

**Job Satisfaction and Classroom Performance of the Government Primary School
Teachers of Chattagram City**

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment
of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.



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Approval

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Ethics Statement

The research was conducted keeping all the ethical concern in mind. While collecting the quantitative data through google form a consent statement was provided in the first page where accepting it would let the respondent go to the next page. During interview there was a major ethical concern as many of the teachers were not feeling comfortable sharing statements regarding the authority, the researcher ensured and committed on keeping their identity anonymous and took a verbal consent at the beginning of the interview. The demographic information related to the identity was later removed from all the transcript prepared from the interview data.

Abstract

Job satisfaction in primary education sector was experienced to be something that was presumably impacting the classroom performance of the primary teachers. To explore more and provide in depth understanding the researcher aimed to explore the relationship between the job satisfaction and classroom performance of Government Primary School teachers in Chattogram city covering two education thana where mixed method approach was used to gather data. A survey questionnaire was disseminated to the respondents via google form and semi structured interview was conducted through zoom platform in video call format. From the quantitative data it was found that from three aspect of job satisfaction only school infrastructure was significantly corelated with the job satisfaction and later further investigating through semi structured interview revealed a new discovery which was not prevalent in the quantitative part indicating a strong sense of dissatisfaction in the primary school teachers life constantly impacting their classroom performance making them resigned and uninterested in providing basic teaching learning experience.

Keywords: Job Satisfaction, Classroom Performance, Government Primary Teachers, Chattogram city, Assistant teachers

Dedication

This Thesis is dedicated to my beloved wife and family members for their love and support to be there with me and trusting that I can make it.

Acknowledgement

It is a pleasure to thank Mr. Mamunur Rashid, Senior Lecturer, BRAC IED for his insightful guidance during the thesis writing process. I also want to thank Dr. Tariqul Islam, Assistant Professor, BRAC IED for guiding me during my field work.

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List of Acronyms

GPS	Government Primary School
TEO	Thana Education Officer
ATEO	Assistant Thana Education Officer
SMC	School Management Committee
SDG	Sustainable Development Goal
SPSS	Statistical Package for the Social Sciences
ANOVA	Analysis of Variance
ICT	Information and Communication Technology
DG	Director General
DP-Ed	Diploma in Primary Education
IER	Institute of Education and Research
HSC	Higher School Certificate
BCS	Bangladesh Civil Service

Chapter 1

Introduction and Background

1.1 Introduction

Education, being the most vital factor to play its role towards developing the economy and influencing the overall socio-economic status of the pupil (Krueger and Lindahl, 2001) it is of no doubt that teachers are the prime stakeholders of this development (Webb, 2010; Fisher, 2002; UNESCO, 2013). Education system is the key to developing adequate and efficient human resources where education for all is greatly focused (WCEFA, 1990; UNESCO, 2000; World Bank, 2000).

Teaching is one of the core components of the education system which is perceived as a challenging job as people in this profession are in charge of students' academic and socio emotional development (Elias and Arnolds, 2006). There are numerous factors affecting teacher's job performance but existing literatures (Afsar and Doosti, 2016; Mbaya, 2018; Kyara, 2018) where the factors can be less chance of autonomy, centralized accountability system, moderate or less pay etc (Scott, C. and Dinham, S. 2003; Scott, Stone, & Dinham, 2001; Van den Berg, 2002). The harsh reality of these factors turn into dissatisfaction of teachers which are unable to provide the quality education to the children (Troman & Woods, 2000; Zembylas, M & Papanastasiou, E, 2006). The core factor of this dissatisfaction is motivation of the teachers which is an outcome of workload, poor pay and work environment (Zembylas, M & Papanastasiou, E, 2005). However, according to Zembylas and Papanastasiou (2004), teacher's job satisfaction is the outcome of teachers' class performance. As a result, there are many extrinsic factors as well which are impacting the

classroom performance of the teachers such as salary, school safety, support from administrators, availability of resources etc. (Sharma, R.D. & Jyoti, J. 2009).

According to Sultana et al. (2017), job satisfaction has a high impact on organizational performance in Bangladesh. Salary of the teachers is a burning factor of job satisfaction (Comm, C.L. and Mathaisel, D.F.X. 2003) which is commonly seen as an emerging facet in the context of Bangladesh (Alam et al., 2005). So it is very important to ensure the job satisfaction of the teachers by the school authority to achieve the main goal of the organization and students as a whole (Sultana et al., 2017). This issue has become so vital in Bangladesh and grabbed the entire attention because if any teacher is not satisfied with their profession, he/she will not contribute to the education sector thus the nation (Ali & Akhter, 2009). However, it has been found through research that most of the teachers are dependent on other family members for the household expense as their salary and benefits are not enough to manage it as a result they lack the quality classroom performance as they engage themselves in other activities to earn money (Rashid, M. M., Ritu, S., 2013). So this study will provide an overview of the correlation between these two factors, job satisfaction and performance of government primary school teachers (GPS) in Education Thanas of Chattagram City and explore how the satisfaction or dissatisfaction level of the teachers are related to their classroom performance.

1.2 Research Topic

The Government Primary School Teachers are mostly assigned with some extra administrative work which they had no idea before. In addition, they do not have any clear job description and sometimes the working conditions are really very poor. Moreover, as there is no significant promotion opportunity along with the low pay scale of their salary make them demotivated in their job which may affect their classroom performances. So the

researcher wanted to explore more on this topic to know the relationship between job satisfaction and classroom practices of teachers. Relationship between teachers' job satisfaction and classroom performances was the topic which led towards selecting the title as 'Job satisfaction and classroom performance of the government primary school teachers of Education Thanas in Chattagram City'.

1.3 Statement of the Problem

The Government Primary Schools in Bangladesh are continuously portraying outcomes that are not helping the students to achieve desired competence in neither subject matters nor in other academic sectors (Banu, 2009). The teachers are perceived as less motivated and active towards cooperating with the students availing learning related support (Anderman et al., 2011). Teachers are engaged in activities that are not related to the students' learning or development but addressing different government agendas which result in burnout and exhaustion and affect the teaching learning process (Masoom, 2011). This study aims to explore the job satisfaction level of the teachers and how it affects their perception of classroom performance. It will help to find out if the assumptions often made about their motivation behind low performance which ultimately result in low academic outcome is true or not.

1.4 Research Questions

Going through the literature directed to these two research questions that are mentioned below-

1. How school infrastructure, teachers' benefits and smooth administration affect the job performance of the GPS teachers?

2. In which ways can job satisfaction affect the job performance from the GPS teachers' perspectives?

1.5 Purpose of the Study

This study intended to find out the relation between the job satisfaction level and classroom performance of Government Primary School teachers. Additionally, it will explore the factors behind the job satisfaction level of the teachers. By the end of this study, this paper will reflect how school infrastructure, teachers' benefits and smooth administration can affect job satisfaction of the teachers which will impact the classroom performance as a whole.

1.6 Significance of the Study

This study may help the readers to explore the factors relating to the satisfaction level of teachers and how it is related to the classroom performance. From the outcome of this study, policy makers may work on reimagining the hierarchy of the school system of Primary Education. Moreover, it may support them to rethink the pay scale and reinforcement of teachers. However, this study may give them the glimpse of teachers' perceptions which mostly remain unsaid or unheard towards their own satisfaction level and how they perceive their classroom performances. As a result, it will help them to redesign the entire process of teaching incorporating internal and external support for the teachers. As we want to ensure quality education for our students, we cannot move forward keeping our teachers' motivation level low. In a nutshell, it may support the policymakers to reimagine the entire reinforcement process of the GPS teachers to ensure quality education for all.

Chapter 2

Literature Review and Conceptual Framework

2.1 Satisfaction

With numerous implications and application, the concept satisfaction. It exists in different fields like finance, human science, religion, music with different approaches and expressions. How and what institutes satisfaction in an individual or group might be a product of many interrelated aspects which can broadly include their social and financial status (Bilton, et al 2002). Where (Faullant et al., 2011) defined satisfaction by emphasizing on emotion or affection, Rai (2013) added cognitive expression with comparative relation within expectation and reality Day (1980) made it fluid by stating that it might not mean the same thing to everyone. Satisfaction is defined as the fulfillment of an expected outcome impacted by the quality expectation (Ekinici 2004; cited In Eyiah-Botwe, 2015; Festinger, 1957; In Klein & Saunder, 2011). Rai (2013p.104) expressed that this can be perceived from both psychological and physiological point of view where it can't be detected straight away but projected through different indicators (Geise and Cote, 2000). Satisfaction has no straight meaning and thus the determination features can be diverse and enormous. It can be seen from an individual point of view or a group's where the manifestation can be triggered by fulfillment of life goals, work satisfaction, basic physiological functions etc. Job satisfaction and customer satisfaction are two major sorts that fall under the satisfaction category.

2.2 Job Satisfaction

A way of looking at job satisfaction is that it is an attitude which can refer to the person's viewpoint towards the overall job or any specific aspects of it like the remuneration or the environment of the work (Robert 1981). The definition of job satisfaction by

Lambrou, Kontodimopoulos, and Niakas (2010) as ‘positive emotional state, resulting from the appraisal of one’s job or job experiences’ (p.1). Where the authors argued that job performance is influenced by the satisfaction level of the employee and organizations should take measures to take required steps to promote it like igniting the interest of the employees. Job satisfaction is considered as the entire organizational performance (Mathieu, 1991; Nagar, 2012; Ostroff, 1992). People tend to experience the level of satisfaction and dissatisfaction depending on their job responsibility and working conditions. As a result, job satisfaction influences different aspects of a job such as performance, retention, productivity and efficiency (Maghradi, 1999; Nagar, 2012). Herzberg et al. (1959) segregated between satisfiers and dissatisfiers which he titled as motivator and demotivators where policy, management, relationships, compensation, work environment contribute to satisfaction and factors like accomplishment, appreciation, work itself, development and accountability add to the dissatisfaction level of an employee. Locke (1976) identified two factors as ‘agents’ and ‘events’ which induce job satisfaction where agents influence an event which ultimately brings satisfaction or otherwise. Here agents are specified as stakeholders like coworkers, leaders and consumers whereas events are like raise, financial reward, working environment etc. Job satisfaction of an employee can either be cognitive or affective. Affective is the pleasant mental stimulation that one experiences regarding different extents of the job situation and cognitive satisfaction is related to the perceptions of one towards different aspects of job like allowance, working hours, remuneration etc (Kosi, Sulemana, Boateng & Mensah, 2015).

2.3 Teacher’s Job Satisfaction

There is a study on job satisfaction of teachers where it was investigated depending on various variables such as sex, academic result, experience, etc (Ahamed et al. 2013).

