergarten(KG)	2,477
9	Ebtedayee Madrasha(EM)	3,443
10	High Madrasha attached Ebtedayee Madrasha (H/ A MAD)	3,574
11	NGO-run Full Primary School(NGO)	301
	Total	78,363

Source: Primary education in Bangladesh, a document of the Directorate of Primary Education, 2003

Government Primary School (GPS):

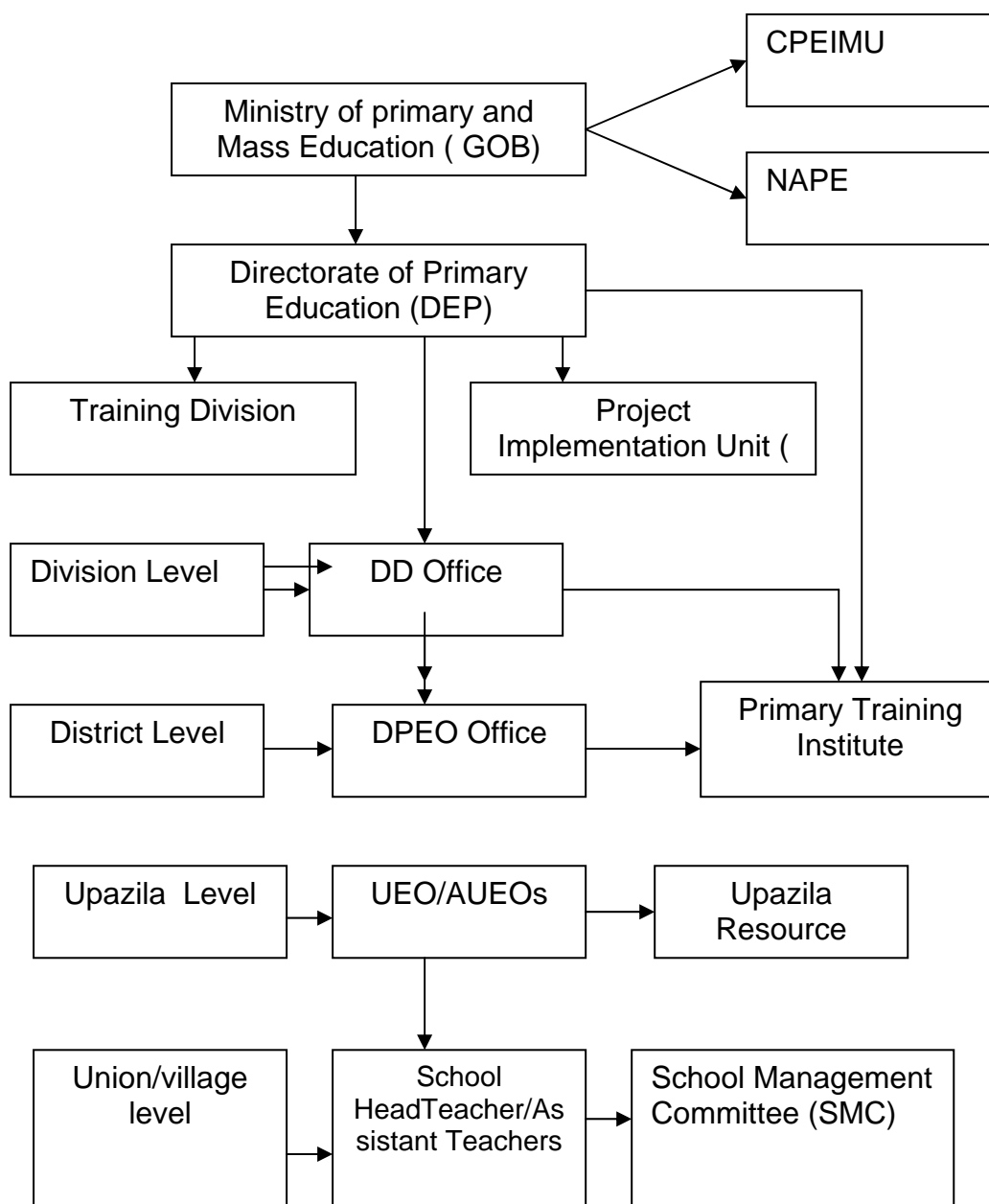
It is the largest pattern of primary education system of Bangladesh. In this type of schools the financial responsibility is full rest upon the state. The students are given free education and the teachers and other staffs salary and other financial benefits are given from the revenue budget of the government. The infrastructure and other necessary equipment are also supplied by the government.

It is now very explicit that the primary education in Bangladesh is diversified in terms of management, curriculum, infrastructure, financing and motivation also. These diversified education many times create chaos and it becomes difficult to make the primary education one-dimensional. But it is necessary to take measures to have some basic characteristics and motivation in primary education system in Bangladesh. Amongst from these multifarious primary education, this study is concerned only on the Government Primary School (GPS).

3.3.2. Governance of Primary Education in Bangladesh

The formal education in Bangladesh is offered in a five year cycle of primary education. The primary education in Bangladesh is managed and implemented under the Ministry of Primary and Mass Education. The apex implementing agency is the Directorate of Primary Education (DPE). The implementation and management of primary education flows from DPE to divisional, district and upazila levels. The organizational structure of primary education in Bangladesh is as follows:

Organizational structure of Government Primary education in Bangladesh



Abbreviations:

- AUEO : Assistant Upazila Education Officer
- CPEIMU : Compulsory Primary Education Implementation Monitoring Unit
- DD : Deputy Director
- DPEO : District Primary Education Office
- NAPE : National Academy for Primary Education
- PIU : Project Implementation Unit
- UEO :Upazila Education Officer
- URC :Upazila Resource Centre

The primary education has got priority as it is placed under a full fledged ministry. This ministry functions independently. A cabinet minister is always in charge of this ministry. The ministry mainly deals with the policy issues of primary education is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures concerning primary education.

The DPE is the apex implementing body of primary education in Bangladesh. The DPE is headed by a Director General (DG) with the status of joint secretary and above. It is mainly responsible for execution of the policies formulated by the ministry of primary and mass education. It manages the whole primary education system. DPE is composed of five divisions. Each of these divisions is headed by a Director. The Divisions are:

- i. *Administrative Division* – is responsible for general administration of the central and field level officers,
- ii. *Planning and Development Division* – It prepares development projects on priority basis in light with the GoB policies. Preparation of development budget, disbursement and allocation of funds as well as reimbursement of foreign assistance.
- iii. *The training Division* – It assesses training needs of the teachers as well as the officers. Draws out plans and implement training programmes.
- iv. *Monitoring and Evaluation Division* – It collects data from the field, analyze the data and prepare quarterly and annual reports on primary education.
- v. *The Policy and Operation Division* – It gives advice to the policy makers about the matters related to primary education. It is also responsible to implement any new directorates for the cause of primary education.

There is also Compulsory Primary Education Implementation Monitoring Unit (CPEIMU) to accelerate the monitoring of implementation of the compulsory primary education. In addition to that it gives monthly subvention to teachers of registered non government primary schools and community schools and conduct survey of eligible children and illiterates. The unit is headed by the DG and three directors, supporting officials and staffs are as members.

There are also some professional organizations related to the management of primary education in Bangladesh. These are :

- i. *National Academy for Primary Education (NAPE)*
- ii. *Primary Training Institutes (PTIs)*

iii. *Upazila Resource Centres (URC)*

NAPE is formed for the excellence of the teachers training and research. It is headed by one Director under the guidance of DG of DPE. Presently there are 54 PTIs (including one non government). It offers one year formal course termed as certificate in education (C-in-Ed). URCs are to facilitate local needs of training with the cooperation of local resources.

The field units of primary education management comprises of six Divisional Primary Education Officers headed by a Deputy Director, sixty four District Primary Education Officers. Each of them is headed by a District primary Education Officer (DPEO) and 481 upazila education officers, each headed by an upazila education officer (UEO). The UEO is headed by an assistant upazila education officer (AUEO). Each school is also headed by a head teacher. Each Primary school has a school management committee (SMC) and parent-teacher association (PTA)

So, the management and organization of primary education in Bangladesh is broadly in two phases, one is central administration and the other is field administration.

3.4. Female Teachers of Primary Education in Bangladesh

Bangladesh has had constitutional obligation to ensure gender equality in every walks of like in the society. Article 10 of the Constitution of the People's Republic of Bangladesh reads 'steps shall be taken to ensure participation of women in all spheres of life'. But the female teachers are given more than equal opportunity while there is provision of 60% quota reservation for female teachers. This additional advantage given to the female is also under the legal framework of the constitution. In the article 28(4) says that special provision in favors of women or children can be taken. In article 29(3) (a) reads 'special provision can be made in favour of any backward section of citizen for the purpose of securing their adequate representation in the service of the republic'. So, the female are given privilege in participating primary education under the constitution of Bangladesh. The women have been considering as the backward section of the society in Bangladesh. One of the significant reasons of prioritizing the female to recruit and select as primary school teachers. Among other reasons the notable reasons are to combat girls students drop out and facilitating teaching as well as primary education with 'substitute mother's role from the female teachers. There is a belief that the women have *innate* ability to teach especially the younger children. The principles of gender equality and equity are enshrined in the constitution of Bangladesh. Article 28(2) of the constitution states that 'women shall have equal rights with

men in all spheres of the state and in public life' and in Article 28(3) it clearly provides that 'No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability restriction or condition with regard to access to any place of public entertainment, resort, or admission to any educational institution'

In developing countries the proportion of women among the teaching staff considerably from one region to another. Sub-Saharan Africa has the highest number. In developing countries the proportion of women among the teaching staff varies countries where women represent less than 50% of the total teaching staff, and has the lowest share of female teachers. Primary teachers are predominantly women in Latin America and the Caribbean, with the exception of Haiti, where women represent just one third of the total numbers of the teachers. In Asia and Oceania the situation shows wide variations, with the lowest values in Southern Asian Countries like Bangladesh, Nepal and India higher values in Eastern Asia and the Pacific, and the maximum in Central Asian countries (The challenge achieving gender parity in basic education (A statistical review, 1998).

Despite an affirmative action policy targeting an increase in the numbers of women teaching at the primary level, the Bangladesh Bureau of Educational information and Statistics (BANBEIS) (2003) statistics indicate that only 38% of the teachers in primary schools women. The situation is worse in madrasas where female teachers constituted less than 5% of the teachers in 2002, while girls enrollment reached 44%. Adult women, as role models for both boys and girls, are critical to the way children form their perceptions of the world. Schools without female teachers leave girls without role models to emulate and boys are assured that women's roles do not extend beyond the home. The situation however is changing. Education management information system statistics for 2002 reported that of the 5036 teachers from Govt. School who completed their Certificate in Education, 2546 or 50% of the teacher's trainees were women. Teachers attending primary training institutes (PTIs) from non-government school totaled 8999 of whom 2745 or 30% were women. In 2004 there were 172(37%) female instructors appointed in PTIs, compared to 283 (67%) male instructors in post. however 185 positions were vacant. from this statistics it is shown the poor participation of female teachers in various sectors.

