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Impact of Demographic Factors on the Job Satisfaction of Government and Private Primary School Teachers in Chattogram Division, Bangladesh

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One of the major research topics in the field of industrial organization and management is the study of workers' job satisfaction. It is also an important topic of research in the fields of education and psychology. This study attempted to examine the levels of job satisfaction among primary school teachers in both public and private sectors and also explores the impact of some demographic variables on job satisfaction in Chittagong division of Bangladesh. The main goals of the research are to find out what factors affect teachers' job happiness. Both public and private primary school teachers' job satisfaction may be affected by demographic variables such as gender, age, experience, types of school, location of the school, and educational background. A total of 400 public and private primary school teachers, including 200 male and 200 female teachers, were selected through random sampling. The necessary data was collected using the job satisfaction scale developed by Dixit (1986). For this purpose, the researcher has created a questionnaire with 24 items and with 5 point likert scale. The descriptive statistics has been performed in terms of frequency, percentage, mean, and standard deviation. Data has been analyzed using factor analysis, reliability tests, descriptive statistics, and independent sample t-tests using IBM SPSS Statistics version 26. Cronbach's alpha was used to calculate the reliability coefficient, which was 0.764. Therefore, the current study attempts to close this gap by investigating how demographic characteristics influence the association between job satisfaction and correlation strength. Findings of the study revealed that majority i.e. 231 (57.75%) teachers are high level of satisfaction, 47 (11.75%) possess dissatisfied and 29(14.5%) teachers have ambivalence of job satisfaction in Chattogram Division, Bangladesh. The findings also observed that teachers age, gender, teaching experience, academic and professional qualifications, type of school, and location of the school have significant effect on their job satisfaction. It is found that female school teachers have higher level of job satisfaction than male teachers, unmarried school teachers are more satisfied with their job as compared to married teachers, private school teachers have higher level of job satisfaction than Government school teachers, Urban school teachers have higher level of job satisfaction than rural teachers, 20 – 30 years old school teachers have higher level of job satisfaction than other teachers, HSC degree qualification teachers higher level of job satisfaction than other teachers, 11 – 15 years experience teachers higher level of job satisfaction than other experienced teachers. According to the study, in order to improve teachers' job satisfaction, which in turn improves the quality of teaching and learning as well as the quality of education, administrators and policymakers should prioritize salary and benefits, the working environment, and physical facilities.

Keywords: *Job Satisfaction, Teachers Satisfaction, Demographic Factors, Government and private primary school, Regression Analysis.*

Introduction

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Education is the most powerful weapon to improve one's life and a ray of light in the darkness. It is probably the most important tool to change the world. Uneducated people are the worst thing for any Humanity. Above all, the governments of all countries must ensure to spread Education.

In Bangladesh there are three types of schools. First is the government schools which are owned and run by the government, second is the private aided schools which gets aid from the government and the third one is the private unaided schools are managed and funded by private organization ns or agencies and they do not receive any government grant or public contribution.

A happy and dedicated teacher can make a significant contribution to the school's success. So the workforce must be content and pleased for institutions to fulfill the objectives. Furthermore, it is crucial to remember that any educational institution must have the ability to draw in, keep, and retain qualified, content, and dedicated employees in order to succeed and meet its strategic goals. Teachers who are highly dedicated to their work are happy and immerse themselves completely in it. One of the key indicators of how people feel about their jobs is job satisfaction, which has a big impact on how businesses and employees grow. In fact, job satisfaction is the primary determinant of an individual's level of dedication and productivity at work, and it plays a significant role in assessing an employee's loyalty to a company. Hoppock (1935) defined job satisfaction as any combination of environmental, physiological, and psychological factors that lead a person to honestly say, "I am satisfied with my job." Workplace productivity and job happiness are closely related in any business or company. According to numerous researchers who have studied the job satisfaction it is observed that the job nature, pay, service security, promotion, working environment, colleague behaviors, institutional head leadership styles, quality and organizational reputation, and personal characteristics like age, educational background, assessment of teaching experiences, and self-control, among others, are all factors that have a significant impact on teachers' job satisfaction in their line of work, Any disruption of these facets it breaks the morality of job holders and also it may cause the shortage of teacher for the institution. As a result teachers may quit their jobs.

Any educational institution's performance is largely dependent on its teachers. Teachers must therefore be happy, dedicated, and passionate about their work if they are to fulfill their vocation of delivering justice. The primary determinant of teachers' job satisfaction is the school climate. The effective operation of the school depends on a positive school atmosphere, which in turn encourages high levels of performance, contentment, and dedication among instructors. Teachers are essential to the success of any educational institution as they play a vital role. Therefore, for teachers to maintain fairness in their profession, they must be satisfied, committed and passionate about their work. Therefore, the purpose of this study is to ascertain the present status of job satisfaction among public and private primary school teachers in the Chattogram division of Bangladesh.

