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Job Satisfaction of a Primary School Teacher and Its Influencing Factors

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ABSTRACT

Satisfaction in teaching is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement. There are many factors that act as key determinants of career satisfaction among academic professionals in primary institutions in Bangladesh. Determining those factors and their influence on teacher satisfaction is the focus of this chapter. The study was conducted using ethnographic research where job satisfaction was revealed through investigating the organization of teacher's professional and personal lives. Considering the availability of rich, authentic data, one teacher was selected in a purposive way from a rural primary school and shadowed for three consecutive days. Each day, data was gathered through direct observation of the activities of the teacher, through collection of artifacts like timetables, policy documents, lesson plans, students' work and other key documents. Different theories of satisfaction and motivation were chosen to analyze variables as well as preparing the conceptual framework for this study. The key factors identified which lead to job satisfaction and dissatisfaction were categorized under major themes: individual factors, organizational factors, professional factors, teaching learning factors, scope/opportunity and interpersonal relations. The findings of this empirical study showed that the causes of dissatisfaction were poor salary structure and social status, poor prospect of promotion, corruption in the process of recruitment, training and transfer, little scope for innovation and lack of autonomy due to a centralized administration system, heavy workloads, teaching of several subjects outside of his area of interest, unfavorable working conditions and lack of material reward, etc. On the other hand, teaching a disadvantaged group of students, being honored by parents and key stakeholders in the community, their harmonious interpersonal relation with him, etc. led to satisfaction. Therefore, the findings of this study will contribute to improving the level of primary school teachers' job satisfaction in Bangladesh.

Keywords: Job satisfaction, primary education, teacher, professional factors, personal factors, ethnography.

Introduction

Job satisfaction is one of the most common criteria or factors when it comes to determining the extent to which an employee is committed to his/her job. Over the years, empirical research has time and again proved that job satisfaction is directly linked to performance in a job. Bruneberg (1976, cited in Sharma, 2013) defines job satisfaction as the "favourable or unfavourable conditions" that prevail in an employee's workplace. Therefore, it can be said that job satisfaction is the difference between what an employee has (achieved) and what s/he hopes to achieve or gain in future. Of course these achievements or gains refer to different aspects of the job such as pay, promotion opportunities, work environment, supervision, etc. Edward and others (1976) further state that if one performs well, then naturally this leads to higher levels of job satisfaction, and this in itself acts as motivation for future work.

However, in the arena of teaching, satisfaction refers to how far individual, personal and professional needs are met as a teacher. According to the Secondary Education Commission, it is needless to say that the teacher is central to the teaching and therefore the reputation of a school and its influence on the life of the community also invariably depend on the kind of teachers working in it (cited in Suryanarayana and Luciana, 2016). This would imply that if a teacher is not satisfied with their job, it could have a long term negative impact on not only an educational institution but also on the future of individuals and the community as a whole. Therefore, it becomes crucial to provide satisfactory working conditions for teachers. On the contrary, if a teacher is dissatisfied, not only will the dissemination of knowledge be poor but this will also affect other factors such as student motivation, engagement, etc. Therefore, in light of the above discussion, teacher job satisfaction is considered as one of the most important factors which can enhance teaching competency.

Objective of the study

The objective of this study is to explore the level of job satisfaction and find out the factors that act as key determinants among academic professionals in primary institutions in Bangladesh.

Research Questions

- What is the extent of job satisfaction among the academic professionals in primary institutions in Bangladesh?
- What are the factors that act as the key determinants for their job satisfaction and dissatisfaction?

Literature Review

In order to understand job satisfaction, it is important to grasp what motivates people at work. Smucker and Kent (2004) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables, such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

Maslow believed that people who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arrange their needs in order of importance (Ndugu, 2014).

Maslow has mentioned different needs like a) physiological needs. b) safety needs c) social needs d) ego and esteem needs and e) self-actualization needs.

In terms of Herzberg's motivation-hygiene theory, factors that make employees feel good about their work, are different from factors that make them feel bad about it. According to Herzberg (cited in Schultz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behavior to external ones. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors. It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the performance of the individual.