According to Bota (2013), there should be a diagnosis in the current education system for the strengths and weaknesses of it. Studies conducted in Pakistan explored that teacher's satisfaction is a predictor of excellent students, institutions impacting the nation as a whole Syed et al. (2012). A system or institute's success or failure is influenced by the level of satisfaction within the employees which is similar for the educational structure where quality and the developmental process of the human beings are possible when the providers involved in the system show higher levels of satisfaction Ali et al. (2011). Acknowledgement for effort, independence in decision making, marginal advantage, professional grading, extra work hour, clear communication, total working hour were found to be less important than stipend, occupational security, provision of promotion, proper guidance and overall environment of the workplace (Nawaz and Rahman 2005). There was a significant difference observed between the government and non-government university instructors regarding job satisfaction depending on different factors (Rahman et al., 2006). Accommodating a moderately large number of students coming from diverse socio-cultural backgrounds, the elementary teachers are found to be less satisfied with their job (Cranny et al., 1992). According to Mhozaya (2007) a large number of the population were dissatisfied with their wages compared to their workload in Botswana whereas academicians found to be satisfied with the environment of their work, but the compensation made them dissatisfied (Pearson and Seiler, 1983). Contrary to these two studies, in China and USA studies show that there were nonsignificant relationships between financial benefits and job satisfaction of primary school teachers (Perie and Baker, 1997; Sargent and Hannum 2003). Gosnell (2000), Sargent Hannum (2003) found no association amid gender and job satisfaction level of the teachers but contrary was seen in studies by Mahmood (2004), Ali et al. (2012) where they found that the female teachers are exhibiting higher satisfaction level in their job than their male counterpart. There were studies that tried to draw a relationship between the teacher's service

year with their satisfaction level where Bishay's (1996) found positive correlation between these two factors later contrasted by another study done by Gosness (2000) where the negative association was prominent. Having long experience of nearly 15 to 20 years teachers are not portraying as much satisfaction as their juniors who are on that job for no more than 5 years (Poppleton and Risborough, 1991). These studies draw the idea that more qualified teachers are having the tendency of less satisfaction opposed to the less qualified teachers having higher levels of satisfaction. Ahamed et al (2013) found that the job satisfaction of the public primary school teachers depends on their sexual identity, matrimonial status, experience, study background and result where there was a suggestion to increase the salary of the teachers as it was prominent that those teachers from Sherpur district of Bangladesh were having low purchasing ability compared to the previous years.

2.4 Job Performance

Job performance - most of the time dealt within the field of psychology (Schmidt & Hunter, 1992). Viswesvaran and Ones (2000), states that workplace and individual performance is something that should be dealt with when it comes to job performance. According to them the definition of job performance is "scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals" (p. 216). Performance of someone should be viewed from a different perspective where importance should be given to the goal and policies of the institute. A job holder needs to carry out different tasks and carry out different responsibilities that are appointed to that individual where the performance of that individual is measured by his/her manners and activities related to the organization's goals that are measurable and representable (Faiborother, 2008). Which means job performance entails certain competencies of both functional and behavioral. Kohli and Deb (2008) introduced a few

factors like awareness, inspiration, leadership which are apparent to influence job performance. On the other hand, many studies have concluded that teachers who passed through certified assessment can ensure quality in their classroom practices (Hammond, 2010). Moreover, through training, teachers can perform excellently in their classroom. Teachers' effectiveness is related to teachers' skills and knowledge. Additionally, the board assessment process helps teachers to ameliorate their skills, knowledge and mindsets (Hammond, 2010). However, many researchers emphasized that teachers' classroom practices affect students' performance (Wenglinsky, 2001). Actually, teachers' classroom practices help to ensure quality education for the students. Besides, there is study where teacher thinking skill is required to ensure effective teaching (McLaughlin & Talbert, 1993; Wenglinsky, 2001). Not only that, teachers' administrative workload has a significant link with their job performance (Hosain, 2016). So, teachers' classroom performance and practices are very crucial for students' achievement and to ensure quality education in the classroom.

2.5 Job Satisfaction and Performance

The connection between satisfaction and performance is not something with a straightforward answer. Singh and Tiwari (2011) claims that it is not unexpected that one satisfied employee can also perform less because of their low motivation and misalignment with the organizational motive. Fisher (2003) argued that the general belief is that employees who are satisfied are more productive in work. Different literature exhibits the ways that job performance is predicted by the level of one's satisfaction level of the job. Afshar and Doosti (2016) inspected the relation of these two factors in the context of Iranian English Teachers where 1774 students and 64 educators were taken as samples. The outcome of the study indicates a positive relation between these two factors. Mbaya (2018) did a similar study in

Nairobi County where it was found that provision of training and salary are two established factors for the satisfaction level of a teacher which is also significantly influenced by compensation, career development, working conditions and appreciation. Pilarta (2015) also conducted a study to examine if educators job satisfaction, students' academic achievement and educators performance are positively related or not where the result indicated a significant positive relation between satisfaction and the other two factors. The role of teachers for ensuring student outcomes is universally recognized where teachers' satisfaction is hardly acknowledged (Bascia & Rottmann, 2011; Liang & Akiba, 2017). Teachers' job satisfaction has many implications. First of all, a satisfied teacher deals with less stress and burnout (Skaalvik & Skaalvik, 2011). Additionally, there is research that teachers who are satisfied with their job feel peace and happiness (Collie, Shapka, & Perry, 2012; Spilt, Koomen, & Thijs, 2011). Moreover, satisfied teachers provide better instruction and learning support to their students (Klusmann et al., 2008; Kunter et al., 2013). Furthermore, content teachers are less prone to job switching and have stronger connection and dedication to their current job (Blömeke, Houang, Hsieh, & Wang, 2017; Klassen & Chiu, 2011). The male and female teachers of the government primary schools of Bangladesh are dissatisfied regarding their job where the females are more in number (Tasnim & Shamima, 2006). This study is going to explore the gap which is the relationship between job satisfaction and teachers' performance in the context of Bangladesh. As we are moving towards the SDG 4 of ensuring quality education for all, it is very necessary to dig out the perception of teachers towards their job satisfaction level and how they perceive their classroom performance.

2.6 Conceptual framework

The framework of this study consists of two main variables, the independent one is job satisfaction and the dependent variable is the classroom performance. There are multiple

factors related to both of the variables. Exploring different factors relating to the satisfaction level of the teachers and then advancing towards the classroom performance will be the primary approach. Here the pre assumed expected factors are listed to properly probe the response while conducting the interview. As there is very little research taken place regarding this topic, researcher's personal experience working in primary school helped to come up with the factors relating to these two variables.

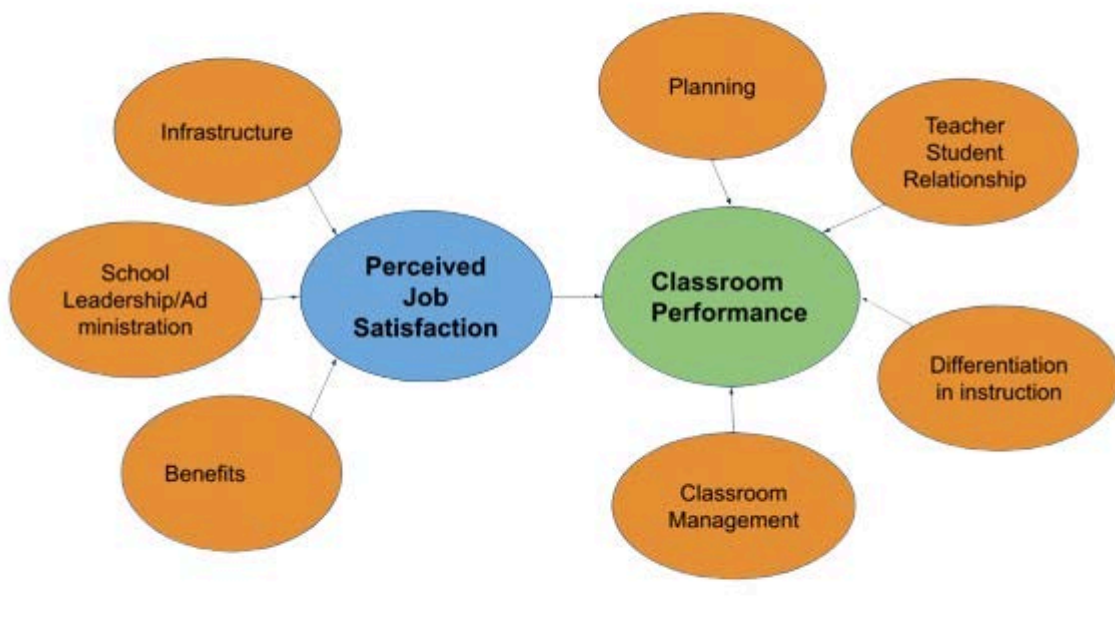


Figure 1: Conceptual Framework

Chapter 3

Methodology

3.1 Research Approach

The approach for this specific study will be a mixed method with questionnaire survey and semi structured interview. To obtain an in-depth understanding of the issue and to have a deep understanding both the quantitative and qualitative approach will be merged (Mackey and Gass, 2016). The interesting and distinctive nature of this mixed method approach is data triangulation with examination and exploration of the topic from different perspectives by the researcher which allows the study to be more accurate and less prone to error. The semi structured interviews will add on different new ideas which will open up new dimensions for this study.

3.2 Research Site

Government Primary Schools of Chattagram city. Ten to twelve schools were selected considering the geographic location, number of students, infrastructure, and number of teachers to get the best possible data to summarize the understanding

3.3 Research Participants

Participants for this study were selected based on a few factors like gender, age, experience etc. Around 150 participants were approached through an online survey questionnaire. Teachers with more than 12 years of job experience and having experience of working in at least two different locations were selected to have an in-depth understanding through semi structured interviews.

3.4 Sampling Procedure

Participants were selected from the Chattagram city primary schools as researchers have prior experience working in this area and have access to teachers for data availability. Snowball and convenience sampling was used to collect data from the participants. The data collection time was during covid 19 restriction and it was difficult for the researcher to collect hundreds response which was primary sample size; so snowball sampling was selected to reach as many through the primary respondents. Later for the interview part the researcher found convenience sampling to be time and context appropriate.

