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2016-09-01

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Center for Pedagogy (CP) Established under the Sub-project Titled “Pedagogical Development at Undergraduate and Master’s Level” (CP3357) Independent Univeristy, Bangladesh (IUB)

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Job Satisfaction among Teachers of Nonformal Primary Schools in Dhaka City

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As studies suggest, Job satisfaction acts as a vital role in teachers' performance. This particular study aims to identify the level of job satisfaction of teachers of Nonformal Primary Education Program conducted by various NGOs in Dhaka City. Identifying the variations in their level of job satisfaction in terms of their characteristic and the various factors that affect their job satisfaction and measuring the relationship between their job satisfaction and those identified factors were the main concerns of the study. A mixed method approach has been adopted and a total of 55 respondents from five different NGOs of Dhaka city took part in the study. The respondents were selected randomly by visiting 12 schools and 1 training session. Semi- structured questionnaire along with two measurement scales were used to identify the levels and the various factors of job satisfaction. Independent-sample t-test, One-Way ANOVA and Person's correlation test were operated for the overall purposes at 0.05 level of significance. Some explanations were made to support the findings. Teachers of NFPE were found to be overall satisfied with their job and they possess a high level of job satisfaction. Their job satisfaction is not influenced by their gender, age and academic qualification but is influenced by job duration and implementing organizations. 14 factors were identified that affect mostly NFPE teachers' job satisfaction where interpersonal relationship was ranked as the most satisfying factor. Salary and benefits were identified as the high ranking of dissatisfaction. There exists high correlation between NFE teachers' job satisfaction and most of the identified factors. Only salary, benefit, and quality of teaching learning materials do not have any significant relationship with NFPE teachers' overall job satisfaction. However, some strategic remedies can be made through inclusive initiatives to resolve some of the identified dissatisfactory facts.

Key Words: *Job satisfaction, dissatisfaction, NFPE (Nonformal Primary Education), NGOs, overall satisfaction, facted specific job satisfaction, interpersonal relationship, salary and benefits.*

Introduction

Nonformal education has considered as a subsector of education in Bangladesh since 1995 after the establishment of Directorate of Nonformal Education (DNFE) in Bangladesh (Latif, 2001). From the beginning of 1990s, the government of Bangladesh has targeted to driveaway illiteracy to fulfill signed target of World Conference on Education for All (WCEFA) 1990 at Jomtien. Along with the government initiatives, different development assisting organization (e.g.- NGOs) started taking initiatives to drive away illiteracy through mass literacy movements.

Since the government started trying within its existing education system infrastructure, the NGOs initiated to build facilities to deliver Nonformal Primary Education (NFPE), assuming that the existing

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facility was not enough to achieve the target. Later on, while the Millennium Development Goal (MDG) has introduced, the NGOs got a boost to expand its education program across different disadvantaged and outreach communities to help the government to achieve the MDGs. The schools were designed in such an integrated way, that the teacher in those one-teacher schools lead the school activities, as well as maintain the relation with the communities towards continuous advocacy alone. For example, brac is conducting a 5-year education cycle by appointing one local single female teacher per brac Primary School (BPS). In those schools, the children from disadvantaged communities were enrolled for five years, with a target of achieving the similar terminal competency of Government Primary School. The teacher has to maintain all regular school activities, ensure regular presence and protection from probable drop-out of every child, provide advocacy to the parents to send their children to the schools instead of sending them into work and making regular report to the office all alone. Similarly, the other NGOs select facilitators based on their own strategy and set up. It is important to note that the teacher selection process, employment system, qualification needed for the job is different from the formal schools. Nevertheless, the responsibility of the teacher is very vast in comparison with the formal primary school teachers. In order to accomplish the appointed as a 'one person army', the teachers have to have a higher level of motivation towards their job. However, studies showed some unexpected scenario of the job condition of NFPE teachers, as Sabur (2007) stated that:

> *"The NFE educators do not have any job security, once they complete their course. Each center has one senior teacher, can be either male or female, who receives a salary of taka 825 per month (US$ 12, considering US$ 1 = Taka 70), while the junior teacher gets salary of taka 775 per month (US$ 11), during 3 months PL phase. During CE phase the senior teacher receives taka 1025 per month (US$ 15) while the junior teacher receives, taka 975 per month (US$ 14). Compared to this, primary school teachers at their entry level receive taka 3,500 (US$ 50), which can increase three times in fifteen years. The primary teachers' job is permanent in nature, where they receive retirement benefits with pension."*

Earlier, Khan (1998) conducted a study on brac primary school teachers, where he found that about 1900 teachers dropped out due to different reasons; like: physical illness, pregnancy, inadequate remuneration compared to the volume of work, pedagogical weaknesses, additional work load, misbehavior of the supervising program personnel, family issues, traveling and transportation problem (to school and office) etc.