Notwithstanding the various theories relating to job satisfaction, there are several dimensions of job satisfaction. He indicates there are several dimensions that influence job satisfaction, inter alia the work itself, pay, supervision, promotion and the workgroup, each of which is briefly addressed.

Methodology

The study was conducted using a qualitative approach. One teacher was selected purposively from a model government primary school and he was observed consecutively for three days from the beginning to the end of the school day. Considering the availability of rich and authentic data, the researcher selected that particular teacher purposively because of the very good rapport that has been established. Each day, data was gathered through direct observation of the activities of the teacher, through collection of artifacts like timetables, policy documents, lesson plans, students' work and other key documents, through teacher interviews to verify the understandings gained while observing activities, from discussion and from artifacts or photographs collected. The interviews also created opportunities to collect further information and understanding, which could not be gathered by direct observation or by the collection of artifacts.

After the observation each day, there was an interview of 30 minutes with the teacher for clarification and to gather some professional and personnel information. Teacher activity was noted by the researcher and the interview was recorded in audio format. The Researcher collected raw data from whole day observations, noted it down on an observation sheet and translated it into English. Before analysis, the raw data was thoroughly processed. Then it was preserved in an MS word file. All the electronics files were properly stored in different folders according to the school name and teacher's ID number. Afterwards, the typed data was put into the analysis form and explained narratively. Afterwards, the final report was prepared. It took almost a year to complete the research starting from data collection tool preparation to the final report production.

Variables

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

Dependent Variable: Job Satisfaction

Job satisfaction is when any job fulfills one's professional expectations. Porter, Lawler and Hackman (1975, cited in Tasnim, 2006) 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 receive". Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individual's feelings and emotions about how their job affects their personal life. But it is only a psychological expression.

Many researchers in the field of social sciences have attempted to define the concept of job satisfaction. However, Al-Owaidi (2001) pointed out that there is a diversity of interpretations of the term and that there is no universal comprehensive definition. This fact is confirmed by the work of Oplatka and Mimon (2008), who state that there is no universal definition of the term job satisfaction that can be agreed upon. In the literature the term

reflects a wide range or variety of interpretations of needs, orientations, feelings, perceptions and expectations. Nevertheless, the most cited definition in the field of job satisfaction research within the different disciplines that have examined it, is the one offered by Locke (1976) in which he suggested that job satisfaction is “A pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.”

Paul Spector (1985, cited in Tasnim, 2006) defines job satisfaction as a cluster of evaluative feelings about the job. Everyone defines job satisfaction as fulfillment of their expectation. It differs from person to person and organization to organization- even in the context of men and women. So job satisfaction is such a phenomenon which comes from not only the job, but also from one’s personal, social organizational, administrative and economic condition.

Independent Variables

This study has tried to determine teachers’ job satisfaction. Most of the relevant research has tried to determine the factors which lead to satisfaction and dissatisfaction. Buitendach and De Witte (2005) differentiate between the dimensions of the factors which might affect job satisfaction by classifying them into two categories - extrinsic factors and intrinsic factors. However, Dodd-McCue and Wright (1996) state that the predictor variables of job satisfaction are most likely to overlap and that the lack of clarification of organizational and job characteristics are causal factors. Furnham (1992, cited in Alzaidi, 2008) points out that, according to the literature, job satisfaction factors are divided into three groups. These are 1) organizational characteristics, 2) specific aspects of the job, and 3) individual characteristics. Within the educational context, Crossman and Harris (2006) classify the factors that might affect job satisfaction into three general categories: 1) environmental, 2) psychological, and 3) demographic factors.