The following table shows the number of female teachers in the primary education from 1990 to 2003:

Table 3.2. Number of Teachers and Percentage of Female Teachers in Government Primary Schools:

Year	Total	Male	Female	Female (%)
1990	160,869	127,777	33,092	20.57
1991	160,098	126,341	33,757	21.1
1992	156,480	122,700	33,780	21.6
1993	157,633	120,104	37,529	23.8
1994	159,149	119,325	39,824	25.0
1995	158,658	115,950	42,708	26.9
1996	161,458	116,250	45,208	28.0
1997	158,057	113,655	44,402	28.1
1998	153,247	105,392	47,855	31.2
1999	158,317	105,072	53,245	33.6
2000	158,216	104,588	53,680	33.9
2001	162,090	101,082	61,008	37.6
2002	157,236	98239	58,997	37.5
2003	162,114	100,159	61,955	38.22

Source: Primary Education Statistics in Bangladesh, 2003

The trend of increasing female teachers in primary education is not satisfactory. The table shows that in 13 years only 16% of female teacher's participation has increased. During 2nd (1980-1985) and 3rd five year plan (1985-1990) the GoB had plan to recruit female teachers on 50:50 ratio basis which was also the donors recommendation. But in 1989 the percentage of female teachers stands on only 19%. And even after 13 years the female teacher's percentage stands at 37.5% while the target is to take 60% female teachers. Is it because of insufficient number of qualified women able and willing to enter the teaching profession? Or is it because the women are not satisfied with this profession? The GoB initiatives to attract or motivate the women to join to the primary education are significant. The recruitment policy has rearranged for the benefit of attracting the women. The female candidates' academic qualification have set lower than those of the male candidates (SSC for female and HSC for male). The female teachers have been giving priority to get posting either near their parents residence or to their husband's residence. But their participation at this stage (37.5%) is far away from the target (60%).

It is found that the rate of female education in Bangladesh is lower than those of the male. It becomes difficult to get the targeted candidates while advertising for the vacant posts. But the females' higher education rate is significant in number. The highly educated women are

not interested to go for teaching in primary schools. They have open avenues in other better professions as in general 30% posts for female candidates are reserved in all government jobs. Moreover, the private organizations and the development partner organizations give preferences to the female candidates which also offer attractive pay packages. On the other hand, the urban women are highly educated than those of the rural women. It is one of the important causes of more female teachers' participation in urban schools. While in rural areas the women are not highly educated. In many cases they have minimum level of education (SSC). But they are not so motivated to join in as primary school teachers. The causes are in consistent with the independent variables (salary, academic qualification, environment, supervision, culture) as mentioned in the chapter one. The poor salary, inconvenient school and social environment, masculine attitudes in supervision and over all masculine culture of the society cause the women less interested to join in primary school as a teachers.

The GoB initiatives to increase the number of female teachers in primary education are effortful. But GoB is to overcome some barriers and take steps so that the women feel satisfied in this job. The job satisfaction can act as an important factor to implement the GoB policy facilitating the women participation and thus primary education in Bangladesh.

3.5. Current Rules and policy for teachers of Primary Education

There are some rules for recruitment, promotion placement and transfer for primary school teachers. These are as follows;

To be recruit as a teacher both male and female candidate have to sit for written examination. Candidate for the oral examination are selected on the basis of their results in the written exam. The minimum mark for the oral exam is 30% the interview board for viva voce is composed of four members. The District Commissioner is the chairman of the interview board. The DPEO is the member Secretary. One representative of the Secretary MOPME and one representative of the DG are the remaining members. There are no designated female members included in the various teacher selection committees. Men and women require different qualifications to apply for a primary teaching position. Currently women only need a pass in the SSC examination or equivalent with at least a second class, while men need to have an HSC with at least a second division with a Certificate of Education examination or graduation from any recognized university.

1. Teachers will be appointed to the primary school in the same Upazila according to their

permanent address.

2. Teachers can be transferred within their own Upazila

3. After two years in a post, teachers can be transferred under some conditions;

4. If there is a vacant post, an unmarried teacher can be transferred according to her husband's posting. She will get this opportunity three times within the whole period of her service. She must remain in service for at least 5 years in the transferred place.

5. If she is unmarried when she applies for the post and then gets married before completion of the appointment procedure, a female teacher can be transferred to her husband's permanent address, or to his place of employment.

6. A divorced woman, or one who has been widowed, will be given opportunity to be transferred in her permanent address

7. If a widow, or divorced woman, remarries she has the option of being transferred to her husband's permanent address, or to his place of employment.

8. Owing to a natural calamity (for example if she loses her house) a female teacher will be given the opportunity to be transferred to another Upazila.

9. If part of the Upazila is connected with another Upazila she can be transferred to that Upazila.

10. If the wife of a primary school teacher is transferred (employed in other than primary school teaching) the husband will be given the chance to be transferred to the place of his wife's employment, once within his whole length of service.

3.6 Primary Education Development Program (PEDP)-II

There are some projects of the Ministry of Primary Education which are concerned with gender development and gender equality. Among them the Primary Education Development Program (PEDP)-II is prominent. PEDP-II has placed equity among the quality indicators for education. There are some important components of PEDP-II which are helpful to establish gender equality.

1. Quality improvement through organizational development and capacity building

Revise the recruitment processes to ensure gender equality, including considering increasing the entry qualification for women to HSC level Design professional development training with a gender equality perspective to raise awareness and build understanding responsibilities for gender equality and inclusive education. Reduce barriers to women's full participation in all training, ensuring that all eligible women have equal opportunity for training, including overseas training with the long-term target of equal participation of both males and females in all training.

2. Improved quality in school and classrooms through teachers training and community awareness

Improve the learning environment for girls by developing tools for classroom management that raise awareness of the interactive patterns of teachers and students. Applying this knowledge should enable teachers to improve the classroom interaction to include all children in the educational process. Expand the number of women on school managing committees with a long term target of increasing further representation. Leading female elites of the locality can be inducted as members of these bodies (SMCS and PTAs). This will strengthen the care for female students.

3. Quality improvement through infrastructure development

Provide separate, clean and an adequate number of sanitary facilities that ensure privacy for women and girls. Provide suitable transport facilities for women to reach their workplaces.

3.7 Gender Action Plan (2005-2010)

Gender Action Plan is one of the important steps of government of Bangladesh towards gender development. If it is implemented female teachers as well as Women workers of primary education will be benefited. There is some measure which is related to job satisfaction of female teachers.

- To enhance the quality of teaching in primary school through the improved recruitment and status of teachers. For this develop a strategy for the recruitment of women teachers based on a study of what barriers exist for women in the recruitment process.

- To support the development of recruitment, promotion and transfer procedure those address transparency and do not discriminate against appropriate applicants.
- To improve the quality and delivery of all training, across the primary education system. For this design all training to address gender equality as an integral part of training courses. Training materials to present both males and females in a positive, balanced and non-stereotyped manner according to the principles of gender equality.
- Reform the transfer process. To assess the transfer policy whether it is discriminated for male and female teachers.
- To enhance and improve the capacity of school organization and management at local level. For this revise school management committee membership criteria to increase the participation of women to 30%.
- Design training with attention to gender equality and impact and importance to the relationship with both female and male teachers, on classroom management, school attendance and attainment. Design mechanisms that develop authority and accountability and require attention to gender equality.
- To ensure a level of quality of infrastructure, facilities and equipment that will encourage and facilitate improved and equitable access for all children, and higher levels of performance from all in the education system. For this need additional latrines and upgrade existing latrines at all schools to ensure gender segregated facilities for teachers and students.
- Professionalize primary education by establishing career paths for primary teachers' with relevant criteria, HRD management and development policies. Provide incentive to teachers with support for upgrading training, develop Excellent teacher Awards, improve career opportunities for good teachers.
- To improve teacher status and quality by adopting registration system, C-in-Ed training, strategy toward B.Ed, revised salary scales and allowance structures are based on principles of gender equality.

3.8. Conclusion

The volume of primary education in Bangladesh is quite significant. The total numbers of primary schools are 78363 (BANBEIS, 2003) There are at least primary schools almost in

every village. The infrastructures have recently been improving. Students' enrolment has also increased while the rate of drop out has fallen down. So, primary education is spread every where in Bangladesh.

It is observed that the Government of Bangladesh is highly concerned about gender development. There are constitutional provision to acknowledge the rights and privileges of women in Bangladesh. There are a particular ministry called Ministry of Women and Children Affairs to deal with the issues relating to women in Bangladesh. The initiatives of the GoB to enhance women in primary education are a part of the gender development programmes. The Government has reserved quota for the female teachers. To prioritize the women entrance in primary education government has set lower criteria for the female candidates at the entry level in primary education than those of the male candidates. The female teachers are also given priority for placement and transfer as of their convenience; either near to their parents' residence or near to their husband's residences. But having these advantages women participation is only 38%. The reasons found behind it are that the highly educated females are unlike to join in primary schools. In village areas it is rare to get female candidates with the minimum criteria. Moreover, the village schools' infrastructure is not good. The female teachers hardly get motivated to work there. In a masculine society like Bangladesh; the male head teachers or other supervisors' attitudes are arrogant and tough. They always possess a negative attitudes towards female teachers. These cause a great dissatisfaction to the female teachers. Even though, the government is continuing its effort to accommodate more female teachers and thus to bring equality between male and female teachers. This can be a get way of making the female teachers satisfied to their profession.

Female teacher need more recognition as they successfully playing the role of substitutive mother. In a masculine society like Bangladesh the female teachers' role is more than a male teacher in the society. The female teachers' role and performance need to be recognized so that they are encouraged. Thus the female teachers can be more happy and satisfied with their jobs. It is possible by giving training to the SMC and the male teachers, specially the head teachers.

CHAPTER: FOUR
DATA ANALYSIS-PART ONE
TEACHERS' PERCEPTION OF JOB SATISFACTION

4.1. Introduction

The main purpose of this study to look into the way the teachers of government primary schools think about their job satisfaction. For this purpose the government owned primary schools teachers' ideas as well as responses in this regard need to analyze.

Fifty seven male and female teachers from seven urban and rural primary schools gave their opinion. Moreover, the civil servants related to the management of primary schools were covered as respondents too. The researcher also talked to some guardians of the students and a few members of the SMC (school managing committee) of the studied schools.

In this chapter the responses related only to the question *what the job satisfaction is to teachers have* attempted to analyze. The method of data analysis used here is mentioned in *data analysis* section of chapter one. The unit of study, number and nature of the respondents has also shown in *data collection* section of that chapter.

4.2. Meaning of job satisfaction by teachers

During field visit the research found diversified ideas about job satisfaction and dissatisfaction. It was also observed that some the respondents could very specifically articulate what they mean by their job satisfaction but some were found confused to say whether they are satisfied or not. Some point they raised on which they are satisfied but some points according to their desire and thinking. Because of this some definition made by them regarding job satisfaction is similar to causes of dissatisfaction. Multifarious concept of job satisfaction gathered from the respondents is tabled here as follows:

Table 4.1. What job satisfaction is?

Here total number of respondent is 57. Among them 32 are female and 25 are male teachers. Percentage count from total number of male and female teachers separately.