3.5 Data Collection Methods

Data was collected primarily through a survey that was disseminated through google form and there were more than hundred fifty teachers who were sent the link to attend the survey but after a repetitive approach only 61 of them submitted the data. Besides, for the qualitative part, the target was to get at least 10 respondents for the interview but got a chance to take interviews of 9 participants through zoom online because of the pandemic. However, zoom or online methods have the ability to have the real time experience which will not hinder the data collection process of the study (Tuttas, 2015). Moreover, this fast growing method has a vast audience pool which ensures the accessibility of the diversified participants (Nehls et. al., 2025).

3.5.1 Interview method

The interview method was an online platform-based meeting among interviewer and interviewee. The purpose of taking an interview is to collect data from the field. So, the interview was one of the main data collection tools. Interview was done with 9 teachers of Government Primary School of Chattagram city which includes 6 female teachers and 3 male

teachers. All the interviews were recorded by recording the zoom session and the transcription was done immediately. These interviews engaged me in a one-to-one discussion through an interview guide for detailed information.

3.6 Role of the Researcher

Being in a primary school as a teacher for two years provided the researcher with personal understanding of the context where the researcher himself experienced a lot. In this research, attention was given to data collection and transcription in a way so that it doesn't influence the researcher's data analysis and objectivity while analyzing the data. Moreover, the researcher tried to balance his current position as a teacher and researcher's role in this entire study process to make this paper an authentic, unbiased and non-influenced one.

3.7 Data Analysis

As the study followed a mixed method approach, data were analyzed accordingly. Pearson correlation analysis in addition to multiple regression were run through SPSS software. For the qualitative part thematic analysis were used to interpret data from the semi structured interview to further discover concepts and themes which were usually embedded in the data. (Nowell et al., 2017).

3.8 Ethical Issues and Concerns

The role of the researcher is to be non-biased while conducting the study and ensure safeguarding the participant's identity and privacy. While conducting the interview, it was expected the researcher will not influence the participant in any way towards any desired response. Purpose of the study was explained to the participants before conducting the data collection and consent of the participants was taken prior to the data collection procedure.

3.9 Credibility and Rigor

Credibility, reliability, transferability of the collected data will be maintained by the researcher. The approach itself adds towards the credibility of the data through triangulation. Because this study started with a quantitative method with the survey of 61 respondents and to validate and corroborate the findings, an in-depth interview was done with 9 participants selected from these 61 respondents based on a convenience sampling method.

3.10 Limitations of the study

As this study was done during covid 19 pandemic, it lacks the opportunity to observe classrooms which disrupts the use of observation tools to determine the classroom performance of the teachers. The research was conducted in two specific education thanas which lessen the generalization of the outcome of the study.

Chapter 4

Results

The primary intention of this chapter is to present the discoveries extracted from both the quantitative and qualitative approach of data collection. The study used both methods in forms of a survey and a semi structured interview respectively. Integration of these both tools allowed the researcher to get a holistic understanding of the relationship of the job satisfaction and their classroom performance and factors influencing the satisfaction level. The quantitative part delivered a statistical insight into the job satisfaction factors influencing classroom performance while the qualitative part provided rich narratives from the GPS teachers end. By analyzing the interview transcript a few themes emerged which are going to be presented in this chapter like factors influencing job satisfaction, school administration and authority, infrastructure, salary and benefits to bring a comprehensive and rich understanding for the research questions.

4.1 Quantitative Approach:

The data in the Table 1 (Demographic Analysis) illustrates the results of the survey which was conducted on the respondents who were the Government Primary School Teachers from Chattogram city. The survey asked the respondents about their age range, gender identity, educational background, work experience and number of workplaces. The results of this portion of demographic data are presented in the form of frequency(N) and percentage.

According to the dataset, the majority of the respondents (50.8%) are found to be in the range of 40-50 years old. The gender breakdown and distribution of the respondents reveals that 85.25% of them are female. A Masters degree is the prominent level of education that the respondents have (66%). A little less than half of responders (46%), had job experience

Table 1: Demographic Analysis

Demographic Analysis	Frequency(N)	Percentage (%)
Age group of Respondents		
<30 yr Old	13	21.3%
30-40 yr Old	15	24.6%
40-50 yr Old	31	50.8%
50-60 yrs Old	2	3.3%
Gender		
Female	52	85.25%
Male	9	14.75%
Educational Qualification		
SSC	1	2%
HSC	2	3%
Degree	13	21%
Honors & Similar	5	8%
Masters	40	66%
Work Experience (in yrs.)		
<10	25	41%
<20	28	46%
<30	7	11%
<40	1	2%
No of Workplace (within experience)		
1	32	52.5%
2	17	27.9%
3	9	14.8%
4	2	3.3%
5	1	1.6%

ranging from 20 to 30 years. The majority of respondents (27.9%) have also worked at two different places throughout their career.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.924	35

According to the data, the majority of the respondents (50.8%) are between 40-50 years old. The gender distribution shows that the majority of the respondents are female (85.25%). The highest level of educational qualification held by the respondents is a Masters degree (66%). The majority of the respondents have work experience between 20-30 years (46%). And the majority of the respondents have worked at 2 workplaces (27.9%).

The second table (Reliability Statistics) provides information about the reliability of the survey results. It shows that the Cronbach's Alpha for the survey is 0.924 and the number of items in the survey is 35. A high Cronbach's Alpha value indicates that the survey results are reliable.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Benefits_S, Infrastructure_S, Administration_S ^b		Enter

a. Dependent Variable: Performance_S

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.494 ^a	.244	.205	.39228

a. Predictors: (Constant), Benefits_S, Infrastructure_S, Administration_S

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.837	3	.946	6.145	.001 ^b

Residual	8.771	57	.154		
Total	11.608	60			

a. Dependent Variable: Performance_S

b. Predictors: (Constant), Benefits_S, Infrastructure_S, Administration_S

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.009	.227		13.234	.000
1 Infrastructure_S	.152	.082	.328	1.853	.069
1 Administration_S	.054	.087	.121	.622	.536
1 Benefits_S	.035	.071	.089	.492	.625

a. Dependent Variable: Performance_S

This data is the results of a regression analysis that was performed to study the relationship between employee performance (Performance_S) and three independent variables: Benefits_S, Infrastructure_S, and Administration_S.

The first table shows the variables that were entered and removed from the model. In this case, all the three independent variables (Benefits_S, Infrastructure_S, and Administration_S) were entered into the model.

The second table (Model Summary) shows the goodness of fit of the regression model. The R value of .494 indicates that there is a moderate correlation between the dependent variable (Performance_S) and the independent variables. The R-Squared value of .244 indicates that 24.4% of the variability in the dependent variable is explained by the independent variables.

The Adjusted R-Squared value of .205 indicates that 20.5% of the variability in the dependent variable is explained by the independent variables after adjusting for the number of independent variables.

The ANOVA table shows the results of the hypothesis test to determine if the model as a whole is significant. The F-value of 6.145 and the significance level of .001 indicate that the model is significant and the independent variables have a significant effect on the dependent variable.

The Coefficients table provides the estimates of the regression coefficients. The constant term of 3.009 indicates the expected value of the dependent variable when all the independent variables are 0. The coefficient for Infrastructure_S of .152 indicates that for a unit increase in Infrastructure_S, the expected value of Performance_S increases by .152. The coefficients for Administration_S and Benefits_S are not significant, as indicated by the p-values being greater than .05.

4.2 Qualitative Approach:

4.2.1 School Administration & Authority

One of the three themes that was explored under the Job Satisfaction factors was school administration and authority. It was intended to find out how this factor is influencing the job satisfaction of the GPS teachers and how it is influencing their classroom performance. Interviewing the teachers provided the researcher with rich data to get the answers. Few sub themes came up from the interviews like inappropriate evaluation, lack of recognition and support, administrative challenges, lack of freedom and autonomy, discrimination, harassment & negligence, participation in decision making and professional environment.

4.2.1.1 Inappropriate Evaluation

When the teachers were asked about their satisfaction level regarding the role of the school administration and authority, many of them said that they are being evaluated inappropriately by the head of the school, ATEO, TEO.

One of the teachers (Interview #6) mentioned that “Teachers have no role here except for the authority, administration and committee. No matter what I do here, it's taken negatively. In my experience maximum time I see that my effort to do good is always evaluated negatively and there is no output. How can I become satisfied here?”

Another teacher (Interview #8) indicated that “The ATEO rarely comes to school to visit class and then write observations without even understanding the context or any conversation and leave. Do you think it is appropriate to judge someone in a matter of minutes without knowing the context?” This was echoed in another teacher’s (Interview #5) voice as she states “Head teacher will never like my way of teaching without any reason. ATEO will also resonate saying that we are not behaving (as expected) and that’s why they are being questioned. It is just because our way of teaching and operating is not being appreciated by the head of the school and the authority never asked us about it, rather tag us in a humiliated way saying we are not doing well. How do you think you will perform in a class after this kind of treatment in the teacher’s room?”.

Additionally, a teacher (Interview #5) pointed out “Expectations from us as teachers are very high. Whatever is given, we must perform well. The way they evaluate us in class without is also not appropriate as they don’t consider the scenario where we are handling a class of more than hundred kids but evaluate from a theoretical angle”

Also it was mentioned by one teacher (Interview #1) that “Our teachers are sent abroad for various training. Officers often take advantage of these training sessions. The opportunity is

not open to all of us and often time we see people being selected through a biased way of evaluation”

4.2.1.2 Lack of Recognition and Support

Another theme emerged from the responses is one of the vital elements of Job satisfaction which is recognition and support. When asked about the administrative support, the majority of them shared their dissatisfaction pointing out how they are being deprived and demotivated by this.

Teachers shared their concern of not getting support from the school administration where one of them (Interview #2) shared concern about the head of school’s action saying, “He does not appreciate any good work. He alone took the credit for everything. So why should we work for his own agenda where I get no compensation for my suffering?”. Another teacher (Interview #6) shared a similar concern sharing “I never got any positive feedback from the organization, whatever I do it is never appreciated”. More respondents shared similar concern, where one (Interview #4) said “The worst feeling is when you ask for something and don't get it. When I don't even get what I want for the classroom, the energy to do for the kids also decreases. Then I try to forget about them and work for the children”.

One respondent (Interview #1) shared with regrets and frustration “I also have some creativity, if I don't get the environment (superior support, immediate boss support, space, time) to do them, then it also affects my job. Again, there are some bureaucratic complications due to which I cannot present my creative work if I want to present it. I was even humiliated verbally during training just because I shared something that didn’t go along with the instructor’s viewpoint.”

