

JOB SATISFACTION OF ENGLISH MEDIUM SCHOOL'S TEACHERS IN DHANMONDI AREA

Maple Leaf International School

Prepared by
Taiha Binte Tarique
ID: 192011080

Supervised by
Minhaz Uddin Ahmed PhD
Associate Professor

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Internship/Project Report Approval Form

Student Name: Taiha Binte Tarique ID No. 192011080

Major: Finance Year: 2019-2023

Mobile Phone: 01880299354 Email: taiha.tarique.bba@ulab.edu.bd

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Remarks (For Not Approved): _____

Signature: _____

Date: _____

Name: _____

E-mail: _____

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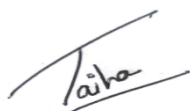
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Name: TAIHA BINTE TARIQUE

ULAB ID: 192011080

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Date: December 15, 2023

Abstract

In the first part of this report I have mentioned the background information about Maple Leaf International School where I was doing my internship. At first, I have explained how did I apply and manage to secure an internship in Maple Leaf International School. Then, I stated the reason for choosing Maple Leaf International School. After that, I have explained my internship interview experience. Afterwards, I have mentioned my overall internship roles and responsibilities in Maple Leaf International School. I have described my position, work environment, and daily job duties and responsibilities as an intern in the school. I have also highlighted the specific things I learned, skills I employed in carrying out my jobs, new skills acquired from my job, and the contributions I made to the school. Later, I have related my educational learning with my internship roles and responsibilities. Next, I have highlighted the things I liked and disliked about Maple Leaf International School. I have also commented how I could have performed better and how the school could have utilized me better. I have also mentioned about my weakness that I want to continue working on for my next position while recommending ways Maple Leaf International School can improve its internship program. Then I have provided a brief personal development plan by highlighting my career plan. Finally, I have listed few technical and interpersonal skills that I want to develop at present for securing career.

In the other part of this report, I have conducted a research. The topic was ‘Job Satisfaction of English Medium School’s Teachers in Dhanmondi Area’. This study is developed to examine the relationship between job satisfaction and poor performance among teachers at primary schools in Dhanmondi area. I investigated the factors that affects job satisfaction and poor performance of teachers and made recommendations in order to remedy the situation. For the research, I have considered ten English Medium Schools in Dhanmondi Area. They are: Daffodil International School, Oxford International School, Cardiff International School, Dhanmondi Tutorial, Maple Leaf International School, Scholastica, Sunnydale School, Mastermind School, Green Gems International School and Marie Curie School. I have selected those schools based on the criteria that their main campus is located in Dhanmondi. The main identifying factors of the research are job security, salary, working conditions, independence, promotional opportunities, teaching resources, employee recognition and facilities. The research was constructed based on the method of survey form and face-to-face interview. The sample of about 50 teachers were interviewed from all school branches. For the survey, the sample of about 500 teachers had been taken from all school branches in Dhanmondi location. Eligible respondent was teachers. In the regression analysis, I have compared job satisfaction variable with other variables. I have used SPSS for the better analysis of statistical data. In the findings of the report, ten English medium schools had different reasons for the declining of teachers’ satisfaction level. Thus, I concluded different scenarios for ten schools in Dhanmondi area.

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PART-A

INTERNSHIP PREPARATION:

I was motivated to do internship because I wanted to build my confidence which would help me to grow personally in life. I believe, internship would give me confidence that would help me to succeed as a human being. Moreover, I was truly motivated to do internship because it would help me to build my resume. I think, an internship would really look nice beside my degrees and certifications. Furthermore, I was influenced to do internship because it would also encourage networking. This is because I would attend many events which would give me the opportunity to make new connections.

Also I was inspired to do internship because it would help me to get real world experience. I would get a lot of experiences of how things work in the organization. With new experience, it could also act as a career foundation. I was finally inspired to do internship because it would educate me to improve my time management skill. This is because I would get to manage my time to complete all my assigned tasks while the administration would expect immediate results from me. For these reasons, I have decided to choose to do internship under an organization. I was planning to learn many new things through the opportunity called internship. I would also understand the culture of the workplace. Different organizations have different cultures. I feel, it should be important to observe others and their work. I would also get the freedom to be eager to learn new skills. Since I am curious to learn new things, it would benefit me with new skills.

The search process of choosing the right organization to do internship was quite easy for me. I was already doing a job alongside my studies so I decided to do internship under that organization. I applied for internship in Maple Leaf International School since I was working over there from the past three years. In the year 2021, I started working as a teacher in Maple Leaf International School. My experience to join Maple Leaf International School as an employee was quite difficult. My elder sister who was working at Maple Leaf International School referred my name for an available vacancy. I was in talk with them after sending my curriculum vitae but I was not selected yet. Then comes the written test phase. I was stressed on the night before my examination. The written test paper was around two hours and the exam was on English Language. It was easy but a bit lengthy. However, I was overwhelmed as I successfully cleared my test.

Then I was called for an interview session. I was excited but at the same time I was truly nervous for the interview. I overcame those nervousness by preparing in advance. However, ten minutes before the

interview I was speechless due to fear. In the interview room, there were two interviewers. At first, they asked me to introduce myself to them. Then I started to introduce myself within three to four lines. Then they questioned me, “*Why do I want to teach?*” After hearing this question, I thought that they wanted to know about my dedication towards teaching. I answered, “*I love to teach because I feel there’s no profession more valuable than teaching the future generation of our country. I want to show student their capability to shape their own ideas by doing critical-thinking.*” Then they asked me another question, “*What makes me a suitable candidate for this school?*” After hearing this question, I felt that they wanted to know whether I researched the school and I am serious about the position or not. I confidently replied, “*I am immensely motivated by this school’s goodwill for educational excellence. I have also completed my A-Levels and O-Levels from this institution only. So, I believe that I could assist students to improve their grades and chances for success.*” At the end they were eager to know whether I have questions for them. I believe, asking intelligent questions indicates my interest in the company and leads to a memorable final impression. So I proceeded, “*what type of support I can look for in terms of training? Etc.*”

I was super happy when I was hired. My happiness reached no boundaries when the interviewer happily let me know me I was selected for the job. Next morning, I was ready for my first day in the workplace. In this way, I started my journey as a teacher in Maple Leaf International School. Initially, I was not a permanent teacher. I had to stay in provision period for three months. I was assigned to take a couple of online demo classes. Those demo classes were around thirty minutes where I had to talk about essay writing and solve student quarries. Those demo live classes were monitored by the administrations and they liked my way of delivering speech. Then, I was permanently assigned to teach students in Maple Leaf International School. In this way, I have managed to secure my job in the organization. This job really helped me to understand my role and about the whole industry. I took this chance to understand each scheduled tasks that were given to me. This job gave me a platform to gather experience which would be useful for my future work too.

It has been almost three years since I am working over there. Out of all the organizations, I have decided to choose Maple Leaf International School to do my internship because I did not want to leave my job. This is because all my fellow colleagues and the administration always show positive attitude towards me. Also, I have completed my schooling from this school, therefore, I have attachment with this school. Hence, the name of my internship organization is Maple Leaf International School. Maple Leaf is a reputed English Medium School which was established in the year 1972. It is one of the most prestigious schools in the country, Bangladesh. They are promoting quality British education in Bangladesh. The school is undoubtedly one of the leading schools as it has outstanding academic results. The purpose of

Maple Leaf International School was to make students ready to face the most diligent high-level educational standards at top organizations all around the universe. They also try to increase students' intellectual growth to inspire them to make their positions in the global scale. They have one thousand employees. Maple Leaf International School offers an original education learning opportunity at the introductory as well as secondary level. Mr. Ali Karam Reza is the Principal of Maple Leaf International School. Mrs. His mother, Zeba Ali, is the real soul behind the organization.

ABOUT THE INTERNSHIP:

The position of my job is known as a Full Time Teacher in Maple Leaf International School. I am assigned with a subject called Creative Writing. My role is to teach Creative Writing to grade four and grade five students. I have eight sections in total. In a week, I have classes two times with each section. Hence, my responsibility is take sixteen classes per week. I am assigned to take all six sections in grade four and two sections in grade five. Each sections has around thirty students. The average timing of each class is around fifty minutes. I helped my students to enjoy learning process as I gave them multiple ideas when I introduced a topic. Therefore, I motivated them how to effectively write essay with their level of creativity. I inspired my students to use their imagination to write informal letter, formal letter, and composition in the classroom.

My responsibility is to check all the classwork and homework copies of my students after each class. I have to prepare separate lesson for class four and five on every week on "lesson plan record-book". I have to prepare double hand-written syllabus and submit it to the school authority in each term before examination. Also, my job duties is to upload two assignments for student on MLIS portal on each week. MLIS portal is a fully automated portal handled by Maple Leaf International School. It is a platform where student can do online live classes and can submit their homework. I am also requested to check their homework online. I also take extra online classes online through MLIS portal.

In Maple Leaf International School, there are three sessions in total. They are "July Session", "January Girls' Session" and "January Boys' Session". The girls and boys student are mixed in July session, whereas, the boys and girls are separated in January session. Since my responsibility as a teacher is to take the classes of class four and five "January Boys' Session", therefore, I check the examinations script of "January Girls' Session" and "July Session". I get the chance to check the examinations script four times in a year (First Monthly Examination, Half-Yearly Examination, Second Monthly

Examination and Final Examination). I have to check and give scores to around 200 scripts in one examination. I timely fulfill my responsibility to check and review examinations script.

While fulfilling my every day duties, I got the chance to polish my existing skills. Firstly, I have improved my communication skill. This is because I have to communicate with my students and make them precisely understand my lesson. I also have to communicate with student' parents and provide them with regular feedback and updates on their child's progress. Secondly, I have learned to become more creative and enhanced my creativity skill. Since I teach Creative Writing, I am supposed to be more creative in the classroom. Being creative helped me to motivate my students. This helped me and my students to express ideas in unique ways. Lastly, I have started to think more critically. This is because I have to face many challenges in the classroom like identifying a student needs and managing student's disruptive behavior. Now it is easier for me to solve problems as critical thinking helped me to have creative solutions that balance student's requirements and learning environment. These are the existing skills, I got the chance to polish.

I got the opportunity to learn new soft skills while working as a teacher in Maple Leaf International School. Firstly, I have gathered leadership skills. This is because I am a leader in the classroom since I guide students in the direction of the success to both academically and personally. I also use leadership skill to interact with my new colleagues who need guidance and support. Also, many of my senior colleagues face difficulties to conduct online interactive class on MLIS portal in the time of political strike. I took the leadership to help them and guided them so that we all can give lectures to our students. Finally, I can now manage time more efficiently. This is because I timely fulfill my teaching responsibilities such as I timely plan my lesson on every week. I also meet my deadlines of checking and reviewing exam script and giving assignments to student.

I have learned new technical skills, such as, having a teacher's account on MLIS portal and using it was an entirely new platform for me. However, I have successfully learned how to take live class, upload and check assignments on MLIS portal. Also, in the time of covid-19, I had to check and give scores to examination scripts through MLIS portal. In this way, I have developed one new skill. I had to polish my existing Microsoft skill when I got the chance to prepare questions for assignment and upload it as PDF on MLIS portal. Microsoft skill was helpful for preparing questions in MS Word for students' assignment.

While I was working, I observed that Maple Leaf International School was in the serious need to make digital educational poster for their MLIS website. This is because educational poster would provide simplicity and could be easily understood by students at a glance. They were about to hire two graphic designers to make these digital posters. I have completed a 16-months course in graphic designing in 2015 under National Youth Training Academy (**NYTA**) institution where I have learned a lot about MS word, MS excel, MS PPT, and Photoshop. I have successfully received a certificate too from there. Since, I have that skill and knowledge I helped the organization with no pay and they were really impressed by my work. This is the contribution I made to the company.

My roles and responsibilities are aligning with few of my educational learnings. Below I have mentioned about Herzberg's two factors theory, Cognitive evaluation theory (CET), Maslow's hierarchy of needs theory perceived organizational support (POS) theory, Theory X and Theory Y. The cognitive evaluation theory (CET) is designed to explain how internal motivation is influence by the effects of external consequences such as rewards, feedback, and freedom. There are two types of motivation systems. They are intrinsic and extrinsic. Intrinsic motivators are achievement, responsibility, and competence, whereas, extrinsic motivators are pay, promotion, feedback, working conditions that is controlled by others. The teachers in Maple Leaf International School are not intrinsically motivated because they engage in an activity but they do not enjoy it and get personal satisfaction from doing it. The teachers are extrinsically motivated because they do something in order to gain an external reward which is pay.

