

Teachers' Professional Preparation, Income, Job Satisfaction and Performance: An Exploratory Study

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Abstract

It is generally recognized that teachers' skills, motivation and performance are central to improvement of quality of education generally and of teaching-learning specifically. This study examines the economic and income status of primary and secondary school teachers, their work burden and job satisfaction, their professional preparation and support, and how these affect their professional expectations and performance. The study is based on an opportunistic sample of 215 teachers selected from government primary schools, registered non-government primary schools and secondary schools. The collected data are analysed by applying simple descriptive statistics methodology to draw inferences about the personal and professional status of primary and secondary teachers and their work in Bangladesh. Recommendations are made about teachers' remuneration and incentives, their professional preparation and in-service training, and adequacy and efficacy of supervisory support for and evaluation of teacher performance.

Key words: Teacher remuneration and income, teacher development, teacher supervision and evaluation, teacher work-burden, teacher job-satisfaction, primary and secondary teachers in Bangladesh.

1. Introduction

It is generally recognized that teachers' skills, motivation and performance are central to improvement of quality of education generally and of teaching-learning specifically. Teachers' professional attitudes, energy and motivation are critical, in combination with teaching skills, in creating quality of learning (Leu 2005). Barber and Mourshed (2007) assert that "the quality of an education system cannot exceed the quality of its teachers" and that "the only way to improve outcome is to improve instruction" (cited in Scheerens, ed. 2010). To solve what is called a learning crisis in the recent EFA Global Monitoring Report, all children must have teachers who are trained and motivated and who enjoy teaching, can identify and support weak learners and who are backed by a well-managed education system (UNESCO 2014).

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It is also widely accepted that a number of factors is intricately related to teachers' skills, motivation and performance. These include: whether teachers earn a decent wage and can meet their families' basic needs, their opportunities for professional preparation and support, their work burden and working conditions, teachers' perceptions and expectations about social esteem and value of their work, and criteria and process of evaluating teachers' performance. In Bangladesh, issues like teachers' salary, opportunities for promotion, incentives for continuous professional development, and the reduction of physical and mental stress are not given due attention in policy implementation (Haq and Islam 2005).

Not many research and investigation exist in Bangladesh that provide information about these basic factors affecting teachers' work, working conditions, performance and teachers' own views about their work (Ibid.).

The present modest study based on a survey of a sample of primary and secondary teachers attempted to collect relevant basic data. The collected data are analysed by applying simple descriptive statistics methodology to draw inferences about the personal and professional status of primary and secondary teachers and their work in Bangladesh.

2. Purpose and objectives

The purpose of the study is to examine the economic and income status of primary and secondary school teachers, their work burden and job satisfaction, their professional preparation and support, and how these affect their professional expectations and performance. The specific objectives include gathering and analyzing relevant data about:

1. status of family income and expenses of teachers,
2. educational qualifications and professional training of teachers,
3. teachers' perception about job satisfaction,
4. work burden and work conditions,
5. status of evaluation of teachers' work and teacher perception about evaluation, and
6. professional expectations of teachers,

3. Methodology

The study was based on primary data collected by opportunistic sampling. Data were collected in 2012 from teachers of government primary schools (GPS), registered non-government primary schools (RNGPS), and non-government secondary schools where the researchers had some contact and access. An effort was made to have a representation of the major types of institutions which served the large majority of student at the primary and secondary levels. Attention was given to geographical dispersal of the locations of the institutions.

It should be noted that two-thirds of the primary level students are served by government primary schools. About a quarter of primary students were enrolled in RNGPS, but in 2013 these schools have been brought under government control. The quality standards applied to government schools in respect of teachers' professional qualifications and remuneration as well as number of teachers and school infrastructures are yet to be fully applied to the former RNGPS. It is therefore considered useful to analyse the data by taking RNGPS as a separate category.

Most secondary schools, about 97 percent, are non-government. They are managed by local school management committees representing parents, teachers and the government education authority; they also receive teacher salary subvention for teachers appointed under official criteria and enrolled in the government pay-roll (Al-Samarai 2011).

