Job Satisfaction of the Secondary School Teachers in Bangladesh: A Case Study on Chuadanga District

Md. Ruhul Amin and Md. Abu Sina
Department of Accounting & Information Systems, Islamic University, Kushtia, Bangladesh

Abstract

Job satisfaction is an affective or emotional reaction to the job, resulting from the incumbent’s comparison of actual outcomes with the required outcomes. Job satisfaction plays an important role in motivating any person towards better performance. In the study, job satisfaction is considered as sum of the scores obtained by Brayfield and Rothe scale with the help of structured schedule. 10 variables i.e., job security, promotional opportunities, present job status, present job salary, working environment, participation in management, retirement benefit, entertainment opportunity, washroom facility and payment system of salary are selected for measuring job satisfaction of the secondary school teachers. It is found that the secondary school teachers are satisfied on four variables i.e., working environment, participation in management, washroom facility and entertainment opportunity but they are not satisfied on six variables i.e., job security, promotional opportunities, present job status, present job salary, payment system of salary, and retirement benefit. If the Government and management of the schools consider the recommendations suggested by the researchers, job satisfaction of the secondary school teachers will be enhanced. Consequently better educational service will be provided by the teachers and the students would get a better educational environment.

Keywords: Job Satisfaction; Secondary School

1. Statement of the Problem

Bangladesh, being a third world country, is trying to expand its secondary education programs. For this end, various types of schools such as primary, junior and secondary schools are set up by government, semi-government and non-government authority.

Madrasa is also one type of non-government educational institute. People working in
these school and madrasas are generally known as teachers. Teachers are the part and parcel of school and school cannot be run without their participation. In this study, different types of secondary school teachers are interviewed and their attitudes toward job satisfaction are examined. The employees cannot perform their duties with due care and diligence until they are satisfied with their jobs. Literature review shows that only a handful of researches have been conducted on teachers’ job satisfaction in Bangladesh. Job satisfaction is becoming a matter of growing interest for the individuals concerned with the quality of working life and organizational efficiency. Quality education plays a vital role in the development of the country. Every year the government of Bangladesh allocates a highest amount of money in education sector in their national budget, but it is not sufficient to reallocate and restructure the salary of the secondary school teachers in the country. So, the secondary school teachers are not satisfied with the present salary structure. In this regard the present study is designed as a research work on the job satisfaction of the secondary school teachers in Bangladesh. Keeping this in view the present study focuses on the investigation of several important questions. These are as follows:

1. How to assess the job satisfaction of the secondary school teachers in Bangladesh?
2. What factors affect the job satisfaction of the secondary school teachers?
3. How to enhance job satisfaction of the secondary school teachers?

This study is conducted in order to try to answer the questions above and address to necessary matters.

2. Objective of the Study

The main objective of the study is to evaluate the job satisfaction level of the secondary school teachers in Bangladesh. To achieve the main objective, some specific objectives are assigned as follows:

1. To assess the various factors of job satisfaction of the respondents.
2. To identify the major factors of dissatisfaction of the respondents.
3. To recommend suggestions for policy implications.

3. Literature Review

For identifying the research gap the researchers reviewed some previous works done on this matter. Out of those some reviews are stated below:

teachers in Malaysia” provided empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. It also attempts to identify the work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teachers’ characteristics. The teachers’ job satisfaction which is measured on 200 sample have been determined by two separate measures, namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. There is no significant relationship between places of origin of teachers with job satisfaction. Based on the bi-variants correlation tests, six work dimensions of teaching job are significantly related to teachers’ job satisfaction. Based on the findings of the study several recommendations are forwarded.

Andrew et al, (2008) studied in “Experimenting with Teacher Professional Development: Motives and Methods”. According to the opinion of the authors, a strong base of research is needed to guide investments in teacher professional development. This article considers the status of research on professional development and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a program is delivered across a range of typical settings and when its delivery depends on multiple trainers. Despite a consensus in the literature on the features of effective PD, there is limited evidence on the specific features that make a difference in achievement. This article explains the benefits offered by experiments in addressing current research needs and for those conducting and interpreting such studies discusses the unique methodological issues encountered when experimental methods are applied to the study of PD. Brayfield, (1955) were the first researchers who studied a vast amount of literature and concluded that there is no relationship between job satisfaction and performance. This has opposed the popular ‘Human Relations View’ which maintains that a satisfied worker is a more productive worker.