Herzberg's two factors theory shows the factors that impact an employee's level of satisfaction. The two factors are hygiene factor and motivational factor. Hygiene factors are factors that discourage job dissatisfaction but not motivate them. According to this theory, if Maple Leaf International School addressed their hygiene factors, such as, policies, supervision, relationships with colleagues, earnings, facilities, job safety and working environment, teachers would neither be dissatisfied nor satisfied. However, if Maple Leaf International School really wants to motivate, they have to focus on motivational factors such as employee recognition, achievement and responsibility.

Perceived organizational support (POS) is an individual's understanding of the emotional support and assistance services provided by their company. For example, Perceived organizational support (POS) is poor in Maple Leaf International School. This is because teachers cannot have an enough days'

vacation for leisure or health issues. Employees also believe that the supervisor have favoritism and they do not support every teachers equally. I feel the organization do not cared about the well-being of their teachers. This influence some teachers to loose motivation. They do not stay loyal towards the school. Thus, perceived organizational support (POS) is weak in Maple Leaf International School.

The supervisors in Theory X believe that the individuals just work for a paycheck, whereas, supervisors in Theory Y believe that individuals wish to work happily. Maple Leaf International School falls under the category of Theory X because teachers are not self-motivated. For example, many teachers choose to pay fine and come late. They do not enjoy the challenge of work because of repetitive work. They have very little goal in life. For example, most teachers are married and want to focus on their personal life. They are also reluctant to take responsibility. For example, most teachers make silly mistake when they are given sufficient responsibility.

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Maslow's hierarchy of needs is a motivational theory which indicates that human needs dominate an employee's behavior. The 5 categories of needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. The teachers of Maple Leaf International School are satisfied with physiological needs which are biological requirements for an individual's survival, such as, air, food, shelter and clothing. These needs are satisfied so bodies of the employees can function optimally. The second stage is known as the safety need. The teachers of Maple Leaf International School have protection from elements, law and job security. These safety needs of the teachers are satisfied. The third stage of human needs includes feelings of belongingness. The teachers of Maple Leaf International School are satisfied with love and belonging needs because there is friendship and trust between coworkers. The coworkers receive and give affection and love. These needs are satisfied so interpersonal relationships motivates behavior.

The fourth stage is known as the esteem needs. The teachers of Maple Leaf International School do not have self-dignity, independence and personal achievement in their workplace. Thus, they do have self-confident. They feel inferiority and negativity regarding their lives due to their ongoing stressful life. . The self-esteem needs for the teachers' of Maple Leaf International School are not satisfied. Since self-esteem are not satisfied, self-actualization needs are not also satisfied. This means that the teachers are not realizing their personal potential and they do not fulfil that potential. The teachers do not find a meaning to life which is important to them.

SELF REFLECTION:

There are significant things that I liked about my work environment. Primarily, the culture of the school gave me satisfaction. I have observed that I found a workplace where I feel extremely comfortable. This is because my job facilitated friendship through team building activities. For example, the teachers of same subject are always requested to mutually decide topic for students' assignment. Thus, it helped us to build better relationships with my colleagues. Secondly, the school always clearly summarized what they expect of each teachers. I have an easy understanding of what I needed to achieve. Moreover, I love my job as my job challenges me. I got many tasks that taught me something new, thus, I felt more engaged in my workplace. These are the reasons for which I liked the organization.

However, there are few things that I disliked about my work environment. Primarily, there is lack of flexibility. Sometimes the school does not understand that teachers have to take care of other things outside of work. Thus, the workload is quite heavy in the school. For example, the school sometimes set short time deadline for checking examinations script. At that time, I could not make time for personal matters. Hence, sometimes I have stressful workplace. Secondly, I feel I am not fairly compensated for my work, therefore, I did not feel valued by them. For that reason, I sometimes lose enthusiasm in my work. Also, they did not have the policy to give bonuses. In the time of the festivals, such as, Eid-ul-Fitr or Eid-ul-Adha, they never offered bonuses to their teachers. These are the reasons for which I disliked the organization.

In my workplace, I could have done better if there were enough teaching resources available in the classroom. There is no teaching resources, such as, the use of internet, computer and projector inside the classroom. The use of technology would also benefit students to be familiar with regular programs that they would use in their future careers. With the help of teaching resources, I could have shown students colorful and interesting examples of the topic that I would teach through online videos and learning images. Teaching resources, such as, the use internet, computer and projector, is really an effective learning tool inside the classroom. Since there is lack of teaching resources, the learning process becomes boring. In this way, I could have perform better in the classroom.

The school could have utilized me better if they would have promoted me to higher class. I would love to teach Mathematics. I believe, mathematics in higher class would be great as I am extremely comfortable with the subject. There was always a fascination with numbers and patterns within me since

my entire life. I would love get the opportunity to deliver simple Mathematics tricks to my fellow students. It would also boost my mathematics skills. I believe, practicing math can keep brain active and healthy. By getting promotion to higher class, I could have get efficiently utilized by the school.

I am continuing to work on my weaknesses for my next position. One of my weakness is that I sometimes suffer from lack of patience. When I am working on a team assignment, I frequently get restless and irritated as I always feel that we are not managing the task most effectively. Last year, this weakness affected my bond with my coworkers, hence, I have now enrolled my name in a six months training course to develop patience in the work. I am also sincerely practicing patience unprofessionally to make it a regular habit in my life. Another of my weakness is that I struggle with self-criticism. This is because I feel like I am not giving my full effort. This resulted me to overwork myself even though my host supervisors never complained about my performance. I have been working on myself sincerely for some years and I try to be as fairer as possible with myself. In this way, I am working on my weaknesses to overcome it. This would benefit me in my next position.

The organization can improve its internship program by creating an intern referral program. Since the future intern's value reference from current or past interns more than any other option, the school can introduce this program. They can hire potential interns by referral candidates. They can build an employee referral program that would be easy to participate in and help interns with social media posts. This would help existing intern to easily share their employee experience with others. I would recommend them to utilize their present interns to fill their talent bank. It would be easier for future interns to join.

Moreover, I feel, the organization can be more supportive. As soon as an intern join, the company always expect new interns to support the business. However, the company can ensure they are supporting their intern's needs as well. If there are seminar or workshop in the school, the school can allow new interns to participate and learn something new from senior teachers. Outside of the workplace, the company can also ensure that their interns feel supported. Some of the future interns may come to Dhaka for their internship, the school can help them with hostel opportunity. The company can also provide transportation tips and Dhaka navigation advice etc. to those interns who are new to the city. This will help them to make smooth transition from college. In these ways, I am recommending the company to help their future interns.

PERSONAL DEVELOPMENT PLAN:

After getting a Bachelor's degree, my future plan is to pursue a Master's degree. I will continue to work in Maple Leaf International School until I get selection in my preferred organization for the graduation degree. I want to get an admission in the Institute of Business Administration (IBA) for my Master's degree. This graduation degree would be advantageous and help me to enhance my skills, reputation, and job opportunities. When I will get admission in IBA, I will resign from Maple Leaf International School. This is because I wish to explore other opportunities. After completing my Masters within two years, I desire to join corporate sector.

I wish to become a member of HSBC Bangladesh (Hongkong and Shanghai Banking Corporation Limited). I want to especially join that organization among the rest of the company because it is one of the largest banking institutions in the planet. I know I can work in corporate because I am strong and capable of taking on any challenge. Since I enjoy the fast pace and intense environment, I wish to have exciting and fulfilling life in corporate sector. Initially, I want to join as Management Trainee position in HSBC. I hope to gradually get promotion in the company from Management Trainee to Assistant Manager. After putting a great deal of effort into my work, I hope to get another promotion to the Manager position. At last, my aim is to successfully get promotion from Manager to Senior Manager.

There are few skills that I am willing to learn in the future. I have a great interest in graphic designing, therefore, I would love to learn Canva as a skill. It would also look excellent on my curricular vitae as it would be a great method to showcase my creativity and design skills. I have knowledge in Photoshop so it would be interesting to learn Canva. Canva would help me to create professional designs such as, posters, presentations, business cards, logos and social media graphics.

Moreover, there are few interpersonal skills that I am willing to learn in the future. I want to develop conflict resolution skill. It is a great way to respectfully solve a problem between two or more parties. This skill would assist me to sensitively seek a solution which will benefit all parties. Also, I want to become adaptable. Adaptability skill would help me to expand my ability to handle serious change. This ability would help me to change myself right from within rather than trying to change my difficult circumstance. Hence it would make me thrive in whatever situation I find. These are some technical and interpersonal skills that I want to develop at present for securing my career.

PART-B

EXECUTIVE SUMMARY:

Job satisfaction is important to both employees and institutions. A decrease in job satisfaction in an English medium school would result to weak teachers' performance, decrease productivity, and it would also affect the success of the school. Job satisfaction research is very crucial as it would help the school authority to get the proper understanding of the satisfaction level of its teachers. I have done the research in order to identify the actual reason behind the fall of the teachers' satisfaction level. Different English medium schools had different reasons for the declining of teachers' satisfaction level. Thus, I concluded different scenarios for ten schools in Dhanmondi area.

The main identifying factors of the research are job security, salary, working conditions, independence, promotional opportunities, teaching resources, employee recognition and facilities. The research was constructed based on the method of survey form and face-to-face interview. The majority of the teachers are dissatisfied with their current condition. The result fundamentally captures the school's overall employee unhappiness. Daffodil International School authority should focus on teachers' working condition. Maple Leaf International School should give its attention on the teachers' monthly salary. Sunnyside School and Scholastica School should prioritize on teachers' freedom. Cardiff International School authority should give recognition to their teachers more often. Marie Curie School should prioritize on giving extra bonuses and annual increment to their teachers. The authority of Mastermind School should start promoting their senior teachers. Oxford International School should prioritize on their teachers' job safety and security. Green Gems International School should collaborate with a day care center and provide teachers with day caring facility. It would increase teachers' satisfaction and help unsatisfied teachers.

INTRODUCTION:

Background of the study: The teachers' job satisfaction of the English medium school seems to decline. Job satisfaction is the level of contentment that teachers can feel with their job. Teachers in primary English medium school are regarded as one of the most highly recognized group of professionals because they are responsible for shaping a student's mind so that they can become valuable assets to society. The teachers of English medium school in Dhanmondi area do not seem to be dedicated and competent enough to perform their duties. Some names of the English medium school that I would like to consider are Maple Leaf International School, Daffodil International School, Cardiff International School, Dhanmondi Tutorial and others whose main campus is located in Dhanmondi.

Some of my friends, who are working in different English medium schools in Dhanmondi area, were telling me that they are very unhappy with their job as a school teacher. They also told me that having less satisfaction in their job is affecting their psychological health within social context. Dissatisfaction problem was severely impacting their emotional and mental health. My friends, as a teacher, are not committed and productive in the classroom and this result in poor performance of teachers. My friends are saying that their colleagues are also facing same issue and majority of their colleagues resigned too. Since teachers are not satisfied in their profession, it leads to high levels of absenteeism among teachers. I have done this research in order to help all of them out.

Today most teachers in primary English medium school seems to be not satisfied with their job. This research is needed because there is high level of turnover of employee in English medium school. Thus, I have done the research and found actual reason behind low job satisfaction in different English medium school in Dhanmondi area. The major concern of this study is to know how job satisfaction is being attained among teachers in primary English medium school and how this can be further improved. Similar-related case study helped me to achieve precise results and specific recommendations. Some previously published works on this topic are as follows:

Literature review: Job Satisfaction and the Motivation of Teacher Educators towards Quality Education: A Case Study Approach - This study explored the dimension and factors; perceptions and experiences; and practices of teacher educators regarding their job satisfaction, motivation and quality education. It had response rate of 90% where in-depth semi-structured interviews were conducted and fieldwork observations were recorded on teacher educators, lecturers and professors. The researcher found that besides understanding good work environments, the most important factors to concentrate are independence, financial benefits such as salary and non-financial benefits such as performance appraisals (Shahito,Z 2021).