Review of Literature

Teachers are revered as the nation's builders and are seen as having a noble job. According to the Kothary Commission, "today's classroom is the building block for our nation's future". It also stated that "Nothing is more important than giving teachers the best professional preparation and creating satisfactory work conditions in which they carefully be effective". In this regard several studies have been done for finding the job satisfaction level by considering demographic variables. Das (2009-10) found that there are significant differences in job satisfaction among female secondary school teachers between married and unmarried, government and private, and English and other language teachers. Abiodun and Gbadebo (2012) found a significant positive relationship between age and job happiness ($r = 0.312$), suggesting that their job satisfaction increases with increase in age. This suggests that age was an important factor affecting the job happiness of trainers. The results are consistent with the findings of Bashir (2011) and Milan (2019). Several studies have found that teachers' job satisfaction is significantly impacted by their educational background (Rani and Neeraj, 2014), while other studies have found no significant relationship between teachers' job satisfaction and their educational background (Raj and Marry, 2005; Padmanabhaiah, 1986). Ali and Akthar (2009) observed that higher qualified teachers were more satisfied as compared to less qualified teachers on their job satisfaction but Das and Panda (1995) revealed that graduate teachers were found to have higher job satisfaction as compared to post-graduate teachers. Numerous studies have shown that teachers' job satisfaction has a significant impact on the teaching experience and that experienced teachers are more satisfied with their jobs than less experienced teachers. Nazir at el. (2024) investigated the Job satisfaction among Secondary School Teachers in Karachi, Pakistan and found that secondary school teachers were highly motivated and satisfied with their teaching practices but desired more satisfaction regarding pay, benefits, working conditions and facilities. Hussain et al. (2024) observed that teachers in public schools generally reported higher levels of job satisfaction and wellbeing compared to those in private schools. Latif (2024) explored the gender-based variations in job satisfaction among Secondary School teachers and reported that female teachers tend to report higher levels of job satisfaction to their male counterparts. Khokhar et al. (2022) analyzed the post-pandemic job satisfaction trends among Private Secondary School Teachers in Karachi and observed that female teachers were much more satisfied than the male teachers in success, altruism, autonomy, comfort, safety, and status. Nisa et al. (2022) investigated the comparative study of job satisfaction and performance between Public and Private School Teachers in Peshawar and showed that there was no significant difference between public and private school teachers on the majority of 21 dimension of job satisfaction. Thapliyal et al. (2022) examined “Emotional Intelligence as a Predictor of Job Satisfaction among Secondary School Teachers” observed that more than 60 percent secondary teachers are averagely satisfied. It is also observed that high emotional intelligent teacher possesses high level of satisfaction than that average as well as low level emotional intelligent teacher. Khan et al. (2022) highlighted that salary and job security were key determinants of satisfaction, while heavy workload negatively influenced motivation. Abdullah et

al. (2023) found that both intrinsic (M = 3.04, SD = 1.05) and extrinsic (M = 3.03, SD = 1.04) factors similarly influenced teachers' job satisfaction. However, private school teachers were significantly less satisfied than public school teachers (p = .001). Singh (2024) studied the comparative analysis of job satisfaction between government and private primary school teachers and observed that the implications for educational policy and school management, recommending targeted actions to improve teacher satisfaction and enhance educational outcomes. Ahmed and Rahman (2021) conducted the job satisfaction among public and private primary school teachers in Bangladesh and showed that job satisfaction varies by sector, with some research indicating higher satisfaction in public schools and others in private schools, though findings are not entirely consistent. Small & Buckman (2021) examined that personal, human capital, occupational, and school factors, finding that private school teachers reported higher job satisfaction than public school teachers. Toropova et al. (2021) highlighted that workload, administrative support, and classroom environment significantly influenced teachers' job satisfaction. It also showed that female teachers, those with more professional development, and higher self-efficacy reported higher satisfaction. Kandel et al. (2021) studied the impact of workplace factors on teacher job satisfaction and organizational commitment and concluded that work environment, professional development and financial benefits positively affected job satisfaction, which in turn boosted organizational commitment among teachers. Safwan (2025) analyzed the teacher performance and satisfaction in private secondary schools of Karachi" and found that supportive leadership and workload balance positively affected both performance and satisfaction. Javed et al. (2025) highlighted the need for policy reforms and support from educational authorities, emphasizing leadership and teacher retention in Karachi's.

Research Gap

Although a lot of research has been done to look at how teachers' job satisfaction is affected by their educational background and teaching experience, none of these studies have looked at it in relation to other aspects of job satisfaction. Several studies have shown that instructors in government schools are happier than those in private schools, and vice versa. There are differences in job satisfaction between male and female teachers, teachers in urban and rural areas, and instructors with more and less experience, according to certain research. Furthermore, there hasn't been a single study conducted in Bangladesh, particularly in the Chattogram division that examines primary school teachers' job satisfaction and its many dimensions in relation to their training and experience. Researching this topic is crucial since management and educators must collaborate to enhance the workplace in order to solve the unhappiness issue. Teachers and administrators in both public and private elementary schools will greatly benefit from the current study's findings, which will also significantly advance the educational process. But, very few empirical studies have been done in Chattogram in this regard. In order to

understand the true picture behind the subject, the investigator made an effort to research it.

Demographic Factors in Job Satisfaction

Teacher's job satisfaction can influence among both public and private primary school teachers by demographic factors like gender, age, marital status, type of school, location, experience, and academic background. Some studies indicate that there is no clear difference in general levels of job satisfaction between public and private school teachers, while other studies point to variations in specific aspects such as pay and promotion opportunities. In order to determine the cause of the relationship between job satisfaction and performance improvement, understanding the demographic impact of the relationship can increase teachers' job satisfaction. Relationships between demographics aid in locating factors that may favorably affect the expansion of an organization. Therefore, this study aims to examine specific demographic factors that affect teachers' job happiness and performance.

Objectives of the Study

Following are the major objectives of this study.

i. To find out the level of job satisfaction between public and private primary school teachers of Chattogram division, Bangladesh.
ii. To measure the differences in job satisfaction of the teachers between government and private primary schools of Chattogram division, Bangladesh.
iii. To explore the differences of job satisfaction between male and female teachers working in government and private schools.
iv. To study the differences in job satisfaction of the teachers between urban and rural primary schools of Chattogram division, Bangladesh.
v. To find out the significant difference in the job satisfaction of married and unmarried primary school teachers of Chattogram division, Bangladesh.
vi. To assess whether any significant difference in job satisfaction among primary school teachers with respect to educational qualification (HSC, Bachelor and Masters).
vii. To assess whether any significant difference in job satisfaction among government and private primary school teachers with respect to teaching experience (0 - 5, 6 -10, 11 -15, and above 15 years).
viii. To assess whether any significant difference in job satisfaction among government and private primary school teachers with respect to age (20 - 30, 31 - 40, 41- 50, and above 50 years).
ix. To find out if there is any significant contribution of independent variables (gender, type of school, location, age, marital status, educational qualification and teaching experience) to the dependent variable (Job Satisfaction of primary teachers).