However, a lot of them said about the authority being a source of demotivation. Stating (Interview #5) “There is always something wrong about our duties and job, the authority

always demotivates us in their language of mockery” and another teacher (Interview #1) mentioned “They don’t recognize our effort. Often discouraged to do anything out of the box like maybe taking the kids out of school premises for experiential learning. I got insulted by the head of school for doing so. When you don’t get recognition for your effort then how come there is any motivation to work”

When asked about the senior officials like ATEO and TEO one respondent (Interview #3) replied “What can I do? They have no influence. They don’t even visit the school or talk to us. Sometimes we see them coming just to sign on paper”. Similar response (Interview #7) was provided stating “TEO ATEO comes and goes just for the sake of their job not to serve. There is not much work being done by them”.

4.2.1.3 Administrative Challenges

The information gathered from the respondents highlighted a number of important administrative difficulties faced by the school teachers. These difficulties were discovered through the interviews of the respondents, highlighting several problems with the school administration, the School Management Committee (SMC), financial administration, workload, interference with classroom activities, and a lack of clear directives from higher authorities.

Workload with extra administrative work which impacts their regular classroom activities is something that bothers the teachers a lot. One of them (Interview #3) said “I am a teacher so my job should be teaching, not official administrative work. I am not a computer operator. But in this primary section a teacher should act like a computer operator, contractor, office clerk, he has to do election duties.” Another teacher (Interview #9) also shared “Apart from teaching, they engage us with other things. Keeps busy with extra administrative work. Few days back the voter registration was assigned to us. On top of that there is an unrealistic

deadline, causing me to stop my class and do the job. How can you expect me to perform in class?" One of them (Interview #3) brought an example from the interview day saying "I couldn't take a single class today just because of election duty." Stipend work was something that came to the scenario by another teacher (Interview #3) "The amount of official work is high which creates a lot of difficulties in class. I had a class exam today but had to cancel my exam due to stipend work". In this matter another respondent (Interview #1) shared "Suppose that after coming from 6/7 classes throughout the day, if I am arrested for extra administrative work, then tell me where to go. How much time does it take to fill a form of Sure cash, also accurately, this work also I must do as a teacher. Will I work for students or do extra school administration work?"

Another administrative issue is with the School Management Committee (SMC) where one teacher (Interview #6) shared with utmost irritation "There is a member of the SMC committee who almost always comes to the school and scolds the children about their uniforms. We have so many years of experience, I know what the socio-economic background of a child is, but the committee member comes and interferes in such matters of the school. This is the negligence of the school administration."

One teacher (Interview #7) also pointed to the financial management saying "It is seen that the allocation is not properly utilized. Financial management is not right".

A teacher (Interview #6) mentioned about an incident "Once, I think I went somewhere from the class to the washroom or the teacher's room. One of the parents came and entered the class. Interrupted the classroom by abusing other kids which was later turned into a big scene in the community. It is the job of the school administration to manage it. But there was no gateman even to ensure safeguarding of the school."

4.2.1.4 Lack of Freedom and Autonomy

The information gathered from the respondents shed light on the lack of freedom and autonomy that teachers face, which has a big impact on their job satisfaction and, as a result, their performance in the classroom.

A teacher (Interview #6) mentioned “We have no freedom. Sitting in our prayer room or teacher room is also highly discouraged. We don't have off time; we get half an hour maximum. During this time, I used to sit in a separate room for prayers like many other female teachers. This was also stopped by the head of school who called the higher official to imply that we should only use the teacher’s room.” This teacher also mentioned about the interference of the SMC committee stating “Recently I did training for the Math Olympiad. I was teaching math with matchsticks, keeping all safety considerations in mind. But I was stopped by the Committee chairman saying this can't be done in the school. How can you expect a teacher to perform in this atmosphere?” Another teacher (Interview #1) shared “Here I see in my experience that this committee also interferes with classroom activities. My place of work must be flexible, how can there be interference from so many people here.”

There are teachers who shared their frustration regarding freedom in classroom stating (Interview #4) “In fact, I personally say that in my 10 years of experience in teaching, I am not motivated as much as I was at first. Now completely demotivated by various activities. I can't get my classroom to work the way I want it to. I can't teach the way I want; I can't arrange the classroom the way I want.” Another teacher (Interview #4) also mentioned “As a teacher, there is no way I would set up the classroom for group work, it is not allowed. After informing the higher authorities, there was no remedy. There is also a barrier to what materials I hang in my classroom. I have to do as they say. I have no freedom of my own.”

One of the teachers (Interview #1) shared something about autonomy and freedom “If a higher official of the school administration says that the teachers cannot be kept free. Always put in work. I also see that the approval of the routine is to be taken from the higher authority showing full school period engagement. Even if there was a place for autonomy here, this whole time should be taken as they say.”

4.2.1.5 Discrimination, Harassment & Negligence

The information gathered from the respondents showed that teachers had encountered incidents of discrimination, harassment, and neglect at work. Their satisfaction level is impacted by these problems, which have a considerable impact on their classroom performance. Things like bullying, gender discrimination, unprofessional conduct and biased behavior came up in the interviews.

One of the teachers (Interview #2) shared her experience with the head teacher in different scenarios “The head of the schools behaves in a biased manner which is not professional at all. For instance, it was exaggerated a lot about why we did not go to school on time during Cyclone Sitrang. The head told us that morning that we must come to school, where notices were given that schools would be closed in different areas the previous day. Those who went complying were ill-treated, whereas nothing was told to those who didn’t even show up as they would reply back and create a scene like before. Such injustice is almost always happening. Besides this another teacher mentioned (Interview #6)

“On a rainy day there was a situation where the water was over my waist. I called my head of school, but I was told by any means I should be in school. Everyone on the road was telling me to leave but my authority was reluctant to listen.”

Both male and female teachers shared instances where they were discriminated against because of their gender. One male teacher (Interview #3) stated “There are more women in

this primary sector as there is a quota for women. Most schools have no male teachers. Now there are other jobs outside of teaching like buying cement, buying trees, managing any infrastructural work and computer works as female teachers are perceived to be less competent in computer jobs by school authorities. Since I am male, these are my responsibilities assigned by the head of school.”. Similarly, one female teacher (Interview #4) shared her experience “My school authority says that since I'm a girl I can't teach girls how to play in the field. If I as a female are not allowed to do that, what will I teach my girls? What are they learning from it?”. Another female respondent (Interview #4) shared her experience “We will have a dance competition; a girl wants to dance. My school administration came and said that a girl will dance here, what does our religion say? Ma'am, how can you be a girl and allow a girl of your religion to dance? Where they will learn from school equal rights for all boys and girls, in this place religion is also being brought as a hindrance”

“Everyone here is a big bureaucrat and does not want to pay any heed to the words of someone below. Even though my words were correct many times, it was not accepted. They would start bullying, leaving me discouraged and resigned. For instance, once in one of the sub-cluster training sessions, I was writing eighth intelligence in one of my lessons. An officer picked this topic and charged me in front of everyone saying this is not used anymore then why did I write it. As there is a wave of different topics that come and go in this sector so me writing something from an old topic was something inappropriate. He wouldn't get the fact that it was a theory and was something educators using around the globe. A senior like him is dominating me, what can you expect from this sector?” said a teacher (Interview #1) who was breathing heavily while sharing the experience and needed some time to settle and resume the interview.

Another teacher (Interview #4) also opened up her experience “The authority humiliates us by comparing with other schools saying if they can make it why can't you, whereas the

context is totally different, and it happens in public. How can you feel confident and perform in class after being treated like this in public?”

4.2.1.6 Participation in Decision Making

The themes cover one of the biggest concerns that these respondents raised with similar importance and concerns. Factors like arbitrary decision making by the head of school, creation of an SMC committee without teachers' participation, and financial transparency surfaced from the interviews.

One teacher (Interview #2) shared her concern regarding the head teacher's behavior, “The headmaster behaves arbitrarily. He does what he thinks is good, he does not want to listen to anyone else's good advice. For example, the class of grade 5, which was supposed to start at 12 o'clock, he started at 9 o'clock. Even if no one agrees with it, he does these classes alone and then he doesn't do the 3 or 4 classes he was supposed to do later leading to a disruption daily. He also has decided alone while selecting the SMC committee. He made the committee without telling us. Doesn't tell us anything. Politicians got into the school through SMC.”

Similarly, another teacher (Interview #7) also shared similar issues with their head of school, “He alone decides on financial matters. Do not share with anyone. When asked, he said that he will inform whomever he is obliged to inform. He doesn't even participate in the exam paper evaluation that he is supposed to do.”

Another teacher (Interview #4) mentioned “No decision is taken after discussing with us. They made decisions like they wish and forced them on us. We work directly in the field, without our opinion how can a good decision be made. When forced to do so, will there be any quality of work there?” Whereas on this topic another respondent (Interview #1) mentioned “Since we work directly with the beneficiaries, we know their pros and cons well. But never seen here to accept any proposal from us. I don't think it will ever work well if

decisions are imposed from the top without getting opinions from below. A few days ago, a program called "One Day One Word" was launched. It did not work as expected because it was forced; contrary, normal activities were disrupted.”

Nevertheless, one teacher (Interview #5) bluntly mentioned “Our opinion is not sought on any decision. Even that which is heard must be forced to be heard caused by movement or it will not be heard.

4.2.2 School Infrastructure

One of the themes was school infrastructure which was assumed to be influencing the job satisfaction of the GPS teachers hence their classroom performance which we have looked at in depth in our research. A number of infrastructure related sub themes emerged from the interview like teacher shortage, limitation of resource, infrastructure and facilities, basic need and amenities etc.

4.2.2.2 Teacher Shortage

Teacher shortage is something that surfaced in many of the respondents. One teacher (Interview #4) shared “The number of teachers is less. There are continuous classes throughout the day, no chance of taking a break or rest.” One teacher (Interview #2) mentioned about the impact on their wellbeing as well as the students “When a teacher has to take ten classes in a row, his classroom activities are strained, not to mention his physical and mental health. Where is the time to do the lesson plan I'm supposed to write? Where can I get the strength to take those classes? Sometimes it is seen that children are also treated harshly because of the teacher's mental state.” With frustration another teacher (Interview #1) said “The number of teachers is so low that nothing is happening at all while taking a lot of classes. This is also making the teachers resigned and inactive.”

There were issues like bureaucracy came up in one of the respondents (Interview #1) sharing “It can be seen that a school has fewer students and more teachers. But that too due to various bureaucratic complications, those teachers are not brought to schools with more students”

Teachers are not being able to do the basic duties like attending parents or taking the kids out of class for experiential learning. One teacher (Interview #9) stated “If I want to arrange a field visit. I can’t do that alone as it is not possible for me to manage the large number of students. It is only possible in books, not in reality.” Another teacher (Interview #2) mentioned her inability “A teacher doesn’t even have the time to talk to a parent. Often complaints are coming to school saying we are not consulting the parents. How can I do that If I don’t have a class gap to maintain that?” Additionally, an unrealistic student teacher ratio surfaced in another response (Interview #8) “We are only 6 teachers for more than 800 students. Should I handle the class or go out to take care of disturbance that is often created by outside people”.