In the above mentioned research, the researcher did not include primary school teachers' job satisfaction where I would like to explore. From the literature review, it can be concluded that teachers' job satisfaction of the English medium school seems to decline due to the working environment and the amount of work load that teachers have to take on. Also, the salary, working conditions, independence, and employee recognition are independent variables that has its effect on job satisfaction.

Research title: Job Satisfaction of English Medium School's Teachers in Dhanmondi Area

The problem statement: The impact of teachers' job satisfaction on English medium school in Dhanmondi area.

The purpose of the study: This study is developed to examine the relationship between job satisfaction and poor performance among teachers at primary schools in Dhanmondi area. I investigated the factors that affects job satisfaction and poor performance of teachers and made recommendations in order to remedy the situation

Research questions: The research questions have been developed:

- ❖ What are the factors that affect teachers' job satisfaction of English medium school in Dhanmondi area?
- ❖ How financial benefits will impact on job satisfaction of English medium school in Dhanmondi area?
- ❖ How non-financial benefits will impact on job satisfaction of English medium school in Dhanmondi area?

Research objective: Determine the factors that affect teachers' job satisfaction of English medium school in Dhanmondi area.

Significance of the study: The research would benefit both organization and employees. It would benefit the company as it would give them an opportunity to improve job satisfaction thereby reducing turnover rates, increasing productivity and lessening absenteeism rates etc. It would also benefit the teachers as it would give them an opportunity to be more likely to stay committed to the school.

The scope of the study: I will evaluate the relationship between these variables. They are:

- Job satisfaction: it includes whether the teachers are happy and productive in their work.
- Job safety and security: it includes whether the teachers have experienced work related illness and injury in the workplace or not. It also includes whether a teacher will keep their job.
- Working conditions: it includes relationship with coworkers, school's culture, and whether the atmosphere in the workplace is comfortable.
- Facilities: such as, training, leave with pay, day care center, bonuses, and annual increment.
- Salary: it is a fixed amount that teachers expect for the work they are employed to do.

- Independence: it is the ability to act whatever one wants, without being constrained or controlled in the workplace.
- Employee recognition: it includes whether the school authorities show appreciation and acknowledgement for the contributions of their teachers.
- Promotional opportunities: it allows teachers to progress to a higher position, a higher level of responsibility and higher levels of authority within the school.
- Teaching resources: such as, the use of internet, computer and projector in the classroom.

METHODOLOGY:

Type of the study: The research is a descriptive research. It is a descriptive research because the purpose of this research is to describe the topic. The main goal of my research is to identify the correct factors behind the decline of the satisfaction level in teaching profession. So, I have studied and determined the major factors that affect teachers' job satisfaction in English medium schools. The data described the relationships, patterns, and trends. Thus, it is a descriptive research I have also included surveys and case studies.

Research design: First, I have done qualitative research. Many teachers is interviewed. The personal interviews are generally lasted between 35 and 40 minutes. I have used "focus group interview" tool. Focus group interview refers to a small group discussions led by a trained moderator. Since I am working in the Maple Leaf International School, my colleagues opened up in front of me, thus, I gained more information. I took interviews of school teachers from ten English Medium Schools in Dhanmondi Area. I followed case study approach. The case studies approach refers to the documented history of a particular person, group and organization. Case study approach helped me to collect detailed information. Then, I have done quantitative research. In quantitative research, I have done survey where teachers from different school located in Dhanmondi area participated in the survey and my colleagues also participated. This survey obtained information that helped me to understand about the job satisfaction of English medium school in Dhanmondi area.

Sample design: The sample of about 50 teachers were interviewed from all school branches. From each school ten respondents were selected. For the survey, the sample of about 500 teachers had been taken from all school branches in Dhanmondi location. Hence, fifty respondents had been taken from each school for survey. Eligible respondent was teachers. I used stratified sampling method based on age group. For qualitative data, audio and tape recording, note-taking and participants' observation have

been utilized to collect data from focus group interview. For quantitative data, standard editing and coding procedures have been utilized. Simple tabulation and cross-tabulations have been utilized to analyze the quantitative data.

Regression Analysis: I have done regression analysis by considering two of the variables among the eight variables. I have considered two case studies that would help me to choose top two variables for the regression analysis.

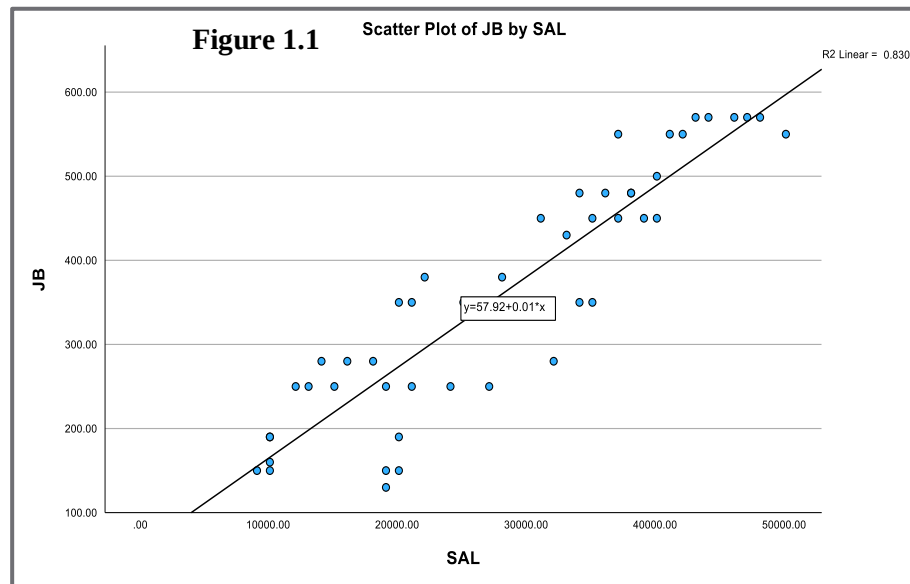
Exploring the Relationship between Salary Satisfaction and Job Satisfaction: A Comparison of Public and Private Sector Organizations: This case study measures the satisfaction level in salary and its impact on individual's job satisfaction in both public and private sector in the country, Pakistan. Salary impacts on the involvement in the job, motivation in the work and performance of the individual. The study believes that if there is an increased level of salary satisfaction in both public and private sector, it would positively affect job satisfaction in both public and private sectors. They collected the data considering 320 employees in total. The conclusion showed that public sector companies have little higher salary satisfaction than private sector individuals. Thus, they concluded that the employees in public sector companies have higher job satisfaction than employees in private sector. (Muhammad,Z 2021)

Employee Satisfaction: A Case Study of a Leading Multinational Telecommunication Company in Bangladesh: This case study looks into the degree of individual's job satisfaction about HRM policies as well as practices in the multinational corporations adopting TeleCorp. The research is experimentally based on a questionnaire survey that has a rate of participants of around 81%. The research also examines how job satisfaction differs among different groups of individuals. The job satisfaction level changes on the basis of their age, education, experiences and marital status. The research concludes that employees are satisfied with work environment of TeleCorp. On the other hand, employees are dissatisfied with independence and financial benefits, such as, monthly payment. (Sharif 2021)

SPSS Analysis: Considering the above mentioned studies, I would like to proceed with the 'salary' factor and the 'independence' factor. With the help of these two variables, I have done SPSS (Statistical Package for the Social Sciences) analysis. Here, I have compared job satisfaction variable with the 'salary' factor and the 'independence' factor. I have used SPSS for the better analysis of statistical data. These data was collected based on the interview responses from the fifty teachers of different English Medium Schools in Dhanmondi. The following charts and tables have been established through SPSS.

Figure 1.1 represent the scatter plot of job satisfaction by salary.

The chart on the left side indicates the relationship between job satisfaction and salary. From the chart, it is identified that the job satisfaction and the salary have positive relationship with each other. This means that if salary increases, the satisfaction level in



teacher's job tends to also increase. The x-axis represent the 'salary' variable and the y-axis represent the 'job satisfaction' variable. The chart has right skew which is also known as positive skew. This refers that the most extreme values are on the right hand side. The linear regression equation for salary is $y = 57.92 + 0.11x$. This means a one unit increase in salary will increase job satisfaction by 0.11 unit.

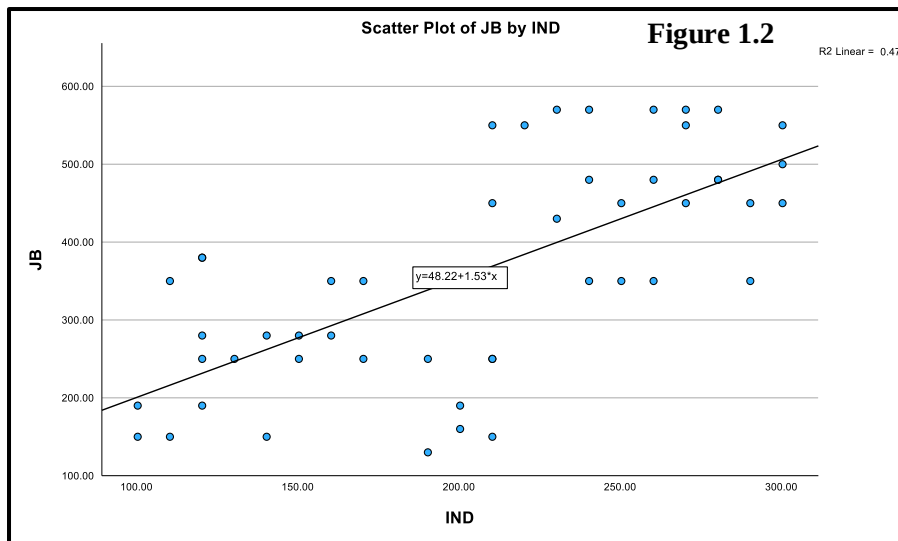
Correlations			
		JB	SAL
Pearson Correlation	JB	1.000	.911
	SAL	.911	1.000
Sig. (1-tailed)	JB	.	<.001
	SAL	.000	.
N	JB	50	50
	SAL	50	50

Durbin-Watson	
1.354	

Std. Residual	
Maximum	-2.135
Minimum	1.600

The relationship between salary and job satisfaction: From the above table, it is identified that the p value is 0.001. Since the p value is less than 0.005, it can be said that the model is significant. The table shows that the standard residual value. The value of standard residual has a maximum value of -2.135 and a minimum value of 1.600. This means there is no outlier as the values fell under the criteria between -3.0 and 3.0. Since there is no outlier, it can be concluded that the data is accurate. From the table, it can be also determined that the Durbin-Watson value is 1.354. Since this value is not lesser than 1.0 and greater than 3.0, the assumption of independence of observation is met. The table also indicates the value of correlation. The correlation value is 0.911. Since the correlation value is closer to 1.0, the relationship between salary and job satisfaction is strongly correlated.

Figure 1.2 represent the scatter plot of job satisfaction by independence.



The chart on the right hand side shows the relationship between job satisfaction and independence. From the scatter plot, it is identified that the job satisfaction and the independence have positive relationship. This means that if

independence increases, the teacher's job satisfaction level also tends to increase. The x-axis represent the 'independence' variable and the y-axis represent the 'job satisfaction' variable. The chart has right skew which is also known as positive skew. This refers that the most extreme values are on the right hand side. The linear regression equation for independence is $y = 48.22 + 1.53x$. This means a one unit increase in independence will increase job satisfaction by 1.53 unit.

Correlations			
		JB	IND
Pearson Correlation	JB	1.000	.686
	IND	.686	1.000
Sig. (1-tailed)	JB	.	<.001
	IND	.000	.
N	JB	50	50
	IND	50	50

Durbin-Watson	
	1.552

Std. Residual	
Maximum	-2.135
Minimum	1.764

The relationship between independence and job satisfaction: From the above table, it is identified that the p value is 0.001. Since the p value is less than 0.005, it can be interpreted that the model is significant. The table shows that the standard residual value has a maximum value -2.135 and a minimum value 1.764. There is no outlier as the values are between -3.0 and 3.0. Since there is no outlier, it can be concluded that the collected data has no error. From the table, it can be also determined that the Durbin-Watson value is 1.552. Since the value of Durbin-Watson is not lesser than 1.0 and greater than 3.0, the assumption of independence of observation is met. The table also shows correlation value 0.686. Since the correlation value is closer to 1.0, the relationship between independence and job satisfaction is moderately correlated.