Day, et al, (2008) studied “Combining Qualitative and Quantitative Methodologies in Research on Teachers' lives, Work and Effectiveness: From Integration to Synergy”. The authors of this article discuss how a mixed-methods research team designed and conducted a 4-year study that tracked 300 teachers in 100 schools in England over a 3-year fieldwork period. The authors discuss about processes that led to new knowledge. Although mixed methods are becoming more popular, few published accounts describe in detail how researchers have moved
beyond the use and integration of mixed methods to arrive at more synergistic understanding. The advantage of synergistic approaches is their consideration and combination of a greater range of data, resulting in more nuanced, authentic accounts and explanations of complex realities.

Katoch, R. (2012) mentioned in his study on “Job Satisfaction among College Teachers: A Study on Government Colleges in Jammu (J&K)”. He found that college teachers are the most important group of professionals for our nation’s future. Job satisfaction among college teachers is good not only for themselves but society as a whole. Wellbeing of any society depends upon the role played by the teacher. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. For the same reason a study is undertaken to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. Research shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Mahmood, et al. (2011) made their study on “Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools.” They expressed that job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The present study is conducted to investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Study is descriptive in nature and Minnesota satisfaction questionnaire is used to collect data. The data were collected from 785 teachers selected from all Public High schools (192) in one district. The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and ‘T’ test, is run to test the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There is no significant difference between urban and rural teachers’ job satisfaction.

Ololube (2012), in his study on “Teachers Job Satisfaction and Motivation for School
Effectiveness: An Assessment - University of Helsinki Finland” implies that job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, centre competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. The survey results revealed that teaching related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Rashid and Jahan (2006) made in their study on, “A Study on Job Satisfaction and Retention of BRAC University Faculty Members.” The study focused on target population consists of the existing full-time as well as dropout faculty members. For exploring the attitudes and opinions of current faculty, Visualization in Participatory Programs (VIPP) method is used. A questionnaire is sent to each dropout faculty member via email, snail mail, and through personal contact. Secondary information on the dropout cases is also gathered from the university database. However, despite its reputation it is yet to create its own pool of talented and diverse faculties. A significant portion of its faculty members does not stay at BU. Forty-nine dropouts in five years is an evidence of this problem. Most importantly, many dropout faculties are going to the same organizations which they ignored at the time of joining BU. And, the possibility of further dropout is real.

Taskina and Ireen (2009) in their study on “Job Satisfaction of Faculty Members in Private Universities: In Context of Bangladesh” expressed that job satisfaction is one of the most widely discussed issues in organizational behaviour, personnel and human resource management and organizational management. In this study the researchers investigated the present level of job satisfaction among the faculty members of private universities of tertiary level in Bangladesh. The study concluded with the facts that faculty members are overall satisfied with their present condition, except the factors like training facilities, and some physical facilities and distribution of courses. Further it is found that there is no significant difference between male and female faculty members regarding job satisfaction. As the job itself is not gender bias by nature so it does not play a crucial role for female faculty members while working under masculine culture. The researchers summed up with view that universities may give more
attention to motivate and maintain these human resources to make them more contented and to make the most of their effort by ensuring overall excellence of organization.

The reviews show that there is no comprehensive research work on this topic.

4. Concept of Job Satisfaction

Job satisfaction is defined as an individual's reaction to the job experience (Li-Ping Tang & Talpade, 1999). An effective definition is given by Hirschfeld (2000) as job satisfaction is the extent to which people like their jobs. Job satisfaction can be described as an affective or emotional reaction to the job, resulting from the incumbent’s comparison of actual outcomes with the required outcomes (Cranny et al; 1992; Locke, 1976). So, it is to be said that job satisfaction is a productivity influencing factor for the employees. There are several factors influencing job satisfaction of the employees.