Content of Job Satisfaction	Male N=25	Percentage (%)	Female N=32	Percentage (%)
# A- Getting handsome salary is job satisfaction*	25	100%	32	100%
# B- Having dignity and social status is job satisfaction	15	60%	30	93%
# C-Job security (in terms of stability and permanency) is job satisfaction	18	75	21	68
# D-To get a job matching with academic qualification is job satisfaction	16	64%	15	46%
# E-To get a favorable physical environment is job satisfaction	15	60%	20	62%
# F-To get a favorable social environment is job satisfaction	12	48%	23	71%
# G-Having good career prospect means job satisfaction	20	80%	22	70%
# H-Well judged supervision (specially, by the head teacher) considered as job satisfaction	12	48%	25	78%
# I-To work in a desired profession is job satisfaction	18	70%	26	80%

* All the respondents have considered a handsome salary as job satisfaction.

A-Getting handsome salary is job satisfaction

One of the main purposes of job is to get the payment or salary. It is very natural that a handsome salary will bring job satisfaction. From the data it is found that all the teachers, male or female have reacted the same on this point. According to their views a lower salary cannot bring job satisfaction. Salary must be consistent with present socio-economic condition. It means one have to cope with the society with ones salary. At least living cost will be covered by that salary. A range of salary must have capability to meet up one's basic need in life. When one's salary can not meet up that, they have to look for other earning

source .They set example that when their salary is just failure to afford to their family expenditures they have to look for private teaching and do not get full effort to teaching in class. Sometimes the teachers get more money from private teaching than their salary from the school. As a result their sincerity decreases from their own job (teaching in school) and also become irresponsible to their main job. Thus a salary plays a vital role to create job satisfaction. Herzberg (1965) identified two factor cluster those motivate the employees. Salary is in hygiene cluster which causes dissatisfaction. The respondents also reveal the fact that their low salary is dissatisfactory and satisfaction is found in higher salary.

From the frustration of very poor salary everyone explain job satisfaction as to get a handsome salary.

B-Having dignity and social status is job satisfaction

Teaching is an honorable job in Bangladesh. In society, the teachers always have a dignified room. They are considered as *engineer* of nation building. The teachers are honored by both the students as well as by their parents and relatives. It is known that the teachers are building up the kids' life. The primary schools' teachers are contributing to create a solid pavement of young students that will give them benefit in future. The primary school teachers also feel satisfaction as they are contributing to eliminating illiteracy from the society. The data shows that the female teachers have considered dignity in job as job satisfaction more than those of the male teachers. The reason found behind this is that the female teachers can give motherly rearing and caring to the small children. They think themselves dignified as well as satisfied.

The teacher is a "*guru*" a term derived from the Sanskrit word for "*weighty*" or "*honorable*". Teachers are treated with respects; students may have to stand up when teachers enter in a classroom. The education system is teacher oriented; teachers outline the intellectual paths to be followed. In the classroom there supposed to be strict order or direction, with the teacher initiating all communication. Teachers are never publicly contradicted or criticized and are treated with deference even out side the school (Hofstede: 2005:53).

This study reveals that almost 64% teachers have selected teaching as profession. To them this is a noble profession (table 4.3). 81% female teachers are satisfied because this profession upholds their social status. Women are in general less money concerned than those of male. Thus honor and dignity is considered as an important content of job satisfaction to the respondents.

C-Job security (in terms of stability and permanency) is job satisfaction

The table shows that most of male (75%) and female (68%) describe job satisfaction as security or permanency of the job. This is a government job, it is secure. Secure in the sense that the payment is regular, no scope to be fired and financial benefit after retirement is guaranteed, Permanency of any job is directly linked with job satisfaction. Permanency reduces tension and thus guaranteed devotion to the job. Being a government run primary schools' teachers they respondents feel secured and satisfied. The study identified both the male and female teachers have highly expressed job satisfaction because of security and stability in the job. The teachers told that this job is secured and stable during their tenure of services and also have financial guarantee after retirement from the job as there is provision of pension. Unemployment problem is a big problem in Bangladesh. To get a job is very tough. Moreover non government job is not always permanent. In such reality most of primary school teachers are satisfied with this government job.

Though Herzberg identified the security of the job as hygiene factors this study found it as motivating factor. Hofstede identified some work goal items which he labeled as masculine pole and feminine pole. Security of the job is for feminine pole. But this study found these criteria common to both pole. And both the male and female teachers perceive job satisfaction from job permanency and stability point of view.

D-To get a job matching with academic qualification is job satisfaction

Fitting job with academic background is noted as job satisfaction by both male and female teachers. They consider it as their achievement and recognition of their academic qualification. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the teachers having minimum qualifications have found satisfied.

The respondent's academic backgrounds are recorded as follows:

Table 4.2. The respondents' academic qualification:

Question: Please state your academic qualification

	SSC(Secondary School Certificate)	HSC(Higher Secondary Certificate)	BA/B.Sc/B.Com /Honours/ B.ed	MA/M.Sc/ M.Com/	Total
Female	14	7	6	5	32
Male		7	11	7	25

So, the higher the education is, the lower satisfaction was found among the respondents irrespective of male and female teachers.” If our teaching force is to be recruited from among the brightest and best of our graduates, the money must come first. Then there is every chance that quality will follow. But the graduate in question needs to be attracted by a competitive starting salary and confident of a career progression that will reward ability and application” (Anon, 1991p23)

The female can join to the position having inferior qualification to the men candidates. Moreover, 30% posts are filled out by the female teachers. This has been one of the most important factors to cause the male teachers dissatisfied while the female teachers are satisfied to teaching with their academic qualification.

Actually everyone expect to get one’s academic qualification recognition. Especially from the job where they entered after completion of study. Job is not available in Bangladesh as unemployment problem is a big issue here. So many primary school teachers are doing this job having more academic qualification. It brings dissatisfaction to them. These entire attitudes influence their mind to explain job satisfaction.

E-Job Satisfaction is having a favorable Physical environment

Physical environment means infrastructure of the school building, class rooms, furniture and other interior, teachers’ room, toilets; specially, female teachers toilets, play ground of the students, computer facilities, telephone, fax, communication and location of the schools etc. It is linked with working environment. The table shows that 60% male and 62%female teachers are dissatisfied which bring their mind to perceive the term job satisfaction as needed of favorable physical environment.

In Bangladesh urban schools are comparatively better than the rural schools. Most of urban schools have enough classrooms, teacher’s rooms and telephone facility. Only few schools have no separate toilette facility for female teachers. On the other hand the infrastructure of rural school is not developed. Some of the schools have no enough classrooms and teachers room. Even the school location is sometimes in backward place. Some teachers were found to walk 5 kilometers daily to go to school. Such type of unfavorable situation influences their mind to think job satisfaction as needed of favorable physical working condition.

F-Job Satisfaction is having a favorable Social environment

The teachers opined that both the favorable physical and social environment of the school is considered as job satisfaction. Table shows that 48% male teachers and 71% female teachers perceive job satisfaction as having favorable social environment. The social environment means family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites.

Because of masculine society in Bangladesh Women are more relation concerned. They are also concerned about quality of life. They are rearing their children at home at the same time they are teaching in school. They teach the children with motherly affection. Even they expect harmonious relation among their colleague. As most of female teachers are concerned about such relation, they define job satisfaction as favorable social environment.

G-Having good career prospect means job satisfaction

The table (4.1) shows that both the male (80%) and female (70%) teachers perceived job satisfaction to have prospect in the job. The data shows that most of the male and female teachers perceive job satisfaction as having a prospectus job. Everyone wants to properly utilize his or her academic qualification. The individual's effort is to have such a job which can lead them to reach to the top echelon of that job. Those jobs have good opportunity of promotion and thus go on in time and in disciplined way are desired by people. The respondents thus by job satisfaction mean the presence of good career opportunity.

Educational qualification is needed for recruitment as well as selection and promotion. If performance and merit is preferred only the right person can get progress in the job and thus be satisfied. If it is not, the teacher will be demoralized and less motivated as a result of dissatisfaction. In a masculine country job choices by students are strongly guided by perceived career opportunity (Hofstede: 2005:139) and its absence causes dissatisfaction while its presence causes satisfaction.

In Bangladesh primary school teacher enter as assistant school teacher and the end of the career is to be head teacher. But an assistant teacher needs 20-25 years to be promoted as head teacher. Few teachers got the scope to be a head teacher because of such long path. A long way to promotion causes dissatisfaction to the teacher.

This study found that in all the phases of career (that is recruitment, promotion, transfer and training) teachers are highly dissatisfied. And such type of dissatisfaction influences their

mind to explain the term job satisfaction. Herzberg also identified career as motivating factor that is similar with the findings of this study. On the other hand according to Hofstede in masculine country career is compulsory for men and optional for women. But in this study both male and female teachers are career concerned. Hofstede also viewed that in masculine society job choice is based on career opportunities. As this profession is not so career based which made them dissatisfied. From such reality they define job satisfaction as having career prospect.

H-Job satisfaction is a well judged supervision

Job satisfaction is termed as well judged supervision. The table (4.1) shows that the female teachers think job satisfaction as a well judged supervision more than the male teachers. But it is known that supervision is a job satisfaction irrespective of male and female teacher. The teachers desire supportive rather than directive supervision

Locke's (1976, quoted in Cranny, Smith et.al. 1992) theoretical discussion on satisfaction with supervision, he suggested that the relationship between supervisors and subordinates based partially on what he called functional attraction. Functional attraction refers to the extent which subordinates perceive their supervisor is helping them obtain valued job outcomes. The teacher's response is in line with this statement. They expect moral support and thus can be satisfied in the work place.

From cultural point of view Bangladesh poses the masculine society. In masculine society the ideal boss is a benevolent autocrat or "good father". Subordinate-superior relation are emotional (Hofstede: 2005:p.55). So a leader or a head teacher need to play a very democratic or participatory role. Masculine society also affects the individual's personality and attitude. Attitude and personality are directly connected with supervision. As a result, a leader or head teacher, as a boss becomes directive rather than supportive. Evans (1988) identified five significant factors regarding to head teacher supervision which affects subordinates job satisfaction; they are personality, interpersonal behavior, mission, and professionalism and management skills. This study found that 65% female and 32% male are dissatisfied with their head teachers supervision.(data and explanation is next chapter). Such dissatisfaction influences their mind to explain the term job satisfaction.

In Bangladesh power distance is high in superior-subordinate relationship. In large power distance situation, superior and subordinate consider each other as existentially unequal. So in Bangladesh leadership is more autocratic rather than democratic. On the other hand

superior-subordinate relation is emotional. So there is a gap between reality and expectation which causes dissatisfaction towards supervision.

I-To work in a desired profession is job satisfaction

The table shows that 80% female and 70% male teachers perceived the term job satisfaction as work under desired profession. Actually after completion of study everyone wants to utilize his or her academic excellence. But in Bangladesh it is not so easy; because it is an overpopulated country moreover unemployment is a great problem. In such reality to get a desired job is the root of job satisfaction.

In this study one question was why the respondent was selecting this teaching profession.

