

THE DETERMINATION OF FACTORS CONTRIBUTING TO JOB
SATISFACTION AND DISSATISFACTION OF SECONDARY
SCHOOL TEACHERS IN DACCA CITY

A Dissertation

Presented to

the Faculty of the Institute of Education
and Research, The University of Dacca

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Olive Lemon Morrill

Month

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Year

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Anis A. Quidwai, Chairman

Date of Oral Examination
July 15, 1969

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O.L.M.

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ABSTRACT

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Major Advisor: Dr. Anis A. Quidwai.

Statement of the Problem

This study was a determination of factors contributing to job satisfaction and dissatisfaction of secondary school teachers in Dacca, East Pakistan and a comparison of these factors with those identified in the United States as contributing to job satisfaction and dissatisfaction of teachers in that culture.

Purpose of the Study

After an extensive review of available literature was made, it was determined that, because of the emphasis placed on education and the role it plays in economic development, a great many well trained and capable teachers will be needed in East Pakistan if universal primary education is to be realized in the near future. It is likely that people of superior ability will remain in or be attracted to education and productivity will be

increased if those presently engaged in teaching are satisfied with their jobs. The satisfaction of teachers is considered to be a major concern of education in East Pakistan; therefore, the purpose of this study was to identify factors which are associated with job satisfaction and dissatisfaction of secondary school teachers in Dacca, East Pakistan and to compare these factors with factors identified by Johnson as contributing to satisfaction and dissatisfaction of teachers in the United States.

Method of the Study

Herzberg and Associates conducted a study of industrial workers in the United States, identifying fourteen motivational factors contributing to job satisfaction and to job dissatisfaction. They were Achievement, Advancement, Interpersonal Relations, Job Security, Personal Life, Policy and Administration, Possibility of Growth, Recognition, Responsibility, Salary, Status, Supervision, Work Itself, and Working Conditions. Johnson made a similar study using these same factors as a basis for his investigation and found that factors influencing satisfaction and dissatisfaction of teachers corresponded closely to those affecting the feelings of industrial workers.

Collection of Data

In order to determine what factors contribute to satisfaction and to dissatisfaction of teachers in Dacca, East Pakistan, an instrument was constructed for gathering data. The same format was utilized in this study as was employed by Johnson in his study of teachers in Georgia, U. S. A. and the same fourteen predetermined motivational factors formed the basis of an attitude inventory instrument designed in two parts to collect information about feelings of (1) satisfaction and (2) dissatisfaction.

The instrument was pre-tested at the University Laboratory School, Institute of Education and Research, University of Dacca. Minor revisions were made and permission to gather data in the schools was obtained from the Director of Public Instruction.

Source of Data

Based on Cochran's Small Sample Theory, a sample of 120 teachers was obtained from a population of approximately 400 secondary school teachers who had Baccalaureate degrees and who were teaching in the secondary schools in the city of Dacca. A table of random numbers was used to select ten schools from a list of Dacca city schools. Only 117 teachers completed the inventory

but no effort was made to contact the three who did not finish because no names were obtained at the time the test was administered.

Analysis of Data

After data were collected, a tabulation was made yielding total responses to each statement on the Satisfaction Inventory. The two categories of responses, those who were tested at .05 level of confidence by use of the Chi-square test to determine if a significant difference existed. Motivational factors contributing to satisfaction and to dissatisfaction were then determined on the basis of the significance test. These factors influencing satisfaction were compared with factors of dissatisfaction and the Sign Test for Paired Observations was employed to determine if a significant difference existed between the two lists.

The factors contributing to satisfaction and dissatisfaction of teachers in Dacca were compared with those influencing satisfaction and dissatisfaction of teachers in the United States and the Chi-square test was used to determine significance. They were tested at .05 level of confidence.

Findings

Major findings of the study were:

1. Ten of the fourteen predetermined motivational factors contributed to satisfaction. When ranked by total number of responses to sets of statements measuring each factor, these were: Achievement, Interpersonal Relations, Job Security, Recognition, Responsibility, Possibility of Growth, Work Itself, Supervision, Advancement, and Policy and Administration.
2. Thirteen of the fourteen factors were sources of dissatisfaction. Ranked in the same manner, these were: Salary, Working Conditions, Status, Policy and Administration, Responsibility, Possibility of Growth, Recognition, Personal Life, Advancement, Work Itself, Job Security, Supervision, and Achievement.
3. When factors of satisfaction were compared with those identified by Johnson of teachers in Georgia, they were found to be very similar. Three out of the four highest ranking factors were common to both groups of teachers, these were: Achievement, Interpersonal Relations, and Recognition. Six out of the highest eight factors were common to both groups. The other three factors were Work Itself, Supervision, and Responsibility.

4. In comparing factors contributing to dissatisfaction, it was found that two of the highest four factors in each list were common to both groups; these were Working Conditions, and Status. Salary was the only other factor out of the eight highest that was common to both groups, showing that between teachers in the two countries, the factors of dissatisfaction were less similar than those contributing to satisfaction.

5. The factors contributing to satisfaction of teachers in Dacca were not significantly different from those leading to satisfaction of teachers in the United States, neither was there any significant difference between the two countries in factors of dissatisfaction.

Conclusions

The primary conclusions were:

1. Teachers in both countries have basic needs and desires which must be fulfilled before they are happy in their work.
2. Satisfaction of teachers in both countries results from similar factors.
3. Dissatisfaction of teachers in both groups results from similar factors although more differences were observable than with factors of satisfaction.

4. Generally speaking, teachers receive satisfaction when there is an opportunity for self actualization, when they are recognized for efforts and accomplishments, when relationships with colleagues are compatible and harmonious, and when they feel secure in their jobs.

5. Teachers become dissatisfied when salaries are insufficient to obtain basic needs, when facilities and conditions of work are poor and inadequate, when status is low, and when administrative policies are autocratically made and inefficiently implemented.

6. The administrative climate in the school plays an important role in determining whether or not teachers are satisfied or dissatisfied.

7. Aspects of supervision were relatively unimportant to teachers in Dacca but were strong dissatisfiers in the United States.

8. A much higher proportion of teachers in Dacca responded to negative statements of dissatisfaction than did teachers in the United States. It suggests that a greater number of teachers in Dacca teach, not because they want to but because they have no alternative.

Recommendations

The following recommendations were made:

1. Information from this study should be passed on to the East Pakistan Planning Commission for their consideration in educational development.
2. Information should be made available to the Director of Public Instruction so that attention can be given to problems of teacher satisfaction and dissatisfaction.
3. Teachers should be given representation in policy making groups especially regarding matters concerning them.
4. Administrators of schools must establish and maintain a productive administrative climate in which teachers can perform their work.
5. Teachers should be granted freedom to plan for and carry out projects within their classrooms.
6. Teachers should be familiarized with educational goals and their role in the achievement of such.
7. Teachers should be recognized and rewarded for efforts and accomplishments.
8. A program of teacher improvement must be planned and implemented to assist teachers in raising the quality of their teaching.

9. Administrators and supervisors should work cooperatively together to achieve better working conditions, higher salaries, increased status and teacher representation in policy making groups.

10. Research should be carried out to learn more about the causes and effects of satisfaction and dissatisfaction in work.

11. Information about satisfaction and productivity of workers from other educational enterprises and from industry should be applied to the total educational endeavour.

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CHAPTER I

INTRODUCTION

The Problem

What factors contributing to job satisfaction and to dissatisfaction of secondary school teachers in East Pakistan may be determined and described, and to what extent do these factors correspond with those which have been identified in the United States as contributing to teacher job satisfaction and to dissatisfaction?

The Purpose of the Study

The purpose of this study was to identify factors which are associated with job satisfaction and dissatisfaction of teachers and to test other related hypotheses in the hope that through the research involved, information could be obtained which would contribute to educational progress in East Pakistan. More specifically, the study was designed to:

1. Identify factors which contribute to job satisfaction of secondary school teachers in the city of Dacca.
2. Identify factors which contribute to job dissatisfaction of secondary school teachers in the city of Dacca.

3. Compare the findings of this study with the findings of Johnson in his study of job satisfaction and dissatisfaction of teachers in the United States.

Value of the Study

Considering the emphasis on education and its role in economic and social development of East Pakistan, the questions posed in the problem are important ones and merit serious attention. Educators as well as professional personnel in other related fields generally agree that to improve the standard of living is one of the country's greatest needs. There is also well-nigh uniform consensus that education of the country's people is a primary factor in the achievement of this and other related goals. This has been affirmed and emphasized in a special report on the Pakistan Commission on National Education which states that "our greatest need as a people is to improve constantly our standard of living, which at the moment is among the lowest in the world." The Report also states the importance of education in economic growth and social welfare by saying that "it is axiomatic that the educational system of a country should meet the individual and collective needs of the people of that country... The educational system is the instrument a society uses to equip all its

people to lead productive public lives and full personal lives." (55, pp. 9-10.) Consequently, if the educational system is to meet the individual and collective needs of the people of Pakistan it must be expanded and the quality of education raised. A great many well-trained and qualified teachers will be needed if this expansion is brought about.

An evaluation of the present educational situation in East Pakistan reveals this need. According to the best figures available the population is currently around 70 million. Of this number, over 19 million are school age children between five and fourteen years. Projecting present demographic figures, the population will rise to nearly 90 million by the year 1975 at which time the number of children (ages five to fourteen) will have increased to approximately 26 million. (86, pp. 9, 36-37.) In 1967, the most recent year for which school enrollment figures are available in East Pakistan, there were 5,532,654 students enrolled in classes one through ten, (85, p. 11,) out of a total of 19,052,000 children who were eligible for enrollment in those classes, or about 29 per cent of the potential enrollment of school age children were actually enrolled in the schools of East Pakistan. This means that there were about 13.5 million children who should have been but were not enrolled in school in 1967.

(85, p. 11; 86, pp. 9, 36-37.) The projected potential enrollment of classes one through eight for 1975 is estimated at 19,584,000. Assuming present enrollment trends, this will be only about 33 per cent of those who should be enrolled. (47, pp. 17-18.)

If five years of universal primary education is to be realized by 1975, it will necessitate the handling of an additional 12,553,000 children. To handle this number (assuming a ratio of one to every twenty-five pupils) an additional 502,120 teachers will be needed. The number of primary teachers needed by 1975 would, therefore, be at least four times the number who were in service in 1965. Even if a wide ratio of one teacher to each forty pupils were used, this would still mean that 313,820 new teachers or a total of 650,000 teachers would be needed by 1975. (48, pp. 17-22.)

Corresponding figures showing the projected number of secondary school teachers needed by 1975 are also far in excess of those already in service. To maintain a ratio of one teacher for every twenty-five pupils at 80 per cent enrollment or allowing for a 20 per cent dropout, 339,975 additional secondary school teachers would be required. (48, pp. 20-22.)

In view of the present situation it is evident that there is a long, long way to go before a sufficient number of qualified teachers will be available in East Pakistan. It is also evident that there are still many unanswered questions relating to teachers and to the teaching situation. One important question having a direct bearing on the present problem is that of motivation. The degree to which teachers find satisfaction in their work will determine to a great extent the quality of teaching and the length of time teachers remain in the educational profession as well as positive and negative influences on prospective teachers.

Considering the need for greater numbers of well-trained and qualified teachers in the educational field, progress in meeting this need can be made through a study of the teacher and the conditions under which he performs his work. Since no study of this nature has yet been made in Pakistan it was anticipated that information from this study may be utilized in meeting the physical and psychological needs of the teacher. If this can be accomplished and if teachers are better satisfied with their profession, it will serve to attract capable persons to the teaching profession and will also assist in retaining the well-trained and effective teachers presently engaged in the teaching profession.

Delimitations

The study was delimited to deal only with a determination of factors accounting for job satisfaction and job dissatisfaction of secondary school teachers in selected schools in the city of Dacca, East Pakistan.

Limitations

The only available information from the Johnson study was that presented in the text of his report. To the extent that other data were needed, the nonavailability of information tended to restrict this study.

Another limiting aspect was that because Pakistani experts in the field of education anticipated some difficulty in obtaining objective reports from subjects if the content analysis method were used, a different method of gathering data was employed and this limited the manner in which the analysis of data was executed.

Hypotheses

This study was conducted either to retain or reject the following hypotheses:

1. Factors leading to job satisfaction will not be any different from those leading to dissatisfaction.

2. Major factors contributing to job satisfaction in this study will not be any different from those contributing to job satisfaction of teachers in the United States as determined by Johnson.

3. Major factors leading to job dissatisfaction of teachers as determined for this study will not be any different from those which accounted for job dissatisfaction in Johnson's study.

Definition of Terms

Terms employed in this study which may cause a misunderstanding are defined as follows:

Achievement---successful completion of a job, solution to problems, vindication, and seeing the results of one's work.

Advancement---an actual change in status or position of the person.

Factors---objective elements of the total job situation in which the respondent finds a source for his good or bad feelings about the job.

High Attitude period---a period in which the individual reports his feelings as above normal.

Low Attitude period---a period in which the respondent reports his feelings as below normal.

Interpersonal Relations---feelings, attitudes and mutual enjoyment experienced in the interaction between the individual and some other person.

Job Satisfaction---a job situation in which an individual's job meets his need disposition.

Job Dissatisfaction---a job situation in which an individual's job does not meet his need disposition.

Job Security---a job situation in which the objective signs of job tenure or stability are present.

Job Insecurity---a job situation in which the objective signs of job tenure or stability are absent.

Personal Life---any one or more aspects of the job that affect an individual's private circumstances in such a way that the effects influence his feelings about the job.

Possibility of Growth---a job situation in which there is evidence that a change in status may be increased or decreased.

Recognition---either formal or informal acknowledgement, conveying approval or sanction of an act or of different acts collectively.

Responsibility---events or circumstances in which the individual reports satisfaction from being given authority either for his own work or for the work of others.

Salary---a specified amount of money for any sequence of events in which compensation plays a role.

School Policy and Administration---regulations and their enforcement in which some overall aspect of the school or school system was involved.

Status---an event in which some sign or appurtenance of rank or position is either mentioned or inferred.

Supervision---the overseeing of one's work where competence or incompetence, or fairness or unfairness of the supervisors are mentioned.

Work Itself---the actual performance of the job, or tasks of the job.

Working Conditions---any reference to physical conditions or environmental characteristics of a job situation, the amount of exertion, or the facilities and equipment available for use during employment.

CHAPTER II

REVIEW OF LITERATURE

An examination of literature considered to have relevance for the study can be classified into two categories as follows: (1) that which deals directly with job satisfaction and (2) that which, although not concerned directly with job satisfaction, is concerned with the importance of education in national development, availability of teachers, teacher salaries, working conditions, and other such areas which have a significant relationship to teacher job satisfaction or dissatisfaction and to teacher motivation.

Very little literature dealing with the first of these two categories is available. Especially is there a shortage of this kind of information for East Pakistan. There is, however, a great deal that has been written which has relevance in category two. Considering this, the review of literature includes all known studies which have been made on job satisfaction and as many of the others as seem to have special application and meaning for the study as described above for category two. Studies falling under category two are cited first, in part one of the review; those dealing directly with job satisfaction are reported in part two.

Part One

Studies Related to the
Importance of Education

Of special interest as a basis for establishing the importance of education for East Pakistan are a number of studies and reports by development planners and professional scholars which indicate that many assumptions have been made about the reasons why some countries remain underdeveloped and others achieve industrialization and an advanced state of technology. Galbraith has discussed some possibilities, many of which have been advanced by other economists before him. He believes, however, that the exact causes are not known and that it may be due to a number of factors, each contributing in a different way and to a greater or lesser extent in different countries throughout the world.

Some basic issues which have been designated by Galbraith as probable causes of poverty include the following aspects. It may be that people are poor because they want to be. A little ambition and desire would go a long way, he says, to improve the sorry state of affairs in many countries; yet, there are few people who do not desire economic improvement. Some say that certain countries are just naturally poor; however, this does not explain why Switzerland and Israel have both achieved

comparative wealth when both countries are poor in natural resources. Poverty may be due to the colonial oppression, but in Australia, the United States, and Canada, colonial rule did not exclude contemporary prosperity and many areas of Latin America have not prospered even though colonial influence has been absent for a long, long time. Class exploitation is another situation assumed to cause poverty; yet, there are numerous examples, such as exist in India and Pakistan, where many small land owners remain poor and their poverty cannot be attributed to enrichment of landlords. Insufficient capital may be a partial factor because low incomes allow no savings to accrue; still, countries like Iraq, Saudia Arabia, and Venezuela have much wealth in oil and minerals and there is no lack of capital, but the people remain poor. Over-population may be a major cause of poverty. India and Pakistan have both been cited as poor countries which are also overly populated; nevertheless, there are other countries which offer a contradiction to this cause. The Amazon Basin is sparsely populated and people are poor while Southern Brazil is densely populated and much more prosperous. Incompetent economic policy which causes either extreme inflation or complete stabilization may contribute to poverty, but under either policy, poverty has remained in many Latin American

nations. The last cause discussed by Galbraith is ignorance. It is difficult, he says, to detect whether it is a cause or result of poverty; nevertheless, it is a certainty that ignorant people tend to cling to obsolete and inefficient methods used in agriculture and industry while enlightened people are always devising new and better ways of doing things. At any rate, if poverty is assumed to result from a number of causes which vary from country to country, then an eclectic philosophy of the remedies for eradication will surely be developed. Regardless, says Galbraith, "people are the common denominator of progress...no improvement is possible with unimproved people, and advance is certain where people are liberated and educated." The conquest of literacy comes first; people must have a part in economic progress. (13, pp. 14-22.)

"The progress of a nation," states Fredrick Harbison, "depends first and foremost on the progress of its people. Unless it develops their spirit and human potentialities, it cannot develop much else---materially, economically, politically or culturally." He believes that the "basic problem of most of the underdeveloped countries is not a poverty of natural resources but the underdevelopment of their human resources." (19, p. 149.)

Other main points made by Harbison are: (1) The goals of any modern society are political and social as well as economic, (2) A country needs educated political leaders, lawyers, engineers, judges, doctors, managers, teachers, artists, journalists, etc., to spur economic development, and human development is the necessary condition for achieving them, (3) Human resource development is probably the most realistic and reliable indicator of the stage of modernization and growth of any country because it is a necessary condition for social, political, cultural, and economic growth. (18, p. 61.)

Burns expressed the conviction that the investment in human capital and the training and educating of people has not been sufficiently emphasized nor recognized as "the catalytic and crucial agent in national development" and that "a lack of adequate investment in human resource development will, in underdeveloped countries, prove to be as serious a handicap as the lack of investment in natural resource development." (4, pp. 1, 3.)

Other experts believe that in many developing countries, technical projects cannot successfully be carried on because of the shortage of skilled and well-trained manpower. They see the bottleneck in economic and social development today, not as one of capital resources,

but as one of untrained and unskilled people. In a Policy Conference on Economic Growth and Investment in Education, Dean Rusk said, in his address at the opening session, "I think if we look at the problems of development in country after country outside the West, we shall find that people are the bottleneck, and this means that education has a crucial role to play." (32, pp. 28-31.) Preston has also listed the unavailability of skilled people as a problem equal to the lack of material resources in East Pakistan and that the training of them will be "one of the most serious bottlenecks in attempting to expand vocational education." (92, pp. 64-65.)

Jan Tinsberger has pointed out that one of the purposes of the educational systems of today is to provide students with specific skills needed as a result of technological and organizational development; that with the great increase in the number of occupations, an ever increasing quantity of skills is needed and the quality of those needed skills must also necessarily rise. The furtherance of these skills, he said, has become the object of deliberate action of both formal and informal education. (35, pp. 75-76.)

Ellena and Engleman emphasized the need for and importance of continuous education in an article entitled

"Man's Tomorrow." They say that half of the jobs held by Americans today did not exist forty years ago and further vocational shifts are to be expected. In most cases the educational system gives too little attention to retraining and reeducation of its citizens in a competitive world of increasing complexity where civic responsibility continues to grow and increase. "It is not unreasonable to predict that half the children born this year will have to be trained at least three times for different vocations during their life time, ... perhaps America's greatest educational shortcoming is preparing people for the twenty-first century is starting education too late and stopping it too soon." (49, p. 522.)

The important position that education now occupies in the world quest for economic development has been well illustrated by Jean Jacques Servan-Schreiber and discussed by James Monahan in an article published in The Reader's Digest. In the book, Le Defi Americain (The American Challenge) Servan-Schreiber pointed out some startling events taking place in Europe and declared that the lack of education was the crux of the problem. (69, pp. 75-80.)

For several years American industry has been invading the European continent until at the present time American firms in France control 40 per cent of the

petroleum market, 65 per cent of the telecommunications equipment, and 45 per cent of the synthetic rubber. It is in the areas of technology and management that the greatest invasion has occurred. American firms are now producing 50 per cent of the semi-conductors, 80 per cent of the computers and 95 per cent of the miniature integrated circuits used in computers. Some alarmed people have suggested that American firms be excluded from Europe; that the industries should be nationalized or at least that investments should be restricted, but Servan-Schreiber says this is not the solution to the problem. If industry were nationalized it would simply force the managers and technicians to migrate, committing a scientific and intellectual suicide. He quotes the following statistics to substantiate his point of view that education, especially in the sciences and technologies, is the answer.

U.S. industry produces twice as much goods and services as the Common Market countries plus Britain. Its production capacity is two and a half times that of the Soviet Union. With only seven per cent of the earth's surface and six per cent of the world's population, the United States produces 33 per cent as much as the rest of the world put together. Half the passenger miles flown each year are flown by U. S. airlines. Americans own almost three out of every five automobiles in the world. Per-capita productivity is 40 per cent above that of Sweden (the next highest), 60 per cent above that of Germany, 70 per cent above France, and 80 per cent above Britain. The profits of General Motors alone -- \$1.8 billion -- equal those of the ten biggest enterprises in France, the ten biggest in Germany, and the ten biggest in England, all combined.

Servan-Schreiber, in explaining the reasons for the accomplishments, cited a study comparing education in nine developed countries which included the six Common Market countries, plus the United States, England, and the Soviet Union. It was found that America, with roughly the same population, had four times as many college graduates as the Common Market nations -- 450,000 compared to 101,000. It also had over three times as many people graduating with science degrees. Agriculture and industrial workers comprise 56 per cent of the population in France and are represented by only 12.6 per cent of the college students. In Belgium there are 11.5 per cent, ten per cent in Holland, and 7.5 per cent in Germany. In the United States, three to five times as many children from these classes have access to higher education. Of all people in the U. S. between the ages of twenty and twenty-four, 43 per cent are attending colleges and universities. This is compared with 24 per cent in Soviet Russia and between 4.8 and 16 per cent in European countries.

Servan-Schreiber concluded that this great quantity of human capital would easily account for American predominance in science and technology. He says that if Europe wants to close the technological gap it must improve its education. He agrees with Edward F. Denison

of the Committee for Economic Development who conducted a study in 1962 and concluded that, "among the factors of economic expansion, at the very top of the list is education." (69, pp. 75-80.)

In discussing Pakistan's manpower shortage, M. B. Farooki stated that any systematic development or effective utilization of human resources has been virtually neglected in Pakistan and that what manpower training has been done is so haphazard that the shortage of technical manpower is still acute. He believes that, while a great deal of attention is given to the planning of industries, very little has been paid to the development of personnel required to man these industries. It obviously has not been realized, he says, that it takes much longer to turn out a technical or professional worker than to build a factory or erect a mill. A direct quotation from Farooki follows:

It is, therefore, necessary that the development of human resources, both in quality and quantity, proceeds along with the planned development of material resources. (52, pp. 21-23.)

After studying problems in developing countries, the Committee for Economic Development in the United States has summed up the convictions of many experts when they issued the following statement:

We cannot emphasize too strongly our belief in the importance of improved education to the economic and social progress of a developing area. As we have already said, the greatest economic resource of any country is its people. No investment will be more rewarding than investment in improving the capabilities of the people. Nothing will do more to increase the freedom of the people and their participation in national life, or to strengthen and stabilize democratic processes. (4, p. 1.)

From the ideas and concepts just related, it may be concluded that one of the basic requirements for the advancement and progress of any country is an adequate source of well-trained manpower. Without it, the services required in industry, in agriculture, in commerce, education, and even in conducting affairs of religion and state, are not adequately available. Considering this, it is evident that investment in human resources have been too long neglected and that more attention should be ascribed to them.

Education as a Force for Meeting Desires and Needs of Society

There seems to be an almost universal desire, on the part of underprivileged parents, for a better way of life for their children than that which they have themselves. Education is generally seen as the means whereby the individual's goals may be achieved and a higher level of living attained. "The basic objectives underlying the

development of both India and Pakistan," states Porter, "is to provide a better way of life for the masses." He says that both countries see economic growth as a means to an end--that of freeing the individual from poverty and privation; consequently, much effort is being exerted to improve education, particularly at the secondary level. (72, p. 201.)

In Pakistan, the Commission on National Education has recognized the importance of education for social as well as economic development of the country. It has stressed the responsibility which education must assume in order to meet the needs and desires of the people. These are far broader and have many more implications for education than just the training of individuals for productive work. The report states:

The educational system is the instrument a society uses to equip all its people to lead productive public lives and full personal lives, according to their talents and interests. This system must be such that gifted individuals have full opportunity to develop their skills; it must give scope for the development of all the vocational abilities needed for the creation of a progressive and democratic society.

Our educational system must play a part in the preservation of the ideals which led to the creation of Pakistan, and strengthen the concept of it as a unified nation....

The first consequence which follows from this historical fact is that we must strive to create a sense of unity and of nationhood among the people of Pakistan. Education has an important role to play in the promotion of this feeling of solidarity, a

firm basis for which exists in the set of common hopes and aspirations which led to the creation of our country and which still inspire the lives of our people. We lay stress on the necessity to develop an educational programme at the different levels which will cultivate this sense of unity and nationhood. (83, pp. 10-11.)

"Economic and social progress are not a matter of technology or physical resource endowment alone," states Nicholas DeWitt, in commenting on education in Pakistan. He believes that both economic and social progress depend upon the development of individual character traits and human skills and that Pakistan is making an error of not emphasizing the role of education. (88, pp. 48-49.)

Hamm emphasizes this aspect also by pointing out that national development is not an easy task and that change in the social structure, in basic values, beliefs, and conduct must be brought about and that these changes, in a process of evolution without revolution, come about slowly. Social change is often more difficult and requires longer time than teaching the techniques and mechanics of operating a machine or an enterprise; nevertheless, he believes that Pakistan is making progress toward these social changes and that this will be furthered by educational institutions. (89, pp. 9-10.)

Problems Related to the Financing of Education

The financing of education is one of the greatest problems to be encountered in any nation. The Federal Government of the United States spends around ten billion dollars annually and underwrites about 80 per cent of the research and development projects in universities. This amount is beyond and above the amount invested in education by the fifty state governments, by all of the county governments of all the states, and many private societies, religious groups who maintain educational institutions, and individuals who contribute to education in one way or another. (67, p. 31.) Dean Rusk reflected the view of most Americans when he said, "Education is not a luxury which can be afforded after development has occurred; it is an integral part, an inescapable and essential part, of the development process itself." (32, p. 26.)