5. Research Methodology

5.1 Sample Size of the Study

The present study is conducted on the secondary school teachers of Chuadanga district in Bangladesh. It is selected purposively. There are 1000 secondary school teachers working and 150 secondary schools are situated in Chuadanga district. Out of the total 1000 secondary school teachers, only 100 secondary school teachers have been selected randomly for the study purpose. The sampled teachers have been selected for this study from twenty (20) secondary schools in Chuadanga (10) district.

5.2 Sources and Collection of Data

Both primary and secondary data are used for the purpose of the study. The study is mainly based on primary data. The primary data have been collected through interviews and questionnaires from the various secondary school teachers in Chuadanga district. Secondary data are collected through daily newspapers, National Education Policy 2012, memorandum, articles, reports, books relating to job satisfaction etc.

5.3 Processing and Analysis of Data

Collected data have been analysed by using various types of statistical tools. Before
analysing data, all data are processed through computer converting into numerical codes. Ten variables i.e., Job Security, Promotional Opportunities, Present job Status, Present job Salary, Working Environment, Participation in Management, Retirement Benefit, entertainment opportunity, Washroom Facility and Payment System of Salary are selected for measuring job satisfaction of the secondary school teachers. To analyse data researchers used some statistical tools such as, mean or average, standard deviation and t-test.

T-test tables show a range of values of degree of freedom at different levels of significance. By selecting a particular degree of freedom and level of significance, the study determines the tabular value of \( t \). The result of t-test for job satisfaction and dissatisfaction are shown in the tables in Appendices.

6. Analyses and Findings

Results of data analysis have been showed in the appendix tables. From the analyses following findings are found:

6.1 Job Security of the Secondary School Teacher

Appendix Table no. 1 reveals that the calculated value of \( t \) is 16.497 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relationship between job security and job satisfaction of the respondents. Therefore it is found that secondary school teachers are not satisfied for their job security in the secondary school.

6.2 Promotional Opportunity of the Secondary School Teacher

Appendix Table no. 2 reveals that the calculated value of \( t \) is 18.861 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. Promotional opportunity and job satisfaction is related topics. Therefore it is found that secondary school teachers are not satisfied for their promotional opportunity.

6.3 Present Job Status of the Secondary School Teacher

Appendix Table no. 3 reveals that the calculated value of \( t \) is 25.223 which greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study
will reject the null hypothesis. There is a relationship between present job status and job satisfaction. Therefore it is found that secondary school teachers are not satisfied for their present job status.

6.4 Present Job Salary of the Secondary School Teacher

Appendix Table no. 4 reveals that the calculated value of $t$ is 19.276 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. Present job salary and job satisfaction is related. Therefore it is found that secondary school teachers are not satisfied for their present job salary.

6.5 Working Environment in the Secondary School Teacher

Appendix Table no. 5 shows that the calculated value of $t$ is 27.860 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relationship between working environment and job satisfaction of the respondents. Therefore it is found that secondary school teachers are satisfied for their working environment.

6.6 Participation in Management of the Secondary School Teacher

Appendix Table no. 9 reveals that the calculated value of $t$ is 27.156 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relation between participation in management and job satisfaction of the respondents. Therefore it is found that secondary school teachers are satisfied for their participation in management.

6.7 Retirement Benefit of the Secondary School Teacher

Appendix Table no. 11 reveals that the calculated value of $t$ is 23.500 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relationship between retirement benefit and job satisfaction of the respondents of the secondary school. Therefore it is found that secondary school teachers are not satisfied for their retirement benefit.
6.8 Entertainment Opportunity of the Secondary School Teacher

Appendix Table no. 16 reveals that the calculated value of $t$ is 19.987 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relationship between entertainment opportunity and job satisfaction of the secondary school teachers. Therefore it is found that respondents are not satisfied for their entertainment opportunity.

6.9 Washroom Facility of the Secondary School Teacher

Table 5.1.22 reveals that the calculated value of $t$ is 20.579 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. Therefore it is found that secondary school teachers are not satisfied for their washroom facility.