A questionnaire was used as the data collection tool. The draft questionnaire was tried out with thirty teachers from the three types of schools. The questionnaire was semi-structured with space given to respondents to express their views rather than choosing only given options. A total of 215 teachers were interviewed. Data were collected from seven Upazillain seven districts of Bangladesh (out of a total of 64 districts). There were 75 GPS teachers, 45 RNGPS teachers and 100 secondary school teachers in the sample (Table 1).

Among the respondents there were 24 Head Teachers, 11 Assistant Head Teachers and 180 Assistant Teachers. There were 133 male teachers and 82 female teachers. The questionnaire had six parts:

1. personal information;
2. teaching-learning;
3. teacher performance evaluation;
4. professional expectations of teachers;
5. teachers' perception of job satisfaction; and
6. professional preparation of teachers.

The questionnaire consists of open and close ended questions, multiple response questions and rating scales to collect the diverse categories of information.

Table 1: The characteristics of the teacher sample

Schools	Teachers in sample	Respondents %	Male	Female
GPS	70	32.6	37.1	62.9
RNGPS	45	20.9	64.4	35.6
Secondary	100	46.5	78.0	22.0
All	215	100	61.9	38.1

4. Educational Background of Teachers

4.1 Academic Qualifications

At the primary level (GPSs & RNGPSs) about 14% of teachers' highest degree is SSC (10 years of school education). One-third has the HSC certificate (12 years of formal schooling). Just over a third of the teachers are college graduates and 19 percent have Masters degree. The minimum required educational qualification for primary school is HSC certificate, though in order to encourage recruitment of female teachers, SSC qualification is acceptable for women, when women with higher qualifications are not available. (See Table 2).

A substantial number of primary teachers in GPS (28.6%) have a Masters degree. This proportion is much smaller in the former RNGPS. Does this high academic qualification make them necessarily better teachers in primary school? This is discussed in the next section.

For secondary school, the recruitment criterion for teaching position is college graduation (at least 14 years of formal education), but even at this level 1 percent of the teachers were found to be with HSC qualification. Almost two-thirds of secondary teachers have a bachelor degree and just over one-third are masters degree holders (Table 2). Those with a Bachelor's degree, under a quarter (22.5 %) had a Bachelor honours degree that requires an extra academic year of study (not shown in Table 2).

Table 2: Highest educational qualification of teachers by school type

School type	Educational qualification	Frequency	Percent
GPS	SSC	7	10.0
	HSC	16	22.9
	Graduation	27	38.6
	Masters	20	28.6
RNGPS	SSC	9	20.0
	HSC	22	48.9
	Graduation	12	26.7
	Masters	2	4.4
TOTAL Primary GPS+RNGPS	SSC	16	13.91
	HSC	38	33.04
	Graduation	39	33.91
	Masters	22	19.13
Secondary	SSC	0	0
	HSC	1	1.0
	Graduation	62	62
	Masters	37	37

4.2 Teachers' Academic Results

The class or division obtained in the diploma or degree examinations is supposed to indicate the academic merit and capability of the person and indicate her or his potential as a teacher. The normative expectation is that teachers should possess high intellectual capabilities.

The large majority of teachers obtained second division or class in their academic certificate or degree examinations – 35 % in HSC, 54 % in HSC, 71% in Bachelors, and 78 % at Masters level. A significant number received third division or class qualifications – 16% for SSC, 20% for HSC, 26% for Bachelors and 8% at Masters level (Table 3). As can be seen in Table 2 a large proportion of teachers with Bachelors and Masters degree serves in primary school (53% of total at that level), though the minimum requirement is HSC. But a high proportion of the college degree holders has third class academic results. Thirty-one percent of RNGPS teachers have Bachelors and Masters, but half of these have third-class degrees. By comparison, in GPS, 68% are college degree holders at bachelors or masters level and 13 percent of them have third class. At the secondary level, almost teachers have college degree and 29% have third class degrees, as shown in Tables 2 and 3.