Henry Luce III, commenting on financial problems in England, deplored the fact that the expected increase in age from 15 to 16 years for compulsory education had been postponed for two years --- to 1971 --- in an effort to save money. The expected savings, about \$80 million each year, he says, are a pittance when it is realized that not many British youth continue on in schooling after age 15 but go directly into the labor force in positions which

offer little training and toward careers premised on their lack of education. "It seems clear that if Britain is not going to drop out, even as an insular power, in this technological and competitive age of change," said Luce, "she is going to have to swiftly jack up her educational system, and she cannot afford to save a few million quid by not educating 15 year olds." (66, p. 79.)

In discussing the problems involved in financing education in Pakistan, Nicholas DeWitt emphasized the fact that education is the largest single business enterprise in all countries in terms of both complexity and total cost. The hope of the planning agencies, he says, is that, under conditions of high scarcity of physical facilities, the educational plant once established will somehow maintain itself. The real cost, however, is not in the initial investment but in the recurring expenses of operation and maintenance. "In Pakistan under present and foreseeable circumstances the revenues of provincial budgets are in a tight squeeze which makes them (planning agencies) reluctant to spend more on education than they are already committed to." DeWitt goes on to say that in 1964 "Pakistan spent probably only slightly over two per cent of its gross national product on education. Education suffers from fragmentation, imbalances, and misplaced priorities." (88, pp. 63-64.)

Regardless of these difficulties seen by DeWitt, there has been some increase in total expenditures for education. According to the Revised Third Plan, and discussed by Dasgupta and associates, the allocations for education have almost doubled since 1964. In 1967-68 there was a total of 37.4 crores of rupees allocated for education and training in East Pakistan as compared to 19.6 crores of rupees allocated in 1963-64. The amount allocated for education in 1967-68 was 7.79 per cent of the total annual development program budget. This percentage rose from 6.19 in 1965-66. (47, pp. 18-21.)

Shortages of Qualified Teachers

Education is not the only field where there is a shortage of trained and educated personnel, nor is Pakistan the only country where the shortage exists. In an article entitled, Help Wanted: Engineers and Scientists, Ronald Schiller said that the shortage of personnel in the United States is most critical among engineers and scientists, but people trained in physics, chemistry and mathematics are also in short supply. The National Science Foundation estimates that, in order to maintain economic growth, the United States will need 1,375,000 trained scientists by 1970. This is 718,000 more than were available in 1960.

Many explanations have been offered for this shortage of engineers, all of which have implications for education. Some experts complain that the caliber of science instruction in the high schools is so low that bright students lose interest. Others say that many high school graduates are too scientifically illiterate to get into engineering schools. Another reason given is that engineering lacks prestige and that the engineers have "become the faceless men of the industry they largely created." Still others believe that engineering and science courses call for much harder work than students expect or, are used to; that not all young men are willing to make the sacrifice of long hours of study and at least one additional year to secure a university degree in these fields. (75, pp. 45-48.) Regardless of which of these reasons is the real cause for the shortage of trained personnel, educational systems, both in the United States and in Pakistan, should try to identify the causes and correct them because the same factors responsible for shortages of engineers is likely to be at least partly responsible for shortages of teachers.

The more critical the shortage of educated and trained people becomes, the greater the burden falling to education. In order to educate more people in the future, greater numbers of teachers will be needed and the supply

is already drastically low in Pakistan. A study was recently completed by Schmeding, Matinuddin and Asadullah in which they attempted to examine five facets of education. These were (1) to find the number of teachers in service between 1947 and 1964 and the percentage of these that were trained, (2) review the history of teachers salaries in East Pakistan, (3) emphasize the relationship between trained teachers and the size of salary, (4) answer several questions related to teachers' salaries, and (5) present recommendations. The first aspect has relevance to the topic presently being discussed; others will be referred to later. (76, pp. 3-28.)

They found that in 1947 the total number of teachers in all schools was 99,986. Of this total number only 38 per cent were trained. In 1964 there were 124,084 teachers, an increase of 24,098 teachers, of whom 61,908 or 50 per cent were trained. Thus in 17 years there had been a gain of only 12 per cent in the number of trained teachers. These researchers qualified this figure by stating that while they found 50 per cent of the teachers to be "trained" it may reasonably be suspected that the number of "well trained" teachers would be considerably lower. They said that not enough teachers are joining the

profession to handle enrollment increases; also, that the quality of those joining the ranks appears to be quite low. (76, pp. 8-10.)

The success of the secondary education program is of great importance in the total educational process and, according to Huq, it seems to depend on the supply of qualified teachers. He says that the shortage is most pronounced in technology and the sciences; he places responsibility for this situation on the external examination system at the end of the course because it promotes only mechanical memory and ability to reproduce. This system, he says, produces unqualified teachers and it is likely that these poorly trained teachers go forth to teach with the same low standards, using the same inadequate methods with their students and thus a vicious cycle is perpetuated. (57, p. 52.)

A concept closely associated with the general complaint about the examination system is one related to teaching methods. Gunnar Myrdal, noted sociologist and economist who has recently completed an extensive study of causes and effects of poverty in Asia, says that the goal of teaching in most of these countries is to enable students to pass examinations rather than to assist them in gaining knowledge. Myrdal believes that "teaching in

South Asian schools at all levels tends to discourage independent thinking and the growth of that inquisitive and experimental bend of mind that is so essential for development." He says that the difference in motivation between students in this culture and most Western cultures is only relative but it is exceedingly important from the standpoint of national development. (29, p. 1645.)

In a consideration of educational problems Dr. Shafia Khatun has emphasized as other educators have also done, the importance of education in producing skilled craftsmen and technicians. She says that importance should be attached to education which will contribute to a supply of manpower and that this means full time education for all children between the ages of six and fourteen years of age. To meet this demand many teachers are needed. (61, pp. 23-31.)

Another important factor pointed out by Khatun is that while it is important to increase the total allocation of resources to education, it is also important to use those available in the most economic way. The short supply of trained teachers at all levels is a primary cause of low efficiency of education in the country. "The short supply of teachers, combined with inefficient teaching," she says, "is largely responsible for one of

the most unfavorable features in education---the high drop-out rate." Since a high drop-out rate is obvious wastage of resources, it should be avoided by planning teacher education programs aimed at meeting the quantitative and qualitative demand.

After working closely in some areas of education and training, Erwin Hamm supported the need for higher quality and greater quantity of personnel in the educational institutions of Pakistan. Substantial gains have been made in recent years, he states, but a need still exists for upgrading the teaching profession and increasing the supply of teachers because the most serious obstacle to the further expansion of technical education in East Pakistan is the shortage of trained teachers to staff the institutes. He calls attention to this need because more and better trained personnel are needed in the early stages of development of an institution, as is the case in Pakistan at the present time, than after it becomes well established.

(89, pp. 12-13.)

Essentially the same shortage of trained technicians has been reported by Waterston who believes that the shift from generalist to specialist will be slow. The government must take steps to raise the status of technicians by raising salaries and increasing promotional opportunities.

This will help to attract the number and quality of personnel required to carry out development programs. It will take years, he says, to meet the growing demand of technicians even though facilities are being expanded and new agricultural, technical, and engineering schools are being established. (37, pp. 117-118.)

A situation which may have increased the problem of teacher shortage occurred when a great number of Hindu teachers left Pakistan after independence. According to Huq, this left an abnormal shortage of qualified teachers; however, he also says that the teaching profession is unattractive to most educated youth and, except for a few who are solely dedicated to the teaching cause, they are not joining the ranks of teachers. Other causes for the shortage as reported by him are that (1) salaries have not kept up with those of other professions, (2) the young teacher lacks recognition both within and outside the school system---the young teacher is not allowed to experiment nor have a say in the decisions on educational matters, (3) both position and status need to be improved and better and closer relationships established between teachers, and (4) better facilities for both teachers and students are needed, especially well equipped libraries, well managed cafeterias, scholarships and more recreational facilities. (58, pp. 10-18.)

"The most important single factor on which the success of the new program in secondary education will depend is the supply of qualified teachers," states Andrew Preston in summing up some educational problems in East Pakistan. Other problems as seen by Preston are (1) inadequate financial support, (2) low economic status, (3) limited opportunity for professional advancement, (4) shortage of principals and directors who are trained in educational administration, and (5) inefficient organization and administration of the Ministry of Education. (92, p. 65.)

Effects of Low Salaries

One of the most controversial issues of all those related to teaching is that of salaries. In East Pakistan this issue is both controversial and important considering its relationship to improvement of teaching. In addition, important and equally critical educational problems are believed to stem from low salaries. A question which should be raised is, "how low are the salaries of teachers in Pakistan?" Studies indicate that they are generally very low.

The average annual per capita income in East Pakistan was 316 rupees, as reported in a study by Schmeding and associates. The salaries of teachers were

above the average but still low when compared with the salaries of construction workers who were among the highest paid workers in occupations not requiring formal education. According to the study referred to above, "the average monthly wage for four of the seven categories of construction workers exceeds the highest average salary paid monthly to the highest level of teachers. The lowest paid construction worker, the Coolie, still makes more than the lowest level of teachers, and nearly as much as the trained non-matriculate assistant teacher. (76, p. 17.)

The effects of low salaries on the educational system as reported in the study cited above were that low salaries (1) do not attract superior people to join teaching, (2) demean the teaching profession, (3) mean poor teaching, and (4) mean poor supervision. This implies that one aspect of improving the satisfaction of teachers is to improve their salaries. (76, pp. 21-22.)

Another interesting study was conducted by Kagoti who interviewed teachers in various schools of East Pakistan to determine specific effects related to salary. The following list of conclusions shows that teachers reported essentially the same thing that many educators in East Pakistan have been predicting for some time; that low

salaries create conditions which make it next to impossible to carry on top quality educational programs. Conclusions were:

(1) Teachers of all schools could not generally make ends meet when relying only on salaries. (2) Even when teachers had property income, the majority still had to seek outside employment to meet family expenses. (3) Compelled to seek outside employment, teachers found it difficult to do an optimum job of preparing for teaching. (4) In general, teachers found it difficult to be regular and punctual in their arrival and departure from school due to the demands of outside employment. (5) If family expenses and other elements were held constant, in general the lower the salaries, the greater the amount of time required for outside employment. (6) Urban teachers were placed in the same salary range as rural teachers for the same training levels, but urban teachers had higher expenses. (7) In comparing salary increments, it was found that rural teachers were at the top of the pay scale while urban teachers were at the bottom. One reason given for this was that urban teachers tend to move in and out of the profession while rural teachers stay in the profession longer and thus are qualified for higher salaries through annual increment raises. (8) Urban teachers were influenced to leave teaching because of the greater opportunity for more remunerative employment in the urban areas, and (9) It was generally expressed that if salaries were high enough to meet family expenses, better trained persons would be attracted to teaching and would be less inclined to move out of the profession. (59, pp. 19-20.)

In view of what has been reported in the two studies cited above regarding the effects of low salaries, it is interesting and worth noting that the Commission on National Education is aware of many problems in the educational system which stem from low salaries and that it is convinced they should be corrected. The Commission has

recommended that the teacher be allowed the security of tenure, a scale of pay commensurate with his status, an environment which honors him for the contribution he makes to society, social recognition consistent with his qualifications, and a salary fixed at a level so that the teacher will not feel compelled to undertake private tuition or other activities likely to undermine his usefulness. (83, pp. 10-11.)

Other educators writing on education in East Pakistan have commented on the low salaries paid to teachers. Leps reported that salaries are lower in East Pakistan than in West Pakistan and that generally they are too low to attract young, energetic people. Only those emotionally committed to education will remain in the profession. Others will aim for employment where they can support their families satisfactorily in the neighborhood of schools, without having to engage in other work or charge pupils for individual tutoring. (64, p. 29.)

Preston lamented the fact that salaries of teachers are so low and unattractive that properly trained and qualified people could not be attracted to the profession. (92, p. 65.) Curle also pointed out that professional people of sufficient intellectual capacity could not be attracted to the teaching profession when salaries compared so unfavorably with those available to people of the same

educational qualifications in other walks of life. He recalled that when he first visited schools in East Pakistan he met some teachers who were teaching in schools started by their local communities, whose monthly salaries were ten rupees. "The villagers ... so poor were they, that this was considered a good wage. It is not possible, however, to get people of very high quality for this amount." (9, p. 64.)

Securing Quality Education

Many educators and development experts believe that if human resources are developed, it must be done through the educational system in the country. Because of the great desire to equip all people with some useful skill which will make each one self-supporting, there is a danger that education may be viewed by some as only the acquisition of skills or the accumulation of specific facts and information required to carry on some line of remunerative work. It must be remembered, however, that there are important objectives of education other than the training of manpower for specific jobs. The fulfillment of personal needs, including the desire for self actualization, the changing of attitudes, values, and beliefs, and the furtherance of some ethical and aesthetic goals, may also be considered to be objectives of education, at least to

the extent that they further social and cultural development. (12, pp. 29-38; 17, p. 61; 32, p. 175.)

A number of educators have voiced concern about the future of education in view of the fact that there appears to be a definite trend toward a practical education based primarily on job preparation. Arrowsmith has warned that education must not be regarded as merely the accumulation of facts and knowledge, or the development of skills, but that it must be looked upon as an institution for developing the individual; that learning should not advance at the expense of man. It is also his conviction that the true educator is drifting from the University scene and what he calls "the high art of teaching" is being lost. The only true purpose of education, he says, is what it always has been--the molding of men rather than the production of knowledge. (42, pp. 131-143.)

In a discussion of educational problems in a changing society, Marani commented on the amount of money that the Federal Government of the United States spends on education which is about ten billion dollars annually. She emphasized the danger, among a nation of people dedicated to progress, of letting education be led by, rather than leading, the drive for progress. Education, she says, is not a panacea for all ills. It should strive to develop the mind and the

mental processes whereby man can work out alternative solutions to problems. Financial under-writings cannot guarantee this. Neither can it reduce tension or achieve goals. What is required for education is an open and free atmosphere where teachers are dedicated to the solution of problems and not to the accumulation of facts and the operating of machines. (67, p. 31.)

"Education," says Lewis, "is the process through which ignorance is displaced by knowledge and where the mind ... controls the body and emotions, and forms the character and personality of the individual." According to this definition, education is more than the development of skills, and the objectives are broader than the training of manpower. Lewis points to three influencing factors which help to determine the end product--these being the innate capacity of the individual mind, the quality of education to which it is subjected and the will of the individual. If any of these are inferior or are lacking, mental development will not reach its potential; therefore, the kind of education which displaces ignorance with knowledge and allows the mind to rule the emotions is the type which should be encouraged and toward which all should strive. (65, p. 21.)

In discussing the job situation in the United States and the value of an education in securing a job, A. H. Raskin, has expressed much the same philosophy about the true purpose of education. He says that, although education does train and create skilled manpower and aids in retaining for other occupations for which the individual was not originally prepared, it must be kept flexible in order to be effective. He quotes Robert H. Hutchins, former chancellor of the University of Chicago and now president of the Fund for the Republic at the Center for the Study of Democratic Institutions, who has stated that:

the more specifically education is directed to jobs, the more ineffective it is bound to be. What education can and should do is help people become human...the object of education is not manpower but manhood... The man who is truly educated, rather than narrowly trained, is ready for anything. He has developed his human powers and is able to use them and his understanding of the world to meet any new problem he has to face. He is prepared by his education to go on with his learning. (31, pp. 101-102.)

During the All-Pakistan Science Conference which was convened at Dacca in March of 1968, Mr. Hashim Khan delivered the Presidential Address and called attention to the increase in number of students now enrolled in the schools of Pakistan. His concern was that the educational standards might not be maintained in the face of this great influx. He said, however, that the government is fully

conscious of this great increase and is determined to do its best not to sacrifice quality for quantity. (91, p. 2.)

The importance of high quality secondary education has been recognized by Siddiqui, who says that advanced countries recognize this stage to be critical in determining the effectiveness of the educational system. In Pakistan it is the stage where most of the skilled manpower of the nation will be trained, where the quality and standard of the future experts in various sectors of national life will be determined, and where the foundation for the development of qualities of leadership of the young people will be laid. (78, p. 10.)

Hanson and Brembeck maintain that "if good education is to be produced it must be produced in the thousands of classrooms where teachers and pupils work together day by day." In order to achieve good education, the planning for it must reach and involve all segments of the educational enterprise, especially those at the level where teaching and learning actually take place. Unless there is a deliberate decision to include personnel at this teacher-learning level it will not actually happen. More emphasis should be placed, they say, on planning which will involve the classroom teacher. (17, pp. 307-308.)

According to some writers, better planning is needed in Pakistan in order to produce quality education. Robert English reports that educational budgeting, cost accounting, and teacher programming do not really exist in the Department of Public Instruction and that there are practically no projections on cost per pupil. "The Education Department has all the same general administrative problems prevailing in other departments here and which are common in other developing countries." These include the "lack of trained personnel, ... lack of communications with, and lack of delegation of responsibility to the field organization; and lack of modern management methods, systems and standards." Until these inefficiencies are deleted and more adequate planning is done, he says, even average quality education will be difficult to achieve and maintain. (50, p. 7.)

An additional facet and one partially responsible for low educational standards, is the age old problem of attitudes regarding the necessity, on the part of the educated and those in status positions, to perform physical work. Preston identifies the need for change in both practice and attitude. He has stated that the educational standards are poor, when compared with those in most countries; consequently productivity is low. To remedy the

situation he maintains that programs are necessary which enable students to understand major problems and merits of a technological society; they should be allowed to participate in experiences which contribute to industrial growth. This would involve the application of scientific principles in practical situations and would mean that technical knowledge must be supplemented with skills and competencies. It implies changes in attitude about physical labor as well as the acquisition of the skills. (92, pp. 69-73.)

Myrdal emphasizes the same problem and associates the obliteration of negative attitudes about manual work with popular education. He believes that:

Throughout South Asia there is a traditional contempt for manual work, and the educated tend to regard their education as the badge that relieves them of any obligation to soil their hands....This attitude constitutes a large part of the problem of the "educated unemployed." Without doubt, the downgrading of manual work, and, in particular, the practice of using education as an excuse to avoid it, is a very serious obstacle to development.

In South Asia there is a broad inverse correlation between the prevalence and severity of this prejudice and the level of popular education and literacy: the prejudice tends to be strongest in those countries where popular education is least advanced. An important corollary to these observations is that one reason for pressing on with literacy campaigns and making schooling of children universal is to eradicate this prejudice against manual work, which is so damaging to economic development. (29, pp. 1646-1647.)

After studying the educational problems in Pakistan, Adam Curle stated that the quality offered in many schools

is low but that "it could hardly be otherwise. The teacher, scantily rewarded and ill prepared for his demanding task" has to perform in an extremely poor physical environment. Curle says that the most damaging factor contributing to the high drop-out rate is that "the child's first year in school is an experience he does not wish to repeat." He is "ill-taught in overcrowded and ramshackle rooms by harassed and incompetent teachers who rely on the weapon of fear to maintain order." (9. pp. 63-64.)

Working Conditions

The physical and emotional environment in which school is conducted is an important influence on the quality of teaching carried on by teachers and the level of achievement obtained by pupils. Preston recognized the influence of a poor and uninspiring school environment when he blamed dull school buildings, harsh methods of maintaining discipline, and indifferent teaching by poorly paid, ill qualified, and frustrated teachers for creating an atmosphere which is not conducive to healthy mental and emotional growth. He said that as a result of this environment, children in Pakistan leave school at the earliest possible opportunity. (92, p. 19.)

If this extremely poor physical environment has such an effect on pupils, it stands to reason that it would have

an equally depressing effect on the teacher. Crunden has said essentially the same thing about the conditions in the schools and has listed this as the primary cause of the high drop-out rate. (87, p. 27.)

Two other prominent educators have also emphasized the lack of facilities and the need for a better physical environment. Selim stated in a discussion of the problems and prospects associated with school buildings, that the existing plants were generally very poor and obsolete; that teachers often work in over-crowded classrooms; and that in East Pakistan only 7.4 square feet of floor space is available per pupil at the high school level. (77, p. 14.) Khan listed over crowding in the institutions as the primary factor responsible for deterioration in educational standards of the schools of Pakistan. (91, p. 2.)

In a study conducted by Shahid to obtain reactions of secondary school teachers toward their profession, a host of problems were identified; many were related to undesirable conditions under which teachers work. They included such problems as (1) improper lighting and ventilation, (2) unhygienic seating arrangements, (3) poor salaries not commensurate with qualifications, (4) lack of security in service, and (5) interferences by local political groups. (94, p. 3.)

A more inclusive but somewhat similar list of problems has been compiled to be presented for consideration by the All-Pakistan Teachers Confederation. Included in the list are some problems related to working conditions of teachers as well as other general problems. They are: (1) poor pay, (2) low status in society, (3) insecurity of service, (4) poor school environment--most schools are ill lighted, ill ventilated, damp, unsanitary, overcrowded, dilapidated buildings with unsatisfactory and inadequate furniture and equipment, (5) unsatisfactory relationship with managing committee, (6) lack of proper text and reference books, (7) poor working conditions -- teachers usually do not have benefit of provident funds, pension or retirement gratuity, (8) poor professional preparation, (9) lack of adequate professional literature, (10) lack of valid instruments of educational measurement, (11) lack of well organized teacher associations, (12) lack of initiative of teachers to promote their own professional growth and status of their profession, and (13) officers of the Education Department are Inspectors rather than educational leaders. (55, p. 25.)

Schmeding and Associates have pointed out that in a developing country where the responsibility of the teacher in the classroom is so important "the picture is dismally

the same; untrained, ill-equipped, barely educated teachers, attempting to do an all but impossible job with little more resource than the force of their personalities."

(76, p. 4.)

It cannot be assumed, however, that with improved working conditions the quality of teaching would also improve. One writer has recently stated in an article on Equality on Education, that physical conditions are relatively unimportant. What is important, is quality teachers and capable students. He said many educators have long suspected, that to the extent that schools do influence what students learn, the facilities are the least important factor in the equation. If quality of teachers and capabilities of students are held constant, luxurious physical facilities contribute little to the development of intellectual skills, and inadequate facilities do little or nothing to retard them. (46, p. 27.)

Even if the above belief is accepted, a logical question to be raised is: to what extent do poor working conditions and poor facilities affect the quality of teaching and is it possible to maintain high quality teaching with working conditions as poor as they apparently are in Pakistan? In view of so many complaints by teachers and verification through research, it can be concluded that

working conditions of teachers are poor and that these conditions may contribute to poor teaching.

Demands Made by Society

Partly because of the increased value being placed on education in recent years and partly because of other considerations, society in general is making many new educational demands affecting the lives of teachers. In some cases these new demands are creating problems in the educational field. Although some may be legitimate because of poor and careless teaching, inadequate facilities, and unprogressive educational systems, there are others which may be quite unjustified and unfair to the average classroom teacher.

In a speech delivered at the All-Pakistan Science Conference in March 1968 Dr. Anis Quidwai referred to some of these demands. He says that from every side teachers are being criticized and confronted with suggestions, expectations, and pressure. These criticisms and complaints are coming through various channels such as the press, professional journals, and Parent-Teacher Meetings, and from people in many different walks of life. Some of these criticisms, Quidwai points out, which are directed at education, are being made by administrators and college and

university professors, many of whom could not cope with problems the average teacher must face. The task of the teacher, he says, "is bewildering and discouraging, often producing a feeling of futility and inferiority."

(93, pp. 1-3.)

Gene Ackerman reported much the same situation in a discussion about new pressures on teachers in the United States. Says Ackerman, "teachers everywhere have felt the strong impact of an aroused public and as a result, education in the United States has begun to live in a glass house." Society is demanding the best education possible for children; it is not satisfied with anything but the best. Because of this, he says, teachers are being required to increase their knowledge. New ways must be found to handle subject matter; a greater understanding of behavior is important, and improved teaching methods and procedures are needed to aid in the solutions to problems. They are, therefore, having pressure placed upon them to return to school to increase their professional growth.

(39, pp. 158-160.)

Dean Laux has pointed out that the role of the teacher is changing in recent years. He questions whether or not professional responsibility is being eroded or only being revised. "One of the characteristics of large

organizational units," states Laux, "is that employees within the structure tend to develop specialized and routine functions." He says, also, that because of modern efficiency, the teacher's role is reduced to that of a clerk. He sees the teacher as becoming only a resource person, but thinks that this may be a good sign in that the teacher is learning to function differently in order to promote a different kind of learning where emphasis is shifting away from the memorization and storing of old knowledge to techniques for developing access to new knowledge. (62, pp. 265-268.)

Within this generally critical framework the importance of vocational guidance and counseling as a means of meeting the demand of a rapidly changing social structure cannot be overlooked. Much direction and guidance is necessary in a developing society where once plentiful jobs no longer exist, but are being replaced by new and different ones, or where once unacceptable jobs are now among those subscribed to by society. If we are to fit young people into professions and vocations which are compatible with their abilities and aptitudes, where they can be satisfied and happy, and where they can also make a contribution to society, we must begin with a good guidance program in which each student is considered

according to his individual characteristics. Baroya and Hashmi support this concept in statements which identify a lack of counseling as one of Pakistan's greatest problems. They point to the importance of "conservation, training, and intelligent use of the country's human resources" and indicate that society must find ways of identifying talent and training the individual in order that he may take his rightful place in society. (44, p. 39.)

If the guidance and counseling of students is left to the teacher as it is in many developing countries where a counseling service has not become fairly well established, a still greater burden is placed on the teacher. Any worthy teacher must do more than organize and present subject matter. He must also act as confidant and guide to those who have problems. When he is left alone to assume full responsibility for all phases of education, the burden may be greater than the teacher can bear. The individual teacher who is keenly aware of his responsibilities, but who, because of time, capabilities, training or some other reason, cannot help solve the many problems and meet the needs of a demanding public, may find teaching a frustrating and dissatisfying experience. (44. pp. 39-40.)

Summary

In summarizing the literature reviewed thus far, several relevant aspects were identified. Multitudinous professional educators and authorities in the field of national development believe that progress in education is closely related to progress in economic development. People are considered to be the most important resource in any country and inadequate investment in education will prove to be as serious a handicap as inadequate investment in natural resources. The Commission on National Education in Pakistan has recognized the role of education in national development and has emphasized the need for education and training of its citizens as a necessary step toward economic and social development.

The need to extend educational opportunities to large numbers of children who have never previously been enrolled in school is creating many economic problems, especially in relation to financing; the cost of education is continually rising in most countries. In Pakistan the amount allocated to education is gradually increasing but there is still a serious lack of funds.

Teachers are in short supply in many countries including Pakistan. Because of the lack of well qualified teachers to man the teacher training institutes, there are

no teachers to train prospective teachers and a vicious cycle is created. It has been found that the per cent of trained teachers is increasing very slowly and many more will be needed immediately if universal primary education is to be achieved. The shortage of teachers is a serious obstacle to further expansion and the supply of teachers available may determine the success of the program in secondary education. Poor and inefficient teaching methods contribute to the high drop-out rate which is obviously a wastage of resources; measures should be taken to curb the drop-out rate in order to conserve resources and expand educational opportunities.