These studies indicated that the job situation of the NFPE teachers is very challenging in Bangladeshi context. Yet, despite that facts, many of the literacy teacher sustain with their patience denying the fact that they were not satisfied with pay scale, massive workload, vacation and festival bonus facilities etc. However, this study focused on four research questions which were:

1. What is the level of job satisfaction among NFPE schoolteachers conducting by different NGOs in Dhaka City?
2. Is there any significant difference between the level job satisfaction of NFPE schoolteachers in terms of gender, age, academic qualification, Implementing NGOs and working duration?
3. Which are some of the factors that affect Job satisfaction of NPPE teachers in Dhaka city?
4. What are the relationship between those factors and teacher's overall level of job satisfaction?

Methodology

Sample and Sampling Technique

A total 55 respondents were selected for the study from five different NGOs which have been selected from 80 working NGOs in Dhaka city by applying random sampling approaches. The selected NGOs were Dhaka Ahsania Mission (DAM), Underprivileged Children's Educational Program (UCEP), Aparajeyo Bangladesh, SUROVI and Society for Underprivileged Families (SUF). The respondents were selected randomly by visiting 12 schools and 1 training session. Majority of the respondents were female (40) and the male female ratio was 3:8. It is a strategic fact that most of the NGOs run their NFPE schools mostly by female teachers along with a few number of male teachers.

Tool Preparation and Data Collection

A semi-structured questionnaire including two measurement scales were used for collecting information. The first measurement scale contained with 19 items with general statements about teaching profession to measure the overall level of satisfaction whereby the second scale contained with 33 items including specific statements about job satisfaction to measure teachers' Job Satisfaction in specific dimensions which was named as faced-specific job satisfaction in this study. The both scales, which were developed earlier by Baasher Md Abu al (1985) and Indriresan (1973), was modified and upgraded and contextualized and then piloted.

Data Interpretation and Analysis Procedure

The collected data were processed by necessary cleaning, coding, recoding and interpretations. Statistical analysis were took place for measuring the overall job satisfaction. The individual scores for each item from both scales summed to get the total score of a respondent. The total scores were converted to percentage and the percentages were categorized in the intervals as:

(0-25) %	=	Low job satisfaction
(26-74)	=	Moderate Job satisfaction and
75% - Above	=	High job satisfaction

Independent sample T test and one way ANOVA were operated at 0.05 level of significance to identify the variation of overall level of job satisfaction in terms of some of the internal characteristics like gender, age, academic qualification, Implementing NGOs and working duration. In order to determine the relationship between various factors, individual's correlation was calculatedat 0.05 level of significance. The correlation coefficients (denoted by r) range from 0 to +1.0 (Miller, 1991). The description on the magnitude of the relationship between dependent and independent variables were based on Guilford's interpretation as follows:

Less than 0.20	-	Slight, almost negligible relationship
0.21- 0.40	-	Low correlation; definite but small relationship
0.41- 0.70	-	Moderate correlation; substantial relationship
0.71- 0.90	-	High correlation; marked relationship
0.91- 1.0	-	Very high correlation; very dependable relationship

In the process of statistical data analysis, two data processing softwares (SPSS-12 & MS Excel) were used.

Findings

Profile of the Respondents

It was found that about three fourth portion of the respondents were female (72.70%). The range of the ages of the respondents were between 26-35 years (38.20%) and above 36 years (36.40%) whereby

maximum and minimum age were respectively 54 and 19 years. Majority of respondents have higher degrees (Masters 40%) and no respondents were found beyond secondary level. Most of the teachers were married (69.10%). The mean monthly income from school was calculated Tk.10254.90. About 23.60% teachers were found to have alternative or additional income source and 74.50% teachers have another family member with earning. From frequency distribution table, it was found that 54.50% teachers get other benefits (e.g.-festival bonus, medical allowances and house rents); but nobody gets lunch and transport allowance. Teachers of UCEP were found to have the highest income (family and individual) whereby the teachers of DAM have the lowest among the sample group. Besides, the teachers of UCEP and SUF schools get festival bonus whereby the teachers of other three organizations found not getting any sort of benefits except salary from the school.