Comparison of the relationship between salary and job satisfaction with the relationship between independence and job satisfaction: The purpose of the correlation is to explain the linear relationship between two variables. Theoretically, the magnitude of correlation coefficients should be greater than 0.7 if the variables are considered to be strongly correlated. On the other hand, the magnitude of correlation coefficients should be between 0.5 and 0.7 if the variables are moderately correlated. From the regression analysis through SPSS, it is found that the correlation coefficients for the relationship between salary and job satisfaction is 0.911. Hence, this indicates that there is a strong linear relationship between salary and job satisfaction. For this reason, it can be seen in Figure 1.1 that the scatter points are very close to the regression line. On the other hand, the correlation coefficients for the relationship between independence and job satisfaction is 0.686. Hence, this indicates that there is moderate linear relationship between independence and job satisfaction. For this reason, it can be seen in Figure 1.2 that the scatter points are little bit far from regression line.

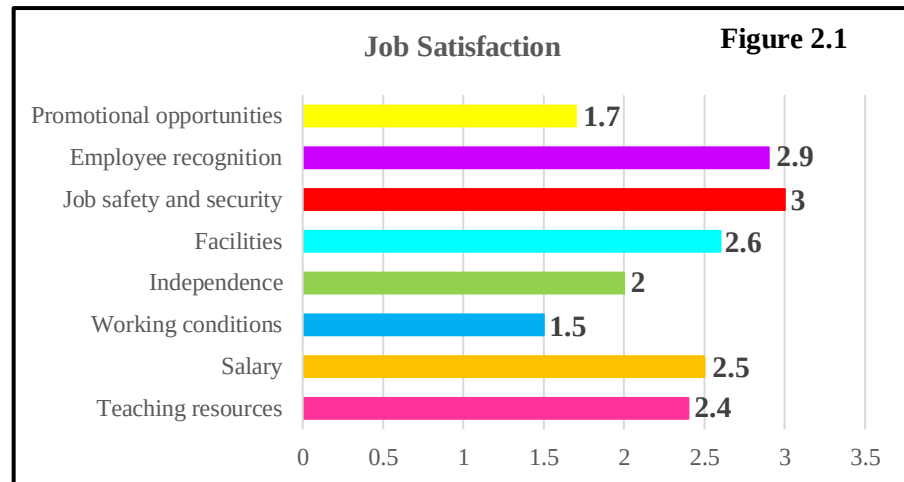
It can be concluded that the salary and job satisfaction have strong relationship. This means that if there would be an increase in salary, the satisfaction level in teacher's job would strongly increase. On the flip side, independence and job satisfaction have moderate relationship. This means that if there would be an increase in teachers' independence, teachers' job satisfaction level would moderately increase. Since the salary and job satisfaction have a strong relationship with each other, it can be determined that the salary is the most important factor among all the factors for which the teachers are mostly dissatisfied with their job.

FACTS AND FINDINGS:

For the research, I have considered ten English Medium Schools in Dhanmondi Area. They are: Daffodil International School, Oxford International School, Cardiff International School, Dhanmondi Tutorial, Maple Leaf International School, Scholastica, Sunnyside School, Mastermind School, Green Gems International School and Marie Curie School. I have selected those schools based on the criteria that their main campus is located in Dhanmondi. From the above analysis, it can be determined that the salary is the most important factor for which the teachers are mostly dissatisfied with their job. Even though salary is the most important variable that significantly affect job satisfaction, but there are other variables which moderately or slightly affect job satisfaction. Below I have analyzed ten English medium schools' job satisfaction. They had different reasons for the declining of teachers' satisfaction level. Thus, I concluded different scenarios for ten schools in Dhanmondi area. The following charts have been established through Microsoft Excel. Beside each of the ten charts, I have explained the result for job satisfaction.

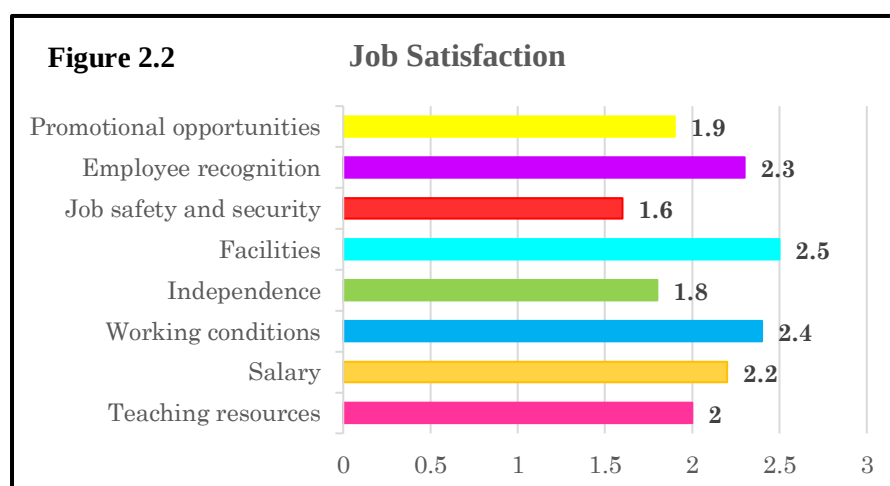
Daffodil International School: Figure 2.1 represents the average respondents' result for job satisfaction in Daffodil International School.

Based on fifty teachers as respondents, I have drawn the 3-D bar chart. From the chart, it is identified that the working condition in Daffodil International School's is very low as it has 1.5 value. The blue color in the chart



indicates the lowest figure. Hence, I can conclude that the atmosphere in the workplace of the school is not comfortable for the teachers. The school's culture is negative which means teachers are not heard or valued. Thus, teachers do not enjoy the organization's culture. The teachers also do not share good relationship with each other. Working condition is the main reason behind teachers' job dissatisfaction in Daffodil International School. The school authority should focus on teachers' working condition.

Oxford International School: Figure 2.2 represents the average respondents' result for job satisfaction in Oxford International School.

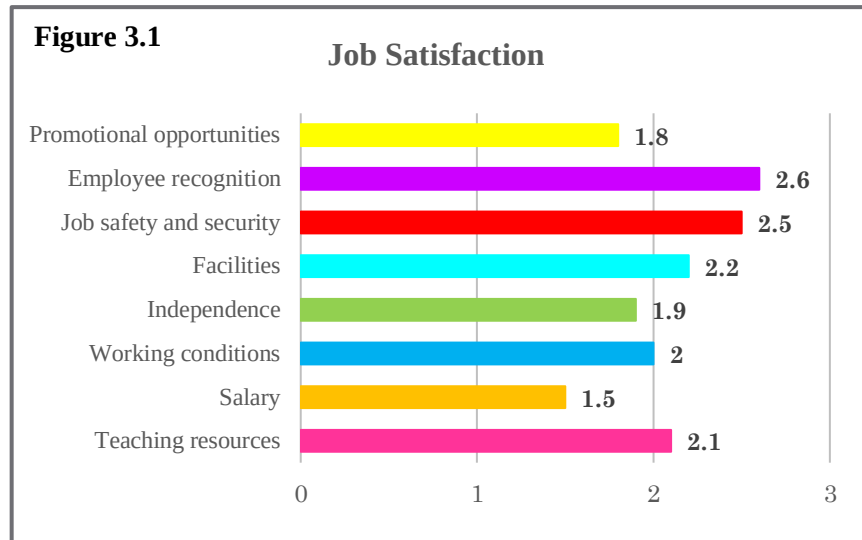


The chart on the left hand side has been prepared based on 50 teachers' responses. From the chart, it is identified that the teacher's job in Oxford International School is not secured and safe as it has 1.6 value. The red

portion in the chart shows the lowest figure. Hence, I can conclude that teachers in Oxford International School do not keep their job as they have a high chance of losing it. The teachers have also experienced work related injuries several times in the workplace. Hence, Job safety and security is the main reason behind teachers' job dissatisfaction in Oxford International School. The school authority should prioritize on their teachers' job safety and security.

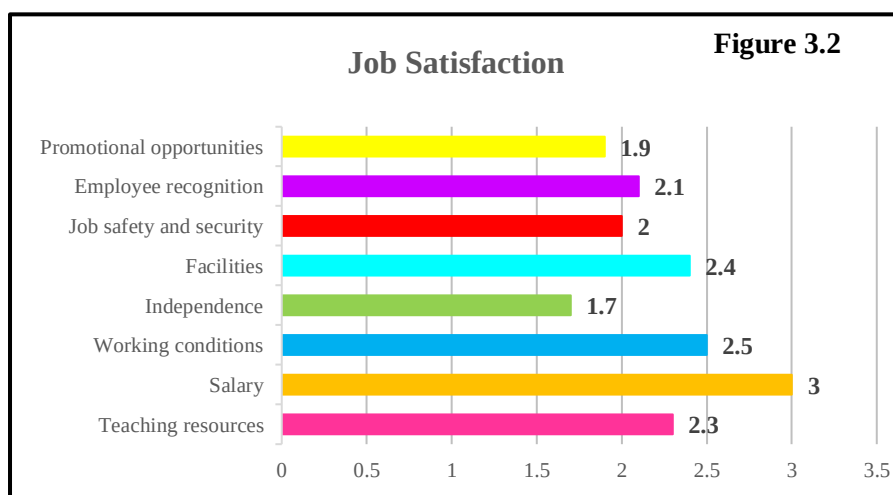
Maple Leaf International School: Figure 3.1 represents the average respondents' result for job satisfaction in Maple Leaf International School.

Based on the fifty responses of my colleagues, the 3-D bar graph on the right hand side has been established. From the graph, it is identified that the salary in Maple Leaf International School is quite low as it has the lowest value which is 1.5. The orange column in the chart indicates the



lowest figure. Hence, I can conclude that the teachers in Maple Leaf are unhappy with their monthly payment. The teachers are expecting a lot more from the school for the work they are employed to do. Hence, the salary is the main reason behind teachers' job dissatisfaction in Maple Leaf International School. The school authority should give its attention on the teachers' monthly salary.

Sunnydale School: Figure 3.2 represents the average respondents' result for job satisfaction in Sunnydale School.



Based on the fifty responses of the teacher, I have well prepared one chart on the left hand side. From the chart, it is identified that the teachers have less satisfaction in Sunnydale School as it has the lowest value i.e.

1.7. The green portion in the chart shows the lowest figure. Hence, I can conclude that teachers in Sunnydale School do not have the ability to act whatever they want, without being controlled in their workplace. Hence, lack of independence is the main reason behind teachers' job dissatisfaction in Sunnydale School. The school authority should prioritize on teachers' freedom.

Cardiff International School: Figure 4.1 represents the average respondents' result for job satisfaction in Cardiff International School.