Hypotheses of the Study

H_{01}: The level of job satisfaction of the teachers working in government and private primary school teachers of Chattogram division, Bangladesh is very high.
H_{02}: There is no significant difference in the job satisfaction of male and female primary school teachers of Chattogram division, Bangladesh.
H_{03}: There is no significant difference in the job satisfaction of married and unmarried primary school teachers of Chattogram division, Bangladesh.
H_{04}: There is no significant difference of government and private primary school teachers on job satisfaction of Chattogram division, Bangladesh.
H_{05}: There is no significant difference in the job satisfaction of urban and rural primary school teachers of Chattogram division, Bangladesh.
H_{06}: There is no significant difference in job satisfaction among primary school teachers with educational of Chattogram division, Bangladesh.
H_{07}: There is no significant difference in job satisfaction among primary school teachers with different years of teaching experience of Chattogram division, Bangladesh.
H_{08}: There is no significant difference in job satisfaction between school teachers of different ages of Chattogram division, Bangladesh.
H_{09}: There is no significant contribution of independent variables (gender, type of school, location, age, educational qualification and teaching experience) to the dependent variable (job satisfaction of government and private primary school teachers).

Research Questions

1. What is the job satisfaction level of public and private primary school teachers of Chattogram division, Bangladesh?
2. What is the perception of teacher's job satisfaction in terms of demographics at government and private primary school teachers of Chattogram division, Bangladesh?

Research Methodology

Research Design

The present study is descriptive in nature. Therefore, the descriptive survey method has been applied for the present study. The special focus on the job satisfaction of public and private primary school teachers. A survey was used to administer the questionnaire, and IBM SPSS 26 was used to analyze the collected data. According to Cooper and Schindler (2011), the author selected explanatory and quantitative research methods to elucidate the influence of the nine factors of job satisfaction on overall job satisfaction. Data were collected through

questionnaires administered to teachers of various levels of public and private primary schools. The independent variables are derived from the questionnaire items used in this study, which are based on Spector's (2011) job satisfaction survey, where several items were selected based on the author's observations. The job satisfaction is the dependent variable of the public and private primary school teachers in this study. The author has employed a dichotomous yes or no question to assess job satisfaction, as advised by the author's managers. This study used a questionnaire based on Spector's (2011) job satisfaction survey to collect nominal, ordinal, and interval data. The dependent variable, job satisfaction, is a binary yes/no question that the nominal data will ask the current public and private primary schools teachers about their division. A survey response scale containing five possibilities, usually spanning from one extreme to the other, and a neutral option in the middle is called a 5-point Likert scale. Respondents' opinions, views and levels of agreement or satisfaction are measured using these scales. The most commonly used 5-point Likert scale has the options of strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The independent variables, which are the nine factors of job satisfaction (pay, promotion, supervision, recognition, working conditions, security, colleague relationship, workload, and coworkers), has been gathered from the ordinal data using five point Likert scale (from strongly disagree to strongly agree) (Likert's, 1932). Five possible responses, including a neutral or middle option, are used to assess a respondent's opinions on the 5-point Likert scale. Cooper and Schindler (2011) differentiate between three types of data sources: primary, secondary, and tertiary. This study uses all three categories of data sources. In this case, printed questionnaires for school teachers serve as the primary source. The secondary source is a collection of research studies on public and private primary school teachers' job satisfaction. Finally, the tertiary source is retrieved from Google search results. The data has been analyzed using IBM SPSS 26. A final test has conducted using binary logistic regression to examine whether the nine job satisfaction factors had an effect on the job satisfaction of public and private primary school teachers.

Population of the Study

The population consists of all the teachers existing in the government and private primary schools of Chattogram District which are recognized by the Ministry of Primary and Mass Education (MoPME), Government of Bangladesh.

Sample and sampling Technique

Double sampling method was applied in this study to select the primary schools as well as the respondents of Chattogram division, Bangladesh. In the first stage, 100 government and private primary schools (provincialised) were selected by using simple random sampling technique. In the second stage a sample of 400 school teachers was selected from the selected institutions. There were 200 male and 200 female teachers in the sample of 400 teachers. Convenience sampling technique was adopted for selecting the sample and the size of the sample was determined by

using Yamne's (1967) sample size determination formula $n = \frac{N}{1+Np^2}$, where n is the sample size, N is the population size, and p is the level of precision.

Tools

The following tools have been used in the present study:

- Personal Data Questionnaire (PDQ).
- Job Satisfaction Scale

Personal Data Questionnaire (PDQ)

A set of questions used to gather information about a subject is called a personal data questionnaire, or PDQ. The researcher created this questionnaire in order to gather information about the subjects' names, ages, genders, religions, educational backgrounds, and residences.

Job Satisfaction Scale

Dixit (1993) job satisfaction scale was used to measure teachers' job satisfaction. Meera Dixit created and standardized it in the year 1993. The scale gauges school teachers' job satisfaction along eight main characteristics, including (A) Intrinsic Aspect. (B) Pay, job status, and advancement. (C) Real Estate (D) Policies and Plans of the Institution. (E) Contentment with the authorities. (F) Family welfare and social status. Relationships with coworkers and students are (G) and (H), respectively. Each of the 52 items on the scale has five possible answers: "Strongly agree," "Agree," "Undecided," "Disagree," and "Strongly disagree." Due to the positive wording of all 52 items, the scores were as follows: 5 for "Strongly agree," 4 for "Agree," 3 for "Undecided," 2 for "Disagree," and 1 for "Strongly disagree." As a result, the lowest possible score on this scale is 52 and the highest possible score is 260. A job satisfaction score of less than 145 is considered poor, a score of 145 to 230 is considered normal, and a score of more than 230 is considered high but for the current study the job satisfaction score of less than 48 is considered poor, a score of 48 to 120 is considered normal and a score of more than 120 is considered high. The scale had a fairly high content validity and its reliability is found to be 0.894 by Split-Half method.

Statistical Techniques used

Descriptive statistics like frequency, percentage, mean and standard deviation were used to describe the nature of the sample and the inferential statistics like t-test was used to test the significance of mean differences.

i. Descriptive analysis: Mean standard deviation, percentage, and frequency.
ii. Inferential Analysis: - t- test and F- test

iii. Analysis of Regression

Sampling

The population of the study was public and private primary School teachers in Chattogram division, Bangladesh. The non-probability convenience sampling method has been used for the present study. A total of 24 questionnaires were distributed among 450 public and private primary Schools teachers personally. Out of these, 400 questionnaires dully filled were retrieved.

Delimitation of the Study

It's critical to differentiate between limitations and delimitations. Limitations are restrictions that are outside the researcher's control, whereas delimitations are decisions made by the researcher to specify the study's scope. Therefore, the following are the delimitations for the present study.