One cause for the shortage of teachers is poor remuneration; with salaries so low few potentially good teachers are attracted to education. Also, the status of teachers is low. These two conditions demean the teaching profession. The Commission on National Education is keenly aware of this problem, however, and has recommended that salaries be raised and security of tenure be allowed.

Many problems are associated with the task of securing quality education. Some of these include (1) the danger that education will be regarded as only the acquisition of skills with no regard for the role it plays in meeting other needs, (2) planning for education is too frequently done at the top levels without giving

consideration to subordinates, (3) lack of emphasis at the secondary level, (4) the great influx of students is taxing the educational system, (5) traditional attitudes regarding the status of work which create an unwillingness to perform manual labor are slow to break down, and (6) better planning for quality education is needed in Pakistan but this is difficult in the face of poor communication facilities, lack of personnel and lack of modern management methods.

Poor working conditions create dissatisfaction among teachers and students and contribute to teacher absenteeism, drop-out of pupils and poor and indifferent teaching. It should not be assumed, however, that a rise in the quality of education would automatically accompany improved working conditions.

The last aspect to be reviewed in this section identifies a growing tendency by the public to criticize teachers and educators. Even in the face of rapidly increasing burdens on teachers, they are being criticized for many current problems, many of which are unrelated to education.

Part Two

Motivation and Job
Performance

A vast amount of writing on motivation has been done down through the span of time and particularly in recent years. The writings of all psychologists are important in a general way but some have more relevancy than others for this study. Only a small number will be reviewed here in order to express differing concepts.

In their book, Individual in Society, Krech, Crutchfield, and Ballachey give a very interesting explanation of why people work under hardships, give long hours to their work, or why they conduct themselves in different ways in relation to their jobs, their life's work, or in situations of lesser magnitude. As explained by these psychologists, persistence in action (motivation) is the product of certain wants and needs which seem to be in some way related to cognitive thought and experience. Man is motivated by positive drives to obtain or achieve things and negative drives which seek to avoid certain unpleasant aspects of life. In a positive sense when man desires something--an attractive object, he desires it to do something to it or with it. And what he desires to do with or to the object depends upon a particular need. For

example: a hungry man sees an apple which he desires to eat to satisfy his hunger need. In a negative way he desires to stay away from a dangerous object to avoid pain or to maintain a sense of security. (23, 68-102.)

Krech and Crutchfield in the Elements of Psychology make some interesting comments on human motivation. "The nature of man's motives," so they say, "has concerned people over many centuries." "As different cultures have held different conceptions of human nature, so have their views of motivation changed." Man has been variously regarded as a pawn of fate of the Gods; or depending on ones frame of reference, as a machine, an animal, a rational being, an irrational being, and as a product of his environment. But the modern version is that man is motivated by (1) his need and desire to stay alive, (2) by his desire to keep safe and be secure, (3) by the need to have pleasure and enjoyment, and (4) by the need for change and novelty in experience. Within these four areas of concern man's motives vary somewhat, depending on whether these needs exist and whether or not they are provided in deficiency or in abundance. Thus man's motives go beyond the bare satisfaction of his basic needs to include positive goals of varied simulation. (22, pp. 6-8.)

Perhaps the above concept of motivation is another way of recognizing the need of man for self actualization .

as referred to by Maslow who emphasizes throughout his writings that man's desires are never satisfied; that he is always wanting something. When one need is fulfilled another one emerges to take its place; consequently, man is a "wanting animal and rarely reaches a state of complete satisfaction." It is necessary, therefore, to consider the relationship of all motivations to each other. The fact that we presently have unfulfilled desires means that other existing wants have previously been satisfied. He believes, in connection with this idea, that two important concepts have never been properly explored. These are, first, that the human being is never satisfied except in a relative fashion, and second, that wants seem to arrange themselves in some sort of hierarchy of strength. (27, pp. 69-92.)

His basic theory is that man's needs are manifested according to a priority system of human organismic insufficiencies. The most basic of all are physiological needs for such things as food, shelter, sexual gratification, sleep and activity. When once the physiological needs are reasonably well satisfied, a set of safety needs is manifested which includes any threat or danger to the individual. It is exhibited by an almost universal need for a rhythmic and undisturbed routine, good health, and the absence of such things as physical assault, tyranny, quarreling, and divorce or separation.

If the physical and safety needs are gratified, the love, affection, and belongingness needs emerge. These needs, never felt until the physical and safety needs are more or less satisfied, will be exhibited by the absence of friends or affectionate relations with people. The individual will strive for a place in a group and the attainment of loving, friendly relationships with other people. This love need is not synonymous with sex which may be multi-determined and analysed on a purely physiological basis. Maslow believes that these love and belonging needs are the ones most often lacking among neurotic people; consequently, he places much emphasis on their achievement.

The next needs to arise are the esteem needs which are classified in two categories. First, there are such wants as the desire for strength, for achievement, adequacy, mastery, and competence, and for independence and freedom. Second, there is the desire for prestige, status, dominance, recognition, and appreciation. Satisfaction of these self esteem needs leads to feelings of self confidence and worth but thwarting of these needs leads to feelings of inferiority and helplessness; they in turn give rise to discouragement or to compensatory or neurotic trends. Maslow says that these esteem needs were largely neglected by Freud but were emphasized by Adler and his followers and that Rogers,

Fromm, and others are helping us understand the importance of basing self-esteem on real capacity, competence in performing a task, and on deserved respect rather than on the opinions of others.

The highest desire to be felt and the last to emerge is the need for self actualization. It may be referred to as man's desire for self-fulfillment and the tendency for him to become actualized in whatever he is potentially capable of or may become. Even under conditions where the above mentioned needs are met, the individual is not satisfied and may be restless and discontented unless he is doing what he is best fitted for. Maslow reminds us that "a musician must make music, an artist must paint and a poet must write, if he is to be ultimately at peace with himself." We could include also in this group, that gifted teachers must teach; that through the determination of situations from which satisfaction results, it will likely be possible to maintain the gifted and competent teachers in the teaching profession.

Maslow also believes that an important aspect of need-fulfillment is the presence of certain conditions under which needs and desires may be strived for and attained. Such conditions as freedom to speak, freedom to do what one wishes as long as no harm is done to others, freedom to express oneself, freedom to investigate and seek

for information, freedom to defend oneself, justice, fairness, honesty, and orderliness in the group, are examples of pre-conditions for basic need satisfactions. (27, pp. 69-92.)

Sargent and Williamson emphasize the role of culture in determining motivation. They say that the specific patterning of motives are always social; that likes and dislikes, wants and desires are influenced by the society in which one lives; consequently, motives are somewhat difficult to identify and classify. They have developed a scheme, shown below, which includes security related motives, affiliative and status motives, and integrative and creative needs. The items in the left column show individual-centered striving for goods and power, those in the middle column center around social relationships but with an ego-centric emphasis, the right hand column contains the integrative, more inter-personal and less individualistic needs.

<u>Security related motives</u>	<u>Affiliative and status needs</u>	<u>Integrative and creative needs</u>
Security	Gregariousness	Cooperation
Self-preservation	Social approval	Sympathy
Acquisitiveness	Conformity	Affection
Competition	Status	Parental desires
Agressiveness	Self-assertion	Filial desires
Conflict	Dominance	Sex
Achievement		New Experiences
		Self Actualization

The lines linking motives and also the spacing show the clustering and combining of motives. They go on to say that motives are far too complex and intricate to be portrayed accurately in such a schema; however, it is their belief that, in the Western culture, the drives and basic physical needs are seldom critical and that "for most people in all societies of the world, motivation involves more than the need for security, affiliation and approval. The urge to work and play with other human being, to enter into deep affectional relationships, to marry, have children and create things of lasting value---all of these things are characteristically human." (33, pp. 195-200.)

Allport believes that behavior is motivated by traits which form the basis of the personality structure. To him each individual has a unique and complex personality with its own characteristics; there are no common features. The traits are not hypothetical constructs but systems in the individual which furnish energy for action and may represent this uniqueness of the individual. There are many overlapping traits which are active at the same time and because of this, the behavior of the organism may, from external observations, appear to be inconsistent. The past is not as important as the present or the future. Behavior can be determined by knowing the hopes and

aspirations of the person and what he is trying to accomplish at the present time. As the child grows and becomes aware of himself he develops many propiate functions or tensions such as self esteem and self-identity. These continue to expand as he develops and becomes more aware of himself as a person. Through this growth, the biological motivations of the child give rise to adult motivations which are not energized in the past but only by what goes on in the present. (1, pp. 95-108.)

Allport's principle of Functional Autonomy expresses the concept that as the organism at first develops, its behavior is controlled by primary motives; however, as tension is reduced, the organism does not terminate the tension-reducing behavior but continues to act because he has learned to like it; because it has become functionally autonomic--the past is not important because past motives have become autonomous. The man, who at first plays golf because he is ordered to do so by his physician, continues to play after he is physically rehabilitated because he has learned to like it, not because of any innate or repressed aggression.

Motivation is classed under two headings: first, that which is preservative in nature and is sustaining to tension reducing behavior, and second, that which is non-preservative and has no relationship to biological motives.

When the individual matures he should be able to indulge less in tension reducing behavior and allow conscious motivation to direct his actions or, to express this idea in a different way, he will be able to indulge in behavior which is autonomous in nature and which will be socially satisfying to him. (1, pp. 95-108.)

E. G. Williamson, who is interested in measuring motivation of students, has pointed out that no satisfactory way has yet been devised to do this. He says also that it is often impossible to change individual motivation. He calls attention to the persistent high-ability students who are also under achievers; nevertheless, he says, we have learned about some aspects of motivation as a result of research which has been conducted and we are in the process of understanding much more. Williamson disagrees with some students and theorists of human behavior about the problem of motivation. Most people, he says, assume that each individual has an urge to optimum growth and well roundedness, but he thinks there may be some individuals who want to restrict their development to the stage which is most pleasurable to them and to the activities which they can do best. In a sense, the urge to gain happiness and satisfaction may lead to more narrowed efforts and activity; instead of the happy life being one which embraces a wide range of interests, activities, and

responsibilities, it would be one which would restrict effort and be based on narrowness instead of breadth.

(38, pp. 210-213.)

Murray has accused psychologists of shying away from and neglecting the whole problem of happiness. Although the crucial role of dissatisfaction and of satisfaction are implicit in much that is written about motivation, activity, and reinforcement, he believes that satisfaction can and should be measured. Because satisfaction is an affective state, it is likely to be manifested objectively as well as subjectively and is no more difficult to diagnose than anger or anxiety. It is the most precise indication we have, he says, of whether or not needs are being met.

(28, pp. 455-456.)

Murray's theory of motivation centers around needs and presses. Needs represent a force in the organism which is centered in the brain and organizes perception, apperception, intellection, conation, and action. These are then transformed by the brain into an unsatisfying situation. The need produces activity and maintains it until the environment is altered and tension is reduced. Basic tendencies are inherent in the organism but different patterns develop because of different experiences as needs are built up through the culture. The unconscious is emphasized to the extent that the organism unconsciously

selects from his environment the things which suit his personality. These factors become conscious as the individual matures; he can exercise conscious control over his motives and can make conscious and rational choices. People don't behave just to fulfill needs, however, there are environmental forces called Presses such as danger, lack of food, rejection, and physical and social inferiority that represent the determinants of behavior. The press of an object is what it can do to or for an object; what a person feels is not always objective reality but subjective and existing in fantasy. In short, the organism behaves because of needs which create tension; ways are found to reduce tension and create satisfaction and because tension reduction is satisfying he may find ways to select needs which can be satisfied. (16, pp. 257-293.)

"Motivation is concerned with the 'why' of human behavior," states Ahmed who raises some important questions which he thinks should be investigated. Questions meriting attention are: Why does one man work diligently and another attempt to avoid work, or why does one man find happiness in performing a job while another is discontented? In reflecting on these questions he concluded that people are influenced more by a group of factors rather than by single issues. "Ordinary positive incentives," he says, "such as an increase in pay, Praise by the boss, recognition

by fellow-workers, promotion, or a combination of these rewards, are used because they are not only effective but because they also give pleasure and satisfaction to the individual." (40, pp. 17-20.)

Motivation Related to Administration

In recent years several writers and educators have indicated that changes in administrative practices are taking place in many types of institutions and that these changes may bring about a general upgrading of productivity. One author, writing on local school administration, says that "new patterns of staff relationships require many changes in school administration and their pace will quicken rather than abate in the years ahead." He believes that these new processes and understandings about policy formation are needed to upgrade the status of teachers and improve conditions under which they work; this in turn will enhance the quality of education. (20, pp. 19-21.)

Another writer, discussing the need for change in administrative policy and procedures, has pointed out that if Pakistan wants to "forge ahead by breaking the vicious cycle of poverty and ignorance, we will have to give more attention to public administration." He believes there is such a close relationship between technology and public administration that change is inevitable; it must come

about and it is only a "question of whether administrators will lead the way in the drive to achieve modernization or whether they will lag behind until forced by technological pressures to improve their administrative practices."

(51, p. 6.)

Hossain has emphasized the importance of good human relations in management. He says that the traditional methods of administration--of dictation and passing down orders, has been supplanted by a new concept and the success of an administrator is now measured by the "degree of willing cooperation he can obtain from those under his supervision." Other aspects commented on by him are:

(1) the man in charge should give credit where credit is due, (2) show genuine appreciation, not cheap praise, (3) good management requires understanding and sympathy between worker and supervisor, and (4) the administrator can be humane without relinquishing discipline.

(56, pp. 17-19.)

In his book, The Human Side of Enterprise, Douglas McGregor shows, through illustrations, that every manager is dependent upon those below him, organizationally, for the productivity of the unit --be it church, industry, school or the military, and that there is no way in a free enterprise society to enforce managerial authority. He developed a theory of administration which he called the

X and the Y theories. Administrative advocates of the X theory assume that the average individual dislikes work and will avoid it if he can; that most people must be coerced, controlled, directed and threatened with punishment before they will exert adequate effort to achieve organizational goals; that people prefer to be directed, and that they have little initiative and wish to avoid responsibility. Persons subscribing to and practicing the Y theory assume that the expending of physical and mental energy is as natural as resting or playing; that man will exercise self-direction and self-control in an effort to reach goals to which he is committed; and that efforts directed toward organizational objectives can contribute to individual satisfaction. They assume that the average person will not only accept but seek responsibility, that the ability to exercise a high degree of initiative and creativity is widely, not narrowly distributed in society; and that under many conditions, the intellectual potentialities of the average individual are not fully utilized. (25, pp. 21-23.)

From the X and Y theories of McGregor, Scott Myers developed a conceptual model to illustrate what he calls the motivation cycle and the effects of different administrative styles on managers. In the model, administrators are grouped into three classes. Those subscribing to

theory X are known as "reductive" administrators, those supporting theory Y are "developmental" administrators and the "traditionalists" are those whose practices fall somewhere between. (71, pp. 58-70.)

According to Myers' concept, employees working under "reductive" administrators have arbitrary and unchallenging goals; are consumed with interpersonal conflicts; the working atmosphere is one of restriction, disapproval, and punishment; and maintenance seeking, hostility and cynicism are prevalent everywhere. Employees working under "traditional" supervisors have confused and inconsistent goals, but somewhat more relaxed interpersonal relations. General demeanor ranges from dignity to apathy and despair, but individuals have more positive attitudes than those supervised by "reductive" bosses. In contrast, the "developmental" administrative climate fosters clear and challenging goals; interpersonal relations reflect confidence; systems are clear and helpful, and individuals experience self actualization in an atmosphere of motivated achievement.

Myers concluded that (1) motivation is closely related to supervisory style of the administrator, (2) motivation is inhibited by developmental bosses, (3) motivation is highest in top-level management, (4) several styles of management are found at all levels, (5) managers prefer.

developmental over reductive bosses, (6) most reductive supervisors are not aware of their tendency to inhibit motivation and (7) motivation is strongest when the manager is aware that he is achieving what he has the capacity and desire to become.

The influence that authoritarian supervisors exert on their subordinates has been studied and reported by Blau and Scott. These writers have differentiated between formal authority and informal authority; they believe that superiors who command the loyalty of their subordinates are much more likely to establish effective informal authority over them and thus be able to exert more influence. (3. pp. 140-156.) The process of exerting influence seemingly operates in a cycle as demonstrated in a study reported by Blau and Scott. The study indicated that the more one is accepted as a leader, the more numerous are his attempts to influence and the more he influences the more successful he is; consequently, the more successful he is, the more he is accepted as a leader. The implications from this are that superiors who command the loyalties of a group--those who are liked, accepted, and respected--have more control over group members than those who are not able to secure loyalty. They have more confidence in their ability to make decisions and they make more attempts to influence subordinates. Since effective supervision is

ultimately measured by performance of subordinates, the conclusion is that the supervisor who secures loyal cooperation will have a more productive group than the supervisor who does not. (3, pp. 140-156.)

Blau and Scott also reported on a study carried out at the Survey Research Center which determined the effects of authoritarian practices. It was found that group productivity was negatively affected when the workers were closely supervised by their foremen and even when the foremen were closely supervised by their superiors; also, that closeness of supervision was inversely related to the amount of job satisfaction reported by workers. They concluded that pressures were transmitted from level to level which affected the worker's ability to produce. (3, p. 150.)

Supervision as it related to productivity was reviewed by Sales who called attention to a widely made assumption: that employees work harder for some supervisors than for others; however, he says, no one has yet clearly stated the basis for this assumption. His opinion is that

Authoritarian supervision, in general is characterized by the relatively high degree of power wielded by the supervisor over the work group. As contrasted with democratic supervision, both power and all decision-making functions are absolutely concentrated in the person of the authoritarian. Democratic supervision, on the other hand, is characterized by a sharing of power and by participative decision-making.

Under democratic supervision, the work group becomes in some ways co-equal with the supervisor; responsibility is spread rather than concentrated. (74, pp. 275-277.)

Comrey and his associates conducted twenty-nine questionnaire studies and concluded from these that effective supervisors differ from ineffective ones in many respects. They communicate more information to their subordinates; are considered to be more helpful, are not arbitrary in their decisions and judgements; and have a sympathetic approach to workers. (7, p. 151.)

Implications of the studies and writing related to administration which have been cited above have special utility and meaning for educational administrators who are responsible for maintaining a productive climate in the school system and, indirectly, for the achievement of satisfaction of teachers and others who come under their supervision.

In a discussion of motivation and management, Daniel Griffiths has stated that positive incentives are more effective than negative ones and that at present, the three most positive forms of incentives are giving praise, improving facilities, and increasing job satisfaction. He suggests that the satisfaction one receives from work may be the greatest incentive for high quality performance. He briefly reviewed Talcot Parson's five components of

satisfaction which are: (1) self respect or the establishment of realistic levels of aspiration and provision for their attainment, (2) recognition or acknowledgement for work accomplished, (3) satiation of wants or doing a good job for what we get out of it regardless of whether it is salary, recognition, or some other need, (4) pleasure or the complete enjoyment of work, and (5) affection or genuine friendship between professional associates. Griffiths points out that when these components are not present in a work atmosphere, low morale, bickering, backbiting and low production results. (15, pp. 36-38.)

Job Satisfaction, Dissatisfaction

The importance of motivation in performing work has been emphasized by most psychologists, leadership theorists, and students in the field of management and supervision. Many of these experts either imply or state explicitly their belief about the positive relationship of satisfaction to motivation; believing that satisfaction is obtained as a result of reduced tension aroused by some internal or external stimulus. McKinney suggests that satisfaction involves the removal of the motivating condition and the relaxation of tensions aroused by desire. The activities which satisfy motives are learned, he says, and tend to be repeated in similar situations in the future. If an

individual is highly motivated because of some desire or need, he will likely strive to achieve the object or situation which will fulfill his need. When desires are obtained, tension is reduced and a feeling of satisfaction results. (26, p. 13.)

According to the above theory, a highly motivated worker is one under a certain amount of tension who is performing some activity in order to reduce it and thus bring about satisfaction. We may say then, that a satisfied worker is usually a highly motivated individual under a certain amount of tension. Although some psychologists say that much creative work has been done by people who were motivated by deep internal tension, Cris Argyris believes that, while this may be true in certain situations, pressure beyond a certain point is likely to cause friction in the organization. He says executives have recognized that when pressure is great the subordinates try to avoid it by "passing the buck or hiding their errors." Employees, he says, should be given the opportunity to work where individual creativity, happiness and growth can flourish. (41, pp. 63-64.)

Fournet, Distefano, and Fryer have investigated many aspects of job-satisfaction in an attempt to discover a combination of factors that account for satisfaction in work. They believe that the factors contributing to or

influencing job satisfaction may be divided into two types. One type would include all characteristics of the individual such as education, intelligence, sex, age, and individual differences. The second type would consist of characteristics of the job such as organization and management, supervision, social environment, communication, responsibility, and recognition which have traditionally been considered important to the work situation. These authors, after reviewing Herzberg's study stress an important point made by him and his associates: that factors change according to the individual's needs. When basic needs are satisfied, items such as security, recognition, and responsibility become more important than when they are deprived. The consequences of job satisfaction such as performance, absenteeism, and turnover will partially depend upon each individual's needs in relation to factors of the job. (53, pp. 168-171.)

In writing about education's responsibility in developing human resources, Harbison says there is a high correlation between any country's economic productivity and its educational development. Many aspects including natural resources, foreign markets, and outside assistance are important and contribute to both economic and educational development. It is difficult to specify any one factor or set of factors that are responsible. Even high

investment in financial resources will not guarantee economic growth. "All we can predict," he said, "is that a well-educated and motivated people will do extraordinarily well," and in some instances, even with very limited natural resources. (19, p. 149.)

Baroya implies the importance of satisfaction in work when he encourages teachers to improve themselves and find ways to grow professionally. In the process of growth, the individual should find personal satisfaction in what he is doing; otherwise, "when this satisfaction is not forthcoming, one may think that his labour is wholly lost. His love of teaching may wane." (43, pp. 17, 45.)

A discussion of the significance of positive attitudes in the Editorial Notes of Teacher's World stated that a teacher should constantly evaluate his own attitudes. The most important factor in promoting personal success and happiness is the way one feels about one's job, other people, and one's self. A teacher who has a sincere desire for service and a love for students and colleagues will find a happiness that fosters success. When an individual meets with a measure of success more happiness is felt and a chain reaction is started. (79, p. 5.)

The importance of meeting psychological needs has been pointed out by Vroom who asserts that a job which allows the individual to exercise some initiative and

judgement, provides for the development of aptitudes and makes possible some knowledge of results, is more ego-satisfying than the job which does not permit the individual some measure of self actualization. (81, pp. 157-177.)

Sargent and Williamson, in discussing essential elements which must be provided by informal groups in order to maintain group structure, have indicated that some measure of individual satisfaction is fundamental. They believe that productivity of the group is also related to individual satisfaction and that it may be in the form of either psychological or monetary reward, but unless there is some measure of personal fulfillment, the group will usually disintegrate. (33, p. 377.)

Faunce, Hardin and Jacobson studied the effect of automation on satisfaction of workers and determined that the workers' attitudes about the job greatly affect the degree of satisfaction received. If the work is regarded by the individual as being important, a greater degree of satisfaction is achieved. Also, the more important the work is considered to be, the more readily a change in behavior can be initiated. They found, too, that the level of responsibility and skill required to perform a job influences the individual's attitude about the importance of work and, consequently, has an important relationship to job-satisfaction. "To the extent that automation

changes these aspects of job content, it may affect the meaning of job-satisfaction and job change." (11, pp. 75-76.)

Vance Packard, in his book, The Status Seekers, lamented the effects of automation on workers. He criticizes the efficiency engineers for their time and motion studies which have scientifically broken down jobs to their lowest terms and have turned once rewarding and self-fulfilling jobs into simple motions. (30, pp. 261-262.)

Likewise, Argyris has evaluated the effects on workers of many present day organizational procedures. He believes that in many instances, workers are placed in positions which require them only to be submissive and that for this submission they are rewarded by being given seniority and other benefits, but they must also look to the leader for their rewards, punishment, and direction. In doing this they will be given no opportunity to use individual aptitudes or abilities; consequently, they will not find much satisfaction in their work. (2, p. 14.) To the extent that this decrease in individual responsibility and opportunity to participate in decision-making does affect productivity and the degree of satisfaction (as is believed by other writers previously cited) then these

organizational procedures are detrimental to both workers and organizations.

An individual experiment to determine how factory workers really felt about their jobs was conducted and reported by Swados. He worked for a pre-determined time in a factory along with other workers and at the end of the experimental period he said that

it came as something of a shock to discover that the one unifying force among all those men, so different from one another in ethnic background, educational attainment, and personal ambition, was hatred of their work. But if I was surprised to observe that among the men on the assembly line there was a near unanimity of contempt for what they did and a shame at their inability to earn their livings in a better way, I was doubly surprised that my middle-class friends found it difficult to accept this.

Swados believes that boredom is a common link, although largely hidden or unrecognized, between the professional man and the working man; that the educator should be cognizant of the effect on individuals of jobs that have become systematized and routine in the interest of production and efficiency. We can, according to him, discern two main tendencies: first, that in building a modern industrial society with a constantly rising standard of living, the work of more and more people will become standardized, second, "sensibility is blunted and individual creativity stifled by forcing men and women to spend all of their adult lives at tasks beneath their human

dignity....made palatable not by social utility or their relation to any existing human desire, but solely by their wage." (34, pp. 13-19.)

A study was conducted by Hanson to determine the relationship of job-activity to job satisfaction of school counselors. He found that guidance counselors were generally considered as equals by other staff members and that the greatest amount of job satisfaction resulted from such aspects as providing students with job information, establishing and maintaining relationships with staff members, interest and emotional involvements in the job, from the training they received, and from the status they enjoyed. The sources of greatest dissatisfaction were from general working conditions such as administrative duties and the amount of paper work attached to the job; or, to state it briefly, the most satisfaction resulted from intrinsic aspects of the job and the least satisfaction from extrinsic aspects. (54, pp. 790-793.)

Champagne and King conducted a study to determine what factors about a job were most important to people classed in the poverty group in the United States and who consequently received job training under the Manpower and Training Act of 1962. The researchers used sixteen motivational factors ordered in paired comparisons. Subjects were directed to select the one item in each

pair which they considered most important and which would help them to do their best on the job. The five factors most important, listed in rank order were: (1) duty to do one's best, (2) personal satisfaction, (3) working conditions, (4) steady work, and (5) pay. The fact that most of these people had always lived in poverty may account, to a measure, for their lack of fear of job severance, reprimand, or low pay; nevertheless, it is interesting to note that praise from the boss was more important than praise from co-workers and that a fair boss was more important than praise from the boss, chance for promotion, chance for a raise, or even pay received. (45, pp. 430-431.)

A study was conducted by Miller to determine job satisfaction of national union officials because of apparent signs of unrest and dissatisfaction among both high and low-level union officers. He found that

Dissatisfaction at the lower-levels of union officialdom represents increasing differences between what is expected and what is obtained.... lower-level officials' expectations in most of the specific needs areas are much more divergent from their perceptions of reality than is the case for the higher-level echelons. If the lower-level officials' situation is to be changed, it would seem that either lower-level officers will have to change their expectations, or higher-level officers will have to change the opportunities for satisfactions among the lower ranks of national union officials. (68, p. 271.)