Table- 4.3: Why have you chosen this profession?

Causes	Number of male teacher	Number of female teachers
Interest in teaching	8 (32%)	22 (68%)
Difficulties in finding a better job	12 (48%)	5 (15%)
Chance to stay in home community	5 (20%)	20 (62%)
Honorable job	16 (64%)	25 (81%)
Less physical hardship	4 (16%)	15 (46%)
Secured job	18 (75%)	27 (68%)

This table shows that female teachers are more like this profession compare than male. On the other hand a big number teachers doing this job to difficulties in finding a better job. The female teachers also choose this job as it is an honorable profession and they can chance to stay in home community .Job security is one of the important causes to choice this profession. Analyzing this table we can say that most of female teachers are gladly entering this profession and enjoying compare than their counter part.

According to Herzberg's view the job itself a motivating factor. This study found the same result as the teachers define job satisfaction as to get a desired a job.

With such feelings both male and female teachers define the term job satisfaction. According to Hofstede in masculine society women mainly teach younger children which is similar to findings of the study. As male like challenging job this teaching profession is not preferred to them.

4.3. Conclusion

The purpose of this chapter was to know how the teachers perceive the term job satisfaction. After getting their expression it seems that they described job satisfaction with their emotion. Sometimes they told what they really mean by job satisfaction and some times they were concerned about their expectation from the job. Even sometimes they described job satisfaction from their dissatisfaction context of the above job. It means factors causes satisfaction and dissatisfaction also hinders in their mind to explain the term *job satisfaction*. The way the respondent explain the term job satisfaction is similar with Luthans's (1995) dimension of job satisfaction. First dimension is that job satisfaction is an emotional response to a job situation. Second job satisfaction is often determined by how well outcomes meet or exceed expectations

The pattern of define or explain the term job satisfaction is also similar with Smith, Kendall and Hullin's (1992) view. They identified some job dimensions those represent most important characteristics of a job about which people have affective response. The dimensions are: work itself, pay, promotion, supervision.

Bangladesh is a masculine country. According to Hofstede, challenge; earnings; recognition and advancement are important for masculine country. These all factors affect the entire teacher to explain the term job satisfaction.

After reviewing the teachers' perception of job satisfaction we found that there are some similarities and dissimilarities among male and female teachers' perception towards job satisfaction.

To define job satisfaction there are some similarity and dissimilarity between male and female perception. There are some specific reasons behind this. Salary is important for both male and female teachers. As they are getting very poor salary both are dissatisfied. While defining job satisfaction male teachers were more concerned about career and job security. On the other hand female teachers were more concerned about social status and dignity, social environment and supervision. Both male and female teachers emphasized on salary and pattern of profession to explain job satisfaction. Bangladesh has a masculine society. As Hofstede described it as gender roles are clearly distinct, men are supposed to be assertive, tough, and focused on material success, where as women are supposed to be more modest, tender, and concerned with the quality of life. Because of this female teachers are more satisfied because of having dignity and social status.(data and explanation in the next chapter) On the other hand male prefers challenging and careerist job.

All these attitude influence teachers mind to describe the term job satisfaction.

CHAPTER: FIVE
DATA ANALYSIS – PART TWO
FACTORS INFLUENCING JOB SATISFACTION

5.1. Introduction

This section deals with the factors causes the female teachers satisfaction and dissatisfaction. Here the male teachers have also been selected as respondents so that the causes of female teachers' job satisfaction can be well identified. The finding of this section is linked with the preceding section. The way the teachers mean job satisfaction definitely has causes.

While collecting data I found in urban school most are female teachers. But in rural school the male teachers were prominent and in significant number rather the female teachers. The reasons of such different scenario were found as follows:

1. Those female teachers' husbands are working in urban areas are likely to get placement there.
2. Or to live with their other family members in city.
3. Or to send their kids in good urban schools.

It helped to make sense out of these that a good civic and family life motivates the female teachers in their jobs. On the other hand there also found some female teachers happy as they can contribute to their families financially and are respected in society. On the other hand, with lot of social and family obligation the female teachers (specially, in rural schools) fell more stress which bring dissatisfaction for them.

5.2. Factors those affect job satisfaction of Teachers

The causes of job satisfaction and dissatisfaction specifically discussed as follows:

Salary:

Table: 5.1: Salary as a factor of job satisfaction.

Question: Are you satisfied with the present salary structure?

	Satisfied	Average	Dissatisfied	Total
Female	00	00	32 (100%)	32
Male	00	00	25 (100%)	25
Total	00	00	57 (100%)	57

Salary is the top most factors which cause dissatisfaction to the both male and female teachers. Job satisfaction is found directly linked with financial aspect. Any job must have some sort of financial outcome. The higher such out come is, the higher the employee is satisfied with that job. This is found from the response of the teachers of studied government run primary schools in Bangladesh. As shown in the table (Table 5.1) irrespective of male and female teachers opined that to them job satisfaction is to get a handsome salary. By the word *handsome* the teachers meant attractive salary. In other way they told that the salary coping with contemporary economic condition is required. It is found that the primary schools teachers' salary is highly poor in comparison to the existing daily commodity prices. According to the pay structure in 2002 the basic monthly salary of the assistant teachers those who have training is 1875 taka (\$32 approximately) and 1625 taka (\$30 approximately) (Recruitment Gazette: 2002)

The teachers are found dissatisfied because of low salary. None of the respondent is found satisfied with their existing pay structure. According to Herzberg's two factor theory, salary is a hygiene factor which causes dissatisfaction. If salary is lower the employees become dissatisfied with their jobs. Thus the low or poor salary structure causes dissatisfied almost all the teachers in primary education in Bangladesh.

Academic Qualification:

Table: 5.2: Level of satisfaction in relation to academic qualification

Question: Are you satisfied to work as a primary school teacher with your academic qualification

	Satisfied	Average	Dissatisfied	Total
Female	22 (68%)	7 (21%)	6 (18%)	32
Male	16 (64%)	3 (12%)	6 (24%)	25
Total	38 (66%)	10 (17%)	12 (21%)	57

Academic fitness is important in teaching profession, To be a primary school teacher one is

to fit oneself academically first. Most of the teachers think that teaching as a job is the resultant effect of their academic qualification. So, they feel satisfied to utilize their learning's in teaching. But the highly educated teachers are found frustrated in this job. To be recruited as a government run primary schools there are some rules and regulations regarding required academic qualification. The female can join to the position having inferior qualification to the men candidates. Moreover, 30% posts are filled out by the female teachers. This has been one of the most important factors to cause the male teachers dissatisfied while the female teachers are satisfied to teaching with their academic qualification. The female are given priority thinking that they are the backward segments of the society. As reads in the constitution of Bangladesh, "...making special provision in favour of any backward section of the citizen for the purpose of securing their adequate representation in the service of the republic" (Constitution of the people's Republic of Bangladesh, 2000: article 29(3)(a)). Quota reservations for women in jobs are legitimized under this clause. It is believed that the women can be brought in to the front line in progress process of the society by giving such extra advantages in jobs. The female teachers from urban cluster were also found dissatisfied to this. The reason behind this is that the highly qualified women who have not entered into the job availing quota facilities are treated same as those of the quota facilitators. These female teachers seem it in dignified for their academic background as well as academic records. They opine that highly qualified teachers are needed to have better education at primary level. The respondent's academic backgrounds are recorded in table 4.2, chapter-4, where we found the higher the education is, the lower satisfaction was found among the respondents irrespective of male and female teachers." If our teaching force is to be recruited from among the brightest and best of our graduates, the money must come first. Then there is every chance that quality will follow. But the graduate in question needs to be attracted by a competitive starting salary, and confident of a career progression that will reward ability and application" (Anon, 1991p23)

From the above table (5.3) we found that 7 males and 5 female teachers are Masters degree holders, where as required qualification was SSC for female and HSC for male teachers. It is very natural that they would be dissatisfied with their job. Thus academic qualification plays a vital role for satisfaction or dissatisfaction to the job.

Physical Environment:

Table 5.4: Teachers' job satisfaction in relation to physical environment

Question: Is the working environment (physical environment) in favour of you? Rate your satisfaction considering the categories (Class room, office room, your personal room, computer facilities, toilets, communication, and location of the school).

	Satisfied	Average	Dissatisfied	Total
Female	7 (21%)	4 (12%)	21 (65%)	32
Male	7 (28%)	3 (12%)	15 (60%)	25
Total	14 (24%)	7 (12%)	36 (63%)	57

Physical environment covers infrastructure of the school building, class rooms, furniture and other interior, teachers room, toilets; specially, female teachers toilets, play ground of the students, computer facilities, telephone, fax, communication and location of the schools etc. The urban schools are found better than the rural schools. All the schools have sufficient number of class rooms, teachers' rooms. The toilets attached to the head teacher's room have opined as most inconvenient for the female teachers. They do not feel comfort to use the toilets in head teacher's room. The toilet facilities in rural schools are not comfortable for both male and female teachers. The rural schools class rooms and furniture are very insufficient. While the urban schools have a telephone facility that is absent in rural schools. But in some urban schools the telephone was found to be connected to its head teachers' residence rather in school offices. The female teachers of rural schools are mostly dissatisfied with inconvenient toilet and communication. Some female teachers were found to walk more than 5 kilometers to come to schools. While the urban female teachers' are not so unhappy with communication. They have available transport on the way to schools. But most of the urban teachers are not happy with school location. In the crowded market and business area the school teachers are to face hurdle to get rent house. In that case they are to chase a long path to reach to the schools. The urban teachers prefer the school location to be in residential areas or in some other common places. In the study the female teachers are more dissatisfied than those of male with the existing physical infrastructure.

Social Environment

Table 5.5: Satisfaction in relation to social environment

Question: Is the working environment (social environment) in favour of you? Rate your satisfaction considering the categories (Teacher student relation, School managing committee, Local community, family support, inter-personal relationship among the colleagues).

	Satisfied	Average	Dissatisfied	Total
Female	4 (12%)	3 (9%)	25 (78%)	32
Male	7 (28%)	8 (32%)	10 (40%)	25
Total	11 (19%)	11 (19%)	35 (61%)	57

In the table the female teachers are less satisfied than the male teachers with the social environment. The social environment covers family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers’ relationship, and teachers’ - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites. In broader sense the social environment was found antagonistic to the female teachers. The female teachers acknowledged that they have a lot of responsibilities to their family. They are to take care of their kids, look after husbands and old aged parents. Hardly they get support from the family. If their family responsibilities and duties are shared by their other family members, they can be more devoted to their jobs and thus can be satisfied. Some family members think that as they work, they can not give enough time to the children, husband and other family members. This attitude is dissatisfactory to the female teachers. On the other hand, the female teachers are satisfied in dealing with the young students. The teachers can provide motherly affection to the students and try to find their kids in the students. The female teachers can deal the students with modesty and politely as characterized by *Hofstede* (2005) and they are satisfied. On the other hand, the male teachers are tough and arrogant (*ibid*). They do not like the young kids as the female like. It causes the male teachers dissatisfied in this job. Satisfaction and dissatisfaction is also drawn from the interpersonal relationship among the colleagues. A sound relation among the colleagues can produce satisfaction. The female teachers are undermined by the male teachers because of the masculine culture. The female teachers hardly understand the male teachers’ logic and reasoning. This is a barrier to their relationship. The female teachers acknowledged that such relationship is absent among the female and male teachers. And this is termed as one of the causes of their dissatisfaction. Moreover, the head teacher’s bossing attitudes also cause dissatisfaction both the male as well as the female teachers. The teachers were discovered to expect a supportive head teacher rather directive.