- Study confined to the 400 public and private primary school teachers of Chattogram district, Bangladesh.
- Study delimited to 200 public and 200 private primary school teachers.
- Study delimited to 200 male (100 urban and 100 rural) and 200 female (100 urban and 100 rural) from public and private primary school teachers of Chattogram district, Bangladesh.

Data Analysis and Interpretation

Demographic Profile of Respondents

The detailed profile of the respondents based on gender, school type, job location, age, qualification, and teaching experience is given in Table 1.

Table 1. *Demographic Characteristics of Respondents'*

Profile		Frequency	Percent
Gender	Male	200	50
	Female	200	50
	Total	400	100
Type of School	Public	200	50
	Private	200	50
	Total	400	100
Job Location	Urban	200	50
	Rural	200	50
	Total	400	100
Academic qualification	HSC	42	10.5
	Bachelor	125	31.3
	Masters	233	58.3

	Total	400	100
Age group	20-30	126	31.5
	31-40	164	41
	41-50	74	18.5
	above 50	36	9.0
	Total	400	
Marital Status	Single	123	30.8
	Married	222	55.5
	Widow/Divorced	55	13.8
	Total	400	100.0
Service Length	0-5	152	38.0
	6-10	59	14.8
	11-15	75	18.8
	above15	114	28.5
	Total	400	100.0

From the table1 it is observed that a total of 400 teachers participated in this study where 200 of them were males (50%) and 200 females (50%) followed by types of school and job location. It also indicates that majority of the teachers possess below 5 years teaching experience (38%), followed by above 15 years of experience (14.8%), 11-15 years of experience (18.8%), and only a few have teaching experience of 6-10 years (14.8%). Out of the 400 respondents, 58.3% of them are Masters Degree, 31.3% are Bachelor degree and rest of them is HSC (Higher secondary certificate).

Statistical Techniques and Data Analysis Procedure

The instrument 'Teacher Job Satisfaction Questionnaire' (TJSQ) has been used for the present study that was developed by Lester (1982). It encompassed 30 items in 9 subscales. The subscales are: pay, Promotion, fringe benefits, contingent rewards, working conditions, supervision, co-workers, nature of work, and security. Half of the items employ positive comments, and the other half use negative statements to prevent biases. There are two components in this instrument.

The respondents' demographic data is covered in section A. A 5-point Likert scale, with 1 representing "strongly dissatisfied" and 5 representing "strongly satisfied," is used to display the responses in section B. Descriptive and inferential statistics were used to analyze the study's data. The demographic information of the respondents was described using descriptive statistics, and each questionnaire item was elaborated using the mean. The t-test for independent samples has been used to do inferential statistics that employed job satisfaction measures as dependent variables and certain demographic variables as independent variables. Additionally, Pearson correlation analysis has performed to determine the association between the job satisfaction components. In this study, the differences in job satisfaction and a few chosen independent factors has ascertained using a one-way ANOVA.

Content validity Test

For the present study, the content validity has used as the main validity test. In summary, Cooper and Schindler (2011) probably underlined the significance of content validity as a critical stage in guaranteeing the caliber of measurement tools used in assessment and research. To ensure that the instrument accurately reflects the desired construct, they would have emphasized the need for a systematic approach to assessing content validity, perhaps using expert evaluation and quantitative metrics. Based on the author's observations, the first stage in the content validity study is to select which items from Spector's (1985) job satisfaction survey questionnaire to use. Table 2 below displays the selected questions that have been selected on the basis of Spector's (1985):

Table 2. *Selected Questionnaire Items related to Job Satisfaction from Spector's (1985) Survey*

Factors	Questions from Spector's (2011) job satisfaction survey
Pay	Teachers' income is sufficient for normal expenses.
	I feel like I am being paid fairly for the work I do.
	I am satisfied with the prospect of a salary increase.
Promotion	There is really too little chance of promotion on my job.
	Those who perform well at work have a good possibility of getting promoted.
Fringe Benefits	The benefits we receive are as good as most other organizations offer
Contingent Rewards	When I do good job, I receive the recognition for it that I should receive.
Working condition	Working condition in my school can be improved.
	Teaching provides an opportunity to use a variety of skills.
	The number of students in my class is standard.
Supervision	My supervisor shows little interest in the feelings of subordinates.
	Supervisor treats everyone equitably
	Classroom plans are supervised by my head teacher
	My head of Department monitors my teaching.
Co-Workers	I have a good relationship among my colleagues
	My colleagues stimulate me to do better work
Nature of Work	I love what I do at work.
	I take pride in my work.
	Teaching is an interesting job.
Security	Teaching provides for a secure future.
	The environment in my school is safe.
	I am allowed to continue my education.
	In my school, I feel secure.
	I am shielded against threats.

Reliability Analysis

Cornbach's alpha, a commonly used scale reliability index, has used to test the internal consistency of the variables in the current investigation. Lee Cronbach (1951) introduced a new measure of internal consistency for tests, known as Cronbach's alpha. Cronbach's alpha is widely used to assess the reliability of measurement

scales and is often reported in research to demonstrate the consistency of test items. A pilot test was conducted before data collection, and the results showed that the Cronbach's Alpha scale was reliable at 0.894. The overall dependability scales are shown in Table 3.

Table 3. *Cronbach's Alpha*

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.894	24

A broad distribution of questionnaire scores is indicated by a high alpha value that is close to 1, which is also linked to low unexplained variation. A guideline for analyzing alpha findings is presented by George and Mallery (2003). Outstanding (values of 0.9 or higher); Satisfactory (values of 0.8 or higher); Adequate (values of 0.7 or higher); Doubtful (values of 0.6 or higher); Unsatisfactory (values of 0.5 or higher); and Intolerable (values less than 0.5). Nine aspects of teachers' job satisfaction with the exam are dependable and exhibit strong internal consistency, according to Table 4.