As early as 1945 researchers were concerned about the relationship between satisfaction and work. Richard

Centers carried out a study to examine the differences in values attached to work by people in different occupations. He found that among white collar workers, as opposed to manual laborers, various aspects of the work itself were more important reasons for liking their jobs than the economic rewards received. When these two groups of workers were asked to choose from among ten hypothetical jobs, the business and professional group was much more likely to select the ones which were "described as providing opportunities for self-expression, leadership, and interesting experiences and less likely to choose those pictured as offering security or high pay." (5, p. 21.)

Two other studies were made, one by Jurgenson and one by Lindahl, to ascertain the differences in values attached to work by various groups of workers. Jurgenson found that

The mechanical workers assigned the highest mean rank to security, second highest to advancement, and third highest to type of work. The sales and clerical workers (combined) assigned the highest rank to type of work, second highest to advancement, and third highest to security. Pay received a higher rank among the mechanical than among the sales and clerical workers. (21, p. 21.)

Lindahl found that

Among the office workers the highest average rank was assigned to interesting work; the factory workers chose security. (24, p. 21.)

In a 1957 survey and follow-up by the U. S. Office of Education to determine the causes of teachers leaving the profession, it was found that leading reasons were military service (24 per cent for men) and homemaking (53 per cent of the women). It was also found that beginning teachers received their greatest satisfaction in the human relations area in situations connected with their work; their greatest dissatisfaction resulted from the salary rates. Of the teachers who intended to return to teaching a second year, the majority were most interested in intrinsic rewards. (63, p. 441.)

Saleh and Otis conducted research to determine the influence of age on job-satisfaction during pre-retirement years. They discovered that among those tested, job-satisfaction increased as age increased up to the pre-retirement years (age sixty) when, at this time, it declined. These researchers reported that the results of their study supported other previously conducted investigations. Reasons for this decline were thought to be related to either actual or anticipated blocking of opportunities for self-actualization and psychological growth through such factors as achievement, advancement, recognition, and responsibility. Pre-retirees at age sixty usually do not have ready access to such sources of

satisfaction because they have little opportunity for salary raises and promotions. Also, younger men are generally selected to fill new positions; therefore, they feel frustrated and dissatisfied. (73, pp. 426-429.)

Phyllis Kemp carried out a study to determine the relationship of job-satisfaction to professional commitment of Extension Agents in Kansas. She found that the level of job-satisfaction was consistent with the degree of commitment to the job; when commitment was high, satisfaction was generally greater. She further found that the Agents who were committed to their jobs also tended to belong to more professional organizations, do more professional reading and attend more national and state meetings than the non-committed group. (60, pp. 171-177.)

A study was conducted in East Pakistan by Shahid to obtain reactions of secondary teachers about specific aspects of their jobs. The most relevant of his findings are:

1. Seventy five per cent rated their salaries as very low when compared with other professions requiring equal qualifications.

2. Only .58 per cent were satisfied with their salaries.

3. Almost two thirds or 66.28 per cent found it necessary to engage in private tutoring to supplement their income.

4. Only 1.76 per cent reported they would continue tutoring if they were given sufficient pay.

5. Thirty-four per cent reported feeling secure in their jobs while twenty-five per cent reported not feeling secure at all.

6. Fifty-one per cent sometimes think of leaving the profession while 40.12 per cent never think of leaving.

7. Reasons given for thinking of leaving the profession were (a) poor salary, 62.24 per cent, (b) low public esteem, 5.10 per cent, (c) lack of old age security, 9.19 per cent, (d) less recognition but more responsibility, 14.28 per cent; the rest did not reply. (94, pp. 11, 53.)

Of particular relevance and interest to any consideration of motivation and job performance are two studies conducted in recent years in the United States. In each of these studies, one conducted by Herzberg *et al* (20, pp. 3-142,) and the other conducted by Johnson, (90, pp. 3-141,) an effort was made to determine factors accounting for job satisfaction and job dissatisfaction, and the influence which each of these variables had on motivation to work and job performance.

Herzberg's study conducted in 1957 sought out the attitudes and feelings of certain groups of industrial workers with regard to factors accounting for job satisfaction and dissatisfaction. Johnson, using essentially the same format as Herzberg, attempted to identify the factors accounting for job satisfaction and dissatisfaction within certain groups of the teaching profession. Given below are the primary methods and findings of the two studies.

Herzberg's Study of Industrial Workers

The central question investigated in this study was, "What do people in the various categories of industry (engineers and accountants) want from their jobs?" In attempting to get answers to this question, the primary hypothesis to be tested was that there were certain factors relating to the performance of the job which tended to give the worker satisfaction, and certain others which tended to cause him to be dissatisfied or unhappy with his work, but that these were not necessarily the same. In other words, the positive aspects of satisfying factors were not necessarily, in their negative form, dissatisfiers. A second hypothesis tested in the study was that there is a hierarchy of needs (physical and psychological) which influences one's attitude toward one's job and tends to

give satisfaction or dissatisfaction according to the degree to which this full hierarchy of needs is met.

To test these hypotheses, representative urban industrial workers from nine different companies in the Pittsburgh area were selected to constitute the sample; the interview technique was employed. Each respondent was asked to identify periods of time or occurrences, while he was working, when his feelings about his job were exceptionally high; and others when his feelings were exceptionally low. He was then asked to account for the factors contributing to these periods of high positive attitudes and feelings and to do the same for periods of time when his attitudes and feelings about his job were negative. These first-level and second-level criteria were then taken as the basis of job satisfaction and dissatisfaction and tabulated to give the results of the study.

The findings of Herzberg's study generally support his major hypotheses. Factors affecting job satisfaction and dissatisfaction are both qualitative and quantitative. Not only do different kinds of factors account for satisfaction or dissatisfaction, as the case might be, but also the number of satisfiers or dissatisfiers is an important determinant. Attitudes are a potent force in productivity and the degree to which physical and psychological needs

are being met definitely contributes to attitudes, motivation and other aspects of job performance.

The primary factors which make people productive and happy in their jobs are: (1) achievement; (2) recognition for achievement, or for work well done; (3) the work itself; (4) responsibility; (5) advancement; and (6) a satisfactory salary. Factors of lesser importance are: possibility for growth, good interpersonal relations with subordinates, status, interpersonal relations with superiors, interpersonal relations with peers, good technical supervision, good policy and administration, good working conditions, desirable personal life and, finally, job security.

In the 228 interview sequences making up the study, achievement on the job ranked first as a factor accounting for job attitudes and motivation. It was mentioned by 41 per cent of the interviewees; recognition was mentioned as a motivating factor by 33 per cent of the respondents and job security by only one per cent. (20, pp. 3-141.)

Johnson's Study of Teachers in Georgia

Closely related to Herzberg's study and constituting the comparison of this present inter-cultural study conducted in Dacca, was a companion study by Johnson as already cited above. Investigating the attitudes and feelings of public school teachers in Georgia, Johnson

followed almost the same identical methods and procedures as were employed by Herzberg in his study of Pittsburg industrial employees.

The main purpose of the study was to identify, in an educational situation, certain factors which had previously been associated with job satisfaction and dissatisfaction in an industrial setting and to apply them, as they were perceived by public school teachers, to the educational environment. More specifically, the Johnson study was designed to identify the factors associated with and accounting for periods of high and low job satisfaction in teaching, comparing these with the factors which Herzberg and his associates, in their study of accountants and engineers in industry, had previously identified as influencing motivation to work.

Assuming that the same factors accounting for motivation to work in industry had application and validity also as factors accounting for motivation in teaching, Johnson constructed an appropriate data-gathering instrument and administered it to the teachers in separate faculty meetings at their separate locations of work. The instrument was designed in three parts. The first consisted of two open ended questions in which teachers were asked to describe a time when they felt exceptionally good in their teaching situations and a

times when they felt exceptionally bad. Results from these reports were obtained by content analysis carried out by the researcher and independent coders who were knowledgeable about Herzberg's study. These reports yielded information about factors responsible for satisfaction and for dissatisfaction. The second section included fifty-six pre-tested items to be checked by subjects to indicate whether certain situations or conditions were or were not present at the time they were satisfied or dissatisfied. The results from this part were used to determine the kinds of situations, circumstances, or occurrences having had greatest effect on satisfaction and dissatisfaction of teachers. The remaining section of the instrument was for gathering biographical information needed to make comparisons between male and female teachers and between elementary and secondary teachers.

From a tabulation of the data, Johnson found five motivational factors to be statistically significant in contributing to satisfaction of teachers in the United States. These were: achievement, interpersonal relations, recognition, work itself, and responsibility. Four factors--policy and administration, working conditions, status, and personal life--were statistically significant as job dissatisfiers.

The following items were selected the greatest number of times as contributing to either satisfaction or dissatisfaction:

1. The item selected by most teachers as affecting their satisfaction was: My principal supported me in my decisions.
2. The item selected by most teachers as affecting their dissatisfaction was: Once a policy was set in the school, it was not followed consistently.
3. The item selected most frequently by high-school teachers as affecting their satisfaction was: Teachers in the system were able to live in a community which offered desirable cultural activities for the entire family.
4. The item selected most frequently by elementary-school teachers as affecting their satisfaction was: My principal supported me in my decisions.
5. The item selected most frequently by high-school teachers as affecting their dissatisfaction was: Once a policy was set in the school, it was not followed consistently.
6. The item selected most frequently by elementary-school teachers as affecting their dissatisfaction was: Teachers were not informed of the results of a supervisor's visit.
7. The item selected most frequently by male teachers as affecting their satisfaction were: The system provided more teacher benefits than most in the area, and I knew to whom I was responsible.
8. The item selected most frequently by female teachers as affecting their satisfaction was: My principal supported me in my decisions.
9. The item selected most frequently by male teachers as affecting their dissatisfaction was: My salary was not adequate for me to participate in cultural enjoyment as often as I would like.
10. The item selected most frequently by female teachers as affecting their dissatisfaction was: Once a policy was set in the school, it was not followed consistently. (90, pp. 3-138.)

In terminating the review of literature, one concluding article is especially relevant and is included as further evidence of the importance of motivation and

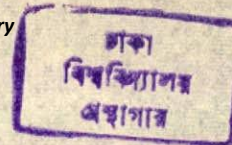
the implications which are present for economic development. In April 1968, Newsweek published an article in the section, Spotlight on Business, entitled "Motivating People: Money Isn't Everything." It was written specifically about the problem faced by American industrialists and businessmen in their efforts to increase productivity. They believe that the answer is not to be found in new and better equipment, but is basically one of motivation of workers; many now believe that people hold the key to increased productivity. (70, pp. 49-50.)

From the time of the First World War up until about 1930 it seemed evident that people worked only to feed and clothe themselves and that the way to get more out of them was to exert pressure and tongue-lashings by tough, dictatorial bosses. Between the 1930s and the 1950s, however, there was a growing awareness that people worked because of loyalty to an organization; therefore, the way to increase production was to pipe in soft music, organize company softball teams and give increasingly larger fringe benefits. But nothing has really worked so far. One personnel manager, lamenting this fact said, "We haven't found the magic motivator--if it exists at all." Yet a few people think they have discovered the solution. The article says that

a small band of behavioral scientists, most of them from leading U. S. universities, has been insisting for some time that there are better ways to motivate people. They have names little-known outside the bookish world of motivational research: Fredrick Herzberg, 44, of Cleveland's Case Western Reserve University, or Renis Likert, 64, of the University of Michigan. But they are beginning to make an impact on industry, and today 200 companies are, in varying degrees, following their advice. Says the gangling Herzberg of his packed consulting schedule: "At last we are being heard. Industry is listening."

What Herzberg and Likert have been saying for a long time about motivating people is similar to what many other theorists are beginning to believe. Three main points are emphasized by Herzberg and Likert. First, that companies should begin to think more about satisfying psychological needs such as responsibility and achievement; at the same time, however, they should continue to provide for physical needs of employees. Second, companies should fit the job to individual talents of the worker instead of fragmenting jobs into systematized and meaningless actions that afford no real utilization of talents and capabilities. And last, the total philosophy of management must be altered. The Victorian and stereotyped manager who retains the attitude that workers are lazy, must always be directed, and not allowed to make decisions must "get off his autocratic pedestal and seek advice from employees in running the business, encouraging...participative management."

(70, pp. 49-50.)



Herzberg classes money and fringe benefits as "negative motivators" which, when absent will unquestionably cause unhappiness but will not necessarily produce greater happiness or productivity. Herzberg, Likert and others have worked closely with some large American companies, assisting them to introduce and implement their motivation theory and "to enlarge jobs and make them more meaningful and more interesting in order to increase efficiency." (70, pp. 49-50.)

The motivational aspect, so important a factor in increasing productivity in industry in the United States, should also be viewed as important in East Pakistan. It, seemingly, has implications for both general economic development and industrial growth as well as for education.

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Summary

Summarizing the literature reviewed in part two, a general assumption is that man is motivated by objects in the environment and that the culture in which he lives helps to influence his wants and needs. A modern concept of need fulfillment is that man's desires go beyond the bare satisfaction of basic needs to include positive goals for self actualization and that he rarely reaches a state of complete satisfaction; when one need is filled another emerges to take its place so that he is constantly striving to satisfy some need. There is some opposition to the

concept that all individuals strive toward optimum growth. There may be, according to a few theorists, some people who restrict development to the state which is most pleasurable to them; that the urge for satisfaction and pleasure may restrict rather than promote effort. The unconscious is emphasized by some who believe that the organism unconsciously selects from the environment the things that best meet his needs but that he can exercise conscious control over motives. Certain forces in the environment such as danger, lack of food, or rejection also determine behavior.

Motivation is closely related to administration in that administrative practices can act as either inhibitors or motivators to human need fulfillment. Some administrators who are arbitrary and dictatorial, and who believe that workers must be threatened with punishment before they will put forth effort, have an inhibiting effect on initiative and creativity. They create an atmosphere of restriction and disapproval and cause workers to be hostile, cynical, and aggressive. On the other hand, the administrator who is democratic and considerate of workers establishes an environment of good will and cooperation where creativeness and initiative thrive, where workers feel free and confident, interpersonal relations are satisfying and self actualization is achieved.

Researchers have found in studying the effects of supervision on workers, that group productivity decreases when people are supervised closely; close supervision is inversely related to job satisfaction, and positive incentives are more effective than negative ones. Securing satisfaction from work is an important element in productivity; therefore, an important aspect of education. It is difficult to specify any set of factors which would produce satisfaction but it is generally agreed that highly motivated people can rise above great obstacles to attain individual and group goals. The importance of meeting psychological needs should consequently be emphasized.

Studies indicate that a measure of individual satisfaction is fundamental in order to maintain informal group structure; that the worker's attitudes about the relative importance of a job and the amount of responsibility and skill required to perform it influence the degree of satisfaction received. A negative aspect of work which produces frustration and dissatisfaction is the breaking down of jobs into simple and meaningless tasks which require no opportunity to use individual creativeness and aptitudes. Some researchers believe that dissatisfaction, boredom, and disinterest in work is as prevalent among professional people as among the unskilled workers.

Studies indicate generally that workers are more interested in psychological rewards such as opportunities for self expression and interesting experiences than high pay and job security. It was found that age is a factor influencing satisfaction of workers. Satisfaction generally increases up to near the time of retirement then begins to taper off. Commitment to a job also raises the level of satisfaction. In East Pakistan there was general dissatisfaction of secondary school teachers about some aspects of their jobs; low and insufficient salaries was the most frequently mentioned element.

Herzberg's study of job satisfaction among industrial workers in the United States indicated that factors affecting job satisfaction may not, in their opposite form, be the ones contributing to dissatisfaction. He found that factors primarily responsible for satisfaction and happiness are achievement, recognition, work itself, responsibility, advancement, and satisfactory salary.

Johnson's study of teachers in the United States was patterned after the study done by Herzberg. He found five motivational factors to be statistically significant in contributing to satisfaction. These were: achievement, interpersonal relations, recognition, work itself, and responsibility. Four factors--policy and administration,

working conditions, status and personal life--were statistically significant as job dissatisfiers.

Personnel managers and administrators of large business concerns are beginning to recognize that workers today want more from a job than just financial security; they are beginning to think more about psychological needs such as responsibility and achievement. Companies should fit the job to individual workers instead of fragmenting jobs into meaningless tasks; administrators and managers should give workers some opportunity to assume an active role in decision making.

On terminating this review of literature, it was concluded, on the basis of what has been written, that very little is known about what contributes to teachers' happiness and satisfaction or to their dissatisfaction; consequently this study was designed to determine the factors which account for job satisfaction and dissatisfaction of secondary school teachers in the city of Dacca.

CHAPTER III

METHOD OF THE STUDY

In order to determine what factors contribute to job satisfaction and to job dissatisfaction of secondary school teachers in the city of Dacca, East Pakistan, the same fourteen motivational factors were utilized as were identified by Herzberg in a study of industrial workers in the United States and later employed by Johnson in his study of teachers in Georgia, U. S. A. The fourteen motivational factors to be tested were: (1) Achievement, (2) Advancement, (3) Interpersonal Relations, (4) Job Security, (5) Personal Life, (6) Policy and Administration, (7) Possibility of Growth, (8) Recognition, (9) Responsibility, (10) Salary, (11) Status, (12) Supervision, (13) Work Itself, and (14) Working Conditions.

Data Collection Device

The fourteen factors above formed the basis of an instrument designed for use in gathering data. It was patterned after the one used by Johnson but adapted for use in East Pakistan and was constructed in the form of an attitude inventory schedule. It consisted of statements to be appraised by the respondents and was constructed in two parts. Part one was made up of fifty-six positive

statements designed to reveal high or favorable attitudes about the motivational factors being tested. Each one of the fourteen factors was represented by four statements which constituted the basis for determining whether or not a particular motivational factor contributed to satisfaction. Part two consisted of a like number of similar but negative statements, four representing each of the fourteen factors. Every set was designed to reveal low or unfavorable attitudes about the particular motivational factor being tested, and thus, formed the basis for determining if a specific factor contributed to dissatisfaction of teachers.

The statements referred to situations which seemed to affect either satisfaction or dissatisfaction of teachers and which are found in most educational or teaching environments. When these statements were arranged in the instrument they were numbered as items one through fifty-six and had no designation to connect them in any way to the motivational factor each represented.

In order to secure four meaningful and relevant items to represent each motivational factor, six statements were obtained to represent every factor, a total of eighty-four. Some of the eighty-four items were formulated by the writer using Herzberg's definitions of job-attitude

factors, (20, pp. 44-50,) the others were items used by Johnson in his questionnaire which were considered to be relevant to this study. In cases where the need was apparent, items from Johnson's study were restated and adapted to correspond with work experiences of teachers in East Pakistan. Each of the eighty-four statements were then listed positively and negatively, in pairs, under the motivational factor each represented so that there were fourteen categories, each consisting of six pairs of statements. The positive items, designated as "a" on the list, were designed to determine factors contributing to satisfaction and the negative items, listed as "b", were designed to determine factors contributing to dissatisfaction. This list of items was rated for appropriateness, relevancy and ability to measure attitudes of teachers in East Pakistan. The rating was done by a panel of educational authorities of both sexes who were familiar with the study and who were also familiar with teachers and teaching situations in East Pakistan. They were instructed to rate each set of six items from one to six; one being assigned to the most relevant and six to the least relevant. Data from the rated lists were then tallied and the four items to receive the lowest scores in each of the fourteen categories were utilized in the inventory instrument. A list of the statements which were rated by the

educational experts for relevancy and meaningfulness, and the motivational factors these statements were designed to measure, appears in Appendix A.

All positive items selected to measure satisfaction were arranged in a Satisfaction Inventory in such a manner that there was no reference to any motivational factor; the negative items, designed to determine dissatisfaction, were included in a separate Dissatisfaction Inventory, and were listed in the same order as those in the Satisfaction Inventory. The items were so arranged that each participant could indicate the strength of his feelings by marking one of three intensities, "contributed greatly," "contributed somewhat," or "contributed not at all," if a similar occurrence or condition had been present during his teaching experience and which had contributed to job satisfaction or to job dissatisfaction.

The instrument was pre-tested to determine if items were clearly stated, if the form utilized was convenient and understandable, and if the directions were clear and explicit. Subjects used for the pre-test included the nine secondary school teachers who had Baccalaureate degrees at the University Laboratory School, Institute of Education and Research, University of Dacca.

After the pre-test was administered, the instrument was evaluated and minor revisions were made in the directions preceding the statements for marking the inventory (Appendix B). The revised instructions, as they appeared on the instrument administered to teachers, are shown in Appendix C as a part of the total Satisfaction-Dissatisfaction Inventory.

Before the instrument was administered, specific instructions for marking it were carefully explained. Subjects were asked to react to the items on the Satisfaction Inventory by thinking of specific situations, occurrences, or circumstances when they had felt successful in their teaching jobs. They were then to mark only the statements that referred to conditions or events they had experienced and which, consequently, had affected their personal feelings of success and satisfaction. If a statement referred to a situation they had experienced and if it had also contributed to satisfaction, they were instructed to indicate the degree of satisfaction they experienced by marking either "CG" (contributed greatly) or "CS" (contributed somewhat). If a statement was identified as one related to the experience of a respondent but which did not contribute in any way to his feeling of satisfaction, he was asked to mark "CNAA" (contributed not at all). If a subject had not

experienced a particular occurrence or circumstance referred to in a statement, he was instructed to leave all choices unmarked and pass on to the next item. Respondents were instructed to use the same procedure in filling out part two of the Inventory except that they were asked to think of events and circumstances during their teaching experiences when they had not been satisfied with their jobs and which, consequently, had contributed to dissatisfaction.

Source of Data

Because it was necessary to secure a sample of teachers who could read and understand English, the subjects included only secondary school teachers who had Baccalaureate degrees. Based on Cochran's Small Sample Theory (6, p. 75,) a sample of 120 teachers was obtained out of a population of approximately 400 secondary school teachers who had Baccalaureate degrees and who were teaching in the secondary schools in the city of Dacca. This was done by randomly selecting ten out of a total of fifty-two secondary schools of Dacca city. Of the schools selected, six were government schools and four were non-government aided schools. A table of random numbers was used to select the ten schools from a list of schools procured from the Department of Educational

Research, Institute of Education and Research, University of Dacca; it was verified by the Department of Public Instruction. Appointments were then made with the headmasters and headmistresses of each selected school and the Satisfaction-Dissatisfaction Inventory was administered to teachers at each selected school.

Only 117 teachers completed the Inventory but no effort was made to contact the three who did not finish the test because names were not obtained from the subjects when they responded to the questionnaire. All Inventory Instruments were secured from the teachers as each completed the test.

Analysis of Data

After the Inventory Schedule was administered, the responses of the participants were tallied to yield data showing the total number of subjects who indicated any one of the three categories available, "contributed greatly," "contributed somewhat," or "contributed not at all," for each of the fifty-six items on both the Satisfaction Inventory and the Dissatisfaction Inventory. The total number of responses made to each item for "contributed greatly" and "contributed somewhat" was then found. The hypothesis, that there was no difference between the observed frequency distribution of the two categories of

responses and the corresponding expected frequency distribution, was tested at .05 level by use of the Chi-square test, the expectation being equal probability.

(Appendix D.)

When applying the Chi-square test it is assumed that the frequencies are connected by a smooth and continuous curve but when the numbers are small the curve is not continuous; therefore, when computation is from a 2×2 table (when $df = 1$), when the observed frequency is small, or when the sample is small, the usual computation of Chi-square gives too large a value and the chances of its being called significant are greatly increased. The error can be offset by applying Yates' Correction which consists of subtracting .5 from each difference of $f_o - f_e$ before the difference is squared (14, pp. 258-259.) This correction was made in computing the Chi-square for this study in order to offset the error and decrease the chance of accepting values as significant when there was no significant difference.

The procedure described above furnished data showing the total number of responses in each of the three categories to all fifty-six items on both the Satisfaction and the Dissatisfaction Inventory as well as the value of Chi-square for each item. When it was found that the frequency of the first category (the total number of

responses to "contributed greatly" and "contributed somewhat") was greater than the frequency under "contributed not at all" and when the hypothesis was rejected as a result of the Chi-square test, then the particular item being tested was identified as one contributing to satisfaction or to dissatisfaction, as the case might be.

Individual items contributing to job satisfaction and those contributing to job dissatisfaction of secondary school teachers in Dacca were compared with those reported by Johnson of teachers in the United States. This comparison was made by listing the individual items selected as contributing to satisfaction and to dissatisfaction in each of the two studies according to the number of responses made by teachers. No statistical comparison was made because raw data from the Johnson study were not available.

Motivational factors contributing to job satisfaction were determined on the basis of the number of individual items which proved to be significant as a result of the Chi-square test. A factor was designated as one accounting for satisfaction when any three items out of the four representing it were found to be significant. Motivational factors contributing to dissatisfaction were selected in the same manner.

The first hypothesis was tested by use of the Sign Test for Paired Observations. This test was used because of its general applicability to situations where a null hypothesis may be evaluated in terms of the binomial distribution. A value of z is obtained which is then compared with the table value in order to determine significance. According to the terms of the test, the two sets of observations are paired and when the difference is positive a plus sign is recorded, if the difference is negative a minus sign is recorded. If the null hypothesis is true, no difference is expected between the two groups but if too many plus or minus signs occur, the hypothesis can be evaluated in terms of the binomial distribution. The null hypothesis is then rejected at the five per cent level if the obtained value of z is equal to or greater than 1.96. The formula appears in Appendix E. (10, pp. 288-291.)

The motivational factors which contributed to satisfaction and those contributing to dissatisfaction of secondary school teachers in Dacca, as identified in this study, were compared with the motivational factors contributing to job satisfaction and to job dissatisfaction of teachers in the United States and reported by Johnson. This comparison was done by ranking the factors

contributing to satisfaction or to dissatisfaction in each of the two studies. Ranking was done according to the total number of responses to each factor by Pakistani teachers and by percentages of responses to each factor by United States teachers. Percentage of responses was not used to rank factors in this study because the number who responded to one set of statements measuring a specific factor were not necessarily the same as those responding to any other set. Factors with the highest rank were assumed to exert the greatest amount of influence on satisfaction or dissatisfaction.

The second and third hypothesis were evaluated by use of the Chi-square test. The same conditions of these tests existed as were true for the test used to determine the significance of individual statements and which were explained in detail previously, except that a formula for Chi-square was used which permitted direct calculation without first computing the expected frequencies of the independent values. The formula, applying Yates' correction for continuity is shown in Appendix F. (14, pp. 264-265.)