Based on fifty teachers as respondents, I have drawn the 3-D bar chart. From the chart, it is identified that the employee recognition in Cardiff International School's is very low as it has 1.4 value. The purple column in the

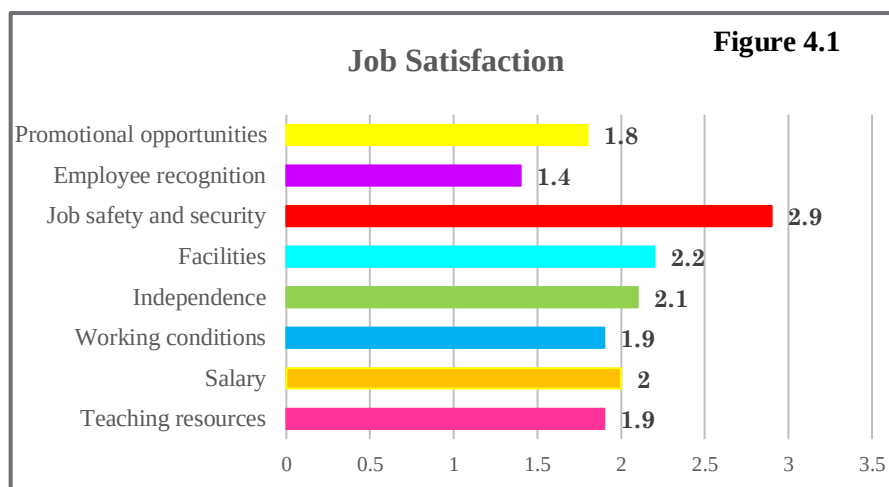
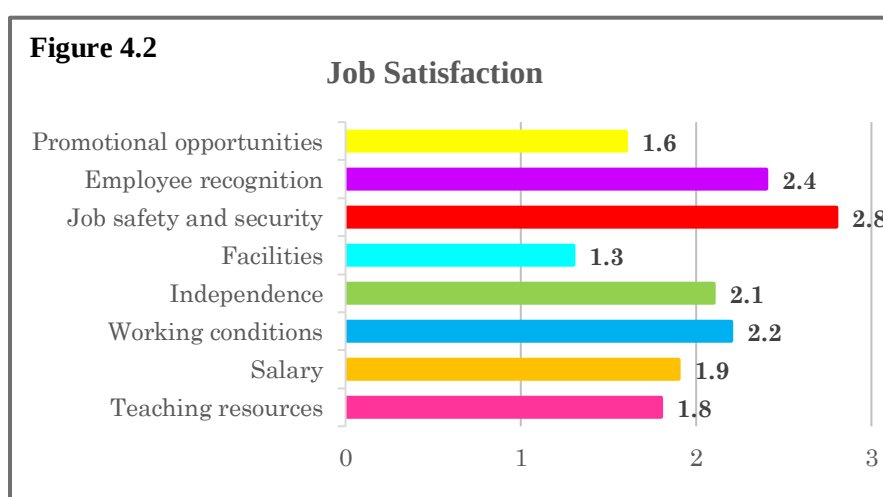


chart indicates the lowest figure. Hence, I can conclude that the school authorities do not show appreciation and acknowledgement for the contributions of their teachers. The school does not thank or highlight teachers for their precious efforts so teachers have lost motivation. Employee recognition is the main reason behind teachers' job dissatisfaction in Cardiff International School. The school authority should give recognition to their teachers more often.

Marie Curie School: Figure 4.2 represents the average respondents' result for job satisfaction in Marie Curie School.



Based on fifty responses, I have established a chart on the left hand side. From the chart, it is identified that the teachers have less facilities in Marie Curie School as it has the lowest value i.e. 1.3. The turquoise color in the

chart shows the lowest figure. Based on the result of the survey and the answers from the interview, I can conclude that teachers in Marie Curie School do not have extra facilities like annual increment and bonuses. The teachers in the school are extremely disappointed and they truly feel undervalued. Hence, additional facilities is the main reason behind teachers' job dissatisfaction in Marie Curie School. The school authority should prioritize on giving extra bonuses and annual increment to their teachers.

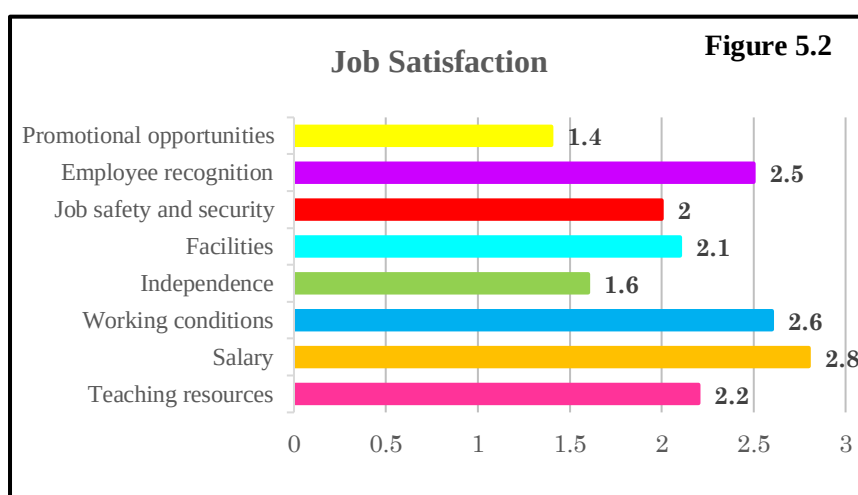
Scholastica: Figure 5.1 represents the average respondents' result for job satisfaction in Scholastica.

The 3-D bar chart on the right hand side has been prepared based on fifty teachers as respondent. From the chart, it is identified that teachers in Scholastica have lack of independence as it has lowest 1.3 value.



The green portion in the chart indicates the lowest figures. Hence, I can conclude that Scholastica School is violating on teachers' freedom in the classroom which has weaken their teachers to be have motivation in the workplace. Hence, independence is the main reason behind teachers' job dissatisfaction in Scholastica School. The school authority should give enough autonomy to teachers.

Mastermind School: Figure 5.2 represents the average respondents' result for job satisfaction in Mastermind School.



Based on fifty responses, the chart on the left hand side has been established. From the chart, it is easily identified that there is quite less opportunities for teachers' promotion in the Mastermind School as it has the lowest value i.e. 1.4. The yellow portion in

the chart shows the lowest figure. Hence, I can conclude that the teachers in Mastermind School are unhappy with their chances of getting promotion. The teachers are mostly seniors and they are extremely dishearten as the school is not progressing them to a higher position or giving them a higher level of responsibility within the school. Thus, employee engagement is less, absenteeism has increases, and productivity is less. Therefore, the promotional opportunities is the main reason behind teachers' job dissatisfaction in Mastermind School. The school authority should start promoting their senior teachers.

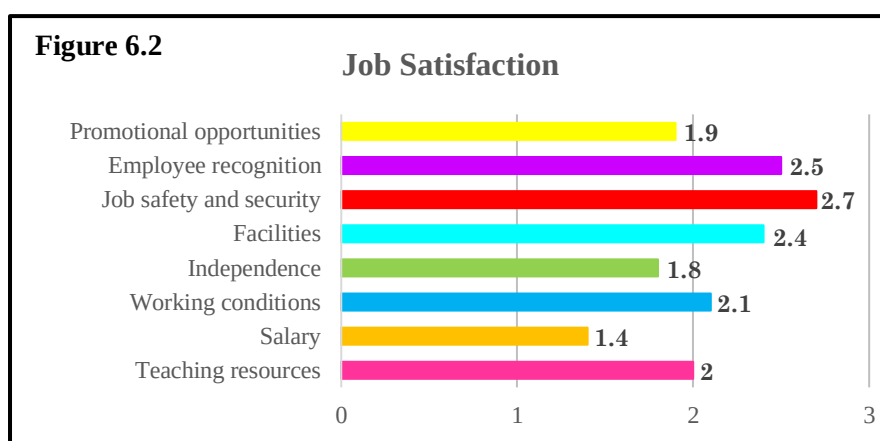
Green Gems International School: Figure 6.1 represents the average respondents' result for job satisfaction in Green Gems International School.

Based on the fifty responses, the bar chart on the right hand side has been established. From the chart, it is identified that the Green Gems International School has no facilities like day care center facility as the value is quite low i.e.



1.4. The turquoise color in the chart indicates the lowest figure. Based on the result of the survey and the answers from the interview, I can conclude that the teachers in Green Gems are mostly single mothers and they are facing problem to provide safe and reliable care for their child while they are at work. Hence, the facilities is the main reason behind teachers' job dissatisfaction in Green Gems International School. The school authority should collaborate with a day care center and provide the day caring facility to teachers.

Dhanmondi Tutorial: Figure 6.2 represents the average respondents' result for job satisfaction in Dhanmondi Tutorial School.

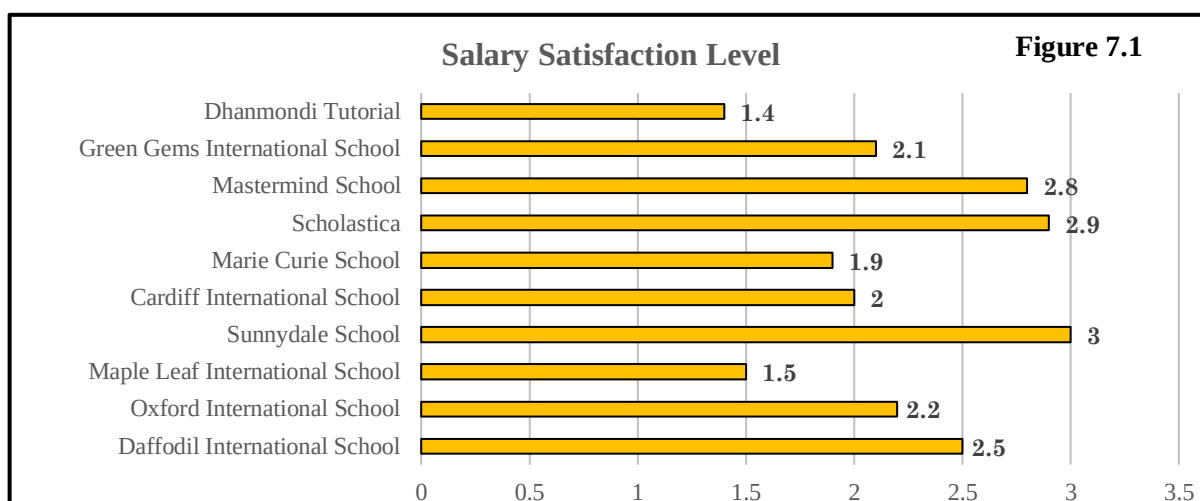


The chart on the left hand side has been prepared based on fifty teachers' responses. From the chart, it is identified that the school teachers are not happy with their amount of salary as it has 1.4 value. The orange

portion in the chart shows the lowest figure. Hence, I can conclude that teachers in Dhanmondi Tutorial do not have motivation because they are quite upset with their earnings per month. The teachers believe that the workload of the job is significant compared to its salary. Hence, salary is the main reason behind teachers' job dissatisfaction in Dhanmondi Tutorial School. The school authority should focus on raising teacher's payment.

Side By Side Comparison:

Now I would like to consider one variable and compare that specific variable with all ten school. The variable I would like to choose is monthly salary. Based on the conclusion from regression analysis through SPSS, I have chosen this particular variable. Figure 7.1 represents the respondents' result for the level of salary satisfaction of English medium school in Dhanmondi area. The chart below has been established based on the fifty respondents in each of the ten schools in Dhanmondi area. The total respondents were five hundred in total.



From the regression analysis through SPSS, it is found that the salary and job satisfaction have strong relationship. Hence, it was determined that the salary is the most important factor among all the factors for which the teachers are mostly dissatisfied with their job. Now, I would draw conclusion whether these ten school in the chart is satisfied or dissatisfied based on salary satisfaction level. From the chart, it is identified that the teachers of Dhanmondi Tutorial, Maple Leaf International School, Marie Curie School and Cardiff International School are not happy with their amount of salary as it has 1.4 value, 1.5 value, 1.9 value and 2.0 value respectively. It can be seen that they are the one with low scores among all figures. The authorities of these school should give its attention on the teachers' monthly salary and help unsatisfied teachers. It is also identified from the chart that the teachers of Green Gems International School, Oxford International School and Daffodil International School are moderately happy with their amount of salary as it has 2.1 value, 2.2 value and 2.5 value. This means the teachers in these school are more or less happy with their earnings per month. They are neither satisfied nor dissatisfied in their respective workplace. From the chart, it is identified that the monthly payment is not a major issue in Mastermind School, Scholastica and Sunnydale School as they all have high figures. It can be seen from the chart that they have 2.8 value, 2.9 value and 3.0 value respectively. Hence, I can conclude that the teachers in Mastermind School, Scholastica and Sunnydale School are poorly dissatisfied. This means that the teachers in these schools are satisfied.

RECOMMENDATION:

Based on the result of regression analysis through SPSS, I would like to suggest initiative that the English medium schools in Dhanmondi can take. The recommendation that I would like to do is as follows:

I am recommending English medium school to prioritize on monthly payment. From the side-by-side analysis, it was determined that the teachers of Dhanmondi Tutorial, Maple Leaf International School, Marie Curie School and Cardiff International School are strongly dissatisfied. The teachers of these school are suffering from lack of motivation in their job due to low earnings. For example; these schools can give their teachers a 5% raise in salary. In this way, they can motivate their teachers. However, it is not possible for all schools to raise pay every time teachers become dissatisfied. The teachers in this sector always tends to compare their hard work with the salary they receive and with colleagues' salary. Then they decide how much efforts is required at workplace. This mindset is wrong, hence, the school can organize workshop to help teachers know that the salary is not the most important factor in a job rather the benefits that they are receiving from the organization is beneficial. For example, the school can train their teachers which will help interested teachers to have growth in their career.