The different perspectives used to tackle the determination and classification of such factors were found to overlap. Considering theories of satisfaction and motivation the following conceptual framework has been developed for this study



Figure 1: Conceptual Framework

Discussion

Setting of the School

The school is situated in Comilla, which is a district of Chittagong division of Bangladesh. The Gomati Model GPS (pseudonym) was established in 1939. The school is situated at the Sadar of Burichong Upazila beside the education office. There are 16 teachers in the school of whom four are male and twelve are female. There is a boundary around the school and a large field within the premises. The Upazila Resource Centre (URC) is situated in the school area. The school has two blocks although another one is damaged. These blocks

are one storeyed. Not all rooms have electricity or enough light or air. Yet this is the model school of Burichong upazila and its performance is very good on the basis of overall result. The school is a Government funded one. Sometimes the school gets some small funds from the local community. The responsibilities of the teacher-parent welfare trust is to collect funds from guardians to pay fees for three annual exams, to buy paper for answer scripts and prepare questions. This committee also collects funds for arranging cultural programs. The teacher-parent welfare committee is registered with the 'Social Welfare Trust'. This organization gives some small scale funds as well. From the school an estimated budget showing area of expenditure is prepared to enable donations from the 'Social Welfare Trust' to be made.

The following factors were considered for measuring teacher's job satisfaction:

Individual Factors

Background of teacher . The name of the teacher is Liyakat Ali (pseudonym) who was born in 1964 in Burichong upazila. He came from a very ordinary family where his father was a farmer and mother was a housewife. He has two daughters who are reading in grade II and V in the same school he is teaching in now. The teacher is 47 years old.

Educational qualifications and training. He completed his primary education from the same school he works at. After completing SSC and HSC, he acquired his BA degree from National University. Then he took the Certificate in Education from PTI. He got opportunities for professional development through different training courses like subject based training in English, Bangla and mathematics, training for being Master trainer under PEDP-II for English, sub-cluster training, etc. He also underwent training of six days on library management. At present, he is getting training as an assistant teacher for English under the English in Action program. The teacher is given training in the cluster meeting with some other teachers of this program.

Teaching experience. He started his teaching life in 1985 in a GPS. He has 26 years teaching experience and from the beginning of his professional life he has taught English with other subjects. He has experience working in three schools. He has to teach several subjects like English, Mathematics, Bangla, Religion, etc. He takes classes from grade I to V in this school.

Organizational /School Factors

Organization Structure and management style. Bangladesh has a centralized organizational structure and management style. The organization of the school is also run by the centralized system. The school has a Head Teacher and sixteen teachers. There is a School Management Committee, comprising 11 members including representative from the local community, parents, teachers etc.

Policy of the school. Each year the school takes the policy to draw the attention of parents so that they may admit their children to that school. The school has a catchment area and identifies the families within that area having one or more school-going children. The school conducts advocacy and campaign programmes for the families to send their children to that school. The school also gives stipends to some of the families having school-going children. 125 tk. is given after three months to those families that have more than one student reading in this school and 100 tk. is given to those families that have only one school going child. The school has another policy to give stipends to students on the basis of attendance. For this purpose the school maintains attendance registrar. It is given to those students whose presence in class is more than 85%.The teacher informed that the school provides stipends to 40% of total students on different criterion.

To keep order, the school has some policies on discipline. The school assigns the task to maintain discipline to the teachers and they themselves try to maintain discipline when they are in class. From the beginning of the year, they make class captains. When teachers are not in the class, the class captains are assigned the duty of maintaining discipline. The students of that school take part in cub-scouts. Six students constitute each group. They go for cub camp-ore at the upazila level. The teacher said that the school has some other policies regarding the teaching learning process. The teachers were given a daily lesson plan, yet they also have to write short notes in diaries. They also try to follow the annual lesson plan but have to complete the courses much earlier in class IV and V because the students appear at different scholarship exams in the middle of the years.

The teacher mainly follows textbook for asking question. At the time of interview, the teacher told that the school had no policy about this but, as in the final examinations questions are given from the exercises of the text book, they stress this in class work. After the examinations or model tests, the school has a policy of showing answer scripts to the students. The teacher thinks that it is necessary for the students to point out their mistakes, take remedial steps and give them proper feedback. But he is not satisfied as he cannot give enough feedback because of limitations.