CHAPTER IV

FINDINGS OF THE STUDY

A total of one hundred seventeen subjects completed the Satisfaction/Dissatisfaction Inventory. They comprised the total number of faculty members who had Baccalaureate degrees from the ten randomly selected secondary schools in the city of Dacca who were present at the time the instrument was administered. Data obtained from the survey were recorded and a tabulation was made, yielding the following information about each of the fifty-six statements in the Satisfaction Inventory and the fifty-six statements in the Dissatisfaction Inventory: (1) the number who responded to "contributed greatly," (2) the number who responded to "contributed somewhat," (3) the total number of responses to "contributed greatly," and "contributed somewhat," (4) the total number of responses to "contributed not at all," and (5) the value of Chi-square. From the value of Chi-square the representative statements contributing to satisfaction or to dissatisfaction were identified by comparing the obtained value of each statement with the table value for corresponding degrees of freedom at .05 level. If the obtained value of any statement was higher than the table value,

indicating that the number responding was too great to have happened by chance, the statement being tested was identified as one contributing to satisfaction or to dissatisfaction, depending on which part of the test was being considered. When any three statements out of the four representing each motivational factor were found to contribute, that specific motivational factor was identified as one contributing to satisfaction or to dissatisfaction.

The findings are presented below in the following order:

1. Motivational factors, representative statements, and their contribution to job satisfaction.
2. Comparison of individual items that contribute to job satisfaction and to job dissatisfaction of teachers in Dacca, East Pakistan with those reported by teachers in the United States.
3. Identification of motivational factors contributing to job satisfaction and those contributing to job dissatisfaction of teachers in Dacca, East Pakistan.
4. A comparison of motivational factors contributing to job satisfaction with those contributing to job dissatisfaction of teachers in Dacca, East Pakistan and data related to hypothesis number one.

5. A comparison of motivational factors contributing to job satisfaction and to job dissatisfaction of teachers in the United States with teachers in Dacca, East Pakistan and data related to hypotheses two and three.

Motivational Factors,
Representative Statements,
and Their Contribution to
Job Satisfaction

Tables one through fourteen show the results of the satisfaction test and include (1) the total number of responses to "contributed greatly" and "contributed somewhat" (designated as C on the tables), (2) the number of responses to "contributed not at all" (designated as CN on the tables), (3) the total responses to "contributed" and "contributed not at all" (designated as T.R. on the tables), (4) table values of Chi-square for corresponding degrees of freedom, (5) the value of Chi-square, and (6) identification of significant items (designated as S for significant and NS for not significant).

The Achievement factor was represented by items 1, 15, 19, and 43. They referred to successful completion of assignments, acceptable solutions to problems, and being able to know the results of one's work (Table I). All four statements were found to be significant; therefore, this factor is designated as one contributing to satisfaction.

TABLE I
ACHIEVEMENT FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
1. I generally accomplished my work with vigor enthusiasm and pleasure.	106	3	109	3.8	95.45	S
15. I felt that teaching had given me a greater opportunity for self-realization than any other job I could have secured.	84	19	103	3.8	39.77	S
29. I felt that I was improving my teaching ability and that this would be rewarded in due time.	86	18	104	3.8	43.16	S
43. I was allowed to initiate some new ideas and practices in my school.	72	24	96	3.8	23.01	S

The Advancement factor was represented by items 2, 16, 30, and 44. As is shown in Table II, the statements in this category referred to come change in status which might be forthcoming or that responsibility would increase and would lead to advancement. Three out of the four statements were found to be significant. Item 44, "I always received an advancement in status and salary if I expected it," was the statement for which no significant difference was found; nevertheless, Advancement was still identified as a factor contributing to satisfaction since only three were required to be significant.

The motivational factor, Interpersonal Relations, was represented by items 3, 17, 31, and 45. Statements in this group pointed to situations where satisfying interactions between two or more persons resulted. Table III shows that, of these four statements, items 17, 31, and 45 were all significant and Interpersonal Relations was selected as a factor contributing to satisfaction since only three out of four items were required to contribute before any factor could be accepted. The statement that was not significant was item 3, "Changes in teaching assignments were made with consideration for the employee's welfare."

TABLE II
ADVANCEMENT FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
2. I felt I had a good future with the system.	77	23	100	3.8	26.09	S
16. I believe that I would have been considered for a more desirable position had an opening occurred for which I was qualified.	79	15	94	3.8	42.22	S
30. I felt that there were enough chances for me to advance professionally within the school system.	67	33	100	3.8	10.89	S
44. I always received an advancement in status and/or salary if I expected it.	31	45	76	3.8	2.22	NS

TABLE III
INTERPERSONAL RELATIONS FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING SATISFACTION

Representative Statements.	C	CN	T.R.	Tb.V.	Chi.sq.	S/NS
3. Changes in teaching assignments were made with consideration for the employees' wishes and welfare.	53	37	90	3.8	2.50	NS
17. Teachers in the school worked well together.	94	4	98	3.8	80.83	S
31. I received a great deal of help from my supervisor.	65	31	96	3.8	11.34	S
45. I felt that I was part of the regular school group.	96	3	99	3.8	85.48	S

The Job Security factor, represented by items 4, 18, 32, and 46, described situations or circumstances where there were objective signs of freedom from worry about the permanency of work. Job Security was identified as a factor contributing to satisfaction because each of the four statements representing it were found to be significant (see Table IV).

Personal Life, the fifth factor tested, was represented by items 5, 19, 33, and 47. The statements involved some aspect of work which caused an individual's feelings about his job to be affected. Two statements were (Table V) shown not to be significant; these are items 19, "I was generally satisfied with the educational opportunities available for my own children," and 47, "my family's needs can usually be satisfied from what I earn teaching." Because only two statements were significant, Personal Life did not prove to be a source of satisfaction to teachers.

The factor, Policy and Administration, was represented by items 6, 20, 34, and 48, which denoted effective organization and management and beneficial effects of policy (Table VI). Item 34, "Administrative decisions and policies were quickly and accurately transmitted and interpreted to the teaching staff," was not

TABLE IV
JOB SECURITY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
4. Satisfactory performance resulted in continued employment.	80	14	94	3.8	44.95	S
18. I always felt secure in my teaching position.	88	20	108	3.8	41.56	S
32. I felt that, regardless of many problems which might arise, my job would not likely be endangered.	59	19	78	3.8	19.50	S
46. There was a future in the school system for anyone who wanted to work and learn.	78	24	102	3.8	27.54	S

TABLE V
PERSONAL LIFE FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
5. I was able to live in a community which offered desirable cultural activities for the entire family.	84	24	108	3.8	32.23	S
19. I was generally satisfied with the educational opportunities available for my own children.	60	40	100	3.8	3.61	NS
33. I usually had an opportunity to participate in community activities outside the school.	61	33	94	3.8	7.76	S
47. My family's needs can usually be satisfied from what I earn teaching.	23	30	53	3.8	0.07	NS

TABLE VI
POLICY AND ADMINISTRATION FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING SATISFACTION

Representative Statements	G	CN	T.R.	Tb.V.	Chi-sq.	S/NS
6. Teachers were involved in formulating school policy.	64	34	98	3.8	8.58	S
20. The school system dealt openly and fairly with its teachers.	65	41	106	3.8	4.99	S
34. Administrative decisions and policies were quickly and accurately transmitted and interpreted to the teaching staff.	62	42	104	3.8	3.47	NS
48. There were many administrative policies which were beneficial and helpful to the teachers.	59	33	92	3.8	6.79	S

significant; however, because the other three statements were shown to be, Policy and Administration proved to be a contributing factor.

The next factor was Possibility of Growth. The statements involved objective evidence that an increase in professional growth and improvement was a possibility (Table VII). It was measured by items 7, 21, 35, and 49. All four proved to be significant; therefore, this factor was identified as one contributing to job satisfaction.

The factor, Recognition, was tested by items 8, 22, 36, and 50. From Table VIII it can be seen that these statements referred to situations where some kind of reward or praise was received. Recognition was selected as a factor contributing to satisfaction although item 50 proved not to be significant. This was, "Credit is given to teachers when they deserve it."

The factor, Responsibility, was measured by items 9, 23, 37, and 51. These statements (Table IX) made reference to circumstances where satisfaction was gained by having increased responsibility for some aspect of work. Three out of the four statements representing this factor were significant; consequently, Responsibility was identified as a factor contributing to satisfaction even though item 23, "Teachers were allowed to help select resource materials," did not contribute.

TABLE VII

POSSIBILITY OF GROWTH FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
7. The school system provided opportunities to learn new teaching techniques.	79	23	102	3.8	29.66	S
21. In-service courses were offered by the school system for the purpose of professional development.	80	12	92	3.8	48.79	S
35. Opportunities were available in the system for me to grow professionally.	67	35	102	3.8	9.42	S
49. Time was allowed for professional study and improvement.	62	40	102	3.8	4.32	S

TABLE VIII

RECOGNITION FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
8. Students appreciated most of the things teachers did for them.	100	4	104	3.8	86.78	S
22. The administration usually gave recognition to teachers for individual contributions.	66	30	96	3.8	12.76	S
36. Teachers are generally recognized for successful and competent work.	82	22	104	3.8	33.47	S
50. Credit is given to teachers when they deserve it.	54	42	96	3.8	1.26	NS

TABLE IX
RESPONSIBILITY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	G	CN	T.R.	Tb.V.	Chi-sq.	S/NS
9. Teachers had an opportunity to suggest needed improvements in the school program.	76	28	104	3.8	21.24	S
23. Teachers were allowed to help select resource materials.	55	39	94	3.8	2.39	NS
37. I had enough freedom for making decisions which affected my classroom.	82	24	106	3.8	30.65	S
51. I was sometimes given new and additional responsibilities.	86	14	100	3.8	50.41	S

The factor, Salary, was measured by items 10, 24, 38, and 52. Statements were related to events where compensation for work was a major consideration. Table X shows that none of these items were significant and that, in most cases, only a small number responded to them; in addition, the values of Chi-square were very low. Thus, Salary is definitely not a factor of job satisfaction.

The Status factor was represented by items 11, 25, 39, and 53. These statements referred to situations or occurrences in which improvement of, or gain in prestige could have resulted from work (Table XI). Only one of the four statements proved to be significant. This was item 11, "Teachers were respected as a professional group by the citizens of the community," indicating that Status is not a factor contributing to satisfaction.

Items which measured the Supervision factor were 12, 26, 40, and 54. These statements centered around the behavior of a supervisor where fairness and competency were critical issues. Of the four statements listed in Table XII, three were significant and Supervision was accepted as a contributing factor even though item 40, "Teachers were always informed of the results of the supervisor's visits," was not a satisfier.

TABLE X

SALARY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
10. My salary was satisfactory when compared with other teachers' salaries in the same area.	26	18	44	3.8	1.11	NS
24. My salary was comparable to what I could earn in another area of work.	45	55	100	3.8	0.81	NS
38. My salary is adequate to meet most family needs.	22	34	56	3.8	2.16	NS
52. I feel that teachers are well paid considering the amount of work they do.	21	27	48	3.8	0.52	NS

TABLE XI
STATUS FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
11. Teachers were respected as a professional group by the citizens of the community.	68	36	104	3.8	9.24	S
25. The general public looked upon teaching as a profession.	54	50	104	3.8	0.09	NS
39. I felt that my position in the community allowed me to live as I wished.	38	31	69	3.8	0.05	NS
53. My position as a teacher allowed me some privileges (office, secretary, transportation) I could not have obtained otherwise.	29	43	72	3.8	0.23	NS

TABLE XII

SUPERVISION FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
12. My principal knew how to help me when I needed help.	83	17	100	3.8	42.25	S
26. Any teacher whose work was unsatisfactory was told why and given an opportunity to correct it.	68	20	88	3.8	25.10	S
40. Teachers were always informed of the results of the supervisor's visit.	45	42	87	3.8	0.05	NS
54. The supervisor was fair and showed no favoritism to individuals.	63	25	88	3.8	15.56	S

Work Itself, measured by items 13, 27, 41, and 55, was found to be a factor of satisfaction since all items were significant. The statements mentioned situations that were pleasing and challenging and which would give teachers an opportunity to be creative and resourceful in their teaching (Table XIII).

Items 14, 28, 42, and 56 represented Working Conditions, the last factor to be tested. The statements made reference to the physical condition and facilities of employment and the amount of work required of the teacher. Table XIV shows that the only significant statement listed under Working Conditions was "Classroom interruptions were at a minimum in the school." Since a significant difference was found for only one item, the motivational factor Working Conditions, does not contribute to job satisfaction of secondary school teachers in East Pakistan.

Motivational Factors
Representative Statements
and Their Contribution to
Job Dissatisfaction

The results of the dissatisfaction test are shown on Tables fourteen through twenty-eight. The following information is included in each table: (1) the total number of responses to "contributed greatly" and "contributed somewhat" (designated as C on the tables), (2) the number of responses to "contributed not at all" (designated

TABLE XIII

WORK ITSELF FACTOR AND REPRESENTATIVE STATEMENTS MEASURING SATISFACTION

Representative Statements	C	CM	T.R.	Tb.V.	Chi-sq.	S/NS
13. I could recommend teaching as a good career to others.	67	35	102	3.8	9.42	S
27. Teaching assignments in my school were suited to the interest and abilities of the individual teacher.	78	20	98	3.8	33.15	S
41. The course of study in the system placed enough emphasis on content and fundamentals.	61	15	76	3.8	26.64	S
55. I felt that teaching was a challenging profession.	66	20	86	3.8	23.55	S

TABLE XIV

WORKING CONDITIONS FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING SATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
14. Classroom interruptions were at a minimum in the school.	62	20	82	3.8	20.50	S
28. I was satisfied with my working hours.	48	58	106	3.8	0.76	NS
42. I was provided with equipment and materials necessary to carry out quality instructions.	23	30	53	3.8	0.68	NS
56. Buildings and facilities were adequate for most school activities.	54	55	109	3.8	0.00	NS

as CN on the tables), (3) the total responses to "contributed" and "contributed not at all" (designated as T.R. on the tables), (4) table values of Chi-square for corresponding degrees of freedom, (5) the value of Chi-square, and (6) identification of significant items (designated as S for significant and NS for not significant).

The achievement factor was represented by items 1, 15, 29, and 43. As is shown in Table XV, there were three significant statements which referred to situations where the teacher may have felt unsuccessful in his work, lacked interest, or was not allowed to use initiative and resourcefulness. The only statement which did not contribute to dissatisfaction was item 1, "I generally did not accomplish my work with vigor, enthusiasm and pleasure," but since the other three factors were significant, the factor, Achievement, was identified as a motivational factor contributing to dissatisfaction.

The Advancement factor was measured by items 2, 16, 30, and 44. Statements in this group centered around situations and circumstances in which the teacher felt there was no opportunity to advance, either professionally or in status, or where he felt there was no future in teaching (Table XVI). All four statements were significant; consequently, the factor, Advancement, was shown to be a dissatisfier.

TABLE XV

ACHIEVEMENT FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
1. I generally did not accomplish my work with vigor, enthusiasm and pleasure.	38	40	78	3.8	0.01	NS
15. I felt that teaching had not given me as great an opportunity for self-realization as some other job I might have secured.	50	30	80	3.8	4.51	S
29. I felt that I was not improving my teaching ability and even if I had I would not have been rewarded for it.	52	28	80	3.8	6.61	S
43. I was never allowed to try any new ideas in my school.	65	22	87	3.8	20.28	S

TABLE XVI

ADVANCEMENT FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
2. I did not feel that I had a good future with the school system.	65	19	84	3.8	24.11	S
16. I do not believe I would have been considered for a more desirable position even if an opening had occurred for which I was qualified.	50	26	76	3.8	6.96	S
30. I felt that there were not enough chances for me to advance professionally within the school system.	66	20	86	3.8	23.55	S
44. I failed to receive the advancement in status and/or salary I expected.	78	12	90	3.8	46.94	S

Interpersonal Relations, the third factor tested, was represented by items 3, 17, 31, and 45. Table XVII shows that, out of these four items, numbers 17 which stated, "Teachers in the school did not work well together, and item 45, "I felt that I was isolated from the main group of teachers," were not significant as dissatisfiers. These were the only two statements out of the fifty-six included in the Dissatisfaction Inventory, other than item 1 under Achievement, that were found not to contribute to dissatisfaction; therefore, Interpersonal Relations was the only one of the fourteen predetermined categories that did not result in becoming a factor affecting dissatisfaction.

The statements testing Job Security, items 4, 18, 32, and 46, described situations and occurrences where a feeling of insecurity was present and where objective signs of job security were absent (Table XVIII). All four statements were found to be significant; as a result, the factor, Job Security, was designated as a factor of dissatisfaction.

Personal Life, the fifth factor tested, was represented by items 5, 19, 33, and 47. The statements described aspects of work which caused an individual's feelings about his work to be affected negatively. Table XIX lists these statements and shows that all four were

TABLE XVII

INTERPERSONAL RELATIONS FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
3. Changes in teaching assignments were frequently made with no consideration for the employees' wishes and welfare.	57	17	74	3.8	20.55	S
17. Teachers in the school did not work well together.	51	37	88	3.8	1.92	NS
31. I did not receive any constructive help from my supervisor.	62	22	84	3.8	18.11	S
45. I felt that I was isolated from the main group of teachers.	33	37	70	3.8	0.13	NS

TABLE XVIII

JOB SECURITY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
4. Satisfactory performance on my part did not result in continued employment.	47	23	70	3.8	7.56	S
18. I rarely felt secure in my teaching position.	57	27	84	3.8	10.01	S
32. I often worried about loosing my job when problems would arise.	56	26	82	3.8	10.26	S
46. I felt there was no future in the school system even though I was willing to work and learn.	69	19	88	3.8	27.28	S

TABLE XIX

PERSONAL LIFE FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	G	CN	T.R.	Tb.V.	Chi-sq.	S/NS
5. The community I had to live in did not offer any desirable cultural activities for my family.	54	30	84	3.8	6.30	S
19. I was dissatisfied with the educational opportunities that were available to my own children.	73	15	88	3.8	36.92	S
33. I was allowed no opportunity to participate in community activities outside the school.	58	22	80	3.8	15.31	S
47. It is difficult to secure the things my family needs from what I earn teaching.	81	11	92	3.8	51.75	S

significant; therefore, the factor, Personal Life was found to contribute to dissatisfaction.

The factor, Policy and Administration, was measured by items 6, 20, 34, and 48. The statements, listed in Table XX, revolved around situations or circumstances where ineffective organization and management and unfair policies in the school caused dissatisfaction. All four statements are shown to be significant and Policy and Administration was identified as a factor contributing to dissatisfaction.

The factor, Possibility of Growth, denoted conditions where no evidence of opportunity for professional improvement or promotion was present. These statements are listed in Table XXI, and show that this factor was represented by items 7, 21, 35, and 49. Since each one of these statements was significant, Possibility of Growth was identified as a factor contributing to dissatisfaction.

Recognition, the next factor tested, was measured by items 8, 22, 36, and 50. The statements (Table XXII) described situations where teachers received no praise or reward for their efforts, and where someone else was given credit for work accomplishments. The subjects responding to these statements indicated by their replies that Recognition was a factor contributing to their feelings of dissatisfaction since all four statements were significant.

TABLE XX
POLICY AND ADMINISTRATION FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
6. Teachers were seldom involved in formulating policies for the school.	66	26	92	3.8	16.53	S
20. The school system did not seem to deal openly and fairly with its teachers.	76	18	94	3.8	34.56	S
34. Administrative decisions and policies were neither quickly nor accurately transmitted and interpreted to the teaching staff.	65	15	80	3.8	30.01	S
48. There were many administrative policies which were harmful and detrimental to the teachers.	69	13	82	3.8	36.89	S

TABLE XXI
POSSIBILITY OF GROWTH FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING DISSATISFACTION

Representative Statements	G	CN	T.R.	Tb.V.	Chi-sq.	S/NS
7. The school system provided no opportunity to learn new teaching techniques.	67	25	92	3.8	18.27	S
21. In-service courses for the purpose of professional development were never offered by the school system.	45	23	68	3.8	6.49	S
35. Opportunities were not available in the system for me to grow professionally.	71	15	86	3.8	35.17	S
49. There was never any time allowed for professional study and improvement.	88	20	108	3.8	41.56	S

TABLE XXII

RECOGNITION FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	G	CN	T.R.	Tb.V.	Chi-sq.	S/NS
8. Students did not appreciate the things teachers did for them.	60	32	92	3.8	7.92	S
22. The administration did not give any recognition to teachers for individual contributions.	66	20	86	3.8	23.55	S
36. Teachers are very seldom recognized for successful and competent work.	79	15	94	3.8	42.22	S
50. The supervisor always takes credit for any accomplishments in the school.	65	13	78	3.8	33.35	S

The factor, Responsibility, was measured by items 9, 23, 37, and 51. The statements, shown in Table XXIII, made reference to conditions where no increased responsibility in the school was authorized nor opportunity given to take part in policy formation and decision making. A large number of subjects responded to these statements, indicating that all four caused dissatisfaction in work. As a result, Responsibility was a factor affecting teachers' feelings of dissatisfaction.

The Salary factor was responded to by the largest majority of subjects answering any set of statements. They indicated by their replies that all four items shown in Table XXIV which included number 10, 24, 38, and 52, were causes of dissatisfaction. These statements were related to the amount of compensation gained from work. They described situations and circumstances in which low and insufficient remuneration caused feelings of dissatisfaction. All four statements had high values when tested by the Chi-square test indicating that Salary is definitely a cause of dissatisfaction of teachers.

The Status factor, represented by items 11, 25, 39, and 53, was measured by statements which referred to situations or occurrences where no improvement or rise in prestige was gained as a result of being a teacher (Table XXV). A high percentage of subjects also responded to

TABLE XXIII
RESPONSIBILITY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
9. Teachers did not have an opportunity to suggest needed improvements in the school program.	76	22	98	3.8	28.66	S
23. Teachers were never or seldom allowed to help select resource materials.	65	17	82	3.8	26.94	S
37. I did not have enough freedom for making decisions which affected my classroom.	68	22	90	3.8	22.50	S
51. I was never given any new responsibility.	63	19	82	3.8	22.55	S

TABLE XXIV
SALARY FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
10. My salary was not satisfactory when compared with other teachers' salaries in the same area.	94	4	98	3.8	80.83	S
24. My salary was not comparable to what I could earn in another area of work.	83	15	98	3.8	45.81	S
38. My salary is not adequate to supply basic family needs.	91	4	95	3.8	77.85	S
52. I feel that teachers are poorly paid when the amount of work they do is considered.	94	5	99	3.8	78.22	S

TABLE XXV

STATUS FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
11. Teachers were not respected as a professional group by the citizens of the community.	78	18	96	3.8	36.26	S
25. The general public did not look upon teaching as a profession.	70	24	94	3.8	21.54	S
39. I did not feel that my position in the community allowed me to live as I wished.	72	16	88	3.8	34.38	S
53. I did not have any privileges as a teacher that I could not have obtained in another profession.	58	20	78	3.8	17.55	S

these statements and all four were found to be significant causes of dissatisfaction; therefore, Status resulted in being a dissatisfier.

The outcome of the factor, Supervision, as a consequence of the test of significance, was that it is a contributor to dissatisfaction. It was measured by items 12, 26, 40, and 54. The statements in this category centered around negative and unfair behavior of a supervisor where fairness and competency were critical issues in determining dissatisfaction of teachers. The statements are listed in Table XXVI where it is shown that all four are significant.

The items measuring the factor, Work Itself, were 13, 27, 41, and 55. The statements mentioned situations and occurrences in relation to work and teaching which would cause dissatisfaction with teaching itself. The statements are listed in Table XXVII which shows that all four were significant as dissatisfiers, thus, indicating that Work Itself affects dissatisfaction of teachers.

The last factor to be tested was Working Conditions, represented by items 14, 28, 42, and 56. These items are listed in Table XXVIII they make reference to physical conditions and facilities available in the schools and to the amount of work required of teachers. As was true with most statements testing the other thirteen motivational

TABLE XXVI

SUPERVISION FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
12. My principal did not know how to help me when I needed help.	60	26	86	3.8	12.66	S
26. Teachers whose work was unsatisfactory were never told why and were not given an opportunity to correct it.	50	22	72	3.8	10.12	S
40. Teachers were never informed of the results of the Supervisor's visit.	62	16	78	3.8	25.96	S
54. The supervisor was unfair and showed favoritism to some teachers.	55	19	74	3.8	16.55	S

TABLE XXVII

WORK ITSELF FACTOR AND REPRESENTATIVE STATEMENTS MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
13. I could not recommend teaching as a good career to others.	70	20	90	3.8	26.68	S
27. Teaching assignments in my school were not suited to the interests and abilities of the individual teachers.	75	15	90	3.8	38.68	S
41. The course of study in the system did not place enough emphasis on content and fundamentals.	41	19	60	3.8	7.35	S
55. I felt that teaching was not a very challenging profession.	52	25	77	3.8	8.78	S

TABLE XXVIII

WORKING CONDITIONS FACTOR AND REPRESENTATIVE STATEMENTS
MEASURING DISSATISFACTION

Representative Statements	C	CN	T.R.	Tb.V.	Chi-sq.	S/NS
14. Classroom interruptions were so frequent it was difficult to complete assignments.	59	21	80	3.8	17.11	S
28. I was not satisfied with my working hours.	79	16	95	3.8	40.46	S
42. I was not provided with enough materials and equipment to carry out quality instructions.	73	17	90	3.8	33.61	S
56. Buildings and facilities were poor and entirely inadequate.	81	15	96	3.8	44.01	S

factors, a significant difference was found to exist for all four items, causing Working Conditions to be selected as a factor contributing to the dissatisfaction of teachers in East Pakistan.

Comparison of Representative
Statements Affecting Job
Satisfaction and Dissatis-
faction of Teachers in Dacca
and the United States

Items affecting job satisfaction and dissatisfaction of teachers in the United States were identified by use of an Attitude Inventory Schedule, similar to the one designed for use in this study. The same number of items were used in the instrument for the Johnson study as were used in the instrument for this study; however, the statements were not the same in all cases, due to changes made in some statements in order to relate them to teaching experiences of subjects in Dacca. It is not possible, because of these changes, to compare item for item; nevertheless, a great amount of insight into teacher satisfaction and dissatisfaction can be gained by an examination of the kinds of situations, occurrences, or circumstances in the teaching environment which produce satisfaction and dissatisfaction as indicated by the responses made to statements describing these situations.

In order to make a comparison of the elements producing either satisfaction or dissatisfaction, the nine items most frequently responded to in each study were selected for presentation. This number was selected because Johnson used this same number of statements in his comparison between responses of male and female teachers and between responses of secondary and elementary teachers; also because only nine items on the Dissatisfaction Inventory were responded to by forty per cent or more of the teachers in the United States; this was the percentage of responses required in that study in order for any item to be selected for presentation in the text of the report.