CONCLUSION:

In the first part of the report, I have mentioned that I have done internship because I wanted to build my confidence. I have applied for internship in Maple Leaf International School since I was working over there from the past three years. The position of my job is known as a Full Time Teacher in Maple Leaf International School. My role is to teach Creative Writing to grade four and grade five students. I have recommended Maple Leaf about the ways of improving its internship program. They can create an intern referral program which will help future intern to join. Moreover, the organization can also be more supportive of new interns. This can be beneficial to future potential interns.

In the second part of the report, the research topic was 'Job Satisfaction of English Medium School's Teachers in Dhanmondi Area'. Since the focus of the topic was job satisfaction, I have mentioned about Herzberg's two factors theory, Cognitive evaluation theory (CET), Maslow's hierarchy of needs theory perceived organizational support (POS) theory, Theory X and Theory Y. For the research, I have considered ten English Medium Schools in Dhanmondi area. I have selected the schools based on the criteria that their main campus is located in Dhanmondi. The research was constructed based on the method of survey form and face-to-face interview. The sample of about 50 teachers were interviewed

from all school branches. For the survey, the sample of about 500 teachers had been taken from all school branches in Dhanmondi location. Eligible respondent was teachers.

The objective of the research was to determine the factors that affect teachers' job satisfaction of English medium school in Dhanmondi area. The main identifying factors of the research are job security, salary, working conditions, independence, promotional opportunities, teaching resources, employee recognition and facilities. Then I have done regression analysis by considering two of the variables among the eight variables. I have chosen top two factors ('salary' and 'independence') with the help of two case studies. Then, I have done SPSS analysis where I have compared job satisfaction variable with the 'salary' variable and the 'independence' variable. From the regression analysis through SPSS, it is found that the salary and job satisfaction have strong relationship. Hence, it can be determined that the salary is the most important factor among all the factors for which the teachers are mostly dissatisfied with their job. Even though salary is the most important variable that significantly affect job satisfaction, but there are other variables which moderately or slightly affect job satisfaction. Daffodil International School authority should focus on teachers' working condition. Sunnyside School and Scholastica School should prioritize on teachers' freedom. Cardiff International School authority should give recognition to their teachers more often. Marie Curie School should prioritize on giving extra bonuses and annual increment to their teachers. The authority of Mastermind School should start promoting their senior teachers. Oxford International School should prioritize on their teachers' job safety and security. Green Gems International School should collaborate with a day care center and provide teachers with day caring facility.

Later, I have concluded whether a school is satisfied or dissatisfied based on salary satisfaction as salary is the most important factor according to regression analysis. It was concluded in the side-by-side comparison that the teachers of Dhanmondi Tutorial, Maple Leaf International School, Marie Curie School and Cardiff International School are strongly dissatisfied with their amount of salary. The teachers of Green Gems International School, Oxford International School and Daffodil International School are moderately happy with their amount of salary. This means that they are neither satisfied nor dissatisfied in their respective workplace. It was also determined that the teachers in Mastermind School, Scholastica and Sunnyside School are poorly dissatisfied. I am recommending English medium school to prioritize on monthly payment. For example, the schools can give their teachers a 5% raise in salary. In this way, they can motivate their teachers. Or, the school can organize workshop to help teachers know that the salary is not the most important factor in a job rather the benefits that they are receiving from the organization is beneficial. This was the impact of teachers' job satisfaction on English medium school in Dhanmondi area.

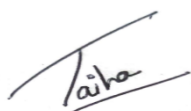
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APPENDIX (I)

Project Proposal Form

Name:	Taiha Binte Tarique
ID:	192011080
Semester (Spring/Summer/Fall)	Fall 2023
Department:	Bachelor of Business Administration
Supervisor's Name (Faculty):	Minhaz Uddin Ahmed PhD
Project Title:	Job Satisfaction of English Medium School's Teachers in Dhanmondi Area



16/12/23

Student's signature & date

Supervisor's signature & date

LETTER OF TRANSMITTAL

16th October 2023.

Taiha Binte Tarique, Cell: 01880299354, Email: taiha.tarique.bba@ulab.edu.bd

Minhaz Uddin Ahmed PhD

Associate Professor

School of Business

University of Liberal Arts Bangladesh (ULAB)

688, Beribadh Road

Mohammadpur, Dhaka 1207.

Dear Sir,

Subject: Submission of project Proposal.

Please find attached herewith the proposal for a project in partial fulfillment of the requirement for a Bachelor's of Business Administration (BBA) on Job Satisfaction of English Medium School's Teachers in Dhanmondi Area

.

If you have any questions, please call me at 01880299354, you can reach me most easily at the following times: Available Hours: 10:00 am to 05:00 pm, Workdays: Saturday to Thursday.

Sincerely yours,



Taiha Binte Tarique

ID: 192011080

BBA Program

School of Business

University of Liberal Arts Bangladesh

Job Satisfaction of English Medium School's Teachers in Dhanmondi Area

Supervisor: Minhaz Uddin Ahmed PhD

University of Liberal Arts Bangladesh (ULAB)

A Project Proposal

Submitted in Partial Fulfillment

Of the Requirements for the Degree

Bachelors of Business Administration

By

Taiha Binte Tarique

ID: 192011080

Fall 2023

16th October 2023

Description of the Project Study:

Description of the study: The teachers' job satisfaction of the English medium school seems to decline. Job satisfaction is the level of contentment that teachers can feel with their job. Teachers in primary English medium school are regarded as one of the most highly recognized group of professionals because they are responsible for shaping a student's mind so that they can become valuable assets to society. The teachers of English medium school in Dhanmondi area do not seem to be dedicated and competent enough to perform their duties. Some names of the English medium school that I would like to consider are Maple Leaf International School, Daffodil International School, Cardiff International School, Dhanmondi Tutorial and others whose main campus is located in Dhanmondi.

Similar-related case study would help me to achieve precise results and specific recommendations. Some *previously published works on this topic are as follows:*

Literature review: Job Satisfaction and the Motivation of Teacher Educators towards Quality Education: A Case Study Approach - This study explored the dimension and factors; perceptions and experiences; and practices of teacher educators regarding their job satisfaction, motivation and quality education. It had response rate of 90% where in-depth semi-structured interviews were conducted and fieldwork observations were recorded on teacher educators, lecturers and professors. The researcher found that besides understanding good work environments, the most important factors to concentrate are independence, financial benefits such as salary and non-financial benefits such as performance appraisals (Shahito, Z 2021). In this research, they did not include primary school teachers' job satisfaction where I would like to explore. From the literature review, it can be concluded that teachers' job satisfaction of the English medium school seems to decline due to the working environment and the amount of work load that teachers have to take on. Also, the salary, working conditions, independence, and employee recognition are independent variables that have its effect on job satisfaction.

Nature of the study: The research is a descriptive research. It is a descriptive research because the purpose of this research is to describe the topic. The main goal of my research is to identify the correct factors behind the decline of the satisfaction level in teaching profession. So, I have studied and determined the major factors that affect teachers' job satisfaction in English medium schools. The data would describe the relationships, patterns, and trends. Thus, it is a descriptive research I would include surveys and case studies.

The problem statement: The impact of teachers' job satisfaction on English medium school in Dhanmondi area.

The purpose of the study: This study will be developed to examine the relationship between job satisfaction and poor performance among teachers at primary schools in Dhanmondi area. It will investigate the factors that affect job satisfaction and poor performance of teachers and make recommendations in order to remedy the situation

Research questions: The research questions have been developed:

- ❖ What are the factors that affect teachers' job satisfaction of English medium school in Dhanmondi area?
- ❖ How financial benefits will impact on job satisfaction of English medium school in Dhanmondi area?
- ❖ How non-financial benefits will impact on job satisfaction of English medium school in Dhanmondi area?

The scope of the study: I will evaluate the relationship between these variables. They are:

- Job satisfaction: it includes whether the teachers are happy and productive in their work.
- Job safety and security: it includes whether the teachers have experienced work related illness and injury in the workplace or not.
- Working conditions: it includes relationship with coworkers, school's culture, and whether the atmosphere in the workplace is comfortable.
- Facilities: such as, training, leave with pay, day care center, bonuses, and annual increment.
- Salary: it is a fixed amount that teachers expect for the work they are employed to do.
- Independence: it is the ability to act whatever one wants, without being constrained or controlled in the workplace.
- Employee recognition: it includes whether the school authorities show appreciation and acknowledgement for the contributions of their teachers.
- Promotional opportunities: it allows teachers to progress to a higher position, a higher level of responsibility and higher levels of authority within the school.
- Teaching resources: such as, the use of internet, computer and projector in the classroom.

The relevance of the study: The relevance of the study include:

- Increase in job safety and security will increase job satisfaction.
- The better the working conditions, the better it will have a positive impact on job satisfaction.
- The greater the facilities, the greater the teachers will have satisfaction.
- The better the salary, the better there will be job satisfaction.
- Teachers who have high independence will have high job satisfaction.
- The more the recognition is given to the teachers, the more they are satisfied.
- The greater the promotional opportunities, the greater the teachers will have satisfaction.
- Lack of teaching resources will decrease job satisfaction.

The Objectives of the study: The objective of the study will be as follows:

Determine the factors that affect teachers' job satisfaction of English medium school in Dhanmondi area.

Expected Contribution and Gain: Job satisfaction is important to both employees and institutions. Job satisfaction research is very crucial as it would help the school authority to get the proper understanding of the satisfaction level of its teachers. I would do the research in order to identify the actual reason behind the fall of the teachers' satisfaction level. Different English medium schools would have different reasons for the declining of teachers' satisfaction level. If the school authorities prioritize on the reason I **would conclude, it would** increase teachers' satisfaction and help unsatisfied teachers. Teachers would be happy if they are satisfied. An increase in job satisfaction in an English medium school would result to improve teachers' performance, increase productivity, and it would also affect the success of the school.

Justification of the Study: Today most teachers in primary English medium school seem to be not satisfied with their job. This research is needed because there is a high level of turnover of teachers in English medium school. Since teachers are not satisfied in their profession, it leads to high levels of absenteeism among teachers. Teachers who are disgruntled and not satisfied with their job, they are not committed and productive in the classroom and this results in poor performance of teachers. Thus, I want to do a research and find actual reason behind low job satisfaction in English medium school in Dhanmondi area. The major concern of this study would be to know how job satisfaction is being attained among teachers in primary English medium school and how this can be further improved.

Sources and Methods of Collecting Primary Data: First, I would do qualitative research. Many teachers would be interviewed. The personal interviews are generally expected to last between 35 and 40 minutes. I would use "focus group interview" tool. Focus group interview refers to a small group discussions led by a trained moderator. Since I am working in the Maple Leaf International School, my colleagues would open up in front of me, thus, I would gain more information. I would take interviews of other school teachers from Daffodil International School, Cardiff International School, Dhanmondi Tutorial and many other schools whose main campuses are located in Dhanmondi area. I would also follow case study approach. The case studies approach refers to the documented history of a particular person, group and organization. Case study approach would help me to collect detailed information.

Sources and Methods of Collecting Secondary Data: Then, I would do quantitative research. In quantitative research, I would do survey where teachers from different school located in Dhanmondi area will participate in the survey and my colleagues would also participate. This survey would obtain information that would help me to understand about the job satisfaction of English medium school in Dhanmondi area.

Sampling Technique and Sample Size: The sample of about 50 teachers would be interviewed from all school branches. The sample of about 500 teachers would be selected for survey from all school branches in Dhanmondi location. From each school fifty respondents would be selected. Eligible respondents would be teachers. I would use stratified sampling method based on age group. For qualitative data, audio and tape recording, note-taking and participants' observation would be utilized to collect data from focus group interview. For quantitative data, standard editing and coding procedures would be utilized. Simple tabulation and cross-tabulations would be utilized to analyze the quantitative data.

Analysis and Interpretation of Data: I would use statistical method which would help me to *plan, design and collect data. Then I would analyze and draw meaningful interpretation with the help of the data.*

Reporting: A final report will be written at the end of the study with the findings. The academic supervisor and institutional supervisor will be regularly updated on the progress.