Teacher (Interview #1) shared their experience during covid time when they could cover their daily task without disruptions “Last September we halved the number of classes due to social distancing. I was very satisfied when half the class came on one day and the other on another day. I was able to take care of all the children separately. But when I went back to the previous state, the class ended with me tired crawling from one end to the other end of the class.”

There were incidents of severe accidents because of less teacher being there to take care of the students (Interview #2) "On a day when the majority of the teachers were on leave, about 700 children came down the stairs together at the end of the school. Then a kid fell down the stairs and broke his arm. There is also a record of broken legs before this. There was a big chaos in the community because of the incident”

4.2.2.3 Limitation of Resource

Multimedia and teaching learning resources are something that teachers mentioned are not readily available sometimes there are resources but no provision to use. Regarding the use of projector almost all of the candidates raised concern regarding its availability for them to use in the class saying (Interview #1) “Suppose we are told to teach students using projectors. The world has moved to such a place that now teaching has moved to another level. It would surely be more suitable for students to visualize the digestion system rather than me explaining it. Many other things like photosynthesis, tides can also be shown in the video. Verbalization can be perceived as a limitation when explaining abstract concepts to children. But if you are required to go through steps to even get to the projector which usually stays locked somewhere and then spend a lot of time setting it in the class wasting more than half of the class time would you like to use it?” Multiple respondents mentioned multimedia being there but no scope to use it because it doesn’t work, or the authority keeps it to a separate place locked. One teacher (Interview #8) mentioned inadequate training, security, electricity issues saying “There is a multimedia projector in our school, but we cannot use it all the time due to many security reasons. If the power goes out, it is not possible to take multimedia classes. Power shortage is another big factor behind not using a projector in class. Not enough teachers are there to perform this in class as all of us didn’t get the training. There is no security in our school, so it is always kept in a locker.” Few of them also mentioned about the laptop being outnumbered, broken and not accessible for all.

Few of the respondents mentioned about classroom teaching learning resources not being provided, where one (Interview #4) said “I am not getting the opportunity to properly use the facilities that are available in the primary school. When I tell my superior that I am not getting the materials needed for my class, it is not heard, then when I tell his superior, he says something about looking at the matter but then nothing is done”. Additionally, another

teacher (Interview #7) mentioned “I don’t get the teaching learning materials when needed. If I don’t get the resources needed for the appropriate teaching learning experience in the classroom, then it is very natural that students are not learning the way they should have.” Drawing attention to the financial aspect of it one teacher (Interview #1) said “You have to spend money for better performance. If there is an accountability system, they can easily provide the money to buy resources for classroom teaching and learning.” Adding with loud laughter he also mentioned “Not even a flute is available to handle a small assembly. This is the first time in four years that the school I come to has bought a flute, after repeatedly asking.”

One teacher mentioned about providing teaching using age old resources like blackboard “The chalk dust also irritates. I am allergic to this dust. Clothes also become dirty. There is no freshness in the classroom.”

4.2.2.4 Infrastructure and Facilities

There is a lot of infrastructural inadequacy and deficiency that was shared by the teachers during the interview. Many of the teachers shared similar concerns regarding the cramped classroom, low quality and broken bench, improper air circulation where one teacher (Interview #2) mentioned “Seating is a huge problem. Children are sitting in heaps in class. If the electricity goes out, it is a bigger problem. Staying in class in summer becomes difficult. You can’t expect students to be attentive in this humid condition. Children can’t be accommodated normally in the classrooms, far from making them work in groups. Many times, it is seen that the children get out of the class making excuses. Naturally, when a child does not have room to breathe in the classroom, the classroom is not a pleasant place for him.” The condition is even worse in other (Interview #8) cases “I have 145 students but there is not much bench to accommodate them. Sometimes I make them sit on the floor. As I have

more than 100 children in the class, it is not possible to do group work. Can't see children separately. There is also a building/room shortage where another building could make the facility better functioning.” Another teacher (Interview #7) shared about teaching without a classroom even, stating “I teach small kids on the ground floor where there is a lot of distraction, and the students sit on the floor the whole time.”

One teacher (Interview #4) mentioned “Although my school has multimedia, there is no separate room for it. There is no such situation that it can be used only by asking. There is no freedom to use it as a teacher, even if you want to, sometimes you don't.” There are schools where this multimedia tool is also not available “Sometimes during my teaching I need to demonstrate something that can be shown virtually that is not yet available. There is practically no way to show children.” (Interview #9)

There was one teacher (Interview #3) who shared “For a few days I was assigned for science class as a substitute, I realized that a science lab was needed. Explaining how to make carbon dioxide made me buy chemicals myself. There are many other things that are easy to understand if you have a Science lab which is like a dream in primary schools.”

Other than the classroom there are also issues with teachers' rooms and facilities needed for them. One male teacher (Interview #1) who was already disturbed sharing other discrepancies literally raised his voice stating “I can't even manage the time for my prayer. Somehow, If I can manage time during lunch, I will have to wait for the ladies to complete their prayer as they manage to do it in the small library because there are no room for one person to stand and pray in the teacher's room. For me, a place to relax outside the classroom is the teacher's room, far from relaxing, there is no place to sit properly. How can you be sane in this situation, let alone performing in class? I will have to maintain the same washroom with the students, even be in the queue for washing my lunch box with the students. How can I manage my time here?”

Another teacher (Interview #2) shed light on a topic sharing “The school does not have a janitor to look after the children. Teachers have to do all the schoolwork themselves. In this case, the parents are entering the class without permission causing unwanted and unpleasant incidents. There are incidents where parents came and sat with the children in the class for a long time making a student move from that bench making an example of social exclusion. It is bad, too bad; as students come to school to learn inclusion and social cohesion. This type of act leaves a lifelong impact on the student and the whole class is impacted on a daily basis like this.”

4.2.2.5 Basic Need and Amenities

The basic amenities like proper sanitation, safety, physical wellbeing is something that is not present in many schools. Wash block and washroom is a big common concern under this theme for both the teachers and students. One teacher (Interview #2) mentioned about students' struggle “Children come to school for a long period of time, during which they are not able to use the toilet, which naturally hampers their ability to stay focused in the classroom. There is one incident that I can recall where one student of my class has soiled his pants in the class itself. Other children then start harassing him, causing the child to lose interest in school.” Adding to that another respondent (Interview #4) mentioned something even more concerning “Boys and girls have to use the same washroom. There is always a bad smell. Not usable. Although the school administration has been called repeatedly, there is no management here. The teacher's room is always smelly as the washroom is nearby that room.” There are many teacher who shared about water logging during rainy season “During the rainy season, water accumulates in the wash block”

Many of them mentioned washrooms as a hindrance in their daily activity. One respondent (Interview #1) shared “The system for sewage disposal is also often dirty. If I go to the class

with this discomfort in myself, then what will I give to the students in the class, my own physical and mental condition is not right.” Another respondent (Interview #5) added to the matter “Our toilet is on the roof. Climbing the stairs when one is sick is an irony. 10 minutes are over as soon as I go to the roof. There is no arrangement in the teachers' room for our teachers.” The position of the washroom seemed to be another problem. “It would have been better if our toilet was closer to our office room. It appears that I have to go to the roof to go to the washroom in between my classes. Students also miss a lot of time from the classroom while going for the washroom break.” (Interview #7)

Safety is something that is being neglected in another school where the respondent (Interview #3) mentioned “A new building has been built, its roof is shaky and now it is a mental pain to hold classes under this roof. Do you think I can focus in class in this circumstance?”

Basic amenities like electricity also hampers the classroom activities “Electricity is a bigger problem. If there is no electricity, the children are crazy in the heat. After the card system, the problem even increased” (Interview #6)

4.2.2.6 Inadequate Training

ICT training is something that many teachers shared their frustration about stating (Interview #5) “Go to DP Ed training, there is a subject of ICT, but it is not given importance. Everyone reads with the thought of passing the subject.” There are concerns about opportunity to get ICT training “If you leave only one or two people in a school with ICT training, then the rest of the teachers in that school are deprived” (Interview #5). Bringing attention to the impact another teacher (Interview #8) mentioned “The government provides training on various subjects, such as the training required for the current new education system. But ICT training is something that should be given to everyone as it seems, in many cases specific teachers are burdened with administrative tasks related to ICT.”

There is one respondent (Interview #5) who shared the impact of not being able to get the ICT training in the students sharing “There are teachers who got ICT training, while their students get lessons in multimedia once in a while, the other two sections from the same class are deprived. Because teachers from the remaining two sections have not received ICT training. Then a little inferiority also works there. Parents are also upset.”

4.2.3 Salary and other Benefits

Another theme emerged from the interviews is Salary and Benefits. There were a lot that were discovered from the teachers sharing their dissatisfaction regarding benefits like promotion and transfer, salary and grade.