6.10 Payment System of Salary of the Secondary School Teacher

Appendix Table no. 23 reveals that the calculated value of $t$ is 19.188 which are greater than the table value of 2.576 at 1% level of significance and the degree of freedom is 99. The study will reject the null hypothesis. There is a relationship between job satisfaction and job security of the secondary school teachers. Therefore it is found that secondary school teachers are not satisfied for their payment system of salary.

It is found that four variables i.e., working environment, participation in management, washroom facility and entertainment opportunity show job satisfaction of the secondary school teachers and six variables i.e., job security, promotional opportunities, present job status, present job salary, payment system of salary, and retirement benefit show dissatisfaction of the teachers.

7. Conclusion

Education is recognized as one of the most powerful tool for human development and poverty reduction. There is a wise saying that “education is the backbone of a nation”. Bangladesh government has taken various measures to educate its population in recognition of the potentials of education for its nation. The secondary school is selected for this study because it occupies the most important position for developing and making the best human being for the nation. In secondary school the guideline is provided by the secondary school teachers. If the
secondary school teachers are not satisfied with the quality of their work life then it is unlikely that they will impart quality knowledge. So, determination of job satisfaction of secondary school teacher is very essential. As the secondary school teachers play a vital role in the economic development of the country; necessary measures should be taken to decrease their dissatisfaction for improving their efficiency and job satisfaction following the suggestions given by the researchers.

8. Recommendations of the Study

To enhance the job satisfaction and to improve overall performance of the secondary school teachers in Bangladesh, the following recommendations are made by the researchers:

1. As the job related factors play a more decisive role in inducing job satisfaction than the socio-economic factors and personal factors. It is suggested that more emphasis should be given on the job related factors for improving job satisfaction.

2. The secondary school teachers are dissatisfied with the job security, promotional opportunity, present job status, present salary structure, recognition for better performance, retirement benefit, political pressure, opportunity for participation in decision making, entertainment opportunity, job stress, evaluation of teacher, washroom facility and the payment system of salary. The study recommends that these factors should be considered for the job satisfaction of a secondary school teacher.

3. Psychological tests can be introduced for proper selection of teacher in the secondary schools.

4. Eliminate all forms of discrimination in education, including discrimination between types of schools, discrimination of salary, curriculum-based discrimination, discrimination in textbooks, discrimination in budget allocation, and discrimination of teachers’ posts, among others.

5. Make all teachers eligible for Tiffin allowance and make provision for contingency.

6. Increase the number of departmental promotion opportunities for teachers.

7. Finally, before generalization, further in depth studies are recommended for better understanding of the causes and consequences of job satisfaction, job security, recognition for better performance, retirement benefit, evaluation of teacher and payment system of salary of the secondary school teachers in Bangladesh.
References


Statistical Pocket Book (2009).


Appendices

Appendix Table no. 1

T-Test Statistics of Job Security

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Security</td>
<td>100</td>
<td>2.39</td>
<td>1.449</td>
<td>.145</td>
<td>16.497</td>
<td>99</td>
<td>.000</td>
<td>2.390</td>
<td>Lower 2.10, Upper 2.68</td>
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</table>

Source: Calculated on the basis of Field Survey.

Appendix Table no. 2

T-Test Statistics of Promotional Opportunity

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional Opportunity</td>
<td>100</td>
<td>1.48</td>
<td>.785</td>
<td>.078</td>
<td>18.861</td>
<td>99</td>
<td>.000</td>
<td>1.480</td>
<td>Lower 1.32, Upper 1.64</td>
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</table>

Source: Calculated on the basis of Field Survey.

Appendix Table no. 3

T-Test Statistics of Present Job Status

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
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</thead>
<tbody>
<tr>
<td>Present Job Status</td>
<td>100</td>
<td>2.80</td>
<td>1.110</td>
<td>.111</td>
<td>25.223</td>
<td>99</td>
<td>.000</td>
<td>2.800</td>
<td>Lower 2.58, Upper 3.02</td>
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</table>

Source: Calculated on the basis of Field Survey.
Appendix Table no. 4

T-Test Statistics of Present Job Salary

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std. Error</th>
<th>T-value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Job Salary</td>
<td>100</td>
<td>1.70</td>
<td>.882</td>
<td>19.276</td>
<td>99</td>
<td>.000</td>
<td>1.700</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1.53</td>
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</tbody>
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Source: Calculated on the basis of Field Survey.