A third division or class obtained in the examination is liable to cast doubt about the intellectual capability of the person to become an effective teacher. A legitimate question is whether a person with a third class Masters degree would perform as a teacher better in a primary school than one with a first division HSC certificate. This is a pertinent question because a large number of teachers with nominally high academic qualifications has third class degrees. Are they adequately equipped with knowledge, capability and motivation to discharge their teaching responsibilities? Should they be given preference in recruitment over those with only SSC, but with a first or second division result, in the case of primary schools?

Table 3: Academic results of teachers

All teachers	SSC (n=215)%	HSC (n=199)%	Graduation (n=160)%	Masters (n=59)%
1 st Division/Class	43.3	19.60	1.25	6.78
2 nd Division/Class	35.3	54.27	71.25	77.97
3 rd Division/Class	15.8	20.10	26.25	8.47
Data not available	5.6	6.03	1.25	6.78
GPS				
1 st Division/Class	64.3	30.16	0	0
2 nd Division/Class	22.9	57.14	82.98	100
3 rd Division/Class	5.7	4.76	12.76	0
Data not available	7.1	7.94	4.25	0

► **Table 3: Academic results of teachers**

All teachers	SSC (n=215)%	HSC (n=199)%	Graduation (n=160)%	Masters (n=59)%
RNGPS				
1st Division/Class	17.8	5.55	0	0
2nd Division/Class	42.2	47.22	50	50
3rd Division/Class	37.8	44.44	50	50
Data not available	2.2	2.78	0	0
Secondary				
1st Division/Class	40.0	18.0	2.02	10.81
2nd Division/Class	41.0	55.0	68.69	67.56
3rd Division/Class	13.0	21.0	29.3	10.81
Data not available	6.0	6.0	0	10.81

5. Professional Training and Support for Teachers

About 95% of primary teachers and 75 % of secondary teachers in the sample of teachers included in the study have received either a one-year formal professional training and/or short in-service training courses. The large majority went through the one-year formal training C-in-Ed for primary teachers and B.Ed. for secondary teachers. (Table 4) The data reveal that a much larger proportion of RNGPS teachers had both long and short training (56%) compared to GPS teachers (9%). The situation in secondary school is somewhat less positive. Fifty-eight percent of the teachers had B.Ed. or more and 17% had only short in-service training. (Table5)

Table 4: Professional Training of Teachers

Type of training	GPS	RNGPS	Secondary
Long Training only	81.4	28.9	32.0
Short In Service training only	4.3	11.1	17.0
Long & Short In-service	8.6	55.6	26.0
No Training	5.7	4.4	25.0

5.1 Long training

The large majority of primary teachers (87% in GPS and 80% in RNGPS) went through the one-year C-in-Ed course. At the secondary level, 53% had B.Ed. and 5% had M.Ed. which usually consisted of a one-year programme following B.Ed. (Table 5)

Table 5: Professional long training

Name of training	GPS	RNGPS	Secondary
C. in Ed.	87.1	80.0	0
B. Ed	1.4	2.2	53.0
C. in Ed. & B. Ed	1.4	2.2	0
B. Ed & M. Ed	0	0	5.0
No long training but in-service short training	4.3	11.1	17.0
No training	5.7	4.4	25.0

5.2 In-service short training

A large number of teachers were beneficiaries of short in-service training courses of one to five days. (Table 6) Thirteen percent of GPS teachers, 67 percent of RNGPS teachers and 43% of secondary teachers participated in the short courses. It appears that RNGS received a favored treatment in respect of short courses. This may have been due to the perception of education authorities that RNGPS teachers with somewhat lower formal education qualifications required to be included in short courses in larger numbers.

It should be noted the day-long sub-cluster training (an event once every quarter in which teachers from 10 to 20 neighboring schools are brought together in one of the schools to discuss selected primary education teaching-learning and other issues) was not mentioned by teachers as short training. It appears that teachers considered this more as an information sharing occasion rather than training. Both GPS and RNGPS teachers participated in the sub-cluster training and its inclusion in the list of short training would change the comparative data regarding GPS and RNGPS.