Responsibilities of the school. There is a school annual action plan where the activities of the institution are written. The Head Teacher showed a document detailing the activities and responsibilities of the school. The school has to perform duties like- child survey, admission of students, collecting old books from the students, distributing new ones, celebrating education week, celebrating national days, organizing annual sports, arranging study tours, organizing daily assemblies, conducting cub activity, preparing teaching materials, tree plantation, preparing results after each final examination etc. The school has to maintain files and registers of some other activities. Moreover, the school has to liaise with the School Management Committee, parents, the local community and some other organizations.

Types of materials available in the school. The school has several teaching learning material such as posters, flashcards, charts, iPods, logitech speakers, block rockers, figurines etc.

Quality of supervision and support. In the case of classroom practice, the teacher gets some support which is very helpful for him. He said that he is getting much support from a project now. In the past he got support from PEDP-II and other projects. These programs have given him different materials at different times which help him to teach more interestingly and effectively. The Upazila Education officer (UEO), Assistant Upazila Education officer (AUEO) , URC instructor and the Head Teacher supervise him and give him enough support regarding using the provided materials and implementing the techniques as suggested by the project. The teacher is satisfied with the support he gets and with the quality of supervision.

Reward-emotional material/ feedback//recognition. The teacher feels that the school properly values him and the contribution he makes. He tries to perform his duties in the school with devotion and he is self-inspired to do that activities. Though there is no opportunity to be rewarded formally but the authority gives proper value to them. The teacher informed the researcher that The Head Teacher of his school is very sympathetic towards him. If he faces any problem, he gets enough support from the Head. He thinks that his Head Teacher is sympathetic towards him as he is trying to contribute for the school and he believes that it is an informal reward for him. Although there is no system to give him formal reward but in the cultural program, the managing committee gives the teachers rewards and tries to inspire them.

Professional Factors

Remuneration. The teacher says that he gets a very low salary which sometimes hinders his effectiveness as a teacher. It is very difficult for one to maintain one's family on this low salary. In his opinion, several teachers who joined to the teaching profession many years ago, now have been suffering from an inferiority complex. The teachers have to work with some other professionals at different times and they have to write down their salary scale with others. At that time they feel ashamed to see that they are in the lowest position in terms of salary. This is consistent with Sur et al. (2004)'s study of tourism employees in Turkey who indicated that income was an important factor affecting job satisfaction.

We are really lagging behind in terms of salary scale in comparison to other professions. For different purposes, we have to write our salary scale with other professionals and we have to suffer from inferiority complexities when we see that our scale is the lowest.

The teacher is not satisfied with the remuneration he gets. As a result, he is involved in some other income generating activities like private tuition. He says that in the morning he teaches some students in his home. In the holidays, he works as a branch manager of a life insurance company and spends a lot of time with that company.

Job security/promotion prospect. The teacher thinks that there should be the opportunity of departmental promotion for those teachers who are enthusiastic and experienced. They will be inspired if they are given the opportunity to be promoted to the education office according to their merit.

Social prestige/respect. While working with some other professionals, he feels ashamed to see that he is in the lowest position in terms of salary scale. But he is respected by the parents of the students. When they meet him at anywhere, they give him honor and discuss different issues. The teacher says that though he gets very a poor salary, he feels pride when he sees that his students are well-educated and reading at different universities. When they meet with him, his heart fills with joy and this really inspires him as a teacher.

Getting appreciation from others. As he is devoted to teaching and always make an effort, he gets enough support from his Head Teacher and colleagues. They are very collaborative in doing their official tasks. He says:

In the case of implementing the techniques, they are helping me and also enjoy watching and listening to the materials. Though we do not have enough opportunity to innovate, sometimes I try to do something innovative and I get support from my school management.

Training, certification and aspirations. He took training for seven days in Primary Teachers' Training Institute as a master trainer of English and gave training to other teachers for five in the URC. He acquired Certificate in Education degree from PTI. He also got subject-based training. Now he is working as an assistant teacher and has acquired much knowledge and experiences trough taking part in the cluster meetings. In future, he wants to place himself in such a position from where he can impart knowledge through training to other teachers. As he was master trainer in past in another program, he expects to acquire such a position again. He says:

I am very much confident that I will be able to gain such a position with my knowledge and experiences.