4.2.3.1 Opportunity for Promotion and transfer

Almost all the respondents made it clear that they are disappointed and resigned about their promotion. One of the respondents (Interview #7) shared “There is no chance of getting a promotion. It is not acceptable in any way not to get promoted even though I am a master’s competing employee. With our equal qualifications, the nurse is a 2nd class employee, and we are 3rd class. In some cases, the drivers are also of better grade than us.” Adding to that another (Interview #1) mentioned “I know many people who will retire after 1 year, I have been hearing for the last 15 years that they will go to the head teacher post, but it has not happened yet. So, what do I hope to see? We are shown the dream of becoming a DG and yet even not moved to one post further.” Bringing the attention to the frustration from not being able to move forward in professional life one respondent (Interview #7) shared “It is frustrating to be in a block post. This frustration obviously makes me inactive from time to time. It is unacceptable to be a graduate and completing a master's degree yet be in this block post.” Besides the issue with promotion another respondent mentioned about limited opportunity to get transferred “There is no chance for promotion. It’s like a daydream and no

chance of transfer. I have been looking for an opportunity to get transferred to the school closer to my house but no sign of hope.” Someone (Interview #1) even compared with dogs “I want to get a promotion, increase the salary. But that was not the case for those 18/19 years. Today I have been working at the same place for 18/19 years. I am a human being, if you take care of even a dog, it becomes a devotee of you. But we are not even treated anyway closer to it”

4.2.3.2 Financial Concerns

There is a lot of dissatisfaction present regarding the salary of the respondents covered in this research. Almost all of them presented their concern about the salary, where one teacher (Interview #4) said in response to the question that if their salary has any impact in their classroom “Yes, there is some effect. Our tiffin allowance is 200 taka per month. In 10 years, my total salary has reached 22000. Does a master's degree teacher deserve it? Why do teachers want an additional opportunity in the teaching profession? Due to salary. Then naturally their priority shifts. If the salary were acceptable, no one would seek work outside of school for other opportunities. They would enjoy teaching and related tasks there.” Another respondent added to the fact saying “If I enter the class with the concern that how I am going to get back to my home without groceries and what about tomorrow onwards; how can you expect me to perform in the classroom? The salary is so low that in current times if there is one person who is earning in a household it is impossible to even sustain with basic amenities let alone better treatment or education. I am told that I am creating the future of this country and here I am furious about my own future.” Answering the researchers question another respondent (Interview #2) added “Of course there is. When a teacher sees that his salary as a teacher is less than that of another job in the same category, it certainly gives him emotional pain”

One responded (Interview #1) pointed out the fact that many teachers are looking for opportunities outside the classroom “As a teacher I have a social place. If I want to create the socioeconomic position according to the social position of my family for this place in society then I must find another way. Business, tuition etc, but wouldn't my performance have been better if I could have used this time for my next day's school lesson plan or innovation?”. Another respondent even mentioned about decreasing salary “After our one and a half year DPD, the salary was supposed to increase, there my salary decreased. We were given a certificate from the IER of Dhaka University and my salary was reduced there.” However, another teacher (Interview #1) mentioned “If any employee belonging to grade 1 to 10 shifts one grade, then their salary increases in thousands like maybe six to ten thousand tk whereas in our case it is hundred taka and there is also a lot of discrepancy present.”

Many of the respondents mentioned about diverting their attention to the kids and adapting to the reality where one respondent (Interview #4) “Working only looking at the children. Class has some effect, but I motivate myself and push myself forward.” Another respondent (Interview #7) was already resigned saying “What to do if there is dissatisfaction. Will it increase if I say?” Adding to that another teacher added that “Personally, I don't do it. But I find it demotivating for those who join now”

4.2.3.3 Grading of GPS Teachers

There is a very common topic in all the respondents sharing which is social status and grading system of the GPS teachers. Different aspect of the theme came up in their sharing where one teacher (Interview #4) said “Drivers are getting 12th grade in our country. At least graduation is required for our recruitment. In other jobs, even after passing HSC, they are getting 10th grade, we are in 13th grade, we are teachers. How can we be even below a driver's grade?” The impact is sometimes not quite visible according to one teacher

(Interview #8) “Many times, we see young generations coming to the primary education field whereas they are intended to get into the BCS. We see these teachers come and join and then take preparation for BCS by using the school time invested in studying their personal material. I think it should be taken care of. As when they leave the positions are left empty for a long time. If retaining these talents with salary or extrinsic motivation is possible then do it or do not recruit them at all. As it is a category 3 job the recruitment should consider those who are ready to accept the situation”

There is social status that perceived as a big concern for the teachers (Interview #1) “I have always suffered from an inferiority complex. My batch mate is now a manager of a big company where his educational qualification is not more than mine. But see if I stand in front of him, will my outward appearance be better than him? Can I maintain a lifestyle like his? But everyone says that you are the craftsman of building the backbone of a country. Does this bring me a lot of respect in society? Can I hold my head high with respect everywhere? No, I can't. Because I am human, and I live in a real society. When I see that a less qualified person with the same education as me can enjoy more socioeconomic factors than me, then it affects my job satisfaction” Another teacher (Interview #9) shared adding “Look at the difference in social status, a high school teacher and a BA or master's pass like me. But when the election is done, they are the assistant presiding officer and we are the polling officer. Being dominated there. Why will my status be lower whereas I have the same education as him.”

Even in the school community this social perception is experienced by teachers where one teacher said “Many times it is seen that when a parent who is higher in socio-economic position than me comes and talks to me, then I feel inferior, don't I feel small in front of my student? Does my inferiority kick in? My inferiority in that situation impacts my performance and behavior in the class.”

Chapter 5

Discussion and Conclusion

5.1 Discussion

5.1.1 Evaluation of Teacher

The interviews revealed a consistent dissatisfaction among the teachers regarding inappropriate evaluation by the management resulting in their dissatisfaction. Many of them shared their frustration regarding the fact that their intention and effort to do good is often evaluated negatively and leaves them with no outcome. Lack of understanding of the context while evaluating was also mentioned where they pointed ATEO's infrequent and obligatory visit to the classroom just to sign on the paper and then leaving inappropriate and unjustified judgments about the classroom where the real scenario is highly disregarded. It was evident that there was no pattern of frequencies of teacher's performance evaluation in the schools of Bangladesh (Rashid, M. M., & Ritu, S., 2013). This kind of quick and biased judgment often lead towards skewed perception of the classroom performance demonstrated by the teachers. Sometimes the realistic constraints like unavailability of the teaching learning resource, classroom environment are excluded while evaluating a teacher's classroom performance leaving the teacher frustrated. Many studies also showed evidence of teachers being dissatisfied with an inappropriate evaluation system (Menon & Christou, 2002; Zembylas & Papanastasiou, 2004). Another significant issue raised was the biases in the selection process for special opportunities like foreign training where favoritism and unethical stands are evident resulting in a feeling of dissatisfaction and unequal treatment among the teachers. It is evident that the teachers get affected by the existing inappropriate evaluation process which impacts their Job Satisfaction and finally the classroom performance.

5.1.2 Recognition and Support

Lack of Recognition and Support was found to be a significant element of job satisfaction for the GPS teachers where in this study many of them mentioned it to be something that was hindering their level of satisfaction and ultimately stopping them to perform accordingly. Teachers shared the head of school being non supportive and appreciative, moreover taking credit for the teacher's hard work alone without even acknowledging them which made them demotivated and unappreciated. Not only that, there is a very lack of opportunities for getting incentives for good performance (Rashid, M. M., & Ritu, S., 2013). Job satisfaction of a teacher is significantly influenced by the support and recognition that they get from the school administration. Receiving acknowledgement for the effort boosts their commitment and motivation, whereas lack of it makes them demotivated and dissatisfied. (Skaalvik & Skaalvik, 2017; Judge et al., 2001). The sense of neglect and demotivation made them perform way less than their potential. Fear of humiliation and lack of superior support made them resign from being innovative and creative in the classroom and stopped them from going beyond the traditional classroom teaching learning. A supportive school administration fosters the creativity and innovation in a teacher and helps them to experiment with new approaches and provide experiential learning which conversely unwanted bureaucracy hinders the possibility of a creative and innovative classroom. (Hulpia et al., 2009) Moreover, the higher government officials like ATEO and TEO were also perceived as the source of devaluation and unimportance in the teacher's role in the classroom because of their infrequent visit and lack of attention. Whereas studies show that regular visits, sensible engagement, and interaction increases teachers' morals by boosting their sense of importance and value. (Kyriacou, 2011).

5.1.3 Administrative Challenges

The interview provided the researcher access to the world of GPS teachers where administrative challenges like extra work, interfering in teaching learning and lack of clarity in the directives of the higher authorities. Teachers' primary role is to maintain classroom teaching learning where they are being told to prioritize the out of class administrative tasks taking a lot of time and effort leaving the class empty and unattended. It makes the teachers psychologically impacted and hinder their ability to focus on classroom activities. In the context of Bangladesh, it is evident that teachers spend 7-12 full days in a year on average in other work, sometimes it is during the class hours and sometimes after the school time (Rashid, M. M., & Ritu, S., 2013). Extra workload has a significant contribution to the burnout experienced by the teachers which also impacts their job performance, and it is associated with their psychosocial health as well (Jomuad et al. 2021;Kreuzfeld et al. 2022). It is also found that the school management committee also intrudes in the schools' daily affairs creating disruptions and unrest ultimately impacting the teacher's classroom experience. Finance and security were other areas of concern shared by the respondent where transparency and proper allocation of resources was sought attention under finance making the classroom ineffective. Not having a gateman or janitor makes it even harder as it has a lot of implications in the classroom teaching learning experience.

5.1.4 Freedom and Autonomy

The lack of freedom and autonomy in the teaching profession is something that was brought to the light by the respondent of the study. Lack of freedom in various aspects of the teaching job, external interference, classroom autonomy and the feeling of being constantly monitored and micromanaged by the authority makes it difficult for the teachers to be satisfied and even perform in the class. There was evidence of teacher's performance being impacted by the lack

of freedom in class where they were interfered with by SMC, even the higher officials also impose decisions which also results in the low performance. Group work, classroom setup, providing experiential learning are some basic decisions that even is not possible for the teachers to take. There were specific aspects of the schools working condition that was found to be a matter of importance for job satisfaction level of the teacher including and not limited to school leadership, professional development and progression of career. (Sam Sims et al.,2020)

5.1.5 Discrimination, Harassment & Negligence

There is a frightening sense of discrimination, harassment and negligence experienced by the teachers in the school. There were incidents of teachers being treated unprofessionally and in a biased manner shared by the respondents. Even gender discrimination was prevalent where tasks were assigned based on the stereotypical gender perception of men's and women's jobs. Whereas gender discrimination was advised to be taken care of with the support of school administration and also by creating professional development opportunities for the teachers and staff (Sarah J. Rinehart et al., 2016). Instances of teachers being bullied, harassed, and humiliated in public were also reported by the respondents. Even the higher officials like TEO and ATEO's behavior was not appropriate where they disregard any input or stands of the teacher in the matter of teaching learning or school administration. Many of the respondents shared their fear of administration in a language that expressed how they were being impacted by it. Where a teacher is not feeling immune from the bullying in the workplace and constantly in fear of judgments and confrontation then their job satisfaction level is presumably low and so is their classroom performance. These attitudes from the authority impacts the confidence level of the teacher which results in them being unmindful or resigned in the class. However it is shown that teachers being treated fairly with the sense

of equitable reward and treatment in the school tend to experience better satisfaction level and work performance (Laith Ali Zgair Ghran et al., 2020).