Table 6: In-service short training for teachers

Type of training	GPS	RNGPS	Secondary
Only In-service short training	4.3	11.1	17.0
Long & Short In-service	8.6	55.6	26.0
No In-service training	87.1	33.3	57.0

5.3 Incentive for professional training

The formal training leading to C.-in-Ed. Certificate and B.Ed. degree entitle teachers to receive salary increments. C-in-Ed is considered a requirement for primary teachers, though it is not a pre-service training course. Primary teachers, after they are recruited, are expected to take part in the training, when they also receive their salary. The courses are conducted in 56 government-run and 2 private Primary Teachers Training Institutes (PTI) under the overall academic and curricular guidance of the National Academy for Primary Education. There have been critical observations about the quality and value of the PTI training course

and whether these equipped teachers with the professional skills and competencies to become effective primary school teachers. Taking these views in consideration, a reform of primary teacher training has been initiated with the aim of strengthening the theoretical and pedagogy content of training and to emphasize hands-on practicum component. The duration of the training course, being piloted, has been extended to 18 months and it has been re-named as Diploma- in- education.

The B.Ed. course for secondary teachers is offered under the academic supervision of the National University through 14 government Teachers' Training Colleges and almost a hundred privately run colleges. B.Ed. is not a strict requirement for secondary teaching, but the degree is linked to salary level and salary increment. This is an incentive to acquire the degree which has led to a demand for this course to aspiring and current teachers and a growth of the private training colleges. The quality of instruction and meeting other quality criteria regarding facilities, teaching personnel and management are supposed to be overseen by the National University. This oversight is not effectively applied by the National University and, therefore, the quality of the training in the private institutions at best is debatable (BANBEIS 2009, Rashid & Sadia 2012).

The short in-service courses relate to pedagogic aspects of teaching specific subjects such as math, English or science; learning assessment; use of learning materials; and school and class management.

Upazila resource centers located in a model school in each Upazila is usually the venue of this kind of training, except for the sub-cluster training, as mentioned above.

6. Teachers' Living Standard

6.1 Teachers' Income and Economic Status

Whether teachers' earning from their salary and from other sources provide them an adequate income to meet their families' needs and maintain a reasonable standard of living is examined by looking at data regarding teacher's salary and other non-salary income of the household.

Table 7 shows the average salary level of teachers in GPS, former RNGPS and secondary schools. The GPS teachers, with their salaries tagged to the government civil service salary structure, are clearly in an advantageous situation.

GPS teachers earn an average monthly salary that is double of their counterparts in RNGPS and is 16% higher than that of secondary teachers. There is a progression in salary with number of years in service. Those who have been in teaching for 10 years earn One-thrd more than the average for all GPS teachers. This not so for RNGPS teachers. There is little change in salary irrespective of the length of service, resulting in a large differential of almost three times average salary in GPS compared to RNGPS for those with 10 or more years of service. This anomalous situation has been the principal reason for bringing RNGPS under

government control. However, how long it will take to make average RNGPS salary level comparable to that of GPS, while applying necessary criteria for teacher qualification, training and performance as applied to GPS teachers, remain a question.

At the secondary level, the salary level remains flat through the teacher's professional career. The average salary is lower than that of primary teachers and it continues to be at that level permanently. This is obviously a de-motivating factor for performance and for participation in professional upgrading.

It may be noted that compared to per capita annual national income of about Tk 80,000 (\$1,044 in 2013), the average annual salary for GPS teachers is 67% higher and 44% higher for secondary teachers. But it is lower than the per capita national income by 17% for RNGPS teachers.

Table 7: Average monthly salary of teachers

School type	Average Salary (All), Tk per month	Average Salary (In teaching up to 5 Years), Tk per month	Average Salary (In teaching 6-10 years), Tk per month	Average Salary (In teaching 10+ years)
GPS	11,170	9,027	10,464	14,426
RNGPS	5,533	5,750	5,452	5,519
Secondary	9,593	8,308	9,149	10,174

6.2 Non-salary income

One third of all teachers were involved in income-earning activities like private coaching, agriculture, business and part time work other than regular teaching. It is highest in secondary schools where almost half of the teachers (49%) are involved in other income-producing activities along with their teaching job. It is 42% for RNGPS teachers; and significantly lower for the GPSs teachers (7.1%).