Timeline:

Serial	Activity	Weeks											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Consultation with Supervisors	√	√	√	√	√	√	√	√	√	√	√	√
2	Literature review		√	√	√								
3	Secondary Data Collection					√	√	√	√	√	√		
4	Primary Data Collection						√	√					
5	Data Analysis								√	√			
6	Draft Report Writing										√		
7	Final Report Writing											√	
8	Report Submission												√



Taiha Binte Tarique

ID: 192011080

APPENDIX (II)

To

The Principal

Maple Leaf International School

House no # 31, Road no #14/A

Dhanmondi, Dhaka

Date: 2nd September 2023

Note: Permission given.
Alh
03-09-23

Subject: Requesting to apply for an internship at Maple Leaf International School

Dear Sir,

My name is Taiha Binte Tarique. I am a fourth year BBA (Bachelor of Business Administration) student at University of Liberal Arts Bangladesh (ULAB). I have maintained a 3.8+ CGPA for the past three years. According to my study, I am due for an internship this year. Therefore, I am writing to request permission for an internship.

As per the schedule of the next trimester, the internship will run from September 2023 to December 2023. Along with the internship, I will also be doing my last major course, "Project Finance" from ULAB in the next trimester. This internship is an integral part of my education. I want to pursue my internship from this institution because it will be easier for me to balance my work and study. Thus, I would appreciate it if you grant me permission.

Thank you,

Yours Sincerely,

Name; Taiha Binte Tarique

Taiha

Phone: 01713014036

Full Time Teacher

Subject: Creative Writing

Class; IV, V [Boys']

House no # 96, Road no # 11/A

Dhanmondi, Dhaka

Letter of Approval

Maple Leaf International School
House no # 31, Road no #14/A
Dhanmondi, Dhaka 1205

Date: 2nd September 2023

Dear Taiha Binte Tarique,

We are writing this letter in response to your application dated 2nd September 2023. We are pleased to inform you that your internship permission has been accepted. You can pursue your internship at Maple Leaf International School for a period of three months from September 2023 to December 2023. Furthermore, you can also complete your last concentration course, "Project Finance" from University of Liberal Arts Bangladesh (ULAB) along with internship at Maple Leaf International School.



Ali Karam Reza
Signature: Vice Chancellor (Principal)

Maple Leaf International School

APPENDIX (III)

TABLE: RELATIONSHIP OF SALARY AND JOB SATISFACTION GENERATED THROUGH SPSS:

Descriptive Statistics			
	Mean	Std. Deviation	N
JB	360.8000	139.63275	50
SAL	28080.0000	11795.60624	50

Correlations			
		JB	SAL
Pearson Correlation	JB	1.000	.911
	SAL	.911	1.000
Sig. (1-tailed)	JB	.	<.001
	SAL	.000	.
N	JB	50	50
	SAL	50	50

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	SAL ^b	.	Enter

a. Dependent Variable: JB

b. All requested variables entered.

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.911 ^a	.830	.827	58.12809	1.354
a. Predictors: (Constant), SAL					
b. Dependent Variable: JB					

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	793181.985	1	793181.985	234.747	<.001 ^b
	Residual	162186.015	48	3378.875		
	Total	955368.000	49			

a. Dependent Variable: JB

b. Predictors: (Constant), SAL

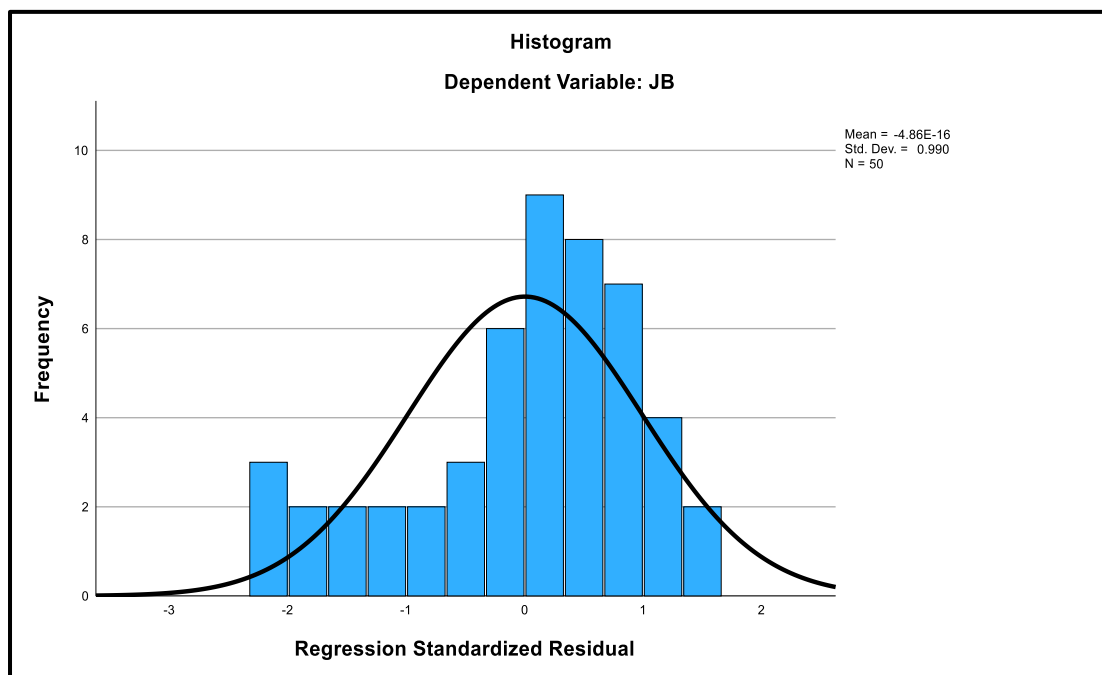
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	95.0% Confidence Interval for B
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	57.924	21.409		2.706	.009	14.878	100.970
	SAL	.011	.001	.911	15.321	<.001	.009	.012

a. Dependent Variable: JB

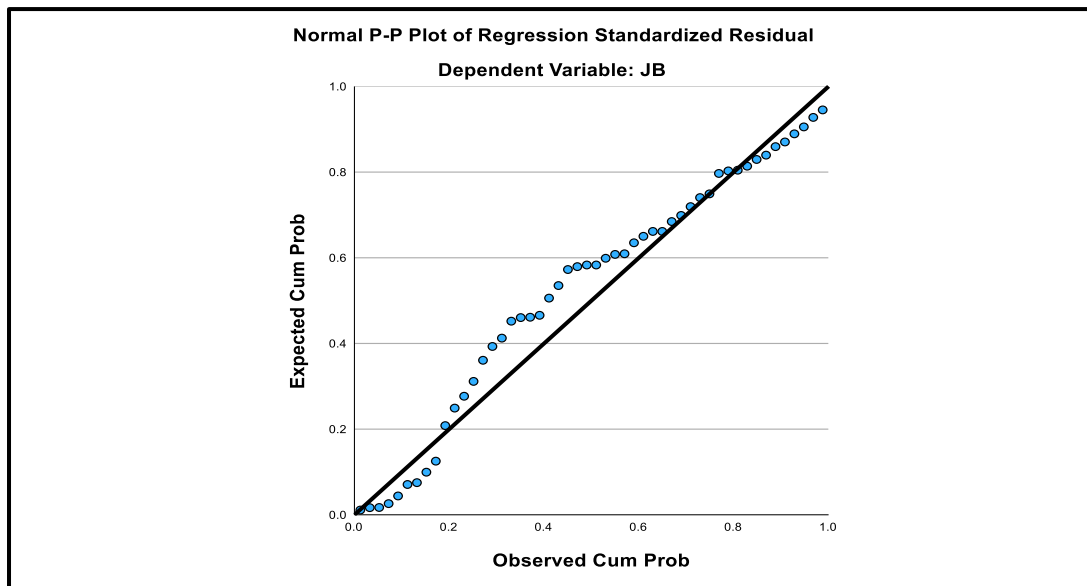
Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	154.9995	597.2333	360.8000	127.22966	50
Residual	-132.86139	92.98717	.00000	57.53189	50
Std. Predicted Value	-1.618	1.858	.000	1.000	50
Std. Residual	-2.286	1.600	.000	.990	50

a. Dependent Variable: JB

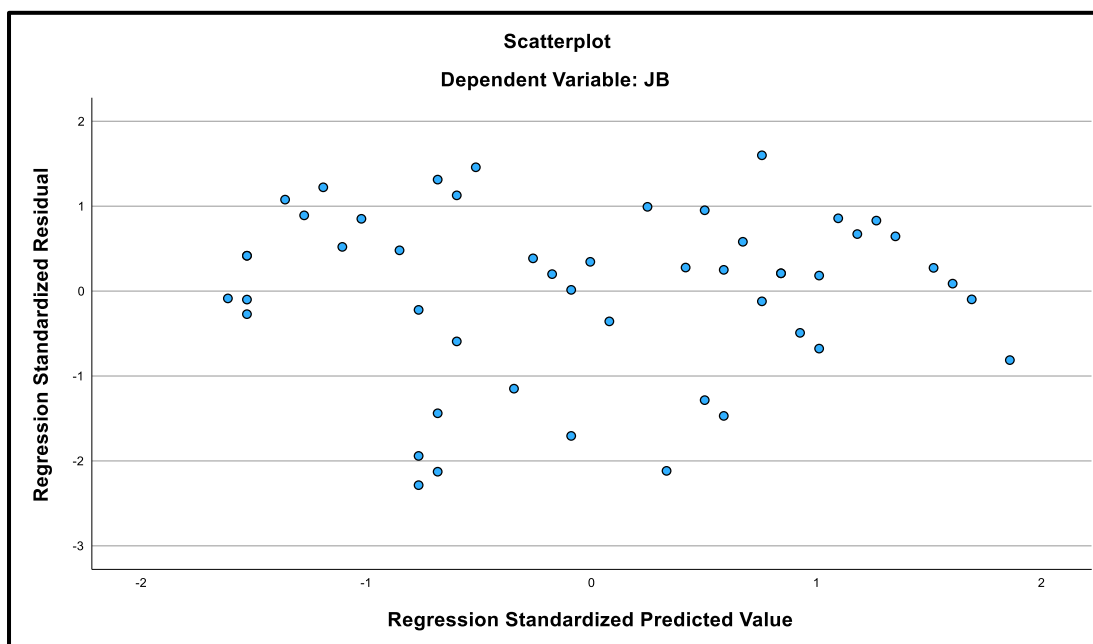
CHARTS: RELATIONSHIP OF SALARY AND JOB SATISFACTION GENERATED THROUGH SPSS:



The above histogram indicates that the job satisfaction is normally distributed.



In the above P-P Plot, there is normality of residual. This is because the dots are in the line.



The above chart represent the scatter plot. The scatterplot of standardized residuals' versus the predicted values was elliptical, meaning there was no pattern.