5.1.6 Participation in Decision Making

This issue is frequent in many of the respondents sharing where the main issues are arbitrary decision making by the head of the school, creating SMC committee and absence of financial transparency. Lot of studies conducted on teachers' participation in decision making are prominent that multidimensional curriculum, instruction and administrative domain based participative decision making make teachers more satisfied and improve their perception of commitment towards the job and workload (Cheng Chi Keung et al.,2008). Whereas in this study there are incidents of head teachers taking decisions without consulting with the teacher or even making them participate in the process creating nuisance in the daily activities leaving the teachers disturbed and creates trust issues. Establishment of the SMC committee without the teacher's choice or consideration was a common phenomenon presented by many of the teachers, where later they felt insecure and fearful. Financial decision making was another area of disturbance where head teachers take decisions regarding the financial aspects and never share the expenditure or plan whereas teachers don't even get the required teaching learning material for not having money. Lack of transparency in this matter makes them uncertain and dissatisfied where their classroom performance gets directly interrupted. There is much evidence of imposing decisions from the top management also which sometimes creates a reverse effect impacting the classroom experience and learning environment of the students. The teacher rightfully asked for their participation in the decisions imposed as they work with the direct beneficiary and understand their need and context which can even help the decisions to be more impactful and offer a better outcome. Unfortunately in Bangladesh, there are very few studies and information about the factors that affect teacher's performance,

perspectives and working conditions (Rashid, M. M., & Ritu, S., 2013). Besides, few studies also found that teachers who were given the right to participate in the decision making showed better efficacy and job satisfaction (Tran Van Dat et al.,2016).

5.2.1 Teacher Shortage

One of the most precious elements of the education system, teachers are found to be less in number. There is a huge teacher shortage reported by nearly all the respondents which directly impacts their satisfaction level and performance as well. Teacher shortage makes the existing pull to carry extra workload like continuous class throughout the day without any break. This not only impacts the teacher's wellbeing and performance but also the student's outcome. One study shows that responsibilities associated with a teacher's job are found to be one of the top three variables that contribute to the job satisfaction level of a teacher (C. Iwu et al.,2018). Bureaucratic complications add more points to the issue by restricting deployment of new teachers to the schools who really need them because of the struggle of high student teacher ratio. This scarcity makes it difficult, sometimes even impossible to maintain the basic duties like attending parents or providing differentiated support to the students. Teacher stated about having better performance during covid because of the restriction there were a smaller number of students present in the class at a time making it easier for them to provide better learning experience. However, it reached the previous overcrowded classroom right after covid restriction making it again frustrating and difficult to fulfill. Because there were not many teachers to supervise incidents where children experienced physical trauma like broken bones, many times resulting in the teachers facing angry community people and facing long term consequences.

5.2.2 Limitation of Resource

Most unexpected concern for a school to have is resource scarcity where in this study a lot of the respondents reported just that. Unavailability of the multimedia and other classroom resources were shared in the interview by the teachers, while some schools did have the multimedia but not readily accessible when needed. There was frustration and dissatisfaction regarding the matter of multimedia classrooms as many shared that the devices either don't work or are locked in some place for security reasons or there is not enough training to use it properly makes the whole process time consuming. Moreover, power shortage is another additional issue to make it even more hectic. Many of them mentioned the unavailability of the resources needed for the teaching learning experience even after asking for it multiple times which impacts the satisfaction level of the teacher with addition to the performance. Even though they repeatedly asked for the resources from the administration it didn't work. There are age-old resources still being used in the classroom for delivering teaching learning experience to the students like blackboard which not only makes the environment dirty but also has some health implications. One teacher mentioned about experiencing allergy and a feeling of uncleanliness because of the dust created by the black board ultimately hindering the objective of providing quality education. Resource adequacy was found to have positive influence over preschool teachers' satisfaction level related to their job which was revealed by logistic regression (P. Lee et al.,2018).

5.2.3 Infrastructure and Facilities

Infrastructure and facilities in the school impacts the teacher's satisfaction level and finally their performance. Cramped classroom where sitting arrangement is a challenge let alone walk and monitor individual students. It is not humanly possible to accommodate the huge number of students in the classroom where the additional issue is lack of benches or improper

and broken ones which makes it even more concerning. Especially on humid days it is impossible to even take breaths at ease in the classroom. This impacts not only the teachers and their performance but also the students and the whole teaching learning process. One study reveals that infrastructure and educational resources have a strong relationship with educational performance (F. Yahia et al.,2018). In many schools there is no multimedia technology available, if so then there is no dedicated classroom to make it feasible to use in the class as it takes a lot of time to set up. One teacher mentioned the scarcity of science topic related resources and felt the need for a science lab for the students to experience the scientific elements in real life. Even for a teacher to rest there is not enough space, though there are teachers' rooms but with limited space and facilities, no prayer room and shared wash block and washroom with students makes it even more challenging for them to be in a state to deliver the performance required in the classroom. All these issues related to infrastructure makes these teachers disturbed resulting in low satisfaction level and ultimately impacts their classroom performance. A study done in primary schools of Madagascar revealed unavailability of basic infrastructure, high student teacher ratio, lack of teaching learning resource, low pay scale and head of schools controlling attitude towards teachers adversely impacts their job satisfaction (Carlos Gamero Burón et al.,2016).

5.2.4 Basic Need and Amenities

This theme has a profound impact in the GPS teachers personal, mental and professional space impacting the job satisfaction level and classroom performance. Basic amenities like sanitation, clean environment, electricity, and safety are things that make a conducive educational space which gets neglected in many schools. One of the prevailing conditions raised for both the teachers and students are wash block and washroom facilities. The poor facilities impact not only the teachers but also the students, sometimes even making the

students reluctant to attend school. As the primary schools cover adolescent kids, not having separate washrooms for male and female can create discomfort and unpleasant experience. Dirty washrooms and smells influence the school's environment where even teachers find it difficult to use the same block as students and feel uncomfortable in the class for not being able to use the washroom. Basic safety measures are also sometimes being overlooked where a shaky building and roof causes constant worry in the teacher's mind leaving them in stress. Studies showed that teacher job satisfaction is significantly related to the working condition they are in (A. Toropova et al.,2020). Another big concern is power outages creating unthinkable and inhuman experiences in the classroom on hot days. Sustaining in the class becomes impossible let alone providing quality education.

5.3.1 Inadequate Training

ICT training was something that came up in many of the respondents sharing which is an integral part of the modern education system. One of the respondents shared how ICT was given less importance during their training and they perceived it as just another topic but not a critical skill to add value to students' life. Even so, there are not many opportunities for all the teachers to avail the training. This issue goes beyond teachers' feelings to students learning where the teachers with training can create interactive and multimedia classrooms for their students leaving other students in despair which might also create frustration in their parents. Furthermore, there is a risk of feeling inferior and less competent by the teachers who weren't provided the training. However, another severe concern is that those teachers with the training also feel burdened with the extra administrative tasks that involve technology. Results from multiple studies showed that personalized learning opportunities created for the teachers significantly improved teacher perceived comfort level and their

self-efficacy regarding ICT being integrated in their daily tasks and classroom teaching learning (Allison B. Hall et al.,2019).

5.3.2 Opportunity for Promotion and transfer

One major theme emerged from the study is opportunity for promotion. The respondents are frustrated and disappointed with the current promotion and transfer system. They shared their disappointment stating there are no opportunities for promotion though they have high qualification and long experience. There were hopes and dreams like being the DG even but, after serving for more than 15 years in the same position they didn't get promoted to the head teacher position. “Block Post” was a term used by many respondents stating that this makes them feel stuck, dissatisfied, and resigned. Lack of promotion makes these respondents feel like they are not being acknowledged for the effort they made for years which makes it even more painful and concludes with leaving them less satisfied and ultimately impacts their classroom performance. One study demonstrated that teachers with high job satisfaction levels regarding their workplace policies, promotion and growth opportunities, supervision, task, achievement, acknowledgement, and responsibility tend to be productive, implying a reasonable correlation between job satisfaction and performance (M. Kadtong et al.,2017). One respondent even mentioned that they are being treated worse than dogs which signifies their level of resentment and hopelessness. There was seemingly no chance of getting transferred from the current school even after repeated application. Tied to the same school for years without the opportunity of transfer affected the level of ownership and investment that the teacher had previously about the school.

5.3.3 Financial Concerns

Almost all the respondents shared dissatisfaction and annoyance directly or indirectly about their salary structure. It is evident that their salary is one of the reasons behind their

dissatisfaction regarding the job and impacts their classroom performance to a great extent. They shared their grievance pointing out the fact that having a master's degree and all the qualifications they get is something that isn't enough to even maintain a decent life. One teacher even mentioned that if he is coming to the class with the tension of providing food to the family then satisfaction and performance is something out of syllabus. This low salary structure provokes them to take other initiatives like tuition, business which requires attention and time where they feel even more engaged because they have autonomy and finance resulting in their classroom being an uninteresting place where it's just a duty. There was one study conducted with 559 teachers that showed that job satisfaction has a strong positive correlation to the teachers' pay grade and their working condition (R. Granger et al., 1992). However, many of them also mentioned they fight and get back to the possibility of their students getting a better life because of them and are forced to be there in the classroom disregarding satisfaction and performance. The salary structure is so low that even a lower income daily labor earns more than many teachers. In a nutshell, low salary is the common factor of dissatisfaction of teachers in Bangladesh (Rashid, M. M., & Ritu, S., 2013).

5.3.4 Grading of GPS Teachers

The current professional grading system is something that came up as one of the major underlying issues faced by the teachers. The GPS teacher's falls under grade 13 whereas a driver who is not required to portray educational level like teachers or deliver tasks that requires higher level of cognitive involvement falls into grade 12, one grade upper than the teachers. A teacher who is apparently engaged in a process of building the blocks for the nation is given facilities lower than a driver whose job doesn't require that much input or have that level of impact. The teachers shared their feeling about their socio-economic status where they perceive as they don't fit in the closed circle of people where many receives better

financial support and can effort better life, compared to them. There was a study exhibiting a difference in satisfaction level of government and private school teachers suggesting policy change needed in terms of government teachers' pay grade to boost their satisfaction level (Stephen Nhuta et al., 2017). Many shared their frustration about the fact that the other professions receive greater finance with similar or lower qualifications or duties, and it makes them inferior while participating in social events or even meeting any parents who belong to a better socio-economic class and that impacts their classroom performance. It is evident in one study that a teacher's job satisfaction level is directly linked with their self-efficacy (Kimberly A. Viel-Ruma et al., 2010). The respondent shared their perception about the trend of young teachers coming to the profession and then preparing for BCS (Bangladesh Civil Service) and then leaving when they get any chance because of the grade and status.