Statements Measuring Satisfaction

The nine statements measuring satisfaction which were responded to most frequently by teachers in Dacca, East Pakistan and in the United States, are listed in Table XXIX in rank order according to the number of responses made by Dacca teachers and percentage of responses made by United States teachers. Percentages of responses made to items in this study were not utilized in ranking because the subjects responding to one statement were not necessarily the same subjects who responded to any other statement. An examination shows that, of the nine statements responded to most frequently by teachers in Dacca, three represented

TABLE XXIX

SELECTED REPRESENTATIVE STATEMENTS CONTRIBUTING TO SATISFACTION OF TEACHERS
IN DACCA AND THE UNITED STATES RANKED ACCORDING TO
FREQUENCY OF RESPONSE

<u>Dacca, East Pakistan</u>		<u>Georgia, U. S. A.</u>	
Item No.	Statements	Item No.	Statements
1.	I generally accomplish my work with vigor, enthusiasm, and pleasure.	38.	My principal supported me in my decisions.
8.	Students appreciated most of the things teachers did for them.	48.	I knew to whom I was responsible
45.	I felt that I was part of the regular school group.	1.	Teachers were able to live in a community which offered desirable cultural activities for the entire family.
17.	Teachers in the school worked well together.	24.	I felt secure in my teaching position.
18.	I always felt secure in my teaching position.	11.	The system provided more teacher benefits than most in the area.

TABLE XXIX (continued)

<u>Dacca, East Pakistan</u>		<u>Georgia, U. S. A.</u>	
Item No.	Statements	Item No.	Statements
29.	I felt that I was improving my teaching ability and that this would be rewarded in due time.	31.	Teachers in the school worked well together.
51.	I was sometimes given new and additional responsibilities.	14.	There was a future in the system for anyone who wanted to work and learn.
15.	I felt that teaching had given me a greater opportunity for self-realization than any other job I could have secured.	32.	Parents usually appreciated the work teachers were doing.
5.	I was able to live in a community which offered desirable cultural activities for the entire family.	42.	I had enough freedom for making decisions which affected my classroom.

the Achievement factor (Table XXIX). Items 1, 15, and 29 all referred to situations where some kind of personal attainment was possible, indicating that teachers feel satisfied and happy when they are making progress toward or have achieved some goal, or when they feel they are developing skills and improving their ability to teach. Two other statements out of the nine, items 17 and 45, pointed to situations where acceptance by a group of co-workers resulted in pleasing and rewarding relationships. The four remaining items represented Job Security (item 18), Personal Life (item 5), Recognition (item 8), and Responsibility (item 51). It can be concluded that teachers in Dacca tend to be satisfied when they live in a community where their efforts are recognized; when they are given new and challenging responsibilities, and where the family members can obtain wholesome and enjoyable living conditions.

When items responded to by the largest percentage of United States teachers were evaluated, it can be noted (Table XXIX), as Johnson indicated in his analysis of statements, that most of these items dealt directly with or were related to Achievement, Interpersonal Relations, Recognition, and Policy and Administration. He said that the climate set by administrators has a great effect upon satisfaction of teachers. Likewise, teachers need freedom

to make decisions in their classrooms; they want to know to whom they are responsible, and, in order to feel secure in their jobs, they need to know they will be supported in decisions they make about school matters.

When all statements are considered, it is evident that teachers, regardless of where they live and work, have some common feelings about their jobs. They all show concern about some specific aspects and indicate that satisfaction is likely to result if they can gain acceptance and recognition in group situations where interaction among group members is pleasing and harmonious; when the policies and practices of administrators create a challenging yet relaxed and secure atmosphere, and when they can achieve some measure of security and well-being for themselves and their families.

Statements Revealing Dissatisfaction

The nine statements revealing dissatisfaction which were responded to by the greatest number of teachers in both Dacca, East Pakistan and in Georgia, U. S. A. are listed by rank order in Table XXX. After analysing the list of statements produced by teachers in Dacca, it can be readily noted that four of these nine statements represented the motivational factor, Salary. The four statements measuring salary (items 10, 24, 38, and 52)

TABLE XXI

SELECTED REPRESENTATIVE STATEMENTS CONTRIBUTING TO DISSATISFACTION OF
TEACHERS IN DACCA AND THE UNITED STATES RANKED ACCORDING
TO FREQUENCY OF RESPONSE

Item No.	<u>Dacca, East Pakistan</u> Statements	Item No.	<u>Georgia, U. S. A.</u> Statements
10.	My salary was not satisfactory when compared with other teachers' salaries in the same area.	22.	Once a policy was set in the school it was not followed consistently.
52.	I feel that teachers are poorly paid when the amount of work they do is considered.	50.	My salary was not adequate for me to participate in cultural enjoyments as often as I would like.
38.	My salary is not adequate to supply basic family needs.	4.	Teachers were not involved in formulating school policies.
49.	There was never any time allowed for professional study and improvement.	47.	The housekeeping in the school was not good.

TABLE XXX (continued)

<u>Dacca, East Pakistan</u>		<u>Georgia, U. S. A.</u>	
Item No.	Statements	Item No.	Statements
24.	My salary was not comparable to what I could earn in another area of work.	49.	Teachers were not informed of the results of a supervisor's visit.
47.	It is difficult to secure the things my family needs from what I earn teaching.	48.	I did not know to whom I was responsible.
56.	Buildings and facilities were poor and entirely inadequate.	40.	Most teachers did not accomplish their work with vigor, enthusiasm and pleasure.
28.	I was not satisfied with my working hours.	37.	Children did not appreciate most of the things teachers did for them.
36.	Teachers are very seldom recognized for successful and competent work.	7.	The system did not seem to deal openly and fairly with its teachers.

referred to situations where the lack of monetary reward could lead to dissatisfaction, either because family needs could not be met, because they received an unfair amount when the work they performed was considered, when what they earned was compared with other teachers, or because teachers felt they could have earned more in some other line of work. One other statement, item 47 which represented Personal Life, was closely associated with lack of salary. It showed that dissatisfaction resulted because their personal lives were negatively affected when they could not provide their families with basic necessities. Two statements, items 28 and 56, represented Working Conditions and showed that dissatisfaction was caused by poor and inadequate buildings and facilities or because teachers were not satisfied with the hours they were required to work. The two remaining statements represented Recognition (item 36) and Possibility of Growth (item 49) which both pointed to specific situations where dissatisfaction resulted either because of a lack of recognition for successful work or because teachers were never given any responsibility to prove their competency. When all statements are considered, it shows that five out of the nine items refer to situations where the lack of adequate income is the main source of dissatisfaction; therefore, evidence is that poor salaries and low economic

status are by far the greatest sources of dissatisfaction of teachers in Dacca, East Pakistan.

An evaluation of the nine statements, compiled as a result of total responses of teachers in the United States, shows that dissatisfaction in that culture is caused more by negative aspects of administration and supervision than from any other source. Teachers indicated that dissatisfaction resulted when they were given no opportunity to help formulate policies or when policies, once set, were not followed; they believed administrators were unfair in their dealings with teachers and that the supervisory role was incompetently performed. Only one statement (item 50) referred to unhappiness as a result of salary and this did not involve basic necessities of life but cultural enjoyments which were not available to the extent they would have liked. One statement (item 47) pointed to dissatisfaction caused by poor housekeeping in the school. Other than these two last mentioned elements, all negative conditions of teaching in the United States involved some aspect of policy, administration, or supervision.

When all conditions of dissatisfaction are considered, it seems evident that school officials should establish a productive administrative climate in the schools, plan for better supervision of teachers, improve the general working

conditions, and find some way to raise the salaries of teachers. These measures are necessary if it is believed that teacher satisfaction and happiness is important to the development and furtherance of education.

Motivational Factors
Contributing to Job
Satisfaction

Motivational factors contributing to job satisfaction of secondary teachers in Dacca, East Pakistan were selected on the basis of the number of significant statements representing each factor. When any three out of the four statements measuring any one particular factor were found to be significant, then that factor was identified as one contributing to satisfaction.

It was found that ten out of the fourteen factors tested contributed to job satisfaction of secondary school teachers in East Pakistan. Of these ten factors which proved to be causes of satisfaction, it can be seen from Table XXXI, which ranks factors alphabetically according to the number of significant statements, that Achievement, Job Security, Possibility of Growth, and Work Itself all rated the same: all measuring statements proved to be significant. This suggests that these four factors are more important sources of satisfaction than the six remaining factors (Advancement, Interpersonal Relations,

TABLE XXXI
MOTIVATIONAL FACTORS AND SIGNIFICANT STATEMENTS
CONTRIBUTING TO SATISFACTION

Motivational Factors	Item Numbers of Representative Statements			
*Achievement	1+	15+	29+	43+
*Job Security	4+	18+	32+	46+
*Possibility of Growth	7+	21+	35+	49+
*Work Itself	13+	27+	41+	55+
*Advancement	2+	16+	30+	44
*Interpersonal Relations	3	17+	31+	45+
*Policy and Administration	6+	20+	34	48+
*Recognition	8+	22+	36+	50
*Responsibility	9+	23	37+	51+
*Supervision	12+	26+	40	54+
Personal Life	5+	19	33+	47
Status	11+	25	39	53
Working Conditions	14+	28	42	56
Salary	10	24	38	52

*Motivational factors contributing to satisfaction of secondary school teachers in Dacca, East Pakistan.

+Significant representative statements.

Policy and Administration, Recognition, Responsibility, and Supervision) which each had one non-significant statement, indicating that there was a situation or occurrence which did not result in satisfaction; thus, a lesser amount of satisfaction resulted from these six factors.

The four factors which did not contribute to job satisfaction were Personal Life, Salary, Status, and Working Conditions. Although none of these four factors proved to influence satisfaction of teachers in East Pakistan, the data on the table show some important differences. Out of four representative statements measuring Salary, not one proved to be significant. This strongly suggests that, while all teachers receive some kind of remuneration for their work, the salary they receive from teaching is the least important of all the fourteen predetermined factors in creating satisfaction. Likewise, the factors, Working Conditions and Status, had only one significant representative statement each, indicating that neither of these factors resulted in satisfaction for teachers. The factor, Personal Life, had two significant representative statements, indicating that teachers receive a greater measure of satisfaction from circumstances in their personal life than from conditions of salary, working conditions or those involving status;

still, it was not important enough to cause Personal Life to be designated as a source of satisfaction.

Because some statements were responded to a greater number of times than were others and because some sets of statements representing particular factors were responded to by more subjects than were other sets, it seems important to look at these responses and what they may mean in terms of satisfaction. A large number of responses would seem to indicate that some factors are more important sources of satisfaction than are others. It also suggests because of such a small number of responses to particular statements that, while some situations and circumstances may exist in the teaching environment, they are not sources of satisfaction. Table XXXII was constructed to show the number of responses indicating a contribution to satisfaction for each statement in all sets representing each factor. The responses to each set of statements was then totaled and the factors were ranked according to total responses to sets of statements. If it can be assumed, as the writer believes it can be, that the number of responses indicates concern about some particular aspect of teaching, then the information in the table shows that the factor, Achievement, was the greatest contributor to satisfaction of teachers in East Pakistan. Interpersonal Relations was second; Job Security, third; Recognition,

TABLE XXXII

RANK ORDER OF MOTIVATIONAL FACTORS CONTRIBUTING TO
SATISFACTION BY TOTAL NUMBER OF RESPONSES TO
SETS OF STATEMENTS REPRESENTING
EACH FACTOR

Factor	Number of Responses to Statements				
	First Item	Second Item	Third Item	Fourth Item	Total Resp.
Achievement	106	84	86	72	348
Interpersonal Relations	53	94	65	96	308
Job Security	80	88	59	78	305
Recognition	100	66	82	54	302
Responsibility	76	55	82	86	299
Possibility of Growth	79	80	67	62	288
Work Itself	67	78	61	66	272
Supervision	83	68	45	63	259
Advancement	77	79	67	31	254
Policy and Administration	64	65	62	59	250
Personal Life	84	60	61	23	228
Working Conditions	62	48	23	59	192
Status	68	54	38	29	189
Salary	26	45	22	21	114

fourth; Responsibility was fifth; Possibility of Growth, sixth; then Work Itself, Supervision, Advancement, Policy and Administration, Personal Life, Working Conditions, Status, and last Salary. These last four factors did not rate as contributors to satisfaction and the number of responses indicated that of all the fourteen predetermined factors, Salary rated the lowest as a source of satisfaction, with Status second lowest, Working Conditions third lowest, and Personal Life fourth from last: next in importance to the last of the contributing factors.

Motivational Factors
Contributing to Job
Dissatisfaction

The analysis of data related to motivational factors contributing to job dissatisfaction revealed that, out of the fourteen predetermined factors tested, thirteen contributed to job dissatisfaction. The only factor which did not prove to be a dissatisfier was Interpersonal Relations. Motivational factors are ranked alphabetically according to the number of significant statements representing each factor (Table XXXIII). This ranking shows that there is no essential difference in the first twelve factors listed, in so far as their influence on job dissatisfaction of teachers is concerned; all four measuring statements were significant for each factor. The thirteenth factor,

TABLE XXXIII

MOTIVATIONAL FACTORS AND SIGNIFICANT STATEMENTS
CONTRIBUTING TO DISSATISFACTION

Motivational Factors	Item Numbers of Representative Statements			
*Advancement	2+	16+	30+	44+
*Job Security	4+	18+	32+	46+
*Personal Life	5+	19+	33+	47+
*Policy and Administration	6+	20+	34+	48+
*Possibility of Growth	7+	21+	35+	49+
*Recognition	8+	22+	36+	50+
*Responsibility	9+	23+	37+	51+
*Salary	10+	24+	38+	52+
*Status	11+	25+	39+	53+
*Supervision	12+	26+	40+	54+
*Work Itself	13+	27+	41+	55+
*Working Conditions	14+	28+	42+	56+
*Achievement	1	15+	29+	43+
Interpersonal Relations	3+	17	31+	45

*Motivational factors contributing to dissatisfaction of secondary school teachers in Dacca, East Pakistan.

+Significant Representative Statements.

Achievement, had three significant statements and still rated as a satisfier but should be considered to contribute to dissatisfaction to a lesser degree than the other twelve factors because of the one non-significant statement. Out of the fourteen factors predetermined to measure dissatisfaction, only Interpersonal Relations was shown not to have any effect.

Because responses to dissatisfaction statements were so numerous and because large numbers of responses seem to indicate concern about certain situations and circumstances in the teaching environment, it is important to gain more insight into the factors producing dissatisfaction. In order to do this all factors have been ranked according to the total number of responses indicating a contribution to dissatisfaction. This ranking is shown in Table XXXIV along with the responses to individual items in each set of statements. From this table it is possible to see that some statements were responded to by many more subjects than were others. It is also possible to see that some sets of statements representing particular factors were responded to by more subjects than are others. This strongly suggests that these factors with the highest total responses are the ones causing the greatest amount of dissatisfaction. If it can be assumed that responses

TABLE XXXIV

RANK ORDER OF MOTIVATIONAL FACTORS CONTRIBUTING TO
DISSATISFACTION BY TOTAL NUMBER OF RESPONSES
TO SETS OF STATEMENTS REPRESENTING
EACH FACTOR

Factor	Number of Responses to Statements				
	First Item	Second Item	Third Item	Fourth Item	Total Resp.
Salary	94	83	91	94	362
Working Conditions	59	79	73	81	292
Status	78	70	72	58	278
Policy and Administration	66	76	65	69	276
Responsibility	76	65	68	63	272
Possibility of Growth	67	45	71	88	271
Recognition	60	66	79	65	270
Personal Life	54	73	58	81	266
Advancement	65	50	66	78	259
Work Itself	70	75	41	52	238
Job Security	47	57	56	69	229
Supervision	60	50	62	55	227
Achievement	38	50	52	65	205
Interpersonal Relations	57	51	62	33	203

indicate concern, then the factor, Salary, is the greatest cause of dissatisfaction to secondary teachers in East Pakistan. Working Conditions is second; Status, third; Policy and Administration, fourth; Responsibility, is fifth; Possibility of Growth is sixth; then Recognition, Personal Life, Advancement, Work Itself, Job Security, Supervision, and Achievement are sources of dissatisfaction, in that order. Interpersonal Relations, not rating as a dissatisfier, was the only factor which did not contribute to dissatisfaction.

Comparison of Motivational
Factors Contributing to
Job Satisfaction and
Dissatisfaction

An examination of the factors affecting satisfaction and the ones influencing dissatisfaction of teachers in Dacca, East Pakistan shows that, while there are many similarities in the two lists, there are also some differences. When all factors contributing to satisfaction and those leading to dissatisfaction are compared without benefit of rank order, it is possible to determine more similarities than differences. The two sets of factors were paired and listed alphabetically in Table XXXV. By this arrangement it can be seen that, of the fourteen factors predetermined to measure satisfaction and dissatisfaction of secondary teachers in Dacca, nine were common

TABLE XXXV
FACTORS CONTRIBUTING TO JOB SATISFACTION AND
JOB DISSATISFACTION

Factors Contributing to Satisfaction	Factors Contributing to Dissatisfaction
Achievement	Achievement
Advancement	Advancement
Interpersonal Relations	
Job Security	Job Security
	Personal Life
Policy and Administration	Policy and Administration
Possibility of Growth	Possibility of Growth
Recognition	Recognition
Responsibility	Responsibility
	Salary
	Status
Supervision	Supervision
Work Itself	Work Itself
	Working Conditions

to both satisfaction and dissatisfaction. These were Achievement, Advancement, Job Security, Policy and Administration, Possibility of Growth, Recognition, Responsibility, Supervision, and Work Itself. Only five, including Interpersonal Relations, Personal Life, Salary, Status, and Working Conditions, were found not to contribute both positively and negatively to teachers' feelings about their jobs.

The first hypothesis of the study stated that factors leading to job satisfaction will not be any different from those leading to dissatisfaction. In order to find if the factors of satisfaction are significantly different from the factors of dissatisfaction, the Sign Test for Paired Observations was applied and a value of Z was obtained to compare with the table value at the 5 per cent level of significance as was discussed in Chapter III under Analysis of Data. (10, pp. 288-291.) According to this test, a null hypothesis is rejected at the 5 per cent level when the obtained value of Z is equal to or greater than 1.96. When the two sets of paired factors were observed and the value of Z was calculated, it was found to equal 1.07; therefore, the first hypothesis of this study is retained and it is assumed that the factors leading to satisfaction are no different from those leading to dissatisfaction.

Even though this assumption is made and the hypothesis is retained, it is suggested from the paired list, that some factors causing dissatisfaction are different from those leading to satisfaction. In order to gain a more complete understanding of elements in the teaching situation which cause either satisfaction or dissatisfaction to teachers, the information from Tables XXXI and XXXIII which ranked the factors according to the number of responses made by subjects, was combined to facilitate an evaluation of similarities and differences (Table XXXVI). When ranked, the four factors contributing to job satisfaction for the greatest number of people were not the same as those contributing to job dissatisfaction.

Achievement, Interpersonal Relations, Job Security, and Recognition ranked in that order on the satisfaction list, while Salary, Working Conditions, Status and Policy and Administration ranked highest as dissatisfiers. This indicates that the greatest number of teachers in Dacca, East Pakistan gain satisfaction from a somewhat different set of factors than those which produce dissatisfaction. It can be assumed, because of this difference, that teachers in Dacca receive satisfaction through some aspects of achievement such as successful completion of assignments and solving school problems, through assuring and fulfilling relationships with colleagues, because they

TABLE XXXVI

FACTORS CONTRIBUTING TO JOB SATISFACTION AND DISSATISFACTION
RANKED ACCORDING TO RESPONSES

Factors Contributing to Satisfaction	Rank	Factors Contributing to Dissatisfaction
Achievement	1	Salary
Interpersonal Relations	2	Working Conditions
Job Security	3	Status
Recognition	4	Policy and Administration
Responsibility	5	Responsibility
Possibility of Growth	6	Possibility of Growth
Work Itself	7	Recognition
Supervision	8	Personal Life
Advancement	9	Advancement
Policy and Administration	10	Work Itself
	11	Job Security
	12	Supervision
	13	Achievement

are free from worry about a lasting and permanent job, and because they are praised or rewarded for the effort they put forth in teaching. It further suggests that, while Working Conditions, Salary, and Status, do nothing to make teachers happy, these same factors cause a great amount of dissatisfaction. Also, Policy and Administration is high on the list as a dissatisfier and when all four of these factors are considered, it can generally be concluded that dissatisfaction results from the low and inadequate salaries teachers receive, the lack of status they command in their communities, general working conditions such as poor buildings and facilities, and long hours spent on the job, as well as undemocratic procedures utilized by the administrators which allow no opportunity to help formulate policies or make decisions.

It should be pointed out that, although Personal Life was not found to contribute to satisfaction of teachers, it was also below the median on the dissatisfaction list and while Interpersonal Relations was not shown to contribute to dissatisfaction, it did contribute to the satisfaction of many teachers as was indicated when this factor received the second highest number of responses.

The commonalities, apparent as a result of the test of significance, should also be noted in this discussion of factors based on rank order. Table XXXVI shows that

Responsibility and Possibility of Growth ranked fifth and sixth, respectively, in both categories. Work Itself ranked seventh as a satisfier but tenth as a dissatisfier while Supervision was eighth as a source of satisfaction but twelfth as a cause of dissatisfaction. Advancement maintained the ninth position on both lists while Policy and Administration ranked tenth as a satisfier and fourth in importance as a dissatisfier. Personal Life was not found to contribute to satisfaction but was also near the bottom of the dissatisfaction list. The relatively neutral position on the list of the majority of the fourteen factors being tested seems to indicate that, when considered as a whole, many factors contributed somewhat equally to both satisfaction and dissatisfaction.

Comparison of Motivational
Factors Contributing to
Job Satisfaction of
Teachers in Dacca, East
Pakistan and Georgia, U. S. A.

The content analysis method was used by Johnson to collect evidence of motivational factors contributing to satisfaction of teachers in Georgia, U. S. A. Subjects were asked to report times when they had felt highly satisfied and times when they had been dissatisfied with teaching. A panel of judges then analysed the reports and placed each response in one of the fourteen predetermined

categories. The judges were in agreement 95.9 per cent of the time which was believed to be sufficiently objective to provide reliable data. Since many subjects reported more than one incident affecting their feelings of satisfaction, the total percentage of reports for all fourteen motivational factors exceeded one hundred. The factors were then ranked according to the percentage of responses.

The content analysis method was not used to identify motivational factors in this study because of the difficulties anticipated in obtaining objective reports; consequently, the two methods of selecting motivational factors were different.

It was found in the United States that six factors were responded to by between 29.4 and 18 per cent of the subjects. They included Achievement, Interpersonal Relations, Recognition, Policy and Administration, Working Conditions, and Work Itself. Responses to three factors were between 9.2 and 8.1 per cent; these were Supervision, Responsibility, and Status (Table XXXVII). The next four factors, Salary, Job Security, Personal Life, and Possibility of Growth, were responded to by between 2.2 per cent and 0.7 per cent of the subjects. The factor Advancement, did not receive any responses, and therefore, should not be considered as a factor leading to satisfaction of teachers in the United States.

TABLE XXXVII

RANK ORDER OF MOTIVATIONAL FACTORS CONTRIBUTING TO JOB
SATISFACTION OF TEACHERS IN DACCA AND IN
THE UNITED STATES

Dacca, East Pakistan Contributing Factors	Georgia, U. S. A. Contributing Factors
Achievement	Achievement
Interpersonal Relations	Interpersonal Relations
Job Security	Recognition
Recognition	Policy and Administration
Responsibility	Working Conditions
Possibility of Growth	Work Itself
Work Itself	Supervision
Supervision	Responsibility
Advancement	Status
Policy and Administration	Salary
	Job Security
	Personal Life
	Possibility of Growth
	Advancement

The relationship between the two categories of factors, those contributing to satisfaction of teachers in East Pakistan and those leading to satisfaction of teachers in the United States, was ascertained by use of the Chi-square test of significance in order to test the second hypothesis of the study. The hypothesis stated that major factors contributing to job satisfaction in this study will not be any different from those contributing to job satisfaction of teachers in the United States. The test of significance was applied as was discussed in Chapter III under Analysis of Data (14, pp. 264-265.) Because Chi-square was computed from a 2×2 contingency table with one degree of freedom for a small number of factors, Yates' Correction for Continuity was applied. In using this test, the hypothesis is rejected if the computed value of Chi-square is equal to or greater than the table value for corresponding degrees of freedom; when tested at .05 level of confidence, a significant difference would mean that the difference in factors could be accounted for by chance only 5 per cent of the time. The obtained value of Chi-square was 2.63 and when tested at the .05 level of significance, the table value is 3.84; consequently, Chi-square was not significant and the hypothesis, that the factors leading to satisfaction

of teachers in the city of Dacca in East Pakistan are no different from those contributing to satisfaction of teachers in Georgia in the United States, was retained.

Regardless of the fact that the above hypothesis was retained at .05 level of confidence, there are some differences and similarities which should be noted; consequently, a table was constructed to show the fourteen motivational factors, listed in rank order by percentage of total responses, which affected feelings of satisfaction of teachers in the United States as identified by Johnson in his study (Table XXXVII). This table also shows the motivational factors contributing to satisfaction of secondary teachers in Dacca, ranked according to the number of responses indicating satisfaction for each set of representative statements. Percentages of responses for this study were not used in the table because the subjects responding to one statement or set of statements were not necessarily the same subjects who responded to any other statement or set of statements.

After evaluating the six most highly ranked factors in the Johnson study (Achievement, Interpersonal Relations, Recognition, Policy and Administration, Working Conditions, and Work Itself), and after comparing them with factors contributing to job satisfaction of teachers in East

Pakistan, it seems evident that teachers in both cultures find satisfaction from situations where they feel they are able or allowed to solve school problems and successfully complete work assignments, because they are accepted as a part of the regular school group and have pleasant and satisfying relations with their colleagues, where they receive some kind of praise or reward for the work they do, from situations where supervisors are effective in organizing and managing the school system, where they have some part in formulating policies and making decisions, and last, from situations of work which are challenging and which afford an opportunity to be creative and resourceful.

While many teachers in the United States apparently find satisfaction because of pleasant and convenient physical environment and because of good facilities and equipment for work, teachers in Dacca, receive no satisfaction from the conditions in which they work since Working Conditions was not selected as a factor contributing to satisfaction. Other factors which did not contribute to satisfaction of teachers in East Pakistan were Salary, Status, and Personal Life. While it is true that these three factors did rank as satisfiers of teachers in the United States, they were all three low on

the list, with Status receiving a greater percentage of responses (8.1 per cent) than either Salary (2.2 per cent) or Personal Life (0.7 per cent). Since the two groups of teachers received very little or no satisfaction from any one of these three factors, it is suggestive that teachers of both groups have either not encountered situations in their work where they felt they had improved or they felt no satisfaction even though they had realized a gain in prestige. Also no satisfaction is gained even though they may receive adequate monetary compensation or, their salaries are so inadequate they are not able to feel any satisfaction from the little they do receive. It further suggests that some elements of their jobs affect their feelings in such a way that the personal aspects of life do not result in satisfaction.

The factor ranked least important to satisfaction by teachers in the United States was Advancement. In actuality, it received no responses and should not be thought of as contributing to satisfaction. Since this factor did rank as one contributing to satisfaction of teachers in East Pakistan, it leads to an assumption that teachers in the United States may gain no satisfaction from receiving advancement and promotions, from additional responsibility which may be gained, or that they may not be rewarded by promotions because of their ability to

teach, but that teachers in East Pakistan do receive satisfaction from the same kind or similar situations and occurrences. Possibility of Growth ranked very low on the United States list (only 0.7 per cent of the responses) which again gives some evidence that opportunities for professional growth is either present but not important as a source of satisfaction or that they do not have an opportunity to grow professionally. This may be the case, because, as was reported by Johnson, (90, p. 92,) teachers in the United States are not necessarily advanced because of their ability to teach effectively. Yet in the city of Dacca, teachers do apparently receive some opportunity to grow professionally and thereby gain satisfaction from it.