Teaching Learning Factors

Physical working conditions: the school as a place to work in. The school is located in a very nice place. It has a large playground and Upazila Resource Centre is situated within the boundary of this school. Teachers have good relationship with themselves. Teachers try hard for the development of their school. But the school has a very poor infrastructure. The building is damaged. In classroom there prevails no congenial environment to conduct the teaching learning process. The teacher informs that it is creating a big challenge for him. The library is used as a classroom for the students. The classrooms are so congested; neither the teachers nor the students can move freely, classes are held by giving partition as one building is damaged, furniture are kept behind the classes. So the teachers and the students cannot move from one corner to another. As a result, the teacher involves some of the good students in checking the writings of the students who are sitting in the corner.

Subject preference. The teacher has to teach several subjects like Bangla, English, mathematics, religion and also managing library. He says that he does not feel comfort to teach all these subjects. He informed that now a days, the teachers are taking subject-based training and teaching several subjects but he doesn't like this. In past, the specialized teachers used to teach specific subjects. The English teacher used to teach only English. The same teachers taught the same subjects to the students of different classes. As a result, the teachers had sufficient idea about the level of students after promoting to a new class which was very helpful for the teachers. The teacher also says that that if he could take only the English subject it would be better as he has subject based training on English and was a master trainer of English, his teaching would be more fruitful. The researcher also noticed that he was taking English subject more compared to other subjects.

Systematic plan of the work. There is timetable for each teacher which helps the teachers and it makes his school easy or pleasant to work in. The teacher also says that they have been given a daily lesson plan, yet they prepare short notes in their diary where they write down the topic that they are going to teach on the next day, objectives of that topic and learning outcomes. There is another lesson plan that is 'Annual lesson plan'. He also tries to follow this lesson plan. The teacher informs that in most of the classes they are repeating the lessons. They have lesson plans of every class and they are given a timeline about what should they teach after a particular moment. They usually write down topics of the lesson, materials and learning outcomes. But they don't write down all the activities. The teacher thinks that preparing lesson plan and taking preparations before the class is helpful for him to perform better. He says that he can get better response from the students and can organize activities, maintain time and practice classroom talks if they have lesson plan. His typical lesson is as follows:

Teacher exchanged greetings with the students. He discussed the lesson of previous day and asked some questions to check their memory. Then he showed the poster and asked some other questions from the poster to prepare the students for the lesson. After that he declared the topic and wrote the topic on board. Teacher told the students to open their book. He read from the text and the students read after him. He called the students to read and others read after them. He divided the students in two groups-boys and girls. Boys asked questions to the girls and girls also asked questions to the boys. He gave some writing activities and students wrote in their diaries. He evaluated those and involved some good students to evaluate others' diaries. He asked the questions again to check their understanding and wrote the answers on the board so that everybody might make necessary corrections. After thanking the students, he finished the lesson.

Volume of work. The teacher gives his opinion that he has a heavy workload. In the past their school had one shift but now they have two shifts. He informs that he is adjusted

with one shift and class duration was long at that time but now they have to decrease class duration, they have many students and cannot do all the activities with them within the short time. So he doesn't get better response from them. In the past, he used to get free times after lunch period but now he has to take class at a stretch. He can't take preparation before going to the class as there is no gap in between the classes. Sometimes he cannot teach effectively for this reason. He says that he takes preparation and listen to the audio at home in the previous afternoon or evening. At the time of leisure, sometimes all the teachers sit together and listen to the audio. Thus he tries to utilize leisure period, at the same time other teachers also learn. Previous researchers such as Tutuncu and Kozak (2006), Robbins (1991) and Sur et al. (2004) showed that the most employees are not satisfied if the volume of work results in stress. When the researcher asked if he wanted to change anything in the timetable that would give him more support for teaching effectively, he said that duration of the class should be increased. He says:

Our school had one shift in past but now it has two shifts due to the accommodation problem. In the past, we had enough time to conduct the teaching learning process effectively as the class duration was 50/55 minutes. We could find out the weakness of all students and take remedial steps. But now class duration has decreased as a result we cannot do all the activities that we could do in past.