5.4 Recommendation

From the findings of the research the researcher thinks that some reformation is needed regarding teacher's job satisfaction and obviously to ensure quality education for the coming generations. The recommendations of this study are:

- There is a huge need to reform the pay and grading policy as it's the most burning issue in this sector. Teacher's grading should be revised with the intention of making the profession an impactful one and to ensure quality education.
- Implement a structure of objective evaluation of the teachers providing them with constructive feedback based on the findings and then initiate proper development plans to build capacity of the teachers where needed.
- Create a value driven culture in the school by providing leadership and awareness training for all the heads of the schools where later they act as a facilitator in creating

a space of collective efforts in decision making and create a sense of appreciation and fulfillment in all the other members of the schools.

- There can be a performance assessment system based on an objective competency-based questionnaire system which could be evaluated by AI to ensure anonymity and objectivity to ensure proper evaluation and decision making.
- The extra administrative task could easily be taken care of by involving a community volunteer pool who are the ex-students of the school and where this participation adds values to their career through a certification or any scholarship opportunity through an objective evaluation process.
- Teacher shortage can easily be mitigated by partnering with non-government and global organizations who could provide teachers on a contractual basis.
- There should be surveys and audits by externals on the job satisfaction half yearly or even yearly to make sure that the teachers' concerns are being heard and actions are being taken on those.

5.5 Conclusion

This study aimed to explore the factors that determine the satisfaction level of the GPS teachers and also finding how it is influencing their classroom performance. It can be concluded that the teachers had several issues that made their satisfaction level pretty low and these also impacted their performance in the classroom. The major factors found were school administrations, infrastructure and salary and benefits. The quantitative part of the study showed a significant relationship between the job satisfaction (Infrastructure) and the classroom performance of the teachers. The qualitative part delved into the question in great detail, and it was found that the majority of the teachers were not happy regarding their job. Under the administration it was found that lack of autonomy, appreciation, support, neglect

and humiliation, less opportunity of participation in decision making are few main reasons behind the low level of satisfaction. Whereas under infrastructure many more like teacher shortage, lack of basic amenities and lack of proper infrastructure are some issues which are prevalent and continuously impacting the satisfaction level of the teacher hence impacting their classroom performance as well. Lastly, under finance and other benefits it was found that many of them are experiencing high levels of dissatisfaction regarding the facilities they get and shared that salary is not appropriate, there is no chance of promotion and transfer. There was a teacher who even stated that they wouldn't tell their students to be a teacher. Statements like we have become a "piece of meat" represents how much dissatisfaction is there within the teacher and many of them agreed that it consciously or subconsciously impacts their class performance. While asking questions many of them stated what's the point of sharing these, nothing will change. But for our next generation to avail quality education these are crucial factors to address. However, it is never too late to start transforming and now is the time to start. The policies need massive transformation and revision for the sake of this nation.

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Appendix 1

Letter of Consent:

This is a study intending to explore the relationship between the job satisfaction level and the classroom performance of the primary school teachers. As a requirement for completion of the Masters in Education (M.Ed) in the BRAC University, I... Md. Shahjalal Numan... need your cooperation in conducting a research titled “Job satisfaction and classroom performance of teachers of selected government primary schools of Chattagram” for which I would like to take an interview of you to gather data. Participation in this research is totally voluntary. You may refuse to participate or withdraw your participation at any point of time.

This interview will be conducted through an online platform named and will be recorded. The identity of the participant will remain confidential with only the interviewer.

If you have any questions or concern regarding this research please contact _____ Your time and effort are cordially appreciated.

This form does hereby declare that _____ on the date of _____ agrees to the interview by Md. Shahjalal Numan.

Interviewee Name

৫। আমি বিদ্যালয়ের দুর্যোগ ও ঝুঁকি ব্যবস্থাপনার প্রস্তুতি (যেমনঃ ফায়ার এক্সিট) নিয়ে	১	২	৩	৪	৫
বিদ্যালয় প্রশাসনঃ					
১। আমি সহকর্মী ও প্রতিষ্ঠান প্রধানের সাথে আমার সম্পর্ক নিয়ে	১	২	৩	৪	৫
২। আমি বিদ্যালয়ে প্রবেশ ও প্রস্থানের সময় নিয়ে	১	২	৩	৪	৫
৩। আমি বিদ্যালয়ের প্রশাসনিক কাজে সবার গ্রহণযোগ্য ও সমান অংশগ্রহণ নিয়ে	১	২	৩	৪	৫
৪। আমি বিদ্যালয়ে সকল প্রকার সিদ্ধান্ত গ্রহণে আমার অংশগ্রহণ এর সুযোগ নিয়ে	১	২	৩	৪	৫
৫। আমি প্রাতিষ্ঠানিক সকল কাজে বিদ্যালয় প্রশাসন ও কমিটির উৎসাহ ও পরামর্শ পাওয়া নিয়ে	১	২	৩	৪	৫
বেতন ও অন্যান্য সুবিধাঃ					
১। আমি আমার চাকরি চলাকালীন বেতন ভাতা/ পে গ্রেড নিয়ে	১	২	৩	৪	৫
২। আমি চাকরি পরবর্তী পেনশন ও অন্যান্য ভাতা প্রাপ্তির সম্ভাব্যতা নিয়ে	১	২	৩	৪	৫
৩। আমি বিদ্যালয়ে সময়মত বেতন ভাতা প্রাপ্তি নিয়ে	১	২	৩	৪	৫
৪। আমি প্রাথমিক শিক্ষা ব্যবস্থায় শিক্ষকদের বেতন ভাতা বৃদ্ধি বিষয়ক নীতিমালা নিয়ে	১	২	৩	৪	৫
৫। আমি প্রাথমিক শিক্ষকদের নির্ধারিত সময়ে পদোন্নতির সুযোগ নিয়ে	১	২	৩	৪	৫
৬। আমি প্রয়োজনে সাধারণ ও বিশেষ ছুটি প্রাপ্তির সুযোগ নিয়ে	১	২	৩	৪	৫
৭। আমি আমার দক্ষতা উন্নয়নে বিভিন্ন প্রশিক্ষণ প্রাপ্তির সুযোগ নিয়ে	১	২	৩	৪	৫
৮। আমি আমার কাজের জন্য প্রাপ্ত স্বীকৃতি নিয়ে	১	২	৩	৪	৫

	মোট একমত নই	একমত নই	মাঝে মাঝে	একমত	পুরোপুরি একমত
১। আমি মনে করি নির্ধারিত সময়ে শ্রেণীকক্ষে থাকতে পারাটা একজন শিক্ষকের অবশ্য কর্তব্য।	১	২	৩	৪	৫
২। আমি শ্রেণীকক্ষে সব সময় সময়মত থাকতে পারি।	১	২	৩	৪	৫
৩। আমি বিশ্বাস করি শ্রেণীকক্ষে উপকরণ ছাড়া কার্যকরী পাঠদান সম্ভব নয়।	১	২	৩	৪	৫
৪। আমি শ্রেণীকক্ষে পাঠদানের সময় প্রয়োজনীয় উপকরণ ব্যবহার করি।	১	২	৩	৪	৫
৫। আমি শ্রেণীকক্ষে পাঠদানের সময় মাল্টিমিডিয়া (প্রজেক্টর, ল্যাপটপ ইত্যাদি) ব্যবহার করি।	১	২	৩	৪	৫
৬। আমার শ্রেণীকক্ষে শিক্ষার্থীর সংখ্যা ও শ্রেণীকক্ষের মাপ যেমনি হোক না কেন, আমি শিক্ষাদান করতে আগ্রহ বোধ করি।	১	২	৩	৪	৫
৭। আমি আমার শ্রেণীকক্ষে সকল শিক্ষার্থীর আলাদা শিক্ষা পদ্ধতি মাথায় রেখে শিক্ষাদান নিশ্চিত করি।	১	২	৩	৪	৫
৮। আমি শ্রেণীকক্ষে যাবার আগে ক্লাসের সময় ও ব্যাপ্তি মাথায় রেখে পাঠ পরিকল্পনা করে নিয়ে যাই।	১	২	৩	৪	৫
৯। আমি পাঠটিকা তৈরিতে নিয়মিত সৃজনশীলতা ও নতুনত্ব নিয়ে ভাবি।	১	২	৩	৪	৫
১০। আমি শ্রেণীকক্ষে নিয়মিত পাঠটিকা নিয়ে যাই।	১	২	৩	৪	৫
১১। আমি শ্রেণীকক্ষে নির্দেশনা দেবার সময় শিক্ষার্থীরা বুঝতে পারছে কিনা তা যাচাই করার সুযোগ পাই।	১	২	৩	৪	৫
১২। আমার মতে শ্রেণীকক্ষে দলগত কাজ করানো ছাড়া সুষ্ঠু শিক্ষা কার্যক্রম নিশ্চিত করা সম্ভব নয়।	১	২	৩	৪	৫
১৩। আমি প্রতিটি ক্লাসের শেষে ক্লাসের পাঠ শিক্ষার্থীরা বুঝে কিনা নিশ্চিত করার সুযোগ পাই।	১	২	৩	৪	৫
১৪। আমার মতে শ্রেণীকক্ষে কম বুঝতে পারা শিক্ষার্থীদের জন্য আলাদা পরিকল্পনা রাখার মাধ্যমেই কেবল সবার জন্য গুণগত শিক্ষা নিশ্চিত করা সম্ভব।	১	২	৩	৪	৫
১৫। আমি শ্রেণীকক্ষে পাঠ চলাকালীন প্রতিটি শিক্ষার্থীর সাথে কোন না কোন ভাবে যোগাযোগ রাখি। (আই কন্ট্যাক্ট)	১	২	৩	৪	৫

১৬। আমি আমার শ্রেণীর শিক্ষার্থীদের, পড়াশোনার উপর আগ্রহ ধরে রাখার জন্য চেষ্টা করার সুযোগ পাই।	১	২	৩	৪	৫
১৭। আমি শ্রেণীতে শিক্ষার্থীদের মানসিক স্বাস্থ্য ও দ্বন্দ্ব নিরসনে কাজ করি।	১	২	৩	৪	৫

Semi structured Interview:

- ১। আপনার কাজের সন্তুষ্টিকে প্রভাবিত করে এমন কারণগুলি কী কী?
- ২। আপনি কি আপনার কাজে সন্তুষ্ট? কেন কেন না?
- ৩। আপনার স্কুলের অবকাঠামো কীভাবে আপনার শ্রেণীকক্ষে প্রভাব ফেলে?
- ৪। কিভাবে আপনার স্কুল প্রশাসনের ভূমিকা আপনার শ্রেণীকক্ষে প্রভাব ফেলে?
- ৫। আপনি কি আপনার শ্রেণীকক্ষের কার্যক্রমের উপর আপনার বেতন এবং অন্যান্য সুবিধার কোন প্রভাব
খুঁজে পান?