Table 4. *Internal Consistency (Reliability) of nine factors of Job Satisfaction*

Factors	No. of Items	Cronbach's Alpha if Item Deleted
Pay	3	0.876
Promotion	2	0.883
Fringe Benefits	1	0.873
Contingent Rewards	1	0.873
Working condition	3	0.885
Supervision	4	0.875
Co-Workers	2	0.877
Nature of Work	3	0.880
Security	5	0.872
Overall	**24**	**0.894**

Source: Computed from Primary Data

Critical Region of d Durbin-Watson Test

The Durbin-Watson test is a specific type of autocorrelation that is used in statistics to check autocorrelation (correlation between residuals) called "first-order autocorrelation in the residuals of a regression analysis. The analysis shows a statistic (d) based on the differences between consecutive residuals. The precise distribution of d is unknown, which presents a challenge for this test. In contrast to the alternative hypothesis of positive first-order autocorrelation, Durbin and Watson

have proposed upper (du) and lower (dl) limits for the significance level of d that are appropriate to the hypothesis of zero first-order autocorrelation. These upper and lower values have been tabulated at the 5% and 1% levels of significance by Durbin and Watson. Lastly, it is necessary to compare the theoretical values of d that is, the values of d that define the test's critical region with the empirical values of d.

Table 5. *Model Summary Output Table*

Model Summary	
Model	Durbin-Watson
1	2.090

From the Table 5, the Durbin-Watson test value d = 2.150 which is compared with the Durbin-Watson table (University of Notre Dame). At the 5% significance level of alpha, 400 samples (n), and 9 independent variables (k), the values in the Durbin-Watson table are dl = 1.790 and du = 1.882. Therefore, the result indicates that the model with the nine factors of job satisfaction variable has no autocorrelation.

Multicollinearity Test

The multicollinearity test determines if each of the included significant variables is also independent of the others. A tolerance value of less than 0.1 is regarded as having substantial collinearity problems, as per Menard (1995). According to Field (2005), a tolerance value of less than 0.2 is seen as possibly having collinearity problems.

Table 6. *Test of Multicollinearity*

Model		Collinearity Statistics	
		Tolerance	Variance Inflation Factor (VIF)
1	(Constant)		
	Pay	0.511	1.958
	Promotion	0.619	1.616
	Fringe Benefits	0.455	2.196
	Contingent Rewards	0.412	2.425
	Working condition	0.621	1.612
	Supervision	0.597	1.674
	Co-Workers	0.580	1.723
	Nature of Work	0.691	1.448
	Security	0.351	2.846

Table 6 shows that all tolerance values are greater than 0.2 and all VIF values are fewer than 10. This indicates that there are no multicollinearity problems with the independent variables, making it safe to proceed with the statistical test.

Results and Interpretation

The data has been analyzed through certain descriptive as well as inferential statistics. The data has been analyzed by Mean, Standard deviation, t –test and ANOVA. The mean and standard deviation of each of the 24 job satisfaction items were calculated and displayed in Table 7.

Descriptive Statistics of overall Job Satisfaction

As per instructions of Paul E. Spector (1985), degree of satisfaction regarding individual sub-scales depends on the following ranges: Mean scores (Range 1.0 – 1.99) is dissatisfaction, Mean scores (Range 2.0 – 2.99) is ambivalence and Mean scores (Range 3.0 – 5.0) is satisfaction. Overall Job satisfaction of primary school teachers in Chattogram division of Bangladesh has been depicted in Table 7.

Table 7. *Descriptive Statistics Regarding of Overall Job Satisfaction*

	Minimum	Maximum	Mean	Std. Deviation
Overall Job Satisfaction	**24.0**	**120.0**	**82.74**	**34.38**

Source: SPSS Application on Primary Data

Table 7 shows the minimum scores and maximum scores given by one hundred forty respondents to overall job satisfaction (Overall). This table also shows mean scores of job satisfaction along with standard deviation. As per Paul Spector (1985), minimum mean score of 24 items in the questionnaire can be 24 and maximum can be 120 (i.e. 24*5 = 120 because minimum score for a single item can be 1 and maximum score for a single item can be 5). Mean score between 24 – 48: Dissatisfaction, Mean score between 48 – 72: Ambivalence and Mean score between 72 – 120: Satisfaction. Table 7 shows that the mean scores of overall job satisfaction are 82.74. It depicts that primary school teachers of Chatttogram division are fall in satisfaction level.

Level of Job Satisfaction among Primary School Teachers

The level of primary school teachers' job satisfaction is categorized into five levels as highly Dissatisfied, Dissatisfied, Neutral, Satisfied, and Highly Satisfied according to the total scores of all the 24 statements for each respondent. Since the minimum and maximum score for each statement is 1 and 5 respectively, the minimum total score for each respondent will be 24 while the maximum score will be 120. Therefore, the total score ranges from 24 to 54 is considered as dissatisfied, total score ranges from 55 to 83 is treated as ambivalence and total score ranges from 84 to 120 is considered as highly satisfied. Based on the scale criteria, teachers' job satisfaction scores were divided into three categories: low, average, and high. Table 7 lists the number and proportion of teachers who fit into these categories. From Table 7 it is seen that out of 400 teachers, majority i.e. 231 (57.75%) teachers are high level of satisfaction, 47 (11.75%) possess dissatisfied and 29(14.5%) teachers have ambivalence of job satisfaction in Chattogram Division, Bangladesh.

Among 20 - 30 years old teachers, majority i.e. 73.02% teachers are high level of satisfaction, 19.05% possess dissatisfied and 7.94% teachers have ambivalence of job satisfaction. Among 31 - 40 years old teachers, majority i.e. 45.12% possess dissatisfied, 43.09% possess highly satisfied and 10.98 % possess ambivalence of job satisfaction. Among 41 - 50 years old teachers, majority i.e. 60.81% possess highly satisfied, 21.62% possess ambivalence, and 17.57% possess dissatisfied of job satisfaction. Among above 50 years old teachers, majority i.e. 61.11% possess highly satisfied, 8.33% possess ambivalence, and 30.56% possess dissatisfied of job satisfaction. Among 0 - 5 years experienced teachers, majority i.e. 50.5% possess high level of job satisfaction, and 37.5 % possess dissatisfied of job satisfaction. Among 6 - 10 years experienced teachers, majority i.e. 66.72% possess high level of job satisfaction and 28.81% possess dissatisfied of job satisfaction. Among 11 - 15 years experienced teachers, majority i.e. 65.33% possess high level of job satisfaction and 24 % possess low level of job satisfaction. Among above 15 years experienced teachers, majority i.e. 59.74 % possess high level of job satisfaction and 26.32% possess low level of job satisfaction.