Level of Teachers' Job Satisfaction

The NFPE teachers of Dhaka city were found overall satisfied with their job. With the measurement in both scales it was found that 7.30% have the high satisfaction with overall job satisfaction measurement and 69.10% found in facet overall job satisfaction measurement. Again moderate satisfaction level is 92.70% for overall satisfaction measurement and 30.90% with facet specific overall job satisfaction measurement. It was also found that the maximum percentage of level measuring scales was 88% and 96% and minimum 39% and 54% respectively. The mean percentage of job satisfaction level was 59.18 % and 78.62% for scale one and two.

Variation of Level of Job Satisfaction in Terms of Various Characteristics of Teachers

Variations were measured for the overall and facet specific overall level of job satisfaction among teachers in terms of some of the characteristics: gender, age, academic qualification, implementing organizations and duration in the job. This variation was measured by testing the hypothesis H_0 at 5% level of significance which is :

> *H_0 = There are no significance differences between teacher's level of job satisfaction in terms gender, age, level of academic qualification, job duration, and implementing organizations.*

The hypothesis was tested and found the following outcomes.

Teacher's Job Satisfaction Level in Terms of Gender

By operating t-test (Levene's Test for Equality of Variances), it was found that the observed significance level for both overall and facet specific overall job satisfaction were .308 and .775, which are much greater than .05 level of significance. So statistically, it was found that overall and facet specific overall job satisfaction of NFPE teachers in Dhaka city does not differ in terms of their gender thus the null hypothesis accepted in terms of gender. However, this finding agrees with the findings of Usharee (1995), but opposes byUli and Abduallah (2009), Ali and Akhter (2009), Ololube(2007), Tasnim (2006),Ladebo's (2005), Khan and Ali (2005), Islam(1999), Dixti and Merca (1998), Gakhar and Sachdeva (1987).

Teacher's Job Satisfaction Level in Terms of Age

Statistically there was no significance difference found for both overall and facet specific overall level of job satisfaction in terms of teachers' age. From One-Way ANOVA test, the observed significance level (0.133) was much greater than the 0.05 significance level. Similarly, the observed significant level for the facet specific overall job satisfaction was 0.698, which is also insignificant at 0.05 level of significance. This finding disagrees with the finding of Demirtas (2010),Ololube (2007),Otis (1995) and Kaleque and Rahman (1987) who found that the job satisfaction of teacher's varies in terms of difference in their age. But, this

finding strongly agrees with the findings of Ushaasree et al. (1995) who stated that job satisfaction had not influenced by school teacher's age.

Teachers' Job Satisfaction Level in Terms of Academic Qualification

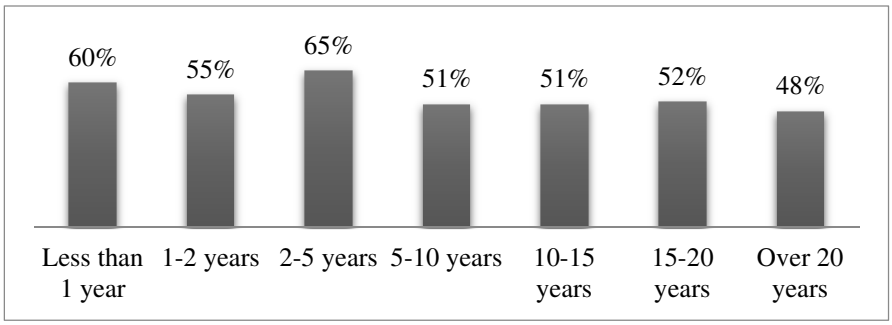
Only Higher Secondary Certificate (HSC) passed teachers were found to have the significant difference (9.27) in facet specific overall job satisfaction with the teachers who have completed Masters Degree. Otherwise, there was no significant difference found between teachers' faced specific overall job satisfactions (significance level 0.068) in terms of other educational backgrounds of NFPE teachers of Dhaka city. Observed significance level for overall job satisfaction is 0.227, which is higher than 0.05 level of significance. That means the there is no significant difference found between teacher's overall job satisfaction in terms of Educational Background. The finding opposes the finding of Uli and Abdullah (2009), Khaleque and Rahman (1987).