Since Achievement was the most frequently mentioned factor in both studies, it seems evident that teachers in both cultures strive toward obtaining goals in their chosen line of work and that they gain satisfaction from it. Teachers work directly in face-to-face relationships with other individuals and apparently this interaction is a source of satisfaction to them; whereas, they may not be able to see results of their work or feel rewarded in other aspects of their teaching life. Obviously, however, it is important for teachers to work in a situation where the supervisor is fair and considerate and where some

opportunity is given to help formulate policies and make group decisions. Most individuals, also want to assume some responsibility for their work and receive recognition when they successfully complete the assignments.

Comparison of Motivational
Factors Contributing to
Job Dissatisfaction of
Teachers in Dacca, East
Pakistan and Georgia, U. S. A.

The fourteen motivational factors listed in rank order, which affected feelings of dissatisfaction of secondary school teachers in the city of Dacca, East Pakistan are shown on Table XXXVIII. It also shows the motivational factors contributing to dissatisfaction of school teachers in the United States. Johnson showed that two of the predetermined factors, Policy and Administration, and Working Conditions, were responded to by the greatest percentage of subjects, 37.5 and 32.1 per cent respectively. Four factors, Interpersonal Relations, Status, Supervision, and Achievement, were answered by between 17.0 and 11.6 per cent. Six other factors ranged between 5.4 and 1.1 per cent of the responses. These were Work Itself, Salary, Recognition, Personal Life, Responsibility, and Job Security. Possibility of Growth and Advancement were the two lowest in rank and thus,

TABLE XXXVIII

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RANK ORDER OF MOTIVATIONAL FACTORS CONTRIBUTING TO JOB
DISSATISFACTION OF TEACHERS IN DACCA AND
IN THE UNITED STATES

Dacca, East Pakistan Contributing Factors	Georgia, U. S. A. Contributing Factors
Salary	Policy and Administration
Working Conditions	Working Conditions
Status	Interpersonal Relations
Policy and Administration	Status
Responsibility	Supervision
Possibility of Growth	Achievement
Recognition	Work Itself
Personal Life	Salary
Advancement	Recognition
Work Itself	Personal Life
Job Security	Responsibility
Supervision	Job Security
Achievement	Possibility of Growth
	Advancement

were the least important causes of dissatisfaction.
(Table XXXVIII).

In order to test the third and last hypothesis of this study, it was necessary to determine the similarities or differences of factors contributing to job dissatisfaction in the two cultures. Hypothesis number three stated that major factors leading to job dissatisfaction of teachers as determined for this study will not be any different from those which account for job dissatisfaction in Johnson's study. In order to determine whether or not a significant difference exists between the two lists of factors, the same Chi-square test was applied as was discussed in Chapter III under Analysis of Data and which was described previously in reference to the testing of the second hypothesis. When Chi-square was calculated by this test, the obtained value was .89. According to the terms of the test, the hypothesis, that major factors leading to job dissatisfaction of teachers as determined for this study will not be any different from those which account for job dissatisfaction in Johnson's study, was retained since the obtained value of Chi-square was not significant at the .05 level of confidence.

Even though the factors accounting for dissatisfaction of the two groups of teachers, those in the United

States and the ones in East Pakistan, were not significantly different at the .05 level, some similarities as well as several differences are discernible when a comparison is made of the two sets of factors ranked according to responses of subjects. These should be pointed out as a means of understanding the sources of dissatisfaction among the two groups of teachers.

Perhaps the greatest difference is that Interpersonal Relations, which ranked third highest as a dissatisfier in the United States, did not prove to be a source of dissatisfaction in Dacca. This suggests some consistency among teachers in Dacca, East Pakistan because, on the Satisfaction Test, Interpersonal Relations was found to be a source of satisfaction to a great number of teachers. This would seem to indicate that there are relatively few situations in the teaching environment in Dacca where interaction among individuals causes dissatisfaction. On the other hand, Interpersonal Relations was high as both a satisfier and a dissatisfier of teachers in Georgia in the United States; this suggests that the effects of interaction among teachers and other individuals in that culture may be the results of situational conditions affecting either satisfaction or dissatisfaction depending upon specific circumstances.

Another difference is that Salary, which contributes to dissatisfaction of teachers in Dacca more than any other factor, ranked fairly low in the Georgia study with only 4.3 per cent of the responses and eight from the top. This seems to indicate that the amount of income received is more important to teachers in East Pakistan than to those in the United States because Salary as a factor of satisfaction and dissatisfaction was not ranked high on either list by teachers in the United States. It may be that because teachers in the United States receive a moderately high Salary, there are no feelings of dissatisfaction created because of it; yet if they were to be deprived of this amount, that deprivation might cause dissatisfaction. This is probably the case among teachers in East Pakistan: the fact that they do not receive an adequate salary causes dissatisfaction to many, but if higher salaries became a reality and teachers expected this as a regular course of action, the Salary they receive would become a less important source of both satisfaction and dissatisfaction.

Still another difference is that, while both Responsibility and Possibility of Growth were rated low in the United States, they rated high in East Pakistan, indicating that negative aspects of these factors cause dissatisfaction and that teachers in East Pakistan feel

dissatisfied when they are not given some opportunity to assume responsibility and develop their own capabilities.

While Supervision, Achievement, and Work Itself ranked in fifth, sixth, and seventh places respectively in the United States study, receiving only a moderate percentage of responses (12.3, 11.6, and 5.4), they were last on the list of dissatisfiers in East Pakistan. This evidence is indicative that more unhappiness and dissatisfaction is caused among teachers in the United States than among teachers in Dacca due to the quality of supervision and assistance they receive, the amount of progress made by students, lack of achievement of educational objectives, and the nature of the duties required of them as part of their regular school work. It may be that teachers in Dacca are not concerned about these elements of teaching and, consequently, feel no dissatisfaction, or they may be concerned but their situations are such that they receive satisfaction and happiness from related experiences.

Some similarities observable from the lists on Table XXXVIII are that two of the factors, Policy and Administration and Working Conditions, rating first and second as dissatisfiers with 37.5 and 32.1 per cent of the responses from teachers in the United States, were

both high on the list of dissatisfaction factors in this study. This indicates that teachers in both cultures are affected by policies and practices of administrators and that this is a great source of dissatisfaction; it suggests that teachers, generally, would be happier in their work if they had an opportunity to help formulate school policies and make decisions, and also if administrative practices were more democratic. Regarding the conditions of work, it seems obvious that teachers in Dacca as well as those in the United States are dissatisfied because of such conditions as ill-kept school buildings, lack of space, and poor teaching aids and equipment. Undoubtedly it would add to satisfaction of teachers if buildings and equipment were kept clean and in good repair, if schools were less overcrowded and less understaffed, and if better facilities and equipment were available for teaching.

The factor, Status, was high on both dissatisfaction lists indicating that teachers in both cultures are affected negatively because of the treatment they receive from administrators and the general public or by the lack of regard for them and the activities they perform in the school. It implies that in order to create satisfying situations where teachers could perform to the maximum of their potentials, they should be regarded by their

supervisors as partners; they should be treated with respect and consideration and should be allowed full professional stature.

Summary of Findings

A summary of the findings of this study indicates that, out of the fifty-six positive statements on the Satisfaction Inventory, thirty-eight were found to be significant according to the Chi-square test. The non-significant statements were, generally, those measuring motivational factors which did not contribute to satisfaction. These significant statements formed the basis upon which the contributing motivational factors were determined. Ten out of the fourteen motivational factors tested were found to contribute to job satisfaction of secondary school teachers in East Pakistan. These were Achievement, Advancement, Interpersonal Relations, Job Security, Policy and Administration, Possibility of Growth, Recognition, Responsibility, Supervision, and Working Conditions. The four which did not contribute to satisfaction were Personal Life, Salary, Status, and Working Conditions. Out of fifty-six negative statements on the Dissatisfaction Inventory, fifty-three were found to be significant. Only one item measuring Achievement and two representing Interpersonal Relations did not

contribute to dissatisfaction; consequently, Interpersonal Relations was the only factor out of the fourteen tested which was not a contributor to dissatisfaction of teachers in East Pakistan.

When representative statements affecting job satisfaction of teachers in Dacca were compared with those influencing satisfaction of United States teachers, it was found that in Dacca, positive feelings resulted from situations where a gain in prestige and achievement could be realized and through satisfying interaction with other people. Teachers in the United States gained satisfaction from the same kinds of situations but also when policies and procedures of administration were fair and when their accomplishments were recognized.

Statements contributing to dissatisfaction for the greatest number of teachers in East Pakistan centered around the problem of inadequate salary. All four statements ranked high on the list, showing that this one aspect causes more dissatisfaction than any other element. Statements referring to poor working conditions were next highest. For United States teachers, most dissatisfaction was a result of unpleasant and undemocratic policies of administration and supervision.

When motivational factors contributing to satisfaction were compared with factors leading to dissatisfaction, it was found that some differences existed in the two sets of factors; however, when these lists were tested by the Sign Test for Paired Observations, the first hypothesis of the study was retained and it was assumed that there is no difference in factors leading to satisfaction and those causing dissatisfaction. Nevertheless, when the two lists of factors were ranked according to the number of responses by subjects, the ranking showed that satisfaction is caused primarily by situations dealing with Achievement, Interpersonal Relations, Job Security, and Recognition; whereas, dissatisfaction is caused chiefly by inadequate salaries, low status, poor working conditions and policies of administrators.

When motivational factors leading to satisfaction of teachers in Dacca, East Pakistan were compared with those causing satisfaction of teachers in Georgia in the United States, it was found that the greatest number of teachers in both cultures indicated that satisfaction was gained as a result of achieving goals and purposes and through pleasant and compatible relationships with others. United States teachers also gained satisfaction from receiving recognition, from democratic administrative practices and procedures as well as acceptable working

conditions, while Dacca teachers received additional satisfaction from secure and permanent work and by being recognized for accomplishments. When the second hypothesis was tested by means of Chi-square, the difference between the two sets of factors was not significant and the hypothesis, that major factors leading to job satisfaction in this study will not be any different from those contributing to job satisfaction in the Johnson study, was, therefore, retained.

Motivational factors contributing to dissatisfaction of teachers in Dacca were compared to those influencing teacher dissatisfaction in the United States. It was found that, when all contributing factors were considered without benefit of any rank order, the two lists of factors were very similar. The only difference being that Interpersonal Relations did not contribute to dissatisfaction of teachers in Dacca, East Pakistan while Advancement did not contribute to dissatisfaction in Georgia in the United States. Yet when the two lists of factors were ranked according to number of responses, similarities were still apparent. In Dacca, the nature of salaries, working conditions, status, and administrative policies causes dissatisfaction for the greatest number of people, while in the United States administrative policies,

working conditions, interpersonal relations and status were most responsible for dissatisfaction. Out of the four most highly rated factors, three were common to both cultures. The third hypothesis stated that major factors leading to job dissatisfaction of teachers in this study would not be any different from those accounting for dissatisfaction of teachers in Johnson's study. The difference between the two sets of factors was tested by Chi-square and it was found that no significant difference existed; therefore the hypothesis was retained.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to identify factors associated with job satisfaction or dissatisfaction of secondary school teachers in Dacca, East Pakistan and to compare these factors with those identified as contributing to job satisfaction and dissatisfaction of teachers in Georgia in the United States.

Considering the emphasis on education and the role it plays in economic development and the fact that a great many well trained and qualified teachers will be needed in the future in East Pakistan if universal primary education is soon to be achieved, a concern for the welfare of the teacher and his satisfaction was considered to be of primary importance.

The study was intended to deal only with a determination of factors accounting for job satisfaction and job dissatisfaction of secondary school teachers in the city of Dacca, East Pakistan.

The literature reviewed included writings and reports by many educators and development planners who believe that progress in economic development will take

place only as progress is made in educating the people of the country and that inadequate investment in education may prove to be a serious handicap. Many problems are associated with the task of furnishing education; in Pakistan, educational opportunities must be extended to great numbers of here-to-fore unenrolled children and financing becomes a special problem. Teachers are in short supply and many who are presently engaged in teaching are poorly qualified and untrained. Buildings and other facilities are inadequate, working conditions are poor and salaries are low. These all add to the dissatisfaction of teachers and create further shortage since not many potentially good teachers are attracted to the profession.

The second part of the review of literature dealt with motivation as it related to teacher satisfaction and dissatisfaction. Many theories of motivation have been explained but all have some common elements. A useful concept is that man is motivated by objects and circumstances in his environment and the culture in which he lives influences his needs which include the desire for optimum growth and actualization. Motivation is closely related to administration and supervision in that the practices and policies engaged in by the super-ordinate can inhibit or motivate the human organism.

Frustration and dissatisfaction cause workers to be unproductive; however, this dissatisfaction can be decreased to some extent if psychological needs are fulfilled.

Two studies were done in the United States which indicated that both industrial workers and teachers are affected by certain factors in the environment. Herzberg identified fourteen motivational factors as being contributors to satisfaction and dissatisfaction of industrial workers. Johnson used these same predetermined factors to identify the causes of satisfaction and dissatisfaction among teachers.

Data required to make the determination of factors accounting for job satisfaction and dissatisfaction of secondary school teachers in Dacca, East Pakistan were obtained by employing the same fourteen predetermined motivational factors as a basis for an attitude inventory instrument designed in two parts to collect information about feelings of satisfaction and dissatisfaction.

The instrument was pretested at the Laboratory School, Institute of Education and Research, University of Dacca. Revisions were made and permission to gather data in the schools was obtained from the Director of Public Instruction. The Attitude Inventory was then

administered to groups of teachers at their respective schools; subjects included one hundred seventeen secondary school teachers who had Baccalaureate degrees from a population of approximately 400 who were teaching in the secondary schools in the city of Dacca.

After data were collected, a tabulation was made which yielded total responses of subjects in all categories. Responses to individual statements designed to measure contributions of various factors to job satisfaction and dissatisfaction were analysed by use of the Chi-square test to facilitate the selection of motivational factors affecting satisfaction and dissatisfaction of secondary school teachers in Dacca.

The first hypothesis of the study was tested by applying the Sign Test for Paired Observations to determine if a significant difference existed between the two lists of factors, those leading to satisfaction and those causing dissatisfaction. The second and third hypotheses were tested by use of Chi-square to determine if a significant difference existed between (1) factors contributing to satisfaction of teachers in Dacca and teachers in the United States, and (2) factors contributing to dissatisfaction of teachers in Dacca and teachers in the United States.

It was found as a result of the study that, of the fifty-six positive statements designed to measure satisfaction, thirty-eight were significant. From these significant items it was determined that ten of the fourteen predetermined motivational factors contributed to the satisfaction of secondary school teachers in Dacca. These were Achievement, Advancement, Interpersonal Relations, Job Security, Policy and Administration, Possibility of Growth, Recognition, Responsibility, Supervision, and Work Itself. The four not contributing to satisfaction were Personal Life, Salary, Status, and Working Conditions.

Of the fifty-six negative statements designed to measure dissatisfaction, fifty-three were found to be significant. These significant statements were used to determine that, of the fourteen motivational factors tested, thirteen contributed to the dissatisfaction of teachers in Dacca. The only factor not causing dissatisfaction was the factor, Interpersonal Relations.

Representative statements affecting job satisfaction and job dissatisfaction of teachers in Dacca, East Pakistan were compared with statements causing satisfaction and dissatisfaction of teachers in Georgia in the United States. In Dacca, teachers indicated that statements referring to situations and circumstances of Achievement and Interpersonal Relations, were the ones producing satisfaction. In

the United States these same two aspects influenced satisfaction as well as administrative policies and procedures. Dissatisfaction of Dacca teachers was indicated by responses to statements about Salary and Working Conditions. The same kinds of situations were described in statements responded to by teachers in the United States, except American teachers also indicated that administrative procedures and practices caused dissatisfaction.

Motivational factors contributing to satisfaction were compared with factors influencing dissatisfaction of teachers in Dacca. As a result of factors being ranked according to total number of responses, the ones most greatly influencing satisfaction were Achievement, Interpersonal Relations, Job Security, and Recognition; the factors causing dissatisfaction were Salary, Status, Working Conditions, and Policy and Administration. When hypothesis number one which stated that factors leading to job satisfaction will not be any different from those leading to dissatisfaction, was tested by use of the Sign Test for Paired Observations, no significant difference was found and the hypothesis was retained.

Motivational factors leading to satisfaction of teachers in Dacca, East Pakistan were compared with factors

influencing satisfaction of teachers in Georgia in the United States. It was indicated by the responses of teachers in both cultures, that satisfaction is gained through Achievement and Interpersonal Relations. In the United States, teachers also gained satisfaction through Recognition and Policy and Administration. While in Dacca, in addition to the two factors mentioned above, Job Security and Recognition were also important sources of satisfaction. The second hypothesis stated that major factors leading to job satisfaction in this study will not be any different from those contributing to job satisfaction in the Johnson study. No significant difference was found between the two sets of factors when tested by Chi-square; therefore, the hypothesis was retained.

When causes of dissatisfaction of teachers in Dacca, East Pakistan were compared with sources of dissatisfaction of teachers in Georgia in the United States, it was found that they were very similar. Out of the four highest ranking dissatisfaction factors, three were common to both groups. These were policy and Administration, Working Conditions, and Status. The third hypothesis stated that major factors leading to job dissatisfaction of teachers in this study would not be any different from those accounting for dissatisfaction of teachers in

the Johnson study. This hypothesis was tested by use of Chi-square. No significant difference was found between the two sets of factors and the hypothesis was retained.

Conclusions

The findings of this study lead to certain conclusions about satisfaction and dissatisfaction of secondary school teachers in the city of Dacca. They are based on an analysis of information obtained from subjects who participated in the study and include the following propositions.

1. Teachers in both Dacca and the United States have certain basic needs and desires which must be fulfilled before they can be happy and satisfied in their jobs.

2. Satisfaction of teachers in both Dacca and the United States is influenced by a number of factors; the most important aspect is Achievement. As indicated by responses to positive statements, teachers gain happiness and pleasure when they are allowed the freedom to use their initiative and ability in solving school problems and when they feel they are accomplishing their objectives. It is suggestive that self-actualization is an important need which, when fulfilled, creates satisfaction.

3. Interpersonal Relations appeared as the second most important source of satisfaction in Dacca as well as

in the United States; however, it was also a strong dissatisfier, being third on the list in the United States. This evidence points to the importance of congruent and compatible relationships among coworkers as a way of creating satisfaction and preventing dissatisfaction.

4. Teachers in Dacca find satisfaction from Job Security because they look upon teaching as being permanent and secure. They apparently do not feel threatened, nor do they feel in danger of being dismissed.

5. Recognition was a source of satisfaction to teachers in Dacca and in the United States. It supports the belief that people want to be recognized for their efforts and accomplishments in solving problems.

6. For teachers in the United States, Policy and Administration was an important source of satisfaction. It was also the greatest cause of dissatisfaction. In Dacca, it ranked low as a satisfier but high as a dissatisfier. It is suggestive, nevertheless, that teachers from both Dacca and the United States place great value in working where the policies and practices of administration are fair and democratic and where the administrator is able to maintain a productive climate. It also suggests that they become dissatisfied when opposite conditions occur.

7. Supervision was a weak source of both satisfaction and dissatisfaction in Dacca; however, it was a strong dissatisfier of teachers in the United States, indicating that incompetency and lack of empathy on the part of supervisors about local problems and situations cause unhappiness and concern in the United States.

8. Salary was a relatively unimportant source of satisfaction but the strongest of all the factors of dissatisfaction to teachers in Dacca. The great amount of concern about salary, as indicated by responses to it on the Dissatisfaction Inventory, suggests that there is no aspect of the teacher's life which causes as much unhappiness and displeasure as the low and inadequate salaries (they feel) they are paid.

9. Working Conditions contributed nothing to satisfaction but was a strong dissatisfier in both Dacca and the United States. Teachers indicated that lack of materials, equipment, and facilities for teaching, long working hours, and classroom interruptions were the primary sources of dissatisfaction in relation to Working Conditions.

10. Status had a great effect on teacher dissatisfaction in both Dacca and the United States, suggesting that teachers generally feel they are not accepted as professional people nor given equal benefits.

11. Even though the difference between factors of satisfaction and dissatisfaction of teachers in Dacca were tested and no significant difference was determined, when factors were ranked according to the number of responses, those contributing to satisfaction were sufficiently different from those leading to dissatisfaction that it strongly suggests a possibility of satisfaction resulting from situations and circumstances in which there is an opportunity for self-actualization: where individuals can be productive and be recognized for competency in an atmosphere of harmony and consonance. And that dissatisfaction is caused by low and inadequate salaries, long hours, poor teaching materials, equipment, and facilities, when organization and management of the school is incompetent and when policies once established are not followed consistently.

12. Factors of teacher dissatisfaction are similar in both Dacca and America with the exception of salary which was of great concern to teachers in Dacca but not very important in the United States. It is suggestive that because of the nature of the culture in which the individual lives, needs and desires may be attainable in one society when not attainable in another. This would account for the difference in importance of salary. In the United States teachers usually are able to secure a

salary sufficient to furnish basic needs and are, therefore, not so concerned about monetary rewards as teachers in Dacca where salaries are still low and many basic needs are yet unfulfilled.

13. A greater number of teachers in Dacca than in the United States responded to negative statements describing situations and circumstances which could lead to dissatisfaction. This may be due to a greater degree of general dissatisfaction among teachers in Dacca with the teaching profession than is apparent in the United States. Teachers in this culture may resort to teaching because no other recourse is available to them; whereas, in the United States, they may select it because they want to be teachers.

Recommendations

The preceding conclusions imply some specific courses of action, many of which are directly concerned with administration in the schools; others are involved with the total aspect of educational planning. The following recommendations are based on an evaluation of the results of the study.

1. Information from this study should be passed on to the East Pakistan Planning Commission for their consideration in general education development.

2. Information should be made available to the Director of Public Instruction and his associates in order that attention can be given to eliminating specific problem areas causing dissatisfaction and expanding conditions leading to satisfaction.

3. School systems should conduct research to obtain information about causes and effects of job satisfaction and dissatisfaction; they should also utilize information from other educational enterprises in the area of teacher satisfaction.

4. Teachers should be given representation in policy-making groups, especially where decisions are made affecting their welfare.

5. Considering teachers' concern about the policies and practices engaged in by superiors, school administrators and supervisors should evaluate the methods and techniques they use in dealing with subordinates.

6. Administrators must establish and maintain a productive administrative climate based on principles of democratic leadership rather than on autocratic management concepts.

7. Administrators should lead the way toward better teacher understanding about school administrative and supervisory problems. They should keep teachers

informed about regulations and policies governing certain aspects of school life. If informed, teachers would be less likely to criticize the administration or be dissatisfied when negative situations occur.

8. General educational goals should be familiar to both teachers and administrators and each individual should understand his role in attaining these educational objectives.

9. Administrators and school officials should establish some system of nonmonetary incentives. Some teachers must be motivated by external means to put forth optimum effort in teaching; therefore, they should be constantly encouraged and reminded of educational goals; they should also be kept informed about progress made toward goals.

10. Because it has been shown that teachers generally are interested in self improvement and achievement of individual goals, the school system should provide some opportunities for self fulfillment.

11. Teachers should be encouraged to improve their teaching ability and be given freedom to work out new programs and experiment with new and different teaching methods.

12. Jobs should be reconstructed to allow for maximum use of creative abilities and talents.

13. Supervisors and administrators should promote good relationships among the administrative staff, teachers, students and community members. They should assist in resolving problems, arbitrate differences by democratic means, and diminish jealousy and rivalry among teachers by being fair and equitable in their dealings with all teachers.

14. Teachers should be recognized for the efforts they exert and for accomplishments they attain, regardless of the specific situation. Achievement in some programs such as sports is more readily recognized and rewarded than consistent everyday application of efforts to the total learning situation.

15. All educational personnel must work cooperatively together in securing more adequate salaries, improving working conditions in the school, and raising the status of teachers in the community. Teachers must keep in mind or be informed if they do not understand, that a raise in salary usually comes as a result of additional training or by accepting some new responsibilities for work to be performed. To some extent, teachers must be willing to accept additional responsibilities and perhaps work longer hours for increased reward. Improved working conditions bring added responsibility for care and maintenance of new facilities and

equipment. And last, greater status in the community is usually earned by individual effort rather than by being bestowed upon groups. Teachers must be willing to put forth effort to earn increased status and respect.

In conclusion, it seems fairly certain that those responsible for improving the educational system in the country must give more consideration to the teacher and the conditions under which he performs his work. If teachers are dissatisfied with their jobs, they will usually be unproductive in their teaching; consequently, education will not be able to fulfill its obligation to society and to the nation. If teachers are satisfied and happy in their work they will likely be productive; the quality of education in East Pakistan would be raised and social and economic goals would be more readily obtainable.

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RADIO-BOND

MADE IN AUSTRIA

APPENDIX

RADIO-BOND

MADE IN AUSTRIA

APPENDIX A

ORIGINAL STATEMENTS FROM WHICH INVENTORY
ITEMS WERE SELECTED

Factors affecting job-satisfaction and job-dissatisfaction and statements designed to test the degree to which each factor contributes.

Achievement

1. a. I felt successful in teaching the same class and subject year after year.
 b. I did not feel successful when I taught the same class and subject year after year.
2. a. I generally accomplished my work with vigor, enthusiasm and pleasure.
 b. I generally did not accomplish my work with vigor, enthusiasm and pleasure.
3. a. I felt that teaching had given me a greater opportunity for self-realization than any other job I could have secured.
 b. I felt that teaching had not given me as great an opportunity for self-realization as some other job I might have secured.
4. a. I felt that I was improving my teaching ability and that this would be rewarded in due time.
 b. I felt that I was not improving my teaching ability and even if I had I would not have been rewarded for it.
5. a. I felt I had accomplished something when I successfully completed an assignment.
 b. I did not feel that I had accomplished anything even though I completed all assignments.

6. a. I was allowed to initiate some new ideas and practices in my school.
- b. I was never allowed to try any new ideas in my school.

Advancement

1. a. Promotions were given to teachers on the basis of length of service with the system.
- b. Promotions were not given to teachers on the basis of length of service with the system.
2. a. I felt I had a good future with the system.
- b. I did not feel that I had a good future with the system.
3. a. I believe that I would have been considered for a more desirable position had an opening occurred for which I was qualified.
- b. I do not believe I would have been considered for a more desirable position even if an opening had occurred for which I was qualified.
4. a. I felt that there were enough chances for me to advance professionally within the school system.
- b. I felt that there were not enough chances for me to advance professionally within the school system.
5. a. I felt that teachers were never demoted without some justification.
- b. I felt that teachers were often demoted without any justification.
6. a. I always received an advancement in status and/or salary if I expected it.
- b. I failed to receive the advancement in status and/or salary I expected.