Table 8: Income from teaching salary, other income and total household income

School type	Average monthly salary	Total monthly Income (Average)	% of income from teaching salary (Average)	% of teachers with non-salary income (Average)
GPS	11,170	11,530	96.87%	7.1
RNGPS	5,533	7,498	73.80%	42.2
Secondary	9,593	15,763	60.85%	49.0

It appears that pursuit of non-teaching income is a function of relatively low earning from the regular full-time work for RNGPS teachers and secondary teachers in comparison to remuneration for comparable education level in other jobs. It is also a matter of the income level required for a household to maintain a reasonable standard of living.

6.3 Total family income

Average household income is also the highest for GPS teachers and the lowest for RNGPS teachers. Slightly more than forty percent of the total household income came from their salary. In other words, the proportion of the teaching salary in total household income is less than half of the total household income. This proportion is roughly the same for the three categories of teachers, though their total household income varied. The proportion increased somewhat as teachers stayed longer in their job, but it still remained in the range of 45 to 55% (Table 9).

Table 9: Household income of teachers

School type	Total Average income (Tk per month)	% from teaching salary	In teaching up to 5 years	% from teaching salary	In teaching 5+ to 10 years	% from teaching salary	In teaching 10+ years	% from teaching salary
GPS	27,382	40.80	22,930	39.36	27,119	38.58	32,056	44.99
RNGPS	12,977	42.64	14,250	40.35	15,400	35.40	12,499	44.15
Secondary	22,079	43.45	26,575	31.26	30,391	30.10	18,652	54.54

Table 10: Sources of additional household income of teachers

School type	Total non-teaching income (Total household income minus salary)	Teacher's own non-teaching income	Other household members' earning (Tk per month)
	Amount (TK/Month) (%)	Amount (TK/Month) (%)	Amount (TK/Month) (%)
GPS	16,212 58.82%	360 2.22%	15,852 97.78%
RNGPS	7,444 57.32%	1,966 26.41%	5,478 73.59%
Secondary	12,486 56.54%	6,170 49.42%	6,316 50.58%

All teachers relied on non-teaching earning in order to increase their household income. Secondary and RNGPS teachers earn the extra income more through their own work, whereas the GPS teachers relied on the earning of others in the household. Why this is so was not clear from the data.

6.4 Residential Accommodation

Residential family accommodation for teachers is obviously a major item of expenditure and affects their overall economic well-being. It appears that the effect of relatively low individual and household income is mitigated somewhat by the fact that the large majority of

teachers live in house that they or their families own. One-fifth of GPS teachers, about 9 percent of RNGPS teachers and a quarter of secondary school teachers live in rented house. Secondary school teachers paid highest for house rent and RNGPS teachers paid lowest. Secondary teachers paid almost three times more than the RNGPS teachers. Among the GPS teachers who are in teaching for six to ten years pay more rent than other two groups. For the secondary teachers who are in teaching for less than five years pay highest, and who are in teaching more than ten years pay lowest.

Table 11: Proportion of teachers renting residences and monthly rent

	All (%)	Average monthly Rent (all)	In teaching upto 5 years (%)	Average monthly Rent	In teaching 6-10 years (%)	Average monthly Rent	In teaching 10+ years (%)	Average monthly Rent
GPS	20	3, 971	22.2	2300.00	21.2	4,843	15.8	4,167
RNGPS	8.9	1, 875	0	00	20	1000	8.3	2,167
Secondary	25	5, 656	54.2	7250	38.5	5,600	11.1	2,250

6.5 Home to School Distance and Conveyance

Distance of school from home, travel time and expenses affect teachers' working condition and economic welfare. Average distance between teachers living place and school is about six km. GPS teachers live farthest from school and secondary teachers live closest with average distance below 5 kms. For RNGPS and 6 kms for teachers fall in the middle (See Table 12) Average time to travel to school one way is between 25 minutes to 40 minutes for different types of schools.