Teacher's Job Satisfaction in Terms of Job Duration

Contradictory results were found that there exist no significance between teacher's facet specific job satisfaction in terms job duration (0.346) but there is a high significant difference found for overall job satisfaction (sig .00). Significant difference found between various age groups. Teachers, who are working less than 1 year, have the high significant difference (11.47) in comparison with teachers who working above 20 years. However, there is significance difference between the groups below 5 years with all other groups except the group less than 1 year. In fact, this group has the highest level of overall job satisfaction than all other groups. The following figure shows the frequent fluctuation in the level of NFPE teachers' job satisfaction with the changes in the job duration.

Figure-1

Mean Overall Job Satisfaction Level of NFPE Teachers in Dhaka City in Terms of Job Duration



These findings agree with the finding of Quitugua (1976) but opposes with the findings of Abduallah and Uli (2009) and Ghazali (1979).

Teacher's Job Satisfaction in Terms of Organizations

High significant difference found for overall job satisfaction between teachers of DAM and SUROVI and between SUF and SUROVI. However, the teachers of DAM and SUF have the highest satisfaction level than all other NGOs. Similarly high significant difference found in facet specific job satisfaction level between the teachers of UCEP and all other NGOs. In fact, teachers of UCEP have the lowest average facet specific overall job satisfaction level. There is no significant difference found among other NGOs.

Factors That Affect Teacher's Job Satisfaction

From the second measurement scale 14 factors were identified that affect mostly in teachers' Job satisfaction. Those factors were:

Table-1

Factors Affecting Teachers' Job Satisfaction (arranged by top to bottom ranking positions set by teachers)

Factors contributing to satisfaction	Rank	Factors contributing to dissatisfaction
Interpersonal relationship	1	Salary and Benefit
Work Itself	2	Working load
Achievement	3	Advancement
Quality of training	4	Respect in job
Respect from the community	5	Un-bias attitude of the authority
Responsibility	6	Acceptance of opinion in the Academic committee
Supervision	7	Responsibility
Quality of teaching-learning materials	8	Supervision
Acceptance of opinion in the Academic committee	9	Respect from the community
Respect in job	10	Achievement
Un-bias attitude of the authority	11	Quality of teaching-learning materials
Advancement	12	Quality of training
Working load	13	Work Itself
Salary and Benefit	14	Interpersonal relationship

Among these 14 factors, interpersonal relationship was ranked as most satisfactory factor whereby salary and benefit was ranked as the most dissatisfactory to the teachers. That means the teachers of NFPE in Dhaka City are overall satisfied with their job due to numbers of good factors but dissatisfied with insufficient salary and benefit in comparison with their working load.

Relationship between the Identified Factors and Teachers' Job Satisfaction

By employing Pearson's bi-variant correlation test the association between the identified 14 factors and teacher's overall job satisfaction is identified by testing the following hypothesis:

H_0 = There is no significant relationship between teacher's job satisfaction and the various factors of job satisfaction.

The result of the test of the hypothesis is shown in the following table:

Table-2

Mean, Standard Deviation, Correlation Coefficient (r) and P-value of Pearson's Correlation Testing for Determining the Association between Teacher's Job Satisfaction and the Various Factors of Job Satisfaction.

Factor	N	Mean	SD	R	Sig
Interpersonal relationship	55	2.94	.205	.334*	.010
Work Itself	55	2.85	.263	.738**	.000

Achievement	**55**	**2.65**	**.508**	**.462****	**.000**
Quality of training	**55**	**2.69**	**.505**	**.542****	**.000**
Respect from the community	**55**	**2.56**	**.660**	**.422****	**.001**
Responsibility	**55**	**2.50**	**.609**	**.749****	**.000**
Supervision	**55**	**2.45**	**.589**	**.806****	**.000**
Quality of teaching-learning materials	55	2.49	.573	.259	.056
Acceptance of opinion in the Academic committee	**55**	**2.33**	**.695**	**.553****	**.000**
Respect in job	**55**	**2.31**	**.717**	**.752****	**.000**
Un-bias attitude of the authority	**55**	**2.31**	**.690**	**.736****	**.000**
Advancement	**55**	**1.27**	**.706**	**.736****	**.000**
Working load	**55**	**1.56**	**.536**	**.497****	**.000**
Salary and Benefit	55	1.33	.474	.259	.671

* * Correlation is significant at the 0.01 level (2-tailed) and

* Correlation is significant at the 0.05 level (2-tailed)