Professional activities in school apart from classroom teaching. During the days of observation, the teacher was seen to do some other professional activities in school apart from teaching. The students of grade V appeared in model test of primary completion examination and the teacher had to arrange marks of that exam. In another day, he was evaluating answer-scripts of Class-IV of 2nd terminal examination and reading from the activity guide. He was doing all these activities sitting in teacher's room. In the next day, he was monitoring child library. He usually spends one period in Thursday for this child library. On that day, he distributes books to the students and receives from those students who took books in the previous week. He has to maintain the register of books. He also arranges the books in different bookshelves according to the category like poetry, novel, story, Bangladesh affairs, etc.

Managing the classes & nature of interaction. There were two types of interaction; teacher-students and students-students, both the types of interactions were very lively and active in his classes. Teacher asked questions to the students and they replied very spontaneously. After that students also asked questions among themselves. He tried to involve most of the students of the class. In the case of managing classes, he says that he tries to keep them under monitoring, he uses his eye contact and involves some meritorious students in the evaluation process in a large class. Thus, he tries to manage the classes.

Students Attendance and participation in the classes. The teacher tries to take class in a very interactive way using multi-ways of teaching and learning. He knows how to involve the students in different activities in an effective way. In the English classes, he used English most of the times which was comprehensible to the students. He is very encouraging as well. From the observation of three days, the researcher developed an understanding that the teacher ensures equality through the participation of both the boys and girls.

I always try to take a gender balanced class so that no one is deprived of my teaching

In addition to that, the teacher encourages the students in giving response in complete sentences and seems satisfied with them if they try to do it. In class III, he asked a question

“What is your favorite color?” and the students replied in chorus “Green” except one student who replied “My favorite color is green”. At that time he praised that student.

There is a structure like-“What is your favorite” and the objective is that the students will reply in complete sentence and I always appreciate the students if they can answer in complete sentences.

Change in teaching methodology. The teacher gives his opinion that though Communicative Language teaching approach has been introduced in our country few years ago, yet we are not well prepared to implement it appropriately. There prevails no environment for the students to speak English at their home in rural areas. Only practicing in school is not sufficient for them. But he is trying heart and soul to teach according to CLT. He says that now he is working in different programs and has acquired much knowledge and experience on CLT. In future, he wants to place himself in such a position from where he can impart his knowledge through training to other teachers. After being involved with different training programs, all the teachers have the opportunity to share their experiences in cluster training. Thus he is trying to adapt teaching methodologies.

Scope/Opportunity

Participations in co-curricular activities. The teacher informed that different cultural programs are held in their school at different times like annual sports competition, annual cultural program, annual milad mahfil etc. During that time the teacher plays important role to organize those programs. He distributes invitation cards for the parents. During the shadowed days, the teacher was seen taking active part to organize the daily assembly. On a day at the time of observation, the teacher could not take a class in time because he had to go to field to organize Primary school football tournament.

Social welfare activities. The teacher takes part in different social welfare activities like surveying children, feeding polio vaxin, participating in the sanitation program etc. He gives his suggestions for developing social awareness among the community people in different meetings.

Opportunities for personal/professional development. He wants to be familiar with more enriched curriculum. Different training programs provided a scope to develop himself as an English teacher and he believes that if he gets more support, in course of time, he will be able to be a master trainer for English subject again. And the most important thing is that he wants to develop his career as an English teacher only although he has to teach several subjects at that time.

Degree of decision-making autonomy. The teacher gets freedom from the school to work according to his own will but as he has very limited free time in his daily routine, he gets little scope to do something innovative. But as he is an experienced teacher, his colleagues, Head Teacher and the others give value to the decision he makes. The teacher says that in the centralized education system, he gets very little opportunity to do something on his own.

Inter-personal Relations

Relations and quality of relationships with students. Teacher-students relationship seemed very collaborative and friendly. Teacher encouraged the students to be engaged actively in the classes and praised them when necessary.