Table 12: Distance and conveyance

School type	Average Distance (Km)	Average time (min)	Average daily expense (TK)
GPS	7.36	40.70	41.70
RNGPS	6.43	25.41	25.62
Secondary	4.43	26.10	30.29

To the extent ownership of residence from where teachers travel to work alleviates the effect of low remuneration of teachers has an implication for teachers' job placement and transfer. If this is factor in teacher's economic well-being and their professional dedication to their work, teacher recruitment, placement and transfer policies have to take these points into consideration. Increase in the proportion of women teachers in the profession make these concerns even more relevant.

7. Teachers Work Environment

7.1 Working hours in school, number of classes, lesson preparation & home work load

Time spent on the job by teachers determines the work burden, working conditions and the quality of teaching-learning. The total work hours per week for teachers in the three types of schools amounted to about 40 hours including classroom instruction, preparation time and home-work correction, as reported by teachers. It is slightly less than the average for secondary school teachers and slightly more for GPS teachers. (Table 13). RNGPS teachers spent more time than GPS and secondary teachers. GPS teachers spent the lowest time in school. Average number of class periods each teacher taught was 35, 33 and 27 respectively in GPS, RNGPS and Secondary schools per week. Teachers spent about seven hours in a week for their instructional preparation and one to two and a half hours in a week for homework correction.

Table 13: Weekly average number of classes/periods, Average number of hours spent on preparation, Average number of hours spent on home work correction

	All	GPS				RNGPS				Sec			
		All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs
Average number of classes/periods (weekly)	30.43	34.83	38.72	34.36	31.95	34.83	27.00	34.40	33.25	26.27	26.42	27.46	25.97
Average number of hours spent on preparation (weekly)	6.85	7.16	5.78	6.55	5.74	7.16	4.00	4.20	4.83	6.37	6.04	7.69	5.63
Average number of hours spent on home work correction (weekly)	2.55	2.68	2.02	2.22	4.10	1.06	00	0.20	1.30	3.13	3.89	1.65	3.14

Note: 5 yrs: In teaching up to 5 years, 5+ yrs: In teaching 6-10 years, 10+ yrs: In teaching more than 10 years

7.2 Other Duties

Teachers are often called to undertake other activities besides classroom teaching which a concern for teachers is. Teachers have to spend seven to twelve full days in year for other activities. Some time they are involved in those activities for half days and sometime after school or in holidays also.

Table 14: Other non-teaching duty

	Full day	Half day	After School
GPS	7.20	7.27	5.49
RNGPS	12.49	6.16	4.22
Secondary	7.54	6.24	4.64

7.3 Constraints and obstacles in daily classroom teaching

Teachers were asked to indicate what were obstacles or constraints to effective classroom instruction. The maximum number of responses regarding obstacles in daily classroom teaching was about lack of capability of students that led to low achievement by them. The open-ended question elicited such responses as “low caliber students, irregular students, and lack of attention of students.” The second most common response could be put in the category of physical facilities and provisions for teaching learning materials, such as, lack of sufficient space in classrooms, too many students in the class, class room furniture and equipment (lack in benches and desks, broken blackboards, dirty classroom). Noise was also listed as a constraint. (Table 15)

Table 15: Obstacles to effective classroom teaching as reported by teachers

Obstacles	Percentages of responses
No obstacle	0.2
Low capability of students (e.g. low caliber students, irregular attendance of students, lack of attention of students to lessons)	28.6
Lack of space (e.g. small classroom, a large number of students, not enough classrooms)	19.6
Problems with classroom furniture and equipment (e.g. lack of benches and desks, broken blackboards, lack dirty classroom)	17.4
Lack of teaching learning materials	9.7
Noises (e.g. sound from outside, students' noise)	8.5
Not enough instructional time to complete lessons	8.0
Shortage of teachers	7.2
Others	1.0

It is worth noting that teachers' perception and views about obstacles to good teaching centered on students' failure to perform because they lacked capabilities and motivation. The second important category of obstacles was about the physical facilities and conditions in the school and the classroom. Only item related to teachers themselves was that there were not enough teachers. There were no observations about the teachers' own capabilities, skills and

competence and what might be lacking in this respect that required attention. In a way, it is like blaming the victims; if the students did not perform well in school, it is their fault!