Appendix Table no. 5

T-Test Statistics of Working Environment

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<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std. Error</th>
<th>T-value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
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</thead>
<tbody>
<tr>
<td>Working Environment</td>
<td>100</td>
<td>2.80</td>
<td>1.005</td>
<td>27.860</td>
<td>99</td>
<td>.000</td>
<td>2.800</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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Source: Calculated on the basis of Field Survey.

Appendix Table no. 6

T-Test Statistics of Participation in Management

<table>
<thead>
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<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std. Error</th>
<th>T-value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Management</td>
<td>100</td>
<td>2.82</td>
<td>1.038</td>
<td>27.156</td>
<td>99</td>
<td>.000</td>
<td>2.820</td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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Source: Calculated on the basis of Field Survey.
Appendix Table no. 7
T-Test Statistics of Retirement Benefit

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirement Benefit</td>
<td>100</td>
<td>1.99</td>
<td>.847</td>
<td>.085</td>
<td>23.500</td>
<td>99</td>
<td>.000</td>
<td>1.990</td>
<td>1.82 - 2.16</td>
</tr>
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</table>

Source: Calculated on the basis of Field Survey.

Appendix Table no. 8
T-Test Statistics of Entertainment Opportunity

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment Opportunity</td>
<td>100</td>
<td>1.92</td>
<td>.961</td>
<td>.096</td>
<td>19.987</td>
<td>99</td>
<td>.000</td>
<td>1.920</td>
<td>1.73 - 2.11</td>
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Source: Calculated on the basis of Field Survey.

Appendix Table no. 9
T-Test Statistics of Washroom Facility

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washroom Facility</td>
<td>100</td>
<td>2.37</td>
<td>1.152</td>
<td>.115</td>
<td>20.579</td>
<td>99</td>
<td>.000</td>
<td>2.370</td>
<td>2.14 - 2.60</td>
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</table>

Source: Calculated on the basis of Field Survey.
Appendix Table no. 10

T-Test Statistics of Payment System of Salary

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>Std.</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>df</th>
<th>Sig. Two tailed</th>
<th>Mean Difference</th>
<th>95% confidence Interval of the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment System of Salary</td>
<td>100</td>
<td>2.23</td>
<td>1.162</td>
<td>.116</td>
<td>19.188</td>
<td>99</td>
<td>.000</td>
<td>2.230</td>
<td>2.00 2.46</td>
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</table>

Source: Calculated on the basis of Field Survey.

Appendix Table no. 11

Mean Ranking

<table>
<thead>
<tr>
<th>Factor of Job Satisfaction</th>
<th>Respondents</th>
<th>Mean</th>
<th>T-Value</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Security</td>
<td>100</td>
<td>2.39</td>
<td>16.497</td>
<td>23</td>
</tr>
<tr>
<td>Promotional Opportunities</td>
<td>100</td>
<td>1.48</td>
<td>18.861</td>
<td>21</td>
</tr>
<tr>
<td>Present job Status</td>
<td>100</td>
<td>2.80</td>
<td>25.223</td>
<td>07</td>
</tr>
<tr>
<td>Present job Salary</td>
<td>100</td>
<td>1.70</td>
<td>19.276</td>
<td>19</td>
</tr>
<tr>
<td>Working Environment</td>
<td>100</td>
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<td>27.860</td>
<td>05</td>
</tr>
<tr>
<td>Participation in Management</td>
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<td>27.156</td>
<td>06</td>
</tr>
<tr>
<td>Retirement Benefit</td>
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<td>1.99</td>
<td>23.500</td>
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<tr>
<td>Entertainment Opportunity</td>
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<td>19.987</td>
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<tr>
<td>Washroom Facility</td>
<td>100</td>
<td>2.37</td>
<td>20.579</td>
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<td>Payment System of Salary</td>
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<td>2.23</td>
<td>19.188</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Calculated on the basis of Field Survey.