From the table-02, it was found that there is definite but small relationship between interpersonal relationships with teacher's job satisfaction at 0.05 level of significance. Teacher's Job satisfaction has very high positive linear relationship with supervision at 0.01 level of significance. Also, it is found that teacher's job satisfaction has high positive correlation with the work itself, responsibility, respect in job, non-bias attitude of the authority, and advancement at 0.01 level of significance. Where by positive moderate correlation exists with achievement, quality of training, respect from community, acceptance of opinion in academic committee, and workload at 0.01 level of significance. However, salary, benefit, and quality of teaching-learning have no significant (p-value 0.671 and 0.056) relationship with NFPE teacher's job satisfaction. This showed interesting result. Statistically it was found that there is no significant relationship between teacher's job satisfaction and salary and benefit but previously it was seen that though teachers are overall satisfied with their job but they have high percentage of dissatisfaction with their salary and benefit (67.3% and 72.7%). Actually this is the one of the major reason for their tendency for quit the current profession in case of better chance which is discussed upfront.

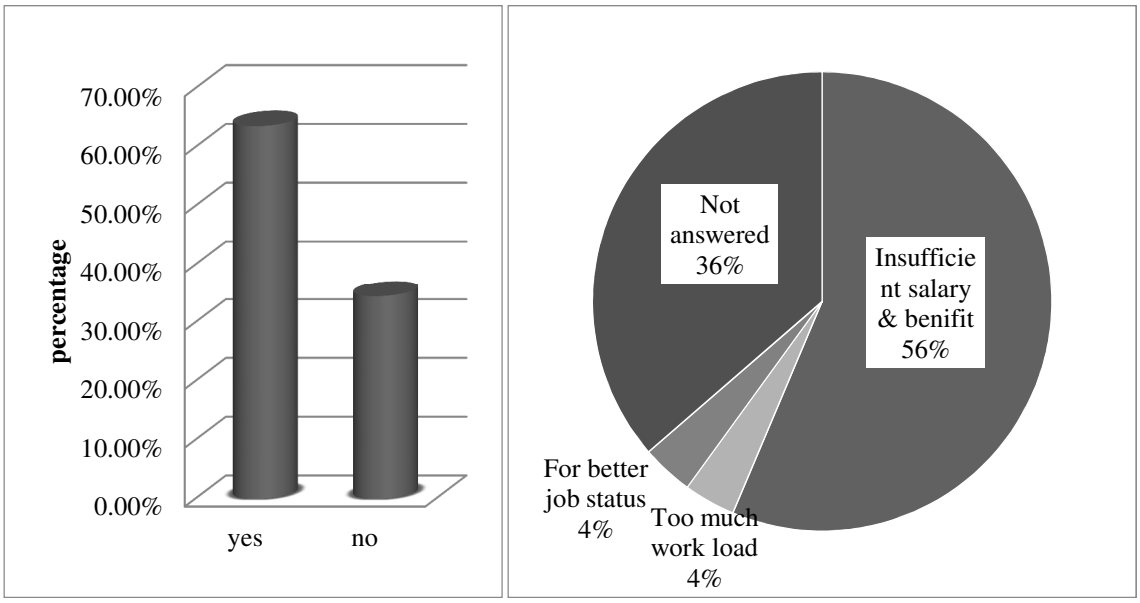
Threats of Job Shifting

Though it was found that teacher of NFPE in Dhaka City are overall satisfied with their job but there is a big threat that is their job-leaving tendency. Though teaching is prestigious profession but it requires fulfilling the demand of their personal and family's economic demand.

In the later part of the questionnaire, the teachers were asked that if they had a better chance would they leave their job. The majority of the teachers responded 'yes' and most of them pointed towards the lower salary-benefits for the reason of leaving. In the following figure-02 the distribution of job leaving tendency and the major reasons are shown:

Figure-2

Job Leaving Tendency in Search for Better Opportunity and Reasons of Leaving



The qualitative part in the very latter portion of the questionnaire also supported the findings as of the following statements:

> *"I would rather shift my job because it is difficult to earn my needs with the limited salary I get from teaching. Yes I am getting the respect from my students and the community but it is difficult to maintain minimum quality life style with the small income". (Female respondent from DAM)*

As of another statement shows similarity with it as follows:

> ***"****Yes I love my profession. But If I get better opportunity I will definitely shift this job for seeking of better salary and job status. The current job is good but he salary is low in comparison to the work load" (Female respondent from SUROVI)*