Shifting the blame on the students and their families who did not guide and support their own children well appears to be a form of rationalization often indulged in by education authorities and teachers. However, to be fair to teachers, they work under difficult conditions with heavy work burden and large classes; and they are happy when students achieve good results, as discussed later.

7.4 Classroom learning environment

The large majority of teachers in the sample said that the classroom learning environment was satisfactory. About 16% teachers said that learning environment in their class rooms was not satisfactory. This number is about 26% in GPSs, 31.1% in RNGPSs and 11% in secondary Schools. Only 8.4% teachers said their classroom learning environment was very good. This is on the whole consistent with response about constraints to classroom teaching with 20 percent of all teachers mentioning lack of enough classroom space and around 10% reporting lack of learning materials and noisy classrooms. (See Table 15)

The response about learning environment suggests improvement in facilities resulting from government investments. It also may be a matter of perception and expectations about what Bangladesh as a poor country can afford in respect of school infrastructure and facilities. It can be argued that, not enough space for students in a fifth of the classrooms is not an acceptable situation.

Table 16: Perception about classroom learning environment

	All	GPS				RNGPS				SEC			
		All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs
Not Satisfactory	16.3	25.7	27.8	27.3	21.1	13.3	0	0	16.7	11	8.3	7.7	12.7
Satisfactory	75.3	71.4	66.7	72.7	73.7	77.8	100	100	72.2	77	79.2	84.6	74.6
Very Good	8.4	2.9	5.6	0	5.3	8.9	0	0	11.1	12	12.5	7.7	12.7

Up to 5: In teaching up to 5 years, 5+: In teaching 6-10 years, 10+: In teaching more than 10 years

8. Supervision, Performance Evaluation and Professional Support

8.1 Who supervise and evaluate

Teachers are evaluated and given certain professional support by various supervisory personnel. There is a relatively more elaborate supervisory structure at the upazila level for primary education. A similar structure does not exist for secondary schools, though supervisors for development project activities in secondary education have been placed in recent years in upazilas.

In response to questions about supervision and performance evaluation, it was reported that there were certain school-based supervision and support as well as supervision from the upazila and to some extent district level. In primary schools – both GPSs and RNGPSs - UEOs/TEOs, AUEOs/ATEOs, DPEOs, URC Instructors and Head teachers evaluate the teachers mostly. In Secondary schools 35.2% teachers are evaluated by the head teachers and 20.7% teachers evaluated by the Upazilla Secondary Education Officers. This information is based on the responses of teachers. A pertinent question is why only 16 percent of the teachers at the primary level and just over one-third of the teachers at the secondary level are supervised by their respective head teachers. One could reasonably expect almost daily or at least weekly interaction between head teaches and teachers about classroom teaching-learning and student performance. The constraint, however, may be the work burden of the head teachers who often have a full teaching load for themselves. They are also preoccupied with administrative routines for which there is no personnel support in primary school and very limited support in secondary school.

The frequency of evaluation, feedback and discussion about evaluation and how it makes a difference are obviously the important concerns, as discussed below. There appears to be some inconsistency between identified supervisor/evaluator by teachers and the frequency of supervision/evaluation reported by teachers, as shown in Table 17.