Some times the guardians blame the teachers for poor or unexpected results of their children. It is accepted by the teachers that they (teacher) have responsibility for the development of the students but the parents also have. There is attitudinal and behavioral controversy between the teachers and guardians. In rural schools the guardians gave full blame to the teachers for their kids’ bad performance. This situation is dissatisfactory to both

the female and male teachers. The school managing committee or the local elite group's supervision is gender biased. It is definitely for masculine character of the society. The SMC always point their fingers to the female teachers. Their (female teachers) responsibility, performance are tried to put forth in question. The female teachers told that it is never appraise that they have been contributing in a large scale to boost up the girls education. In rural schools, parents let their daughters to go to school because of female teachers. This valued contribution is not acknowledged and causes the female teachers dissatisfied.

Career Prospect

Table 5.6.: Satisfaction in relation to career prospect

Question: Are you satisfied with the career prospect in this job?

	Satisfied	Average	Dissatisfied	Total
Female	3 (10%)	5 (15%)	24 (75%)	32
Male	1 (4%)	5 (20%)	19 (76%)	25
Total	4 (7%)	10 (18%)	43 (75%)	57

This table shows that most of male and female teachers are highly dissatisfied as there is no career prospect in teaching. Career has some phases. It starts with Recruitment and selection. The other phases are : promotion, training and transfer as well as placement. All these phases cover in the teaching in primary schools in Bangladesh. Their satisfaction and dissatisfaction depends upon these factors through which a teacher can reach to the ultimate goals of the job.

During the field visit the respondents have pointed all the phases and rated the degree of their satisfaction caused by the phases of career prospects in teaching profession.

Table 5.6.a: Satisfaction in relation to Recruitment

Question: Are you satisfied with the present recruitment and selection process in this job?

	Satisfied	Average	Dissatisfied	Total
Female	24 (75%)	4 (12%)	4 (12%)	32
Male	6 (24%)	1 (4%)	18 (72%)	25
Total	30 (53%)	5 (8%)	22 (39 %)	57

In recruitment there are different rules in terms of academic fitness between male and female candidate. The male candidates minimum required qualification is HSC (Higher

Secondary Certificate) with C-in-Ed (Certificate in Education) while the female candidates minimum required qualification is one level below to the male candidates i.e. SSC (Secondary School Certificate) (Recruitment Gazette:2002). This differentiation causes dissatisfaction to the male teachers to a large extent and some of the female teachers also to a few extents. The government policy is to fill up minimum 70% posts by the female teachers. That is why the academic qualification has been made reluctant for the female candidates. Moreover, in government recruitment policy the female candidates enjoy benefit of 30% reserved posts. In all jobs 30% post must be filled up by women. This benefit given to the female candidates are highly dissatisfied the male candidates while the female teachers are happy and satisfied with this recruitment rules.

Table 5.6.b: Satisfaction in relation to promotion

Question: Are you satisfied with the present promotion system in this job?

	Satisfied	Average	Dissatisfied	Total
Female	9 (28%)	6 (18%)	19 (59%)	32
Male	4 (16%)	5 (20%)	16 (64%)	25
Total	13(22%)	11 (19%)	45 (78%)	57

Promotion is a phase of career which makes the organization lively, retain creativity of the employees and motivate the employees to better performance. But seniority based promotion of the primary school teachers is a barrier to the development of performance. The teachers lost their devotion as there is no chance to be promoted to the upper position or upper scale. In primary schools all teachers enter as assistant teachers. They are promoted to head teachers. An assistant teacher is placed in 18th grade in current National Pay Scale while his immediate senior (the head teacher) is in 15th grade (Education for all : National Plan of Action : 2003). The Assistant Upazila Education Officer (AUEO) is the immediate senior to the head teachers. But his position is in the 10th grade in National Pay Scale. On the other hand an assistant teacher needs 15 – 20 years to be promoted as head teacher. A long way to promotion causes dissatisfaction of job.

Table 5.6.c: Satisfaction in relation to placement and transfer

Question: Are you satisfied with the present placement and transfer process in this job?

	Satisfied	Average	Dissatisfied	Total
Female	23 (71%)	3 (9%)	6 (18%)	32

Male	16 (64%)	2 (8%)	7 (28%)	27
Total	39 (68%)	5 (8%)	13 (22%)	57

In transfer as well as placement policy of government (Primary Education Manual: 2004) is convenient for the both the male and female teachers. It is found that all the teachers are recruited and placed within their resident upazila. They are also transferred to the schools located in the same upazila. In case of female teachers preferences is given too as of their convenient. In general the teachers were found satisfied. But there is high competition to get posing and transfer in large metropolitan cities. Corruption and manipulation take place in this regard. Teachers are dissatisfied in this.

Table 5.6.d: Satisfaction in relation to Training

Question: Are you satisfied with the existing training system as well as training facilities in this job?

	Satisfied	Average	Dissatisfied	Total
Female	6(18%)	23 (71%)	3 (12%)	32
Male	5 (20%)	17 (68%)	3 (12%)	25
Total	11 (19%)	50 (87%)	6 (10%)	57

There are two types of training for primary school teachers in Bangladesh, one is certificate in education (c-in-ed.) and the other one is primary training institute (PTI) provided training. Both these were pre-entry training in nature but these have gradually turned into in – service training. Within three years of job one is to complete these training courses. Because of in – service training these have become more ceremonial rather than to get learning from those. The teachers are mostly in between satisfaction and dissatisfaction. So training as a phase of teachers’ career prospect does not affect much to their satisfaction and dissatisfaction.

In masculine culture careers are compulsory for men, optional for women (Hofstede: 2005:147). As career is compulsory for men they are very concerned about their profession at the same time they gives less importance to women’s careers. Women ambition is channeled towards men’s success (ibid p136) Because of this female teachers like to posted in husbands resident area. That they can stay with their family as well as help their husband

Supervision

Table 5.7: Job Satisfaction in relation to supervision.

Question: Are you satisfied with the present supervision style (by the head teacher).

	Satisfied	Average	Dissatisfied	Total
Female	7 (21%)	4 (12%)	21 (65%)	32
Male	9 (36%)	8 (32%)	8 (32%)	25
Total	16 (28%)	12 (21%)	29 (50%)	57

Here supervision means to supervise teachers by the head teacher in a school. It plays an important role in context of job satisfaction. The table shows that female teachers are more dissatisfied than male teacher in terms of supervision. Female teachers found that they are not getting positive support from the head teacher which they desire. Recognition of performance brings satisfaction. When a teacher gets recognition of his or her through praise from head teacher she is satisfied with the boss. On the other hand when the head teacher is only supervise as boss to do all the job perfectly by others (teachers) is not a good supervisor to them. They claimed that personality, attitude and management skills of head teachers affect their job satisfaction. According to Linda's (1998) five significant factors regarding to head teachers supervision which affects subordinates job satisfaction; personality, interpersonal behavior, mission, professionalism and management skills. Sometimes they found their dogmatic attitude of head teacher. When talking to some teachers and they were complaining against the school management. It is found that head teacher openly forbidden them not to say anything about school managing committee. Not only that but also he openly remarked the female teachers as lazy and careless.

The ideal boss in the subordinates, eyes, the one they feel most comfortable with and whom they respect most, is a benevolent autocrat or "good father" Subordinate-superior relation are emotional (Hofstede:2005 :p.55).

Male teachers are not very concerned about this. A few male teachers were found dissatisfied with head teacher. Some male teachers felt discomfort to work under a female head teacher. Interesting is that they were praising the female head teacher as very responsible and skilled. But they do not feel so good with her only because of female. It is just their egoistic problem.

Head teachers who adopt laissez-faire styles of leadership, for example may be considered to exert very little influence on the school-specific circumstances and situations that potentially affect teacher morale, job satisfaction and motivation (Linda Evans -1998).

In Bangladesh power distance is high in superior-subordinate relationship. In such condition boss is root of all power and do not want to share it with the subordinates. Most of teachers

are aside from the decision making process in the school. The female teachers are mostly dissatisfied with the supervision while the male teachers have mix reaction.

Culture (Masculinity - Femininity)

Table 5.8: Satisfaction or dissatisfaction in relation to culture (masculinity - femininity)

Question (only for female teachers): Do you think that the masculine culture cause you dissatisfied to this job?(opportunity to work as of a male teacher do, recognition from the male teachers for your performance, rigorous or the tough jobs are always assigned to the male teachers, you are kept aside in important decision making because of women, the male teachers show their rigidity in their opinion even though the female teachers opinion is better).

	Satisfied	Average	Dissatisfied	Total
Female	7 (21%)	7 (21%)	18 (56%)	32
Male	13 (52%)	3 (9 %.)	9 (36%)	25
Total	20 (35%)	10 (17%)	27 (47%)	57

The table shows that in context of culture female teachers are more dissatisfied than male teachers. Bangladesh has a strong masculine culture (Jamil:1994) It affects all the spheres of life. A society is called masculine when emotional gender roles are clearly distinct: men are supposed to be assertive tough, and focused on material success whereas women are supposed to be more modest, tender and concerned with quality of life (Hofstede : 2005 :120). He also claims that occupation is divided in to “masculine” and “feminine” in terms of the values of those who exercise them. Competitive work, focus on individual technical performance calls masculine values (scientist, engineer).Managers deal with technical and human problems that is why they require assertiveness assigned as masculine one. ”In masculine societies women mainly teach younger children and men teach at university, Children in masculine societies are exposed longer to female teachers .This tools like a paradox, but the female teachers status is often low so that they will be anti-heroine rather than models for behavior.” (Hofstede: 2005:140). The female teachers are given opportunity to be recruited more in number, in terms of transfer they are also given convenient opportunity, they are termed as the key player to combat girls’ students dropout and thus to improve education rate in Bangladesh but their contribution was found hardly recognized by the male colleagues. This picture was assumed to be in rural schools only but during field visit the urban schools’ male teachers were marked as same. It is because of masculine culture of the society. And thus the female teachers are mostly dissatisfied. In formal rule

and regulations the women are given equal status as of men but because of masculine culture dimension the women are far behind to this formal power.

Sometimes female teacher found that their male colleague undermine them in context of knowledge and responsibility. Though both male and female teachers are doing the same job but male teacher feels comfort to think they are more skilled and responsible. Male teachers feel discomfort under female headmaster. It is also because of masculine attitude.

Culture (Power Distance)

Table 5.9: Satisfaction or dissatisfaction in relation to culture (School Administration)

Question: Are you satisfied with the existing management practice of the school?

(power distance between local and central administration, power distance between SMC and the local as well as central administration, power distance between head teachers and the central administration and no access of the primary schools' teachers in central administration).