Interpersonal Relations

1. a. Changes in teaching assignments were made with consideration for the employees' welfare and wishes.
 b. Changes in teaching assignments were frequently made with no consideration for the employees' wishes and welfare.
2. a. Teachers in the school worked well together.
 b. Teachers in the school did not work well together.
3. a. The supervisors in my school are willing to listen to suggestions.
 b. The supervisors in my school are usually not willing to listen to suggestions.
4. a. I received a great deal of help from my supervisor.
 b. I did not receive any constructive help from my supervisor.
5. a. My supervisor supported me when problems arose.
 b. My supervisor did not support me when I was confronted with problems.
6. a. I felt that I was part of the regular school group.
 b. I felt that I was isolated from the main group of teachers.

Job Security

1. a. Satisfactory performance resulted in continued employment.
 b. Satisfactory performance on my part did not result in continued employment.
2. a. The school system provided more teacher benefits than most school systems in the area.

- b. My school system did not provide as many teacher benefits as most other systems did.
- 3. a. I always felt secure in my teaching position.
b. I rarely felt secure in my teaching position.
- 4. a. I felt that, regardless of many problems which might arise, my job would not likely be endangered.
b. I often worried about losing my job when problems would arise.
- 5. a. There was a future in the school system for anyone who wanted to work and learn.
b. I felt there was no future in the school system even though I was willing to work and learn.
- 6. a. I felt that teaching was a relatively secure type of work in which to be engaged.
b. I felt that teaching was an insecure type of work in which to be engaged.

Personal Life

- 1. a. I was able to live in a community which offered desirable cultural activities for the entire family.
b. The community I had to live in did not offer any desirable cultural activities for my family.
- 2. a. I was generally satisfied with the educational opportunities available for my own children.
b. I was dissatisfied with the educational opportunities that were available to my own children.
- 3. a. I usually had an opportunity to participate in community activities outside the school.
b. I was allowed no opportunity to participate in community activities outside the school.

4. a. My family's needs can usually be satisfied from what I earn teaching.
b. It is difficult to secure the things my family needs from what I earn teaching.
5. a. My position allowed my family members to have desirable social contacts.
b. My position did not allow my family to have any desirable social contacts.
6. a. My position as a teacher eliminated many family problems.
b. Many family problems arose because of my position as a teacher.

Policy and Administration

1. a. Teachers were involved in formulating school policy.
b. Teachers were seldom involved in formulating school policy.
2. a. The school system dealt openly and fairly with its teachers.
b. The school system did not seem to deal openly and fairly with its teachers.
3. a. Even though a policy was set in the school, it was possible to deviate from it on specific occasions.
b. Once a school policy was set in the school, it was never possible to deviate from it even though there were specific occasions when an acute need arose.
4. a. Administrative decisions and policies were quickly and accurately transmitted and interpreted to the teaching staff.
b. Administrative decisions and policies were neither quickly nor accurately transmitted and interpreted to the teaching staff.

5. a. Administrative work was well organized and carried out effectively.
b. Administrative work was poorly organized and ineffectively executed.
6. a. There were many administrative policies which were beneficial and helpful to the teachers.
b. There were many administrative policies which were harmful and detrimental to the teachers.

Possibility for Growth

1. a. The school system provided opportunities to learn new teaching techniques.
b. The school system provided no opportunities to learn new teaching techniques.
2. a. In-service courses were offered by the school system for the purpose of professional development.
b. In-service courses for the purpose of professional development were never offered by the school system.
3. a. Professional activities and conferences were encouraged by the administration.
b. Professional activities and conferences were not encouraged by the administration.
4. a. Opportunities were available in the system for me to grow professionally.
b. Opportunities were not available in the system for me to grow professionally.
5. a. Time was allowed for professional study and improvement.
b. There was never any time allowed for professional study and improvement.
6. a. Teaching is a good profession to be in if one wants to develop skills and prepare for advancement.

- b. Teaching is restricting to those who want to develop skills and receive advancement.

Recognition

1.
 - a. My supervisor gave me credit when I did a good job.
 - b. My supervisor did not give me credit when I did a good job.
2.
 - a. Students appreciated most of the things teachers did for them.
 - b. Students did not appreciate the things teachers did for them.
3.
 - a. The administration usually gave recognition to teachers for individual contributions.
 - b. The administration did not give any recognition to teachers for individual contributions.
4.
 - a. Teachers are generally recognized for successful and competent work.
 - b. Teachers are very seldom recognized for successful and competent work.
5.
 - a. Punishment is never given for inadequate and careless work.
 - b. Punishment is usually given for inadequate and careless work.
6.
 - a. Credit is given to teachers when they deserve it.
 - b. The supervisor always takes credit for any accomplishments in the school.

Responsibility

1.
 - a. Teachers had an opportunity to suggest needed improvements in the school program.
 - b. Teachers did not have an opportunity to suggest needed improvements in the school program.

2. a. Teachers were allowed to help select resource materials.
- b. Teachers were never or seldom allowed to help select resource materials.
3. a. I had enough freedom for making decisions which affected my classroom.
- b. I did not have enough freedom for making decisions which affected my classroom.
4. a. I was allowed to work without much supervision.
- b. I was never allowed to work without close supervision.
5. a. I was frequently given the responsibility of supervising other people.
- b. I was never given the opportunity to supervise other people.
6. a. I was sometimes given new and additional responsibilities.
- b. I was never given any new responsibilities.

Salary

1. a. My salary was satisfactory when compared with other teachers' salaries in the same area.
- b. My salary was not satisfactory when compared with other teachers' salaries in the same area.
2. a. My salary was comparable to what I could earn in another area of work.
- b. My salary was not comparable to what I could earn in another area of work.
3. a. My salary was adequate for me to participate in cultural enjoyments frequently.
- b. My salary was not adequate for me to participate in cultural enjoyments frequently.

4.
 - a. I received an increase in salary even though I did not expect it.
 - b. I did not receive an increase in salary even though I expected it.
5.
 - a. My salary is adequate to supply most family needs.
 - b. My salary is not adequate to supply basic family needs.
6.
 - a. I feel that teachers are well paid considering the amount of work they do.
 - b. I feel that teachers are poorly paid when the amount of work they do is considered.

Status

1.
 - a. Teachers were respected as a professional group by the citizens of the community.
 - b. Teachers were not respected as a professional group by the citizens of the community.
2.
 - a. The general public looked upon teaching as a profession.
 - b. The general public did not look upon teaching as a profession.
3.
 - a. I felt that my position in the community allowed me to live as I wished.
 - b. I did not feel that my position in the community allowed me to live as I wished.
4.
 - a. Teachers were accepted as co-workers by high administrative officials.
 - b. Teachers were not accepted as co-workers by high administrative officials.
5.
 - a. My position as a teacher allowed me some privileges (office, secretary, transportation) I could not have obtained otherwise.

- b. I did not have any privileges as a teacher that I could not have obtained in another profession.
- 6. a. Teachers in my community are looked upon as important people
- b. Teachers in my community are not considered to be any more important than ordinary workers.

Supervision

- 1. a. My principal knew how to help me when I needed help.
- b. My principal did not know how to help me when I needed help.
- 2. a. Any teacher whose work was unsatisfactory was told why and given an opportunity to correct it.
- b. Teachers whose work was unsatisfactory were never told why and were not given an opportunity to correct it.
- 3. a. My principal supported me in my decisions.
- b. My principal did not support me in my decisions.
- 4. a. Teachers were always informed of the results of the supervisor's visit.
- b. Teachers were never informed of the results of the supervisor's visit.
- 5. a. The supervisor was fair and showed no favoritism to individuals.
- b. The supervisor was unfair and showed favoritism to some teachers.
- 6. a. The supervisor in my school knew how to delegate work in a manner which pleased most teachers.
- b. The supervisor in my school tried to do everything himself.

Work Itself

1. a. I could recommend teaching as a good career to others.
 b. I could not recommend teaching as a good career to others.
2. a. Teaching assignments in my school were suited to the interests and abilities of the individual teacher.
 b. Teaching assignments in my school were not suited to the interests and abilities of the individual teacher.
3. a. The course of study in the system placed enough emphasis on content and fundamentals.
 b. The course of study in the system did not place enough emphasis on content and fundamentals.
4. a. I felt that teaching was a challenging profession.
 b. I felt that teaching was not a very challenging profession.
5. a. Teaching affords an opportunity to be creative.
 b. Teaching is so routine it is often boring.
6. a. Teaching is an easy job.
 b. Teaching requires so much time and effort that I have sometimes thought of changing jobs.

Working Conditions

1. a. Classroom interruptions were at a minimum in the school.
 b. Classroom interruptions were so frequent it was difficult to complete assignments.
2. a. I was satisfied with my working hours.
 b. I was not satisfied with my working hours.

3.
 - a. I was provided with equipment and materials necessary to carry out quality instruction.
 - b. I was not provided with enough materials and equipment to carry out quality instructions.
4.
 - a. The housekeeping in the school was good.
 - b. The housekeeping in the school was not good.
5.
 - a. Buildings and facilities were adequate for most school activities.
 - b. Buildings and facilities were poor and entirely inadequate.
6.
 - a. Good physical and social surrounding made teaching in my school more pleasant.
 - b. Poor physical and social surroundings made teaching unpleasant and disagreeable.

APPENDIX B

JOB-SATISFACTION INVENTORYGeneral Biographical Information

Instructions: Please fill in the blanks or check the appropriate spaces as required to answer the questions.

1. Name of school where you now teach? _____
2. Your age in Years?
Under 20 _____
20 to 35 _____
36 to 50 _____
Over 50 _____
3. Sex? Male _____ Female _____
4. Years of teaching experience?
Two years or less _____
Three to ten years _____
More than ten years _____

Feelings about Satisfaction and Dissatisfaction

The following inventory consists of two sets of 56 items each. The first set relates to situations which may have contributed to job-satisfaction some time during your teaching experience. The second set refers to situations that may have created dissatisfaction. Some may not apply to you so do not feel that you must check each item.

Remember that there are no right or wrong answers. Only your feelings about each statement are wanted. Do not sign your name to the Inventory Sheets.

SATISFACTION INVENTORY

As you read the statements in this set, think of days when you have felt extremely well satisfied to be a teacher. If any situations similar to these apply to you and have helped you to feel satisfied with teaching, indicate the strength of your feelings by circling one of the spaces to the right.

For example: Read the sample statement below.

1. Teachers generally had an opportunity to discuss problems with the supervisor. (CG) CS CNA

If you did have an opportunity to discuss problems with your supervisor, decide if this helped to make you feel satisfied with teaching. If you decide that it did, and if it contributed greatly to your satisfaction, circle the letters CG (Contributed Greatly) as is shown in the example above. If it contributed only to a small degree then circle the letters CS (Contributed Somewhat). If it did not contribute in any way to your feelings of satisfaction, circle the letters CNA (Contributed Not At All). If you did not have an opportunity to discuss problems with your supervisor, do not circle any letters, just go on to the next item.

DISSATISFACTION INVENTORY

Read each statement carefully and as you read, try to think of some days when you have felt very dissatisfied with teaching. If any situations similar to the ones below apply to you and have helped you to feel dissatisfied with teaching, indicate the strength of your feelings by checking one of the spaces to the right.

For example: Read the sample statement below:

1. Teachers did not have an opportunity to discuss problems with their supervisor. (CG) CS CNA

If you did not have an opportunity to discuss problems with your supervisor, decide if this helped you to feel dissatisfied with teaching. If it did make you dissatisfied and if it contributed greatly to your dissatisfaction, circle the letters CG (Contributed Greatly) as shown in the example above. If it contributed only slightly or somewhat to your dissatisfaction, circle the letters CS (Contributed Somewhat). If it did not contribute in any way or had no bearing on your dissatisfaction, check the letters CNA (Contributed Not At All). If you did not have an opportunity to discuss problems with your supervisor do not circle any letters, just go on to the next item.

APPENDIX C

JOB-SATISFACTION INVENTORY

General Biographical Information

Instructions: Please fill in the blanks or check the appropriate spaces as required to answer the questions.

1. Name of school where you now teach? _____
2. Your age in Years?
Under 20 _____
20 to 35 _____
36 to 50 _____
Over 50 _____
3. Sex? Male _____ Female _____
4. Years of teaching experience?
Two years or less _____
Three to ten years _____
More than ten years _____

Feelings about Satisfaction and Dissatisfaction

The following inventory consists of two sets of 56 items each. The first set relates to situations which may have contributed to job-satisfaction some time during your teaching experience. The second set refers to situations that may have created dissatisfaction. Some may not apply to you so do not feel that you must check each item.

Remember that there are no right or wrong answers. Only your feelings about each statement are wanted. Do not sign your name to the Inventory Sheets.

SATISFACTION INVENTORY

As you read the statements in this set, think of days when you have felt extremely well satisfied to be a teacher. If any situations similar to these apply to you and have helped you to feel satisfied with teaching, indicate the strength of your feelings by circling one of the choices to the right.

For example: Read the sample statement below.

1. Teachers generally had an opportunity to discuss problems with the supervisor. (CG) CS CNAA

If you did have an opportunity to discuss problems with your supervisor, decide if this helped to make you feel satisfied with teaching. If you decide that it did, and if it contributed greatly to your satisfaction, circle the letters CG (Contributed Greatly) as is shown in the example above. If it contributed only to a small degree then circle the letters CS (Contributed Somewhat) as is shown in the example below:

1. Teachers generally had an opportunity to discuss problems with the supervisor. CG (CS) CNAA

If it did not contribute in any way to your feelings of satisfaction, circle the letters CNAA (Contributed not at all), as is shown in the example below:

1. Teachers generally had an opportunity to discuss problems with the supervisor. CG CS (CNAA)

If you did not have an opportunity to discuss problems with your supervisor, do not circle any letters, just go on to the next item, leaving all three choices unmarked as is shown in the example below:

1. Teachers generally had an opportunity to discuss problems with the supervisor. CG CS CNAA

Satisfaction Inventory Items

- | | | | | |
|-----|--|----|----|------|
| 1. | I generally accomplished my work with vigor, enthusiasm and pleasure. | CG | CS | CNAA |
| 2. | I felt I had a good future with the system. | CG | CS | CNAA |
| 3. | Changes in teaching assignments were made with consideration for the employee's wishes and welfare. | CG | CS | CNAA |
| 4. | Satisfactory performance resulted in continued employment. | CG | CS | CNAA |
| 5. | I was able to live in a community which offered desirable cultural activities for the entire family. | CG | CS | CNAA |
| 6. | Teachers were involved in formulating school policy. | CG | CS | CNAA |
| 7. | The school system provided opportunities to learn new teaching techniques. | CG | CS | CNAA |
| 8. | Students appreciated most of the things teachers did for them. | CG | CS | CNAA |
| 9. | Teachers had an opportunity to suggest needed improvements in the school program. | CG | CS | CNAA |
| 10. | My salary was satisfactory when compared with other teachers' salaries in the same area. | CG | CS | CNAA |
| 11. | Teachers were respected as a professional group by the citizens of the community. | CG | CS | CNAA |
| 12. | My principal knew how to help me when I needed help. | CG | CS | CNAA |
| 13. | I could recommend teaching as a good career to others. | CG | CS | CNAA |

- | | | | | |
|-----|--|----|----|------|
| 14. | Classroom interruptions were at a minimum in the school. | CG | CS | CNAA |
| 15. | I felt that teaching had given me a greater opportunity for self-realization than any other job I could have secured. | CG | CS | CNAA |
| 16. | I believe that I would have been considered for a more desirable position had an opening occurred for which I was qualified. | CG | CS | CNAA |
| 17. | Teachers in the school worked well together. | CG | CS | CNAA |
| 18. | I always felt secure in my teaching position. | CG | CS | CNAA |
| 19. | I was generally satisfied with the educational opportunities available for my own children. | CG | CS | CNAA |
| 20. | The school system dealt openly and fairly with its teachers. | CG | CS | CNAA |
| 21. | In-service courses were offered by the school system for the purpose of professional development. | CG | CS | CNAA |
| 22. | The administration usually gave recognition to teachers for individual contributions. | CG | CS | CNAA |
| 23. | Teachers were allowed to help select resource materials. | CG | CS | CNAA |
| 24. | My salary was comparable to what I could earn in another area of work. | CG | CS | CNAA |
| 25. | The general public looked upon teaching as a profession. | CG | CS | CNAA |
| 26. | Any teacher whose work was unsatisfactory was told why and given an opportunity to correct it. | CG | CS | CNAA |

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|-----|--|----|----|------|
| 27. | Teaching assignments in my school were suited to the interests and abilities of the individual teacher. | CG | CS | CNAA |
| 28. | I was satisfied with my working hours. | CG | CS | CNAA |
| 29. | I felt that I was improving my teaching ability and that this would be rewarded in due time. | CG | CS | CNAA |
| 30. | I felt that there were enough chance for me to advance professionally within the school system. | CG | CS | CNAA |
| 31. | I received a great deal of help from my supervisor. | CG | CS | CNAA |
| 32. | I felt that, regardless of many problems which might arise, my job would not likely be endangered. | CG | CS | CNAA |
| 33. | I usually had an opportunity to participate in community activities outside the school. | CG | CS | CNAA |
| 34. | Administrative decisions and policies were quickly and accurately transmitted and interpreted to the teaching staff. | CG | CS | CNAA |
| 35. | Opportunities were available in the system for me to grow professionally. | CG | CS | CNAA |
| 36. | Teachers are generally recognized for successful and competent work. | CG | CS | CNAA |
| 37. | I had enough freedom for making decisions which affected my classroom. | CG | CS | CNAA |
| 38. | My salary is adequate to supply most family needs. | CG | CS | CNAA |
| 39. | I felt that my position in the community allowed me to live as I wished. | CG | CS | CNAA |
| 40. | Teachers were always informed of the results of the supervisor's visit. | CG | CS | CNAA |

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|-----|--|----|----|------|
| 41. | The course of study in the system placed enough emphasis on content and fundamentals. | CG | CS | CNAA |
| 42. | I was provided with equipment and materials necessary to carry out quality instruction. | CG | CS | CNAA |
| 43. | I was allowed to initiate some new ideas and practices in my school. | CG | CS | CNAA |
| 44. | I always received an advancement in status and/or salary if I expected it. | CG | CS | CNAA |
| 45. | I felt that I was part of the regular school group. | CG | CS | CNAA |
| 46. | There was a future in the school system for anyone who wanted to work and learn. | CG | CS | CNAA |
| 47. | My family's needs can usually be satisfied from what I earn teaching. | CG | CS | CNAA |
| 48. | There were many administrative policies which were beneficial and helpful to the teachers. | CG | CS | CNAA |
| 49. | Time was allowed for professional study and improvement | CG | CS | CNAA |
| 50. | Credit is given to teachers when they deserve it. | CG | CS | CNAA |
| 51. | I was sometimes given new and additional responsibilities. | CG | CS | CNAA |
| 52. | I feel that teachers are well paid considering the amount of work they do. | CG | CS | CNAA |
| 53. | My position as a teacher allowed me some privileges (office, secretary, transportation) I could not have obtained otherwise. | CG | CS | CNAA |

54. The supervisor was fair and showed no favoritism to individuals. CG CS CNA
55. I felt that teaching was a challenging profession. CG CS CNA
56. Buildings and facilities were adequate for most school activities. CG CS CNA

DISSATISFACTION INVENTORY

Read each statement carefully and as you read, try to think of days when you have felt very dissatisfied with teaching. If any situations similar to the ones listed below apply to you and have helped you to feel dissatisfied with teaching, indicate the strength of your feelings by circling one of the choices to the right.

For example: Read the sample statement below:

1. Teachers did not have an opportunity to discuss problems with their supervisor. (CG) CS CNA

If you did not have an opportunity to discuss problems with your supervisor, decide if this helped to make you feel dissatisfied with teaching. If you decide that it did, and if it contributed greatly to your dissatisfaction, circle the letters CG (Contributed Greatly) as is shown in the example above. If it contributed only to a small degree then circle the letters CS (Contributed Somewhat) as is shown in the example below:

1. Teachers did not have an opportunity to discuss problems with their supervisor. CG (CS) CNA

If it did not contribute in any way to your feelings of dissatisfaction, circle the letters CNA (Contributed Not At All), as is shown in the example below:

1. Teachers did not have an opportunity to discuss problems with their supervisor. CG CS (CNA)

If you did not have an opportunity to discuss problems with your supervisor, do not circle any letters, just go on to the next item, leaving all three choices unmarked as is shown in the example below:

1. Teachers did not have an opportunity to discuss problems with their supervisor. CG CS CNA

Dissatisfaction Inventory Items

- | | | | | |
|-----|---|----|----|------|
| 1. | I generally did not accomplish my work with vigor, enthusiasm and pleasure. | CG | CS | CNAA |
| 2. | I did not feel that I had a good future with the system. | CG | CS | CNAA |
| 3. | Changes in teaching assignments were frequently made with no consideration for the employees' wishes and welfare. | CG | CS | CNAA |
| 4. | Satisfactory performance on my part did not result in continued employment. | CG | CS | CNAA |
| 5. | The community I had to live in did not offer any desirable cultural activities for my family. | CG | CS | CNAA |
| 6. | Teachers were seldom involved in formulating policies for the school. | CG | CS | CNAA |
| 7. | The school system provided no opportunity to learn new teaching techniques. | CG | CS | CNAA |
| 8. | Students did not appreciate the things teachers did for them. | CG | CS | CNAA |
| 9. | Teachers did not have an opportunity to suggest needed improvements in the school program. | CG | CS | CNAA |
| 10. | My salary was not satisfactory when compared with other teachers' salaries in the same area. | CG | CS | CNAA |
| 11. | Teachers were not respected as a professional group by the citizens of the community. | CG | CS | CNAA |
| 12. | My principal did not know how to help me when I needed help. | CG | CS | CNAA |
| 13. | I could not recommend teaching as a good career to others. | CG | CS | CNAA |

14. Classroom interruptions were so frequent it was difficult to complete assignments. CG CS CNAA
15. I felt that teaching had not given me as great an opportunity for self-realization as some other job I might have secured. CG CS CNAA
16. I do not believe I would have been considered for a more desirable position even if an opening had occurred for which I was qualified. CG CS CNAA
17. Teachers in the school did not work well together. CG CS CNAA
18. I rarely felt secure in my teaching position. CG CS CNAA
19. I was dissatisfied with the educational opportunities that were available to my own children. CG CS CNAA
20. The school system did not seem to deal openly and fairly with its teachers. CG CS CNAA
21. In-service courses for the purpose of professional development were never offered by the school system. CG CS CNAA
22. The administration did not give any recognition to teachers for individual contributions. CG CS CNAA
23. Teachers were never or seldom allowed to help select resource materials. CG CS CNAA
24. My salary was not comparable to what I could earn in another area of work. CG CS CNAA
25. The general public did not look upon teaching as a profession. CG CS CNAA

26. Teachers whose work was unsatisfactory were never told why and were not given an opportunity to correct it. CG CS CNAA
27. Teaching assignments in my school were not suited to the interests and abilities of the individual teachers. CG CS CNAA
28. I was not satisfied with my working hours. CG CS CNAA
29. I felt that I was not improving my teaching ability and even if I had I would not have been rewarded for it. CG CS CNAA
30. I felt that there were not enough chances for me to advance professionally within the school system. CG CS CNAA
31. I did not receive any constructive help from my supervisor. CG CS CNAA
32. I often worried about losing my job when problems would arise. CG CS CNAA
33. I was allowed no opportunity to participate in community activities outside the school. CG CS CNAA
34. Administrative decisions and policies were neither quickly nor accurately transmitted and interpreted to the teaching staff. CG CS CNAA
35. Opportunities were not available in the system for me to grow professionally. CG CS CNAA
36. Teachers are very seldom recognized for successful and competent work. CG CS CNAA
37. I did not have enough freedom for making decisions which affected my classroom. CG CS CNAA
38. My salary is not adequate to supply basic family needs. CG CS CNAA

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|-----|--|----|----|------|
| 39. | I did not feel that my position in the community allowed me to live as I wished. | CG | CS | CNAA |
| 40. | Teachers were never informed of the results of the supervisor's visit. | CG | CS | CNAA |
| 41. | The course of study in the system did not place enough emphasis on content and fundamentals. | CG | CS | CNAA |
| 42. | I was not provided with enough materials and equipment to carry out quality instructions. | CG | CS | CNAA |
| 43. | I was never allowed to try any new ideas in my school. | CG | CS | CNAA |
| 44. | I failed to receive the advancement in status and/or salary I expected. | CG | CS | CNAA |
| 45. | I felt that I was isolated from the main group of teachers. | CG | CS | CNAA |
| 46. | I felt there was no future in the school system even though I was willing to work and learn. | CG | CS | CNAA |
| 47. | It is difficult to secure the things my family needs from what I earn teaching. | CG | CS | CNAA |
| 48. | There were many administrative policies which were harmful and detrimental to the teachers. | CG | CS | CNAA |
| 49. | There was never any time allowed for professional study and improvement. | CG | CS | CNAA |
| 50. | The supervisor always takes credit for any accomplishments in the school. | CG | CS | CNAA |
| 51. | I was never given any new responsibilities. | CG | CS | CNAA |

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|-----|--|----|----|------|
| 52. | I feel that teachers are poorly paid when the amount of work they do is considered. | CG | CS | CNAA |
| 53. | I did not have any privileges as a teacher that I could not have obtained in another profession. | CG | CS | CNAA |
| 54. | The supervisor was unfair and showed favoritism to some teachers. | CG | CS | CNAA |
| 55. | I felt that teaching was not a very challenging profession. | CG | CS | CNAA |
| 56. | Buildings and facilities were poor and entirely inadequate. | CG | CS | CNAA |

APPENDIX D

CHI-SQUARE FORMULA UTILIZED TO DETERMINE SIGNIFICANCE
OF REPRESENTATIVE STATEMENTS

$$\chi^2 = \frac{2 (f_o - f_e)^2}{f_e}$$

where

f_o = the observed frequency

f_e = the expected frequency

APPENDIX E
SIGN TEST FORMULA

$$(p + q)^n$$

where n is equal to the number of paired observations

p is equal to .5

q is equal to .5

However, if n is equal to or greater than ten the mean and standard deviation can first be calculated by the formula

$$M = pn$$

$$\sigma = npq$$

The value of z is then calculated by the formula

$$z = \frac{I - M}{\sigma}$$

where I is equal to the observed frequency of plus or minus signs, whichever is larger.

APPENDIX F

CHI-SQUARE FORMULA UTILIZED IN TESTING
THE SECOND AND THIRD HYPOTHESES

$$\chi^2_c = \frac{N(AD - BC - N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

where N = total number of observations

A = number of factors selected by teachers in the United States as contributing to either satisfaction or dissatisfaction, depending upon the test being carried out.

B = number of factors not selected as contributing to either satisfaction or dissatisfaction by teachers in the United States.

C = number of factors selected as contributing to either satisfaction or dissatisfaction by teachers in East Pakistan, depending upon which test was being executed.

D = number of factors not selected as contributing to either satisfaction or dissatisfaction by teachers in East Pakistan.

VITA

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