Table 17: Evaluators and supervisors identified by teachers

Evaluator/Supervisor	GPS (%)	RNGPS (%)	Secondary (%)
None	-	-	2.1
Upazilla/Thana Education Officer (UEO/TEO)	16.0	22.7	-
Asst. Upazilla/Thana Education Officer (AUEO/ATEO)	17.8	23.3	-
Dist. Primary Education Officer (DPEO)	16.3	9.7	-
Asst. Dist Primary Education Officer (ADPEO)	9.3	3.4	-
Upazila Secondary Education Officer (USEO)	-	-	20.7
Assistant Inspector	-	-	14.4
URC Instructor	16.3	20.5	-
Head Teacher	16.6	16.5	35.2
Assistant Head Teacher	2.2	-	9.3
School Management Committee	5.2	4.0	16.9
Others	.3	-	1.3

8.2 Frequency of Evaluation

No pattern was found in the frequencies of teachers' performance evaluation. It varies from daily to quarterly in the same type of schools. Reported frequency of supervision/evaluation indicated that, 33% of GPSs teachers were evaluated once a week, 53 % of RNGPS teachers were supervised once a month, and 44 percent of secondary teachers were supervised weekly.

What all these multiple evaluations and supervisions amount in respect of interaction with teachers and how and whether it made a difference in making the task easier for teachers or improving learner outcome is not clear. Teachers themselves appear to be raising the questions as indicated in their response to questions about form and type of evaluation and ways of improving supervision/evaluation. (Table 18 and Table 19)

Table 18: Frequency of evaluation

	GPS	RNGPS	Secondary
Daily	25.7	2.2	3.12
Weekly	32.9	26.7	43.75
Fortnightly	20.0	11.1	12.5
Monthly	14.3	53.3	22.92
Bi-monthly	1.4	0	0
Quarterly	1.4	2.2	8.33
Irregular	4.3	4.4	9.38

8.3 Type of Performance Evaluation

Persons in supervisory roles observed the classroom teaching learning process, provided feedback to teachers and interacted with them in different ways. Oral feedback was more frequent than written ones. Supervisors also posed questions to students and looked at exam results. These were followed up with formal or informal observation and discussion.

Table 19: Type of Performance Evaluation

Type of Evaluation	GPSs	RNGPSs	Secondary
Written	12.4	16.2	6.6
Oral	21.9	24.3	11.9
Observation/discussion	42.3	43.2	48.3
Questioning the learners	9.5	1.4	9.9
Exam result of learners	5.1	4.1	7.9
Others	8.8	10.8	15.2

8.4 Suggestions for improving evaluation and supervision

The most frequent suggestion offered by 29% of teachers to improve evaluation and supervision was to carry this out in a regular and systematic way. Teachers have suggested salary increment as a supervisory and evaluation tool. The suggestion seems to indicate a preference for linking evaluation to salary increase as an incentive to better performance. Other suggestions to strengthen supervision and teacher evaluation include measures to improve quality in education, improving administrative skills and accountability in the system, training for supervisors and more frequent classroom inspection.

Table 20: Suggestions for improving evaluation and supervisionn

Recommendations	Percentage of responses
Regular supervision and evaluation	29.1
Increment of teachers salary	24.9
Measures for quality education	16.6
More skilled administration	10.0
Ensuring accountability	9.5
More classroom inspection	6.9
Training for supervisors	2.8
Others	0.2

9. Professional Expectations and Job Satisfaction

9.1 Changes desired in professional development opportunity

Almost a quarter of the teachers (22.6%) hoped for an improvement of standard of living as a condition for their professional development. A fifth (20.1%) suggested increment of their salary as an incentive for professional development. “Naturalisation” or government take-over of schools was considered by 18% of teachers as a useful step. Provision for modern teaching learning equipment, corruption free education office, and infrastructure development were other suggestions (Table 21).

Table 21. Desired changes for enhancing professional development

Desired Changes	Percent of responses
Not sure	.3
Improvement in living standard	22.6
Salary increment	20.1
Nationalization of job	18.1
Corruption free education office	15.2
Modern teaching learning equipment	13.7
Infrastructure development of school	9.9
Others	.2
Total	100.0

9.2 Satisfaction about teaching profession

As might be expected, few teachers in primary or secondary schools are completely satisfied or completely dissatisfied with their teaching