Descriptive Statistics			
	Mean	Std. Deviation	N
JB	360.8000	139.63275	50
IND	204.6000	62.73397	50

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	IND ^b	.	Enter

a. Dependent Variable: JB

b. All requested variables entered.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	450102.091	1	450102.091	42.759	<.001 ^b
	Residual	505265.909	48	10526.373		
	Total	955368.000	49			
a. Dependent Variable: JB						
b. Predictors: (Constant), IND						

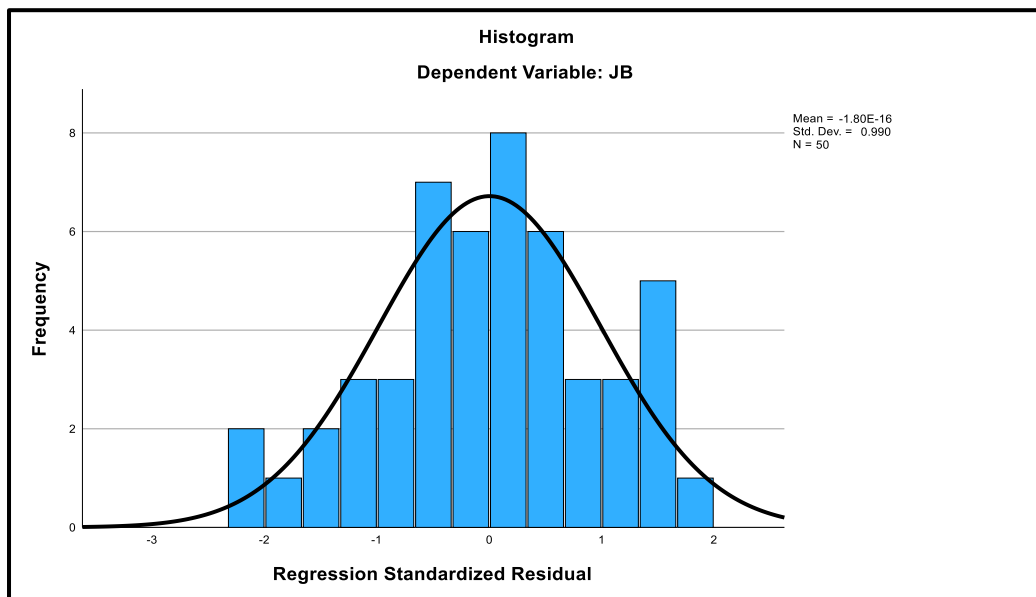
Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	95.0% Confidence Interval for B
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	48.221	49.955		.965	.339	-52.221	148.663
IND	1.528	.234	.686	6.539	<.001	1.058	1.998

a. Dependent Variable: JB

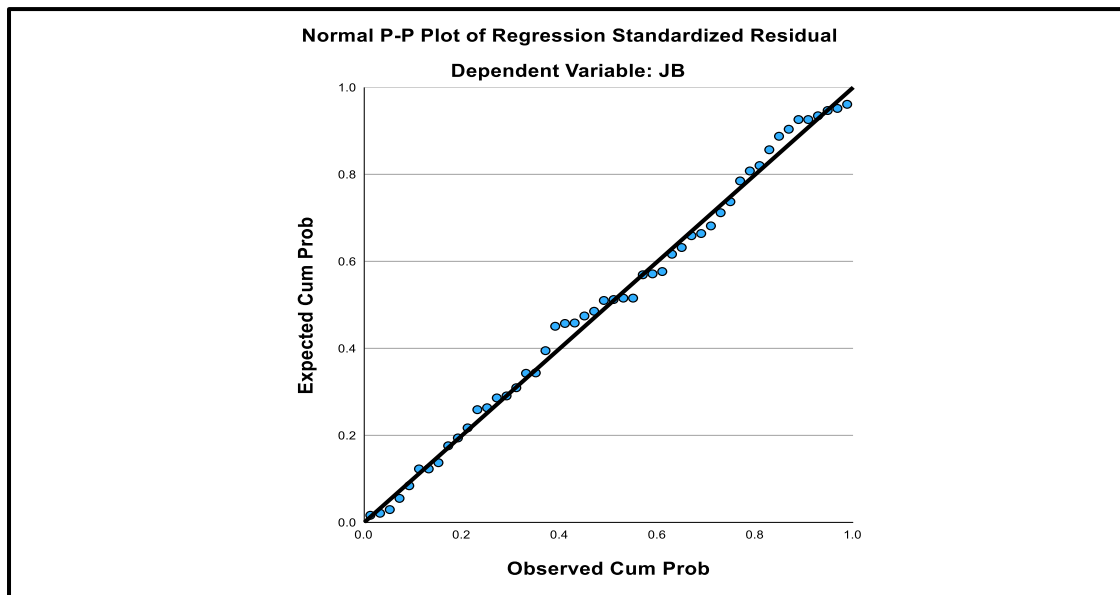
Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	200.9965	506.5482	360.8000	95.84235	50
Residual	-219.04990	180.95010	.00000	101.54580	50
Std. Predicted Value	-1.667	1.521	.000	1.000	50
Std. Residual	-2.135	1.764	.000	.990	50

a. Dependent Variable: JB

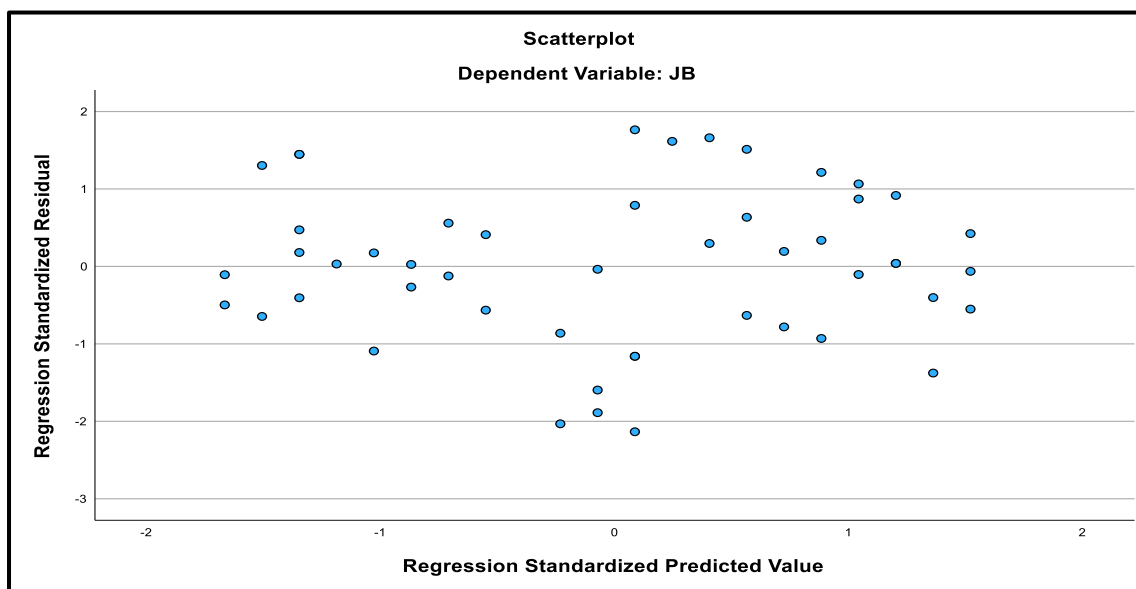
CHARTS: RELATIONSHIP OF INDEPENDENCE AND JOB SATISFACTION GENERATED THROUGH SPSS:



The above histogram indicates that the job satisfaction is normally distributed.



In the above P-P Plot, there is normality of residual. This is because the dots are in the line.



The above chart represent the scatter plot. The scatterplot of standardized residuals' versus the predicted values was elliptical, meaning there was no pattern.

RESEARCH QUESTIONS

Questionnaires: I have prepared some questionnaires for the research. Eligible respondents were primary school teachers for both qualitative and quantitative questions.

Qualitative Interview Questions: The sample of about 50 teachers were interviewed from all school branches in Dhanmondi area. The following questions were asked:

1. How much satisfied or dissatisfied are you in your job? Explain.
2. Say briefly how was your experience working here?
3. How is the school's culture? Explain.
4. Say something about your coworkers and their nature.
5. List some of the extra facilities that the school always provides you - except salary.
6. What type of recognition have you received from the authorities for your contributions?
7. How much can you involve yourself in the school's decision making process?
8. How much independence do you have in the classroom?
9. How is the promotional opportunities in this school? Explain.
10. Would you apply for your job again if you had to do it all over?
11. According to you, which one is the most crucial factor that affects job satisfaction and why?

Qualitative Survey Questions: I have prepared some qualitative questions. The respondent would choose their preferred answers from the options provided. The teachers from different school located in Dhanmondi area participated in the survey. The sample of about 500 teachers were selected for survey. This survey obtained information that helped me to understand about the job satisfaction of English medium school in Dhanmondi area.

-  What is your pay relative to that of others in the same industry?
- | | |
|--|--------|
| ☐ Extremely Lower | (0.19) |
| ☐ Lower | (0.30) |
| ☐ Equal | (0.12) |
| ☐ Higher | (0.20) |
| ☐ Extremely Higher | (0.19) |

-  Is there negative relationship with supervisors?
- | | |
|---|--------|
| ☐ Positive Relationship | (0.10) |
| ☐ Somewhat Positive | (0.18) |
| ☐ Moderate Relationship | (0.15) |
| ☐ Somewhat Negative | (0.37) |
| ☐ Negative Relationship | (0.23) |

-  Do they provide you with facilities, such as, day care center?
- | | |
|---------------------------|--------|
| ☐ Yes | (0.27) |
| ☐ No | (0.73) |

-  Do they allow you leave with pay?

- Yes (0.33)
- Sometimes (0.10)
- No (0.57)

- Do they give you bonuses?
 - Yes (0.42)
 - Sometimes (0.08)
 - No (0.50)

- Do they provide you with annual increment?
 - Yes (0.56)
 - No (0.44)

- ✚ Is there lack of teaching resources, such as, the use of internet, computer and projector available in the classroom?
 - Abundance of teaching resources available (0.46)
 - Moderate (0.31)
 - Lack of teaching resources available (0.23)

- ✚ Do your colleagues and you work well together?
 - Best (0.25)
 - Good (0.35)
 - Average (0.20)
 - Bad (0.12)
 - Worst (0.08)

The Likert scale for the research is shown below. On the scale of 1 to 5, teachers were asked to rate their level of agreement:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am extremely happy at my workplace.	0.10	0.18	0.20	0.22	0.30
The management of this organization is supportive of me.	0.17	0.23	0.20	0.30	0.10
The atmosphere in the workplace is comfortable	0.14	0.20	0.16	0.32	0.18
I satisfactorily enjoy the organization's culture	0.12	0.22	0.11	0.35	0.20
I am satisfied with my monthly salary	0.09	0.10	0.12	0.52	0.15
I feel my job does not cause me stress	0.16	0.20	0.19	0.29	0.16

The management makes changes based on my suggestions and feedback	0.07	0.14	0.19	0.36	0.24
I am satisfied with my chances for promotion.	0.12	0.13	0.21	0.29	0.25
I am provided with all trainings necessary for me to perform my job.	0.11	0.36	0.20	0.28	0.05
My work is evaluated based on a fair system of performance standards.	0.12	0.30	0.22	0.25	0.11
I feel encouraged by my supervisor to offer suggestions and improvements.	0.09	0.20	0.14	0.35	0.22
I feel valued by the organization for my contributions	0.12	0.22	0.10	0.35	0.21
The amount of work I expected to finish each week is reasonable.	0.11	0.21	0.19	0.29	0.20
My work assignments are always clearly explained to me.	0.19	0.30	0.12	0.21	0.18
I am appropriately recognized when I perform well at my regular duties.	0.16	0.20	0.19	0.30	0.15
I feel like all of my talents are being used in my position	0.10	0.19	0.27	0.24	0.20

Quantitative Questions: I have also prepared some quantitative questions. The sample of about 500 teachers were selected for survey. The teachers were requested to choose the options based on their preference. The numerical data helped me to examine statistically.

🎨 How long have you been working for this organization?

- Less than a year **(0.10)**
- 1 to 3 years **(0.30)**
- 4 to 6 years **(0.25)**
- 7 to 10 years **(0.20)**
- More than 10 years **(0.15)**

🎨 How many times were you have been promoted in your workplace?

- 0 time **(0.54)**
- 1 time **(0.18)**
- 2 times **(0.12)**
- 3 times **(0.09)**
- More than 3 times **(0.07)**

🎨 How many times were you have been demoted in your workplace?

- 0 time **(0.59)**

- 1 time (0.16)
- 2 times (0.11)
- 3 times (0.08)
- More than 3 times (0.06)

✚ How often your opinions were valued?

- Frequently (0.07)
- Thrice in 3 months (0.14)
- Twice in 3 months (0.19)
- Once in 3 months (0.24)
- Zero time (0.36)

✚ How much time do you spend in the place of your work?

- More than 7 hours (0.37)
- Between 7 to 6 hours (0.33)
- Between 6 to 5 hours (0.18)
- Less than 5 hours (0.11)

✚ How often your decisions were taken into consideration?

- Frequently (0.10)
- Thrice in 3 months (0.15)
- Twice in 3 months (0.20)
- Once in 3 months (0.25)
- Zero time (0.30)

✚ How long do you travel every day to reach your workplace?

- Less than 20 minutes (0.24)
- 20 to 40 minutes (0.43)
- 40 to 60 minutes (0.19)
- More than 60 minutes (0.14)

✚ Have you experienced work related illness and injury in the workplace?

- One time (0.11)
- Two times or more than two times (0.26)
- Zero time (0.63)

✚ Do you think there is enough freedom to decide how to do your work?

- More than 70% freedom (0.12)
- 50% to 70% freedom (0.15)
- 30%-50% freedom (0.21)
- Less than 30% freedom (0.52)