	Satisfied	Average	Dissatisfied	Total
Female	8 (25%)	5 (15%)	19 (59%)	32
Male	7 (28%)	4 (16%)	14 (56%)	25
Total	15 (26%)	9 (15%)	33 (57%)	57

The government run primary school is centrally administered by the bureaucrats. There is no representation from the teachers. The primary school teachers can hardly raise their voices to them for their interest. This gap has been a common cultural phenomenon of primary education management which is observed as a product of power distance as stated by Hofstede (2005). To him power distance 'as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally' (Hofstede: 2005:46). In this context the teachers irrespective of male and female have shown their dissatisfaction to the management of school. This pattern of management is the resultant effect of the power distance culture of society.

According to Hofstede, in large power distance society; hierarchy in organizations reflect existential inequality between higher and lower levels is reflected. More over, there is wide salary range between top and bottom of the organization (ibid: 59).

This has happened in the case of the government run primary school teachers in

Bangladesh. In high power distance country salary systems show wide gaps between top and bottom in the organization (Hofstede: 2005:59). Such low salary also leads to corruption in primary schools. The corruption perception index (CPI) identified by Transparency International (TI) in 2002 74 percent of differences in CPI is from poverty. "under condition of poverty, acquiring money in unofficial ways is not just a matter of greed; it may be a matter of survival. Officials, police and teachers in poor countries are often so ill paid that without side payments they cannot feed their families.On top of the influence poverty, power distance adds to the frequency of corruption (ibid: 62-63). In primary schools the hierarchy from bottom up is assistant teacher – head teacher – assistant upazila education officer – upazila education officer – district education officer – the directors and director general of department of primary education (DPE). Besides this, there is a school managing committee (SMC) formed locally which is headed by a local educated person and the head teacher is a member – secretary (Primary Education Manuel, vol.1:2004:92) It implies the school management is dominated by hierarchical bureaucrats as well as local elites. In such cross management pattern creates power imbalance where teachers or schools genuine interest is hampered. This type of power distance leads to corruption in school management. In recruitment process 20 marks out of 100 is evaluated on viva-voce. This board is headed by the deputy commissioner. As there is no hard and fast rule in viva-voce there is chance of nepotism and favoritism. As acknowledged by the respondents, in transfer and training the SMC plays key role. Their recommendation to send a teacher for training or for transfer is biased in most of the cases. In other mismanagement in schools' infrastructural and physical development the head teacher and the SMC have understanding and the actual fund or activity is unknown to the assistant teachers. The assistant teachers have no way to raise the issue in any level of government authority because of power distance. It is also discovered that there is direct financial transaction for recruitment, placement transfer and training also. It is very explicit that the school management or the primary education management is one of the remarkable arenas of corruption. As Hofstede defines corruption as use of the power of their position to illegally enrich themselves or when citizens buy the collaboration of the authorities for their private purposes (2005:62). In 2002 corruption perception index (CPI) identified by Transparency International (TI) showed that about five percent corruption worldwide is because of power distance (ibid).

Social Status

Table 5.10: Nobility and dignity affect satisfaction

Question: Are you satisfied with the present social status of the primary school teachers?

	Satisfied	Average	Dissatisfied	Total
Female	26 (81%)	2 (6%)	4 (12%)	32
Male	5 (20%)	6 (24%)	14 (56%)	25
Total	31 (54%)	8 (14%)	18 (31%)	57

In Bangladesh teaching is one of the honorable professions. In the society every one respects a teacher. Both male and female teachers are satisfied in this context. This study reveals that almost 54% teachers select the teaching profession because of nobility of this (table 6.10) and 81% female teachers are satisfied because of social status.

The teacher is a “*guru*” a term derived from the Sanskrit word for “*weighty*” or “*honorable*”. Teachers are treated with respects; students may have to stand up when teachers enter in a classroom. The education system is teacher oriented; teachers outline the intellectual paths to be followed. In the classroom there supposed to be strict order or direction, with the teacher initiating all communication. Teachers are never publicly contradicted or criticized and are treated with deference even out side the school.(Hofstede:2005:53)This description is almost true for Bangladesh. Fact is that the teachers like to remain as guru. Treat them as honorable person make them satisfied to their job.

Job Security

Table: 5.11: Job security causes satisfaction

Question: Do you think that your job is secured (in terms of permanency of the job)? Are you satisfied with this status?

	Satisfied	Average	Dissatisfied	Total
Female	24 (75%)	5 (15%)	3 (9%)	32
Male	17 (68%)	6 (24%)	2 (8%)	25
Total	41 (71%)	11 (19%)	5 (8%)	57

The data presented and discussed in earlier sections indicate that the teachers are highly dissatisfied because if low salary, inconsistency between academic qualifications and the job, corruption as well as mismanagement in career prospects, gender biased society, having power distance in management not last but at the least corruption. The question asked to the teachers having so many dissatisfactory phenomena why they have chosen this job. The very common and similar reply from both male and female teachers is *job security*. As this is a government job, it is secured. Secured in the sense that the payment is regular,

no scope to be fired and financial benefit after retirement is guaranteed. This factor makes maximum teachers satisfied and they have been retaining as a primary school teachers.

Following table shows the comparison between male and female teachers job satisfaction context of some similar factors.

Table: 5.12: Comparative job satisfaction of male and female teachers

Factors	Female	Male
Social status	81%	68%
Job security	68%	75%
Academic qualification	68%	20%
Management Culture(in context of power distance)	25%	28%
Supervision	21%	25%
Social Culture(in context of masculinity and femininity)	21%	36%
Working Environment	12%	28%
Career prospect	10%	04%
Salary	0	0

The table shows that job satisfaction differs from male to female teachers. For female teachers most satisfactory factor is having social status. 81% of female respondents are satisfied because of dignity and nobility of this profession. According to Hofstede's view women are modest in nature and caring about interpersonal relationship and quality of life in masculine society. All students honor them. Most of the female teachers come to this profession willingly as they like this profession. Moreover, as a teacher they get extra honor and they become satisfied with the job. Female want to avoid risk. So teaching is risk less to them. On the other hand a few male teachers come willingly in teaching profession because they like challenging job. Because of this female teachers are more satisfied with their job.

But the security or permanency of the job motivate most to the male teachers. 75% teachers are happy for that. As they are more concerned about money they are doing other job simultaneously. Teaching in government primary school is a permanent job and they felt relaxed for that. In Bangladesh male have to maintain their family. So he needs a permanent source of income. Job security is the 2nd highest motivating factor, which bring job satisfaction to female teachers. 68% female teachers are satisfied having a secured job.

Actually Bangladesh is a developing country and unemployment problem is a big issue. There is a big number unemployed with high academic qualification. People who are doing private jobs are always in mental pressure that any time they may lost the job. In such reality male and female teachers are satisfied with this permanent job though salary is very poor. Job security found as a criteria of feminine working pole as of Hofstede's view. (2005:118) But the empirical data of this study found it stronger in masculine pole.

Academic qualification plays a vital role in the context of job satisfaction. Above table shows that female are more satisfied with their academic qualification to do the job. There is specific reason behind this. The female teachers can join to the position having inferior qualification to the male teacher. Moreover, 30% posts are filled out by the female teachers. This has been one of the most important factors to cause the male teachers dissatisfied while the female teachers are satisfied to teaching with their academic qualification. According to the respondents' view the teachers with higher academic background are highly dissatisfied. Even large numbers of male teachers are highly educated and they are dissatisfied and a few higher female teachers are educated. So they are less dissatisfied.

In context of management culture and supervision both male and female teachers are dissatisfied. Schools are run by central administration named Directorate of primary education (DPE). But this administration sometimes don't cooperate the school teachers. there are some mal practice like bribe. So poor school teacher have to give bribe the officer. So both male and female teachers are dissatisfied. A few teachers are satisfied with their head teacher. They are not so cooperative rather than directive.

From social cultural context male teachers are satisfied only 36% and female are 21%. But male teachers are more satisfied than female teachers. The cause is that in masculine society male are dominating in their attitude. "In a patriarchal society organizations are infused with what Connell (1995) terms "hegemonic masculinity" that is, with practices which legitimate and express the power of men over women (Thomas:2003:156-157). Under these conditions, "women are always in the position of being outsiders, of being travelers in a male world" (Marshal: 1984 cited in Thomas: 2003:157). It is found that a large number of female teacher are dissatisfied as they are not getting recognition for their job. "International survey of women in management (Adler and Izraeli(1988) identify several 'barriers 'which help to explain gender inequalities. Primary among these is the existence of management as a masculine domain managerial roles are filled by men, popular beliefs about the requisites of management are socially constructed from stereotypically masculine traits, and the social codes that govern interaction in the managerial arena are forged from the collective

experience and interests of men” (Thomas;2003:155).

Practically in masculine culture female teachers’ contribution is not recognized by the male teachers’ .Even sometimes they can not take any decision in schools’ meeting. In such reality female teachers are more dissatisfied than male teachers. Both male and female teachers are highly dissatisfied because of poor salary structure. According to Hofstedes, male are money concerned in masculine culture. According to his work goal items earnings is for masculine pole. But the data shows that both male and female (100%% teachers) are dissatisfied because of this. Another important dissatisfactory sector is that there is no career prospect in their job. That is why both male and female teachers are highly dissatisfied. According to Hofstedes work pole advancement is for masculine pole but my data shows that is applicable for both. According to Hoffstede careers are compulsory for men optional for women. If it is, a large number of female teachers would not be dissatisfied with their less prospectus career.

There are some comparisons between job satisfaction of male and female teachers. Following table is context of job satisfaction relation to environment (physical and social)

Table: 5.13:

Location of school	Satisfied	Dissatisfied
Urban school	30%	70%
Rural school	10%	90%

The table shows that urban schools’ teachers are less dissatisfied than rural schools’ teachers. Urban school teachers are getting better physical environment. Most of urban primary schools have separate teachers’ rooms, separate toilet facilities for male and female teachers. Even they are enjoying some technological facilities like telephone and fax. On the other hand some rural schools infrastructure is very poor. Some have no separate teachers’ room. Even male and female teachers have to share the same toilets. Most of the rural schools location is far away from local communities. Rural schools’ teachers have to walk on foot at least two kilometer daily to go to school.

The researcher visited seven schools for my data collection. Among them three are from urban and four from rural areas. Three times the researcher visited each of these schools. 1st visit was only to introduce the researcher and to explain her purpose of study. 2nd time she went to give them her questioner and last time she went to collect her questioner. Every

time the researcher has collected some additional information like background of the school, number of the teachers and whether they all are present on that day.

From that data following table is made. Data is made on present in school in different three days within 6 weeks.

Table: 5.14

Location of schools	% teachers present in school	*Total number of teachers
Urban school	93%	28
Rural school	68%	29

*% is drawn from the total number of teachers

The table shows that the urban schools' teachers are more regular in school than those of the rural schools. It seems that teachers from urban schools are more responsible and accountable. But rural school teachers are reluctant about their job. I found difference attitude among urban schools' head teachers and rural schools' head teachers.

Urban school head teachers had a clear statistics how many were absent and why they were absent. On the other hand rural school head teacher had no specific statistics he was just looking for who were absent on that day. Not only was that he not worried as it is very common in every rural school.

5.3. Conclusion

The study has revealed that there are many factors which cause dissatisfaction to the teachers while very few causes remain which brings satisfaction. These factors vary from person to person. Sometimes these factors linked to socio-economic and condition. There are differences between the male and female teachers' perception while perception differentiation is also found among the same gender group teachers. Likewise, the factors which are the causes of satisfaction or dissatisfaction have gathered from different opinion. But the factors identified more or less have acknowledged by the respondents. The analytic generalization have found linked with the independent variables and the theoretical framework.

The following table (5.14) shows that salary is the most dissatisfactory element of both male

and female teachers. They are getting poor salary which causes dissatisfaction to them. Herzberg identified salary as hygiene factor in his 'two factor theory'. But this study found this criterion as motivating factor which brings job satisfaction to the teachers.

The factors affecting the female teachers' job satisfaction is working environment, interpersonal relationship, and supervision of boss (by the head teacher). For men salary and security of the job is most important. Men more concerned with extrinsic rewards (most notably) women focusing more on intrinsic reward i.e the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration

Because of masculine culture Bangladesh has a male dominated society. Sometimes male domination in management makes female teacher dissatisfied. Because of large power distance the teachers are dissatisfied supervision by the head teacher.

The factors causing satisfaction and dissatisfaction differ from context of urban and rural schools. Infrastructures of urban schools are more developed than those of rural schools. Even in urban schools most of teachers are female. It is found that the better infrastructure of urban schools cause the female teachers satisfied. While the in female dominated schools the female teachers feel free from the colleagues having masculine culture, Irrespective of male and female teachers, should have a very satisfactory atmosphere ins and around of the schools. This can contribute positively in primary education in Bangladesh.

CHAPTER SIX: CONCLUSION

6.1. Introduction

This study can be termed as a unique one. Because this is the only study ever found regarding to the female teachers job satisfaction. To look into job satisfaction is significant as it affects performance. This study has tried to map out the concept of job satisfaction by female teachers of primary schools in Bangladesh. Here, efforts are given to frame all the perception of job satisfaction perceived by the teachers. In this journey it is also tried to mark the causes make the female teachers satisfied or dissatisfied. Some causes of satisfaction have been identified both by the male and female teachers and some are raised either by male or by female teachers. The study findings have asserted in this section.

The findings of this study may trickle the thinking of the policy level people and can thus improve the female teachers' job satisfaction level as well as improve the standard of primary education. The findings are as follows:

6.2. The findings of the study

1. Both male and female teachers (100%) are highly dissatisfied with poor salary structure. (Table- 5.1). It is found that the primary schools teachers' salary is highly poor in comparison to the existing daily commodity prices. It does not motivate them to be dedicated to this profession. Irrespective of male and female as well as rural and urban schools' teachers are highly dissatisfied with the salary structure According to the pay structure in 2002 the basic monthly salary of the assistant teachers those who have training is 1875 taka (\$32 approximately) and 1625 taka (\$30 approximately) (Recruitment Gazette: 2002). Salary must be consistent with present socio-economic condition. It means one have to cope with the society with ones salary. At least living cost will be covered by that salary. A range of salary must have capability to meet up one's basic need in life. When one's salary can not meet up that, they have to look for other earning source .As most of the teachers are highly dissatisfied with low salary they tried to more income by private teaching. In some cases they get more amounts from private teaching than their monthly salary. It makes the teacher less sincere towards their school teaching.

2. Most of the female teachers choose this profession willingly. On the other hand big number male teachers do not like this profession and some male teachers are doing this job not to get other better jobs. 68% female teachers come to this profession willingly as they like teaching. Where as only 32% male teachers come to this profession gladly. (table-4.3) Actually in Bangladesh female teachers like to teach the young children. According to Hofstede in masculine society women mainly teach younger children which is similar to findings of the study. As male like challenging job this teaching profession is not preferred to them. Female teachers think themselves dignified as well as satisfied. They are very innate to the students. They play the role of 'substitute mother' in primary school .As most of female teacher likes this profession it makes them satisfied and help them to be sincere. That's why female teachers prefer this profession compare than their counterpart.
3. A big number of male and female teachers are satisfied with this profession because of permanency of the job. Government job is always a secure job. The study found that 75% male and 68% female teachers are satisfied because of permanency of their job (table-5.11). The teachers told that this job is secure and stable during their tenure of services and also have financial guarantee after retirement from the job as there is provision of pension. Permanency of any job is directly linked with job satisfaction. Permanency reduces tension and thus guaranteed devotion to the job. Bangladesh is overpopulated country where unemployment is a big problem. In such reality a secure job is blessing for the teachers. So both male and female teachers are satisfied with their job.
4. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the teachers having minimum qualifications have found satisfied (table-5.2). The female can join to the position having inferior qualification to the men candidates. Female teachers are getting favour in required educational qualification. For male teachers the lowest criteria of educational qualification are HSC whereas SSC is the educational target for female teachers. Such criteria dissatisfied the male teachers and satisfied the female teachers in this regard. Moreover, 60% posts are filled out by the female teachers. And at present government is trying to increase to 70:40 ratios. Because of this proposed policy of government the female teachers are happy. This has been one of the most important factors to cause the male teachers dissatisfied while the female teachers are satisfied to teaching with their academic qualification.

To get large number of female teacher, the required qualification for female candidate is lower than those of male. But in practical field there are good numbers of higher educated female teachers' comparison to male teachers. (table-3.2) So, proper recognition of academic qualification plays a vital role in job satisfaction.

5. Nepotism, favoritism and bribe are very common scene found in viva voce for recruitment process in primary education. Because of this both male and female teachers are dissatisfied. Posting or placement also favored the candidates. Both male and female teachers are posted in their own localities. Sometimes central administration asked bribe from the school teacher for suitable placement.
6. Most of male and female teacher opined that there is no career in teaching in primary education. (table-5.6). This study found that in all the phases of career (that is recruitment, promotion, transfer and training) teachers are highly dissatisfied. Female teachers are more satisfied with the recruitment process comparing their counterpart (table-5.6.a) because they are getting quota facility both male and female teachers are highly dissatisfied with promotion policy. They are in the same post for long time. The primary school teachers' job is found as 'blocked' job. The levels of the jobs are junior teacher, senior teacher, assistant head teacher and head teacher. From assistant teacher to head teacher is along way. Even very few can be the head teacher. As a result most of male and female teachers found teaching in primary education as career less job.
7. Both male and female teachers remarked that head teachers' role is an important factor in context of job satisfaction. They desire a participatory, democratic and cooperative head teacher. They always expect recognition of their jobs from the head teacher. In case of supervision both male and female teachers are dissatisfied (table-5.7). From cultural point of view, Bangladesh poses the masculine society. Masculine society affects the individual's personality and attitude. Attitude and personality are directly connected with supervision. A leader or a head teacher needs to play a very democratic or participatory role. Because of masculine culture a leader or head teacher, as a boss becomes directive rather than supportive. Male teachers feel discomfort to work under female head teacher. It is also one kind of masculine attitude. Because, the male teacher agreed that female head teacher is qualified and responsible. But male teacher can not allow the superior boss as women as they support male domination over women not the opposite.

8. In urban school 90% are female teachers. But the opposite picture is in rural school. Most of are male teacher. The reason behind significant number of female teachers in urban schools are those female teachers' husbands are working in urban areas are likely to get placement in urban schools or to live with their other family members in city. Or to send their kids in good urban schools. In rural area female education rate is lower than male. Sometimes posts remain vacant not to get the qualified female candidate. This is reason behind significant number of male teachers in rural school. Such type of imbalance impacts on working environment as well as on job satisfaction.
9. Large power distance between school administration and central administration creates dissatisfaction to both male and female teachers. (table-5.9). The government run primary school is centrally administered by the bureaucrats. There is no representation from the teachers. The primary school teachers can hardly raise their voices to them for their interest. There is a power conflict between teachers and bureaucrats. The teachers have a few roles to play in primary education management. Local people other than the government official has representation only at the bottom level i.e. SMC. But this level has no significant activities to the school management. Recruitment and selection, transfer, promotion, salary etc are solely the matter of the government. The SMC has no practical control over it. Directorate of Primary education (DPE) is not cooperative to the teachers even they underestimate the teachers which causes dissatisfaction to them.
10. Male teachers are less concerned about social environment comparison to female teacher. 78% female and 40% male teacher are dissatisfied with social environment (table-5.5). The female teachers have had obligation to their husbands and children. They are to take care of their family members and side by side show better performance in schools. In many cases the female teacher's family and other social factors create problem and they are dissatisfied because of this. Men don't have to such problem in our society. In context of interpersonal relation with colleagues female teachers are sometimes dissatisfied because in a patriarchal society organizations are infused with what Connell (1995) terms 'hegemonic masculinity' that is, with practices which legitimate and express the power of men over women.
11. Urban school teachers are more satisfied than the rural schools teachers. (table-5.13) Infrastructure of urban school found better than the rural school. The teachers of urban schools get a favorable physical environment. They are getting telephone,

fax computer etc. On the other hand technical equipment is not so available in rural schools. Some times rural schools don't have the sufficient teachers' room sometimes joint toilet become inconvenient for the female teachers in rural schools. Even most of rural schools' teachers come to the school by walking 3/4 kilometers everyday. That is why they are more dissatisfied than those of the urban teachers.

12. The teachers of urban schools found more responsible and sincere to their job than the rural school teachers. (table-5.14) But the rural schools' teachers are more reluctant to this. They are not regular in the school. In school tome they are found sometimes in shop or field. It is also related to Job satisfaction. Urban teachers are more aware about their job and job related activities compare than rural school teachers.

6.3. Judgment of hypothesis

Based on the primary and secondary data the hypotheses are found mostly positive.

First hypothesis was that the male and female teachers are dissatisfied because of poor salary structure. The researcher got the reflection of this statement in her field. The researcher interviewed 57 teachers and they all (100%) are highly dissatisfied with low salary. The researcher got the same response in urban and rural school

Another hypothesis is both male and female teacher with high educational background are dissatisfied with this profession and it is found positive. Everyone try to use his or her potentialities. When someone failed to do a better something by using ones good academic background, they become frustrated. Some teacher I found who were highly educated both male and female were not satisfied with the job. They thought they might get any other better job. Even they feel depress to do the same job with lower educated people.

One of the important hypotheses is that regarding to the working environment the female teachers are more dissatisfied than their male counterparts. There are two type of working environment one is physical and other is social environment. Female teachers are sometimes not getting the separate toilet they have to share with head teacher which causes a big dissatisfaction. to them In village most of the teachers come to the school by walking 3\4 kilometer every day. It is not so easy for female teacher. Because of masculine culture sometimes male colleague show dominating attitude which also causes to dissatisfaction to

the female teachers. Even they have to take care of their family members and side by side show better performance in schools. Such pressure also impacts on working environment as well as on job satisfaction.

Another hypothesis is high power distance between head teacher and assistant teacher creates dissatisfaction to both male and female teachers. Every one expects recognition of ones job. But it is found that some head teachers are hardly done this job. They like to remain in apex position in the organization. Even they never consult with others. Because of such power distance both male and female teachers are dissatisfied. A male head teacher can hardly read the emotion of a female teacher. On the other hand, a male head teacher can not overcome his masculine attitudes. Both this together cause the female teachers dissatisfied with the supervision of the head teacher.

Last hypothesis of this study was that because of masculine culture the male teachers undermine the female teacher. The researcher has no specific data through questioner but I got this information from informal discussion. It is noticed that masculine attitudes of the male colleagues and head teachers creates dissatisfaction to the female teachers. The male teachers sometimes undermine the female teacher that female teachers are not capable to do any official job. In urban school it is not so high but in rural school very hardly male teachers recognized the female teachers' contribution. In Bangladesh the female are generally taking care of family. Sometimes the family members of female teacher don't cooperate them to do the job. Such reality sometimes made female teacher dissatisfied.

6.4. Conclusion

There is research on job satisfaction among the employees and officers working in Industries or business organization and they analyzed the term job satisfaction from social psychological point. But this study can be termed as a unique one as this is the only study ever found regarding female teachers job satisfaction. Here the term *job satisfaction* is analyzed from organizational perspective.

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, organization to organization. So, job satisfaction can not be generalized. From organizational perspective, policy and administration of organization, culture of that organization, working environment, supervisory style affects the job

satisfaction. Hierarchy is the part of organization which is linked with job satisfaction or dissatisfaction. Findings of this study found that both male and female teachers are dissatisfied with centralized administration

This study has tried to discover the perception of job satisfaction by teachers of Government Primary Schools in Bangladesh and tried to identify the factors that cause satisfaction and dissatisfaction to the teachers. It also tried to sketch the reason why male and female teachers have identified different factors for job satisfaction.

Perception of job satisfaction differs from gender perspective. Most of female teachers willingly enter into this profession. On the other hand, very few males come to this profession willingly. According to the female teachers' view, job satisfaction is not only linked with the nature of the job but also linked with the working environment. To them, having a good physical environment as well as getting a harmonious interpersonal relation among colleagues is job satisfaction. They also expressed that working under a democratic and participatory head teacher is job satisfaction. Most of male teachers perceived job satisfaction as having a secured job and as well as getting the social status and prestige.

Both male and female teachers are dissatisfied with their job. Most of the female teachers considered this job as a noble profession. They sketch the job satisfaction as getting honor and social status. A large number of male teachers have pointed out that job satisfaction is to get a permanent job. The teachers are the architect of nation building. They are building the future of the nation. This belief is a great achievement of the teachers. Such achievement is job satisfaction to them.

They raised a series of causes of dissatisfaction. Both are getting a low salary. They cannot afford this salary. There is no career in this job. The promotion is a very lengthy process; one has to go a long way for that. They are highly frustrated by this. Even the central management (DPE) is found corrupt. Recruitment, training, transfer is sometimes not fair. Nepotism and favoritism have found a common problem. Female teachers are not getting a good physical environment as well as a social environment. Male colleagues always undermine them. Because of masculine culture, male teachers always try to dominate their female colleagues. From a social context, job satisfaction differs on gender perspective. The factors affecting the female job satisfaction are working environment, interpersonal relation, and supervision of boss (by the head teacher). For men, salary and security of the job are most important. Men are more concerned about extrinsic rewards (most notably pay), while women focus more on intrinsic rewards, i.e. the satisfaction of teaching children.

This study also found that because of unfavorable working condition female teachers are more dissatisfied than the male teachers which were another hypothesis of this study. The opposite result found in a study by Xin ma and Robert MacMilan (1999) Canada. They found female teachers are more satisfied with working environment. This study also revealed that masculine culture causes the female teachers less satisfied than those of the male teachers. The hypothesis of this study was about the factors which affects the job satisfaction. Like salary, working environment, educational background and supervision. The aim of hypothesis was to check which part (male or female) is more satisfied on which factors. And this study found both groups are highly dissatisfied because of poor salary structure, female teachers are dissatisfied because of masculine attitude of head teacher and male colleague. Actually most of hypothesis was found consistent with the study findings.

The theory by Herzbrg, Evans and Hofstede used in this study. Herzberg viewed as motivating factor for job satisfaction is achievement, recognition, challenging work, responsibility and development. Hygiene factors are environment, administration, supervision, working condition, interpersonal relation security, status and salary. In this study the female teacher's job satisfaction or dissatisfaction is caused by both the factors of motivation. During the study the factors found as the causes of satisfaction or dissatisfaction are related either to the motivator factors or to the hygiene factors. But According to Herzberg salary, interpersonal relation, working environment and supervision are only hygiene factors. But this study findings stated these as motivating factors also. Actually this theory developed in western countries. Bangladesh is a developing country where socio-economic condition is just opposite of western countries. That's why salary and some other factors are motivating to the teachers.

Linda Evan's theory of job satisfaction covers almost all these factors which is linked with job satisfaction. Especially the policy of the administration, salary and leadership style (supervision) impacts on job satisfaction. From social context, job satisfaction differs on gender perspective. The factors affecting the female teachers' job satisfaction is working environment, interpersonal relation, and supervision of boss (by the head teacher). For men salary and security of the job is most important. Men are more concerned with extrinsic rewards (most notably pay) women focusing more on intrinsic rewards i.e the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration. Job satisfaction differs a lot on gender perspective because of social culture. In masculine society female teachers are less satisfied than their male counterparts. Even in masculine society men are assertive ambitious and tough and women are supposed to be

tender and take care of relationship and they will teach the young children. In such reality women prefer teaching profession compare to men.

Education is the backbone of a nation. If the instructor of that backbone is unhappy and dissatisfied with their jobs what would be the future of that nation. So, we need to be concerned about our teachers' condition. We have to take the best step to make them satisfied with their job. It will energize the teachers and their effort will be in full swing to build up the nation.

It is hoped that the barrier to the female teachers' job satisfaction are found in this research can contribute to a great extent to improve the level of primary school teachers as well as primary education in Bangladesh. It is the desire of the society that the primary schools' teachers are to give such input those can make them happy as well as satisfied. This satisfaction will then be infused to the children and next to the nation

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Questionnaire Guide

This questionnaire is used as a guide to investigate the female teachers' job satisfaction in Bangladesh under the research titled "Job Satisfaction of Female Teachers : A study on primary schools in Bangladesh. It is a mandatory part of fulfilling the MPA degree from the Department of Administration and Organization Theory in the University of Bergen, Norway. The confidentiality of the respondents' opinion is maintained.

1. Personal Information
 - a) Name of the respondent
 - b) Name of the school
 - c) Male/female
 - d) Marital Status(married/ unmarried/ divorced)
 - e) Number of family members
 - f) Pattern of family (nuclear/ joint)
 - g) Husband's /wife's profession
 - h) Number of issues (son/ daughter)
 - i) Status in this school
 - j) Academic records.
2. Since how many years have you been serving as a school teacher?
3. Since how many years have you been serving in this school?
4. What is the procedure of being a school teacher?
5. How have you chosen this school?
6. What do you mean by job satisfaction?
7. Among following which do you prefer as job satisfaction.
 - a. Job satisfaction is getting a handsome salary
 - b. Job satisfaction is having dignity and social status.
 - c. Getting a secured job is job satisfaction
 - d. Having match with academic qualification and job is job satisfaction
 - e. To get a favorable physical environment is job satisfaction.
 - f. To get a favorable social environment is job satisfaction
 - g. A job with career prospect can ensured job satisfaction
 - h. To work under good supervision is job satisfaction
8. How would you rate accuracy of the recruitment process being a school teacher?

Satisfied	Average	Dissatisfied
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9. What is your suggestion to improve the procedure?

10. Do you think that the selection procedure is gender biased

Satisfied	Average	Dissatisfied
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If it is rate your satisfaction in the following scale

Satisfied	Average	Dissatisfied
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11. Are you satisfied to work as a primary school teacher with your academic qualification? Yes ____ no _____

12. Rate your level of satisfaction in relation to your academic qualification and job

Satisfied	Average	Dissatisfied
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13. Why have you chosen this profession? Mention at least five reasons.

14. Is it your expected job? _____ yes _____ no

15. Rate this job in terms of fulfilling your expectation

Satisfied	Average	Dissatisfied
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16. If *no* what job will you prefer instead of teaching?

17. How many hours you have to work in this school?

18. Do you think that you are overburdened with classes because of female teacher?

19. How much leisure hours do you get in the school?

20. Do you need leisure hour in the school and why?

21. Do you take part in decision making of the school? _____ yes _____
no

22. Rate your satisfaction in context of participation in decision making

Satisfied	Average	Dissatisfied
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Do you think that you are treated differently because of gender?

23. Is the promotion based on performance or seniority?

24. What procedure do you prefer?

25. Does the promotion policy differ from male and female teachers?

26. Rate your satisfaction with the present promotion policy

Satisfied	Average	Dissatisfied
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27. Rate your satisfaction with the present salary structure.

Satisfied	Average	Dissatisfied
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28. Does supervision differ from male and female head teacher?

29. Rate your satisfaction with the male or female head teachers' supervision

Satisfied	Average	Dissatisfied
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30. Do you think that you are suppressed because of gender discrimination? ___yes
___no_

31. Rate the level of satisfaction because of such suppression

Satisfied	Average	Dissatisfied
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32. Are you assigned less administrative job because of female? ___yes ___no
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33. Rate your level of satisfaction because of this

Satisfied	Average	Dissatisfied
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34. Rate the inter-personal relationship among your colleagues.

Very Poor	Poor	Good	Very good	Excellent
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35. Rate the level of satisfaction because of interpersonal relationship

Satisfied	Average	Dissatisfied
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36. Rate your satisfaction in context of freedom of expression in job

Satisfied	Average	Dissatisfied
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What are the reasons affecting your freedom of expression?

37. Is the working environment in favour of you? Rate in a scale in each category

A) Class room, office room, your personal room, computer facilities, toilets, communication, and location of the school.

Item	Satisfied	Average	Dissatisfied
Class room facilities			
Office room facilities			
computer and telephone facilities			
Separate toilets facilities for male and female teachers			
Location of the school			

B) Teacher student relation, School managing committee, Local community, family support, , inter-personal relationship among the colleagues.

Item	Satisfied	Average	Dissatisfied
Teacher student relation			
School managing committee			
Local community			
family support			
, inter-personal relationship among the colleagues			

41. Rate your level of satisfaction because of the work environment

Satisfied	Average	Dissatisfied
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38. Mention some factors those cause your satisfaction in your job

39. Mention some factors those cause your dissatisfaction in your job

40. How would you rate this profession to build up one's career

Satisfied	Average	Dissatisfied
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41. Do you think that this profession is male dominated? ____yes _____no

42. If yes, does it affect your satisfaction or dissatisfaction? _____yes ____no _

43. Rate this profession in comparison to other profession for female in the context of our culture

Worst	Bad	Good	Better	Best
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44. Would you have any recommendation about salary, academic qualification, supervision, working environment, organizational and social culture to increase your job satisfaction.

Thank you for your cooperation