Among HSC degree qualification teachers, majority i.e. 78.57% possesses high level of job satisfaction and 11.90% possess low level of job satisfaction. Among Bachelor degree qualification teachers, majority i.e. 71.2% possesses high level of job satisfaction and 22.40% possess low level of job satisfaction. Among master's degree qualification teachers, majority i.e. 46.78% possesses high level of job satisfaction and 38.20% possess low level of job satisfaction. Among unmarried teachers, majority i.e. 59.35% possesses high level of job satisfaction and 28.45% possess low level of job satisfaction. Among married teachers, majority i.e. 57.66% possesses high level of job satisfaction and 31.53% possess low level of job satisfaction. Among urban teachers, majority i.e. 60% possesses high level of job satisfaction and 31% possess low level of job satisfaction. Among rural teachers, majority i.e. 55.50% possesses high level of job satisfaction and 30% possess low level of job satisfaction. Among Government teachers, majority i.e. 47.5% possesses low level of job satisfaction and 37.50% possess high level of job satisfaction. Among private teachers, majority i.e. 78% possesses high level of job satisfaction and 13.50% possess low level of job satisfaction. Among male teachers, majority i.e. 55% possesses high level of job satisfaction and 30.50% possess low level of job satisfaction. Among female teachers, majority i.e. 60.50% possesses high level of job satisfaction and 30.50% possess low level of job satisfaction.

Table 7. *Level of Job Satisfaction among Primary School Teachers - Entire Sample and Sub Sample Wise*

Variables	Sub Samples	Dissatisfied		Ambivalence		Satisfied		Total
		N	%	N	%	N	%	
Age Group	20-30	24	19.05	10	7.94	92	73.02	126
	31 - 40	74	45.12	18	10.98	72	43.90	164
	41 - 50	13	17.57	16	21.62	45	60.81	74
	>50	11	30.56	3	8.33	22	61.11	36
Marital Status	Unmarried	35	28.45	15	12.20	73	59.35	35
	Married	70	31.53	24	10.81	128	57.66	70
	Widow/Divorce	17	30.90	8	14.55	30	54.55	17
Academic Qualification	HSC	5	11.91	4	9.52	33	78.57	5
	Bachelor	28	22.4	8	6.40	89	71.2	28
	Masters	89	38.20	35	15.02	109	46.78	89
Job Location	Urban	62	31.0	18	9.00	120	60.0	200
	Rural	60	30.0	29	14.50	111	55.50	200
Types of School	Government	95	47.50	30	15.0	75	37.50	200
	Private	27	13.50	17	8.50	156	78.00	200
Gender	Male	61	30.50	29	14.50	110	55.00	200
	Female	61	30.50	18	9.00	121	60.50	200
Service Length	0 - 5	57	37.5	18	11.84	77	50.66	152
	6 - 10	17	28.81	5	8.47	37	62.72	59
	11 - 15	18	24	8	10.67	49	65.33	75
	Above 15	30	26.32	16	14.04	68	59.64	114
	Total	122	30.50	47	11.75	231	57.75	400

Note: *Computed from Primary Data*

Teachers Job Satisfaction by Gender, Type of School and Location of the School

H_{01}: There is no significant difference in the job satisfaction of male and female primary school teachers

H_{03}: There is no significant difference of Government and private primary school teachers on job satisfaction

H_{04}: There is no significant difference in the job satisfaction of urban and rural primary school teachers

From the table 8 it is seen that the private school teachers received the highest mean (M = 4.02) indicating very high level of job satisfaction but the government school teachers had the lowest mean score (M = 2.875). This proves that all teachers are responsible for their actions but most of them disagree with the given statement. The job satisfaction of the private school teachers is higher than government school teachers and there is a significant difference between government and private school teachers. Therefore the difference is statistically significant. From table 7 it is observed that statistically there is no significant difference between male and female primary school teachers on their job satisfaction. The mean score of female and urban school

teachers (3.51 and 3.50) are higher than male & rural school teachers (3.39 & 3.40). But their difference is not statistically significant.

Table 8. *Mean, Standard Deviation and t-test for Gender, Types of School and Location of the School*

Group Statistics						
Factors		N	Mean	Std. Deviation	t-value	p-value
Overall Satisfaction	Male	200	3.385	1.42	- 0.875	Not significant
	Female	200	3.510	1.44		
	Government	200	2.875	1.45	- 8.710	Significant
	Private	200	4.020	1.17		
	Urban	200	3.500	1.44	0.733	Not significant
	Rural	200	3.395	1.42		

Teachers Job Satisfaction on the Basis of Teaching Experience

The disparities in job satisfaction amongst public and private primary school teachers with varying years of teaching experience (less equal five years, six to ten years, eleven to fifteen years and more than fifteen years) are tabulated in table 9. The teaching experiences of the three groups of teachers were not found to be identical (F3, 396 = 11.32, and p = 0.00). Since the p value is less than 0.05, the results are statistically significant at a 5% level of significance criterion. Stated differently, we cannot accept the null hypothesis, which states that school teachers with varying years of teaching experience are significantly differ in their job satisfaction.

Table 9. *Job Satisfaction among Teachers with Length of Services*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	64.679	3	21.560	11.320	.000
Within Groups	754.219	396	1.905		
Total	818.897	399			

Mean of Service length

> **H_{05}**: There is no significant difference in job satisfaction among school teachers with different years of teaching experience

According to Table 10 teachers who have 11 to 15 years teaching experience they are happier than others. Additionally, it has been noted that 0 to 5 years teaching experience are less work satisfaction level.

Table 10. *Mean, Standard Deviation and t-test for Service Length*

Group Statistics						
Group	Group wise Comparison	N	Mean	Std. Deviation	t-value	p-value
1, 2	0 - 5	152	3.276	1.53	- 1.155	0.086
	6 - 10	69	3.543	1.41		
1,3	0 – 5	152	3.276	1.45	- 1.925	0.017
	11 - 15	75	3.680	1.17		
1,4	0 – 5	152	3.276	1.53	- 1.099	0.002
	Above 15	114	3.473	1.32		

From Table 10 it is observed that only the groups 1 and 3(zero to five years and eleven to fifteen years) were found significantly differ (t = - 1.925, and p = 0.017) of their teaching experience. Since the p value is less than 0.05, the results are statistically significant at a 5% level of significance criterion. The teaching experiences of the theses group of teachers stated differently, we cannot accept the null hypothesis, which states that school teachers with varying years of teaching experience are significantly differ in their job satisfaction. It is also noticed that there is no significant difference among other groups.

Job Satisfaction on the Basis of Age Limit

The disparities in job satisfaction amongst public and private primary school teachers with varying years of age limit (twenty to thirty years, thirty one to forty years, forty one to fifty years and more than fifty years) are tabulated in table 11. The teaching experiences of the three groups of teachers are not found to be identical (F2, 397 = 1.652, and p = 0.902). Since the p value is greater than 0.05, the results are not statistically significant at a 5% level of significance criterion. Stated differently, we cannot accept the null hypothesis, which states that school teachers with varying age limit of teachers are significantly differ in their job satisfaction. So, further analysis has been carried out with the help of t-test. Three pairs were created for the comparison shown in Table 11, which are 20-30 vs. 31-40, 41-50 vs. 31-40, and over 50 years vs. 31-40 years, respectively.

Table 11. *Job Satisfaction among Teachers with Age Limit*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.424	2	0.212	1.652	0.902
Within Groups	818.473	397	2.062		
Total	818.897	399			

Mean of Age Group

H_{06}: There is no significant difference in job satisfaction between school teachers of different ages.

According to Table 12 it is observed that 20 to 30 years old teachers are found to be more satisfied as compared to others age group teachers since the mean score for 20 to 30 years old teachers is greater than that of others age group teachers. Therefore, there is a significant difference between 20 – 30 & 31 – 40, 41 – 50 & 31 – 40, and above 50 & 31 -40 years old teachers respectively at 5% level of significance. It is also seen that, 31 - 40 years old teachers are dissatisfied on their job satisfaction.

Table 12. *Mean, Standard Deviation and t-test for Age Group*

Age Group	Mean	N	Std. Deviation	t-value	p-value
20-30	3.8968	126	1.33164	5.441	0.002
31-40	2.9817	164	1.48395		
20-30	3.8968	126	1.33164	1.308	0.192
41-50	3.6486	74	1.23235		
31-40	2.9817	164	1.48395	-3.375	0.001
41-50	3.6486	74	1.23235		
31-40	2.9817	164	1.48395	-2.240	0.026
>50	3.5833	36	1.33898		

Job Satisfaction on the Basis of Marital Status

The disparities in job satisfaction amongst public and private primary school teachers with marital status (single, married, and widow/divorced) are tabulated in table 13. The marital status of these three groups of teachers are found to be identical ($F2, 397 = 1.116$, and $p = 0.348$). Since the p value is greater than 0.05, the results are not statistically significant at a 5% level of significance criterion. Stated differently, we can accept the null hypothesis, which states that school teachers with varying marital status of teachers are not significantly differ in their job satisfaction. So, no need to further analysis for the comparison with the help of t-test.

Table 13. *Job Satisfaction among Teachers with Marital Status*

ANOVA					
Marital Status					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.861	4	0.465	1.116	0.348
Within Groups	164.579	395	0.417		
Total	166.440	399			

Mean of Marital Status

H_{02}: There is no significant difference in the job satisfaction of married and unmarried primary school teachers

According to Table 14 it is observed that unmarried teachers are found to be more satisfied as compared to married teachers since the mean score for unmarried teachers is greater than that of married teachers. Therefore, there is no significant difference between married and unmarried teachers at 5% level of significance (t = 0.442, p = 0.603).

Table 13. *Mean, Standard Deviation and t-test for Marital Status*

Marital Status	Mean	N	Std. Deviation	t-value	p-value
Unmarried	3.4959	123	1.44503	0.442	0.603
Married	3.4234	222	1.46790		
Unmarried	3.4959	123	1.44503	0.263	0.187
Widow/Divorce	3.4364	123	1.27431		
Married	3.4234	222	1.46790	- 0.060	0.067
Widow/Divorce	3.4364	123	1.27431		

Job Satisfaction on the Basis of Educational Qualification

H_{06}: There is no significant difference in job satisfaction between school teachers of different educational qualification. The disparities in job satisfaction amongst public and private primary school teachers with educational qualification (HSC, Bachelor, and Masters) are tabulated in Table 15. The educational qualification of these three groups of teachers were found to be identical (F3, 396 = 1.486, and p = 0.218). Since the p value is greater than 0.05, the results are not statistically significant at a 5% level of significance criterion. Stated differently, we cannot accept the null hypothesis, which states that school teachers with varying educational qualification of teachers are significantly differ in their job satisfaction. So, further analysis has been carried out with the help of t-test.

Table 15. *Job Satisfaction among Teachers with Educational Qualification*

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.118	3	3.039	1.486	0.218
Within Groups	809.780	396	2.045		
Total	818.898	399			

Mean of Academic Qualification

According three pairs which is HSC vs. Bachelor, HSC vs. Masters, Bachelor vs. Masters has been constructed for comparison. From the Table 16 it is observed teachers who have passed HSC are happier than others since the mean score for HSC level (M = 3.9524) is greater than that of others group of teachers. Additionally, it has been noted that as educational qualifications rise, work satisfaction levels fall. Therefore, there is a significant difference between HSC & Masters, and Bachelor

& Masters degree teachers respectively at 5% level of significance. It is also seen that, there is no significant difference between HSC & Masters degree teachers on their job satisfaction.

Table 16. *Mean, Standard Deviation and t-test for Academic Qualification*

Academic Qualification	Mean	N	Std. Deviation	t-value	p-value
HSC	3.9524	42	1.08093	0.452	0.008
Bachelor	3.8480	125	1.35632		
HSC	3.9524	42	1.08093	3.44	0.000
Masters	3.1416	233	1.45378		
Bachelor	3.8480	125	1.35632	4.485	0.030
Masters	3.1416	233	1.45378		

Frequency Distribution of Overall Job Satisfaction of Primary School Teachers

Table 17 represents the frequency distribution of government and private primary school teachers short version of the (Minnesota satisfaction questionnaire) MSQ. The 5-point likart scale has been transformed into a three-point scale by recoding 'very satisfied' as 'satisfied 'and 'very dissatisfied' as 'dissatisfied'. In general, 57.8% of the respondents were satisfied with their jobs, and 30.5% were dissatisfied with their jobs; this indicates that, on average, teachers were moderately satisfied with their job.

Table 17. *Frequency Distribution of Teachers to the Short Version of MSQ (N = 400)*

		Frequency	Percent
Scale of Job Satisfaction	Dissatisfied	122	30.5
	Neutral	47	11.8
	Satisfied	231	57.8
	Total	400	100.0

Regression Analysis: Overall Job Satisfaction

Multiple linear regression analysis has been developed to examine the impact of demographical variables (gender, age, types of school, location of the school, marital status, service length, and educational qualification) on overall job satisfaction (Table 18). The results showed that gender, job location, nationality, and marital status of school teachers were not significant predictors ($p > 0.05$) of overall job satisfaction.

Table 18. *Regression Analysis of Overall Job Satisfaction*

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)
		B	Std. Error	Beta		
1	(Constant)	3.032	0.547		5.548	0.000
	Gender	-0.007	0.140	- 0.002	- 0.051	**0.960**
	Type of School	0.950	0.139	0.332	6.832	0.000
	Job Location	-0.048	0.131	- 0.017	- 0.368	**0.713**
	Academic Qualification	-0.337	0.107	- 0.160	-3.162	0.002
	Marital Status	0.002	0.132	0.001	0.019	**0.985**
	Age Group	-0.330	0.117	- 0.213	-2.807	0.005
	Length of Service	0.244	0.086	0.213	2.827	0.005
a. Dependent Variable: Overall job satisfaction. Bold indicates not significant results.						

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.446[a]	0.199	0.185	1.29354
a. Predictors: (Constant), Length of Service, Gender, Job Location, Type of School, Academic Qualification, Marital Status, Age Group				
b. Dependent Variable: Overall satisfaction.				

Type of school (â = 0.950, t = 6.832, $P = 0.000$), academic qualification (â = -0.337, t = - 3.126, $P = 0.002$), age group (â = -0.330, t = - 2.807, $P = 0.005$), and length of service (â = 0.244, t = 2.827, $P = 0.005$) were significant predictors of job satisfaction. A significant regression equation emerged ($F = 13.916$, $P < 0.05$), and the corresponding R^2 value was 0.199. This indicated that about 20% of the variance in overall job satisfaction was explained by type of school, academic qualification, age group, and length of service; conversely, 91% of the variance was attributable to other factors. The mathematical are as follows:

Job Satisfaction = Constant + β_1 (gender) + β_2 (type of school) + β_3 (location of the school) + β_4 (academic qualification) + β_5 (marital status) + β_6 (age group) + β_7 (length of service) = 3.032 – 0.007*Gender + 0.95* Types of School – 0.048* Location of the school – 0.337* Academic qualification + 0.002* Marital status - 0.330* Age group + 0.244* Length of service.

Correlation Analysis between Demographic Factors and Job Satisfaction

Table 19 represents the results of correlation analysis between demographic characteristics and primary school teacher's job satisfaction. It is seen that gender, types of school, and service length are positively correlated with their job satisfaction but negatively correlated with job location, marital status, age and academic qualification.

Table 19. *Correlation between Demographic Factors and Teachers Job Satisfaction*

	Correlations							
	Gender	Type of School	Job Location	Academic Qualification	Marital Status	Age Group	Length of Service	Overall satisfaction on my service.
Gender	1	-.040	.020	-.277**	.101*	-.086	-.014	.044
Types of School	-.040	1	.000	-.269**	-.047	-.043	.074	.400**
Job Location	.020	.000	1	.107*	-.047	-.005	-.018	-.037
Academic Qualification	-.277**	-.269**	.107*	1	.031	-.018	.038	-.238**
Marital Status	.101*	-.047	-.047	.031	1	.592**	.597**	-.018
Age Group	-.086	-.043	-.005	-.018	.592**	1	.767**	-.060
Length of Service	-.014	.074	-.018	.038	.597**	.767**	1	.069
Overall satisfaction on my service.	.044	.400**	-.037	-.238**	-.018	-.060	.069	1

Discussion and Conclusion

The findings of the study depict the clear picture of the level of job satisfaction of Government and private primary School teachers in Chattogram division, Bangladesh across Age, job location, gender, marital status and level of teaching. The purpose of this study was to find out how satisfied instructors were with their jobs at a public and private primary school. For this, Lester's (1982) Teacher Job Satisfaction Questionnaire (TJSQ) was employed. Therefore, the main objective of this study is to ascertain the level of job satisfaction and the impact of demographic variables on job satisfaction among the public and private primary school teachers of Chattogram division, Bangladesh. In general, 57.8% of the participants were satisfied with their jobs, 30.4% were dissatisfied with their jobs and only 11.8% were neutral; this indicates that, on average, teachers were moderately satisfied with their job. Job satisfaction was positively correlated to demographic characteristics such as type of school (i.e. government and private), marital status (i.e. single, married, widow/divorced), and length of service (i.e. teaching experience) and negatively correlated to gender (male and female), location of the school (urban and rural), academic qualification (HSC, Bachelor, and Masters), and age group (20-30, 31- 40, 41-50, 50 above). From the analysis of demographic variables it is noticed

that private primary school teachers are happier (Mean = 4.020) than others factors followed by education level of HSC (Mean = 3.9524), 20 to 30 years age group (Mean = 3.8968), education level of Bachelor (Mean = 3.8480), length of service 11 to 15 years (Mean = 3.68), female (3.51), urban school (Mean = 3.50) but government primary school teachers are lowest satisfaction level (Mean = 2.875). Therefore, married and unmarried teachers, urban and rural teachers, male and female teachers, as well as service length of the teachers have the same level of job satisfaction. These results have consequences for policies pertaining to human resources management. In particular, to raise the degree of job satisfaction among Bangladesh's government and private primary school teachers.

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