Relations and quality of relationships with colleagues. During the days of observation, the teacher sometimes discussed with his colleagues their students' performance and classroom practice whenever they were free. Sometimes they discussed their job satisfaction, dissatisfaction, expectations also. The teacher also admitted at the time of interview that they don't get enough time as they remain busy with taking classes. At the time of interval, some of his colleagues go home for taking lunch or saying prayer. They get very few times and at that time they discuss different personal and familial issues. They also discuss on how to improve students' performance of a particular class or what are the measures that they should take to maintain quality of education. He says that all the teachers are devoted to teaching and they are very collaborative in doing their official tasks.

Relations and quality of relationships with parents/ community/ SMC. The relationship between the teacher and parents is cordial. The parents come to the school to discuss their children's progress. He informs their result and suggests them cordially the future plan of action for better result. As the school is situated near by the market, he meets with the parents of most of the students and they discuss about their students' performance there. Moreover at the time of different meetings like meeting with mothers, home visit, yard meeting (Uthan Boithok), the teacher gives some suggestions regarding developing social awareness among the community people. Teachers-parents meetings are organized in each month.

The teacher informs that there is an active SMC in the school. And the meeting holds on the basis of regularly. The Head teacher showed the evidence of the meetings held in different times. He says that as they are devoted to teaching and always give effort, they have a good relationship with community. Teacher-parent welfare trust arranges several meetings to communicate with local community. The school authority entertain them and discuss on various issues like the performances of their students, their dresses, discipline, cleanliness, how to take care at home etc. Sometimes the teachers go to their home and conduct 'Yard-meeting' with parents of 4/ 5 students in a group. The teachers try to build awareness among them to send all of their children to school.

Relations and quality of relationships with resource personnel. The teacher has developed a very good relationship with some other resource personnel. As he is an experienced teacher, The Upazila Education Officer and Assistant Upazila Education Officer call him for different purposes. The cluster meetings of this program are held in the Upazila Resource Centre (URC) and he gets the opportunity to build relationship with the URC Instructor. The researcher also worked with him several times and has developed a very good understanding which prompted him to select the teacher for this study. This mutual understanding between them has helped the researcher to collect more valid data. The teacher is satisfied with the quality of relationship with different persons.

Findings and Conclusion

Job satisfaction 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 cannot be generalized. Yet in this case study different findings came out about job satisfaction.

He raised a series of causes of dissatisfaction. He considers this job as noble profession. He says that getting honor and social status is important. But he is highly dissatisfied because of poor salary structure. He cannot afford to this salary. Because of poor salary, he thinks that his social status is not good at all. The promotion is very lengthy process one has to go a long way for that. They are highly frustrated of this. Even the central management (DPE) is found corrupt. Recruitment, training, transfer is sometimes not fair. Nepotism and favoritism have found a common problem. The teacher is dissatisfied with centralized administration where there is little scope for innovation. The study shows that the teacher has to face a heavy workload which is key factor for creating dissatisfaction in him. This study also found that because of unfavorable working condition the teacher is more discontented. To him having a good physical environment is key factor for job satisfaction as well as getting a harmonious interpersonal relation among colleagues is job satisfaction. Though he is dissatisfied with different things, this dissatisfaction has very impact on his classroom practices. He is very much devoted and committed to teaching.

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 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.

Limitation of the study

The study was based on the data collected after shadowing a teacher from a model Government primary school. Although, the workload is very likely to be common to all the practitioners at that level, it does not necessarily generalize the situation across the country since job satisfaction is a relative term and motivation for work cannot be the same. In addition to that, the research was conducted in ethnographic form, therefore, it could not encompass a large sample to carry out statistical analysis for generalization.

Ethical Consideration

Throughout the study ethical issues were addressed consciously in professional manner. The researcher adapted a code of practice which entailed obtaining informed consent from the participating teacher, Head Teacher and colleagues, using all information under confidentiality and anonymity. He spent sufficient time to keep close contact with the participant to build rapport.

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