Key Discussion Facts

In the study, the researcher found that NFPE teachers of different NGOs are overall satisfied with their job due to combination of some good factors. However, most of the NFPE programs are designed for creating chance of education for the disadvantaged children. That factor highly motivates the teachers highly towards their job. Majority of the teachers responded that they are involved with this job because of involvement with this noble virtue. Majority of the respondents said that they have good interpersonal relationship with students, community and co-workers. Teachers have also good relationship with supervisors. Again most of the teachers responded that the higher authority of the implementing NGOs do not discriminate among teachers in terms of academic, social and gender issues. All the teachers are treated equally. Regular in service training is provided by the implementing NGOs assuring the quality. Those evidences shows the good strategy for the implementing NGOs to make their teachers satisfied with their job.

Moreover, teachers of NFPE are only dissatisfied with their monthly remuneration and other important facilities. Most of the teachers complained that they have insufficient salary and benefit along with other facilities. Only the teachers of UCEP have the reasonable salary and bonus. Teachers of the rest 4 NGOs do not get proper honorarium and bonus in comparison with their workload. Most of the teachers have to depend on outside income and other person income of the family. They also complained about their workload. Majority of the female teachers complained that they do not get enough time to do their household because they have to stay a long time in the school. Sometimes they have to stay extra time in the school and do the extra task. They have insufficient vacations also. Female teachers do not get proper maternal leave.

While asking the reasons of leaving job to the teachers who want to leave teaching job they showed the above-mentioned reasons. Otherwise, the teachers of NFPE are found overall satisfied with their job.
The particular study was done with the fragrance of the studies conducted by previous scholars and found some similarities and dissimilarities. Therefore the various factors related to satisfaction and dissatisfaction were almost similar to the previous studies.

However the study was conducted into a small area and considered a small amount of sample. That's why the outcome of the study might not generalizable for the larger context but expected to smell the rat for the bigger aspect if the future researchers come forward to do the studies in similar subject matter with larger area and sample frame. The outcome of the study will therefore act as a guideline for the future researchers and the researcher himself to conduct similar studies in larger scale.

Recommendations

The findings depict that the implementing NGOs are in the right track to motivate the NFPE teachers by following different strategy. But, at the same time they should be aware a more to listen the complaints of the teachers to erase dissatisfactory factors from their minds. Regular communication should be taken place with the higher authority of the NGOs and the teachers. Regular hearing should be held between the teachers and the supervisor to know deeply about the teachers' Job satisfaction. However, the researcher recommends some of the effective steps should be taken for improvement of motivation of NFPE teachers. Those are pointed out in the following:

- Teachers problems can be explored through the monitoring activities by the concerned organizations and necessary instant steps should be taken to reduce the tendency of teachers drop out.
- Regular dialogue can be held between the authority and the acting teachers to concern about their salary and benefit, work load, leave, job respect and other dissatisfactory factors and hence resolve these within the capacity of the organization.
- Regular workshop, conference or seminar can be organized with the initiative of authoritative persons of various organization in national and international level to focus on the problems related to dissatisfaction in teaching service so that proper strategies can be explored to take remedies.
- Proper steps can be taken to assure at least hygiene factors and or major motivator related to the teachers' job.

After all authority should discuss regularly about their problems and effective measures should be taken immediately to overcome the problems. However, research related activities should be operated focusing on teacher's job satisfaction and motivation related factors to identify and solve the problems faced by the teachers.

Conclusion

The study found some factors (e.g., insufficient salary, lack of benefits) that made the teachers dissatisfied with their job. However, The NFPE teachers of Dhaka city were found overall satisfied with their job because of warm relationships among the professional groups, constructive academic and administrative supervision, improved and interactive training systems, social position and being respected by the communities, etc. However, many of them were not satisfied with the amount of remuneration which they considered insufficient for having a financially smooth life. Besides, as the study found, the overall benefits are not proportional to the workload, which brings dissatisfaction among them and often force them to leave from the teaching job. This can be considered as a critical threat for the implementing NGOs as they may lose well-trained teachers. It is pretty difficult to recover from such losses and to fill up the gaps. Further investigation about the low remuneration and benefits of NFPE teachers reveal that the NGOs have inadequate budgets for this purpose. Therefore necessary steps should be taken (e.g.- improving the remuneration amount, strengthening the provision for further benefits etc.) to enhance the job satisfaction of the NFPE teachers and to retain the skillful professional in teaching for the betterment of the societies and for the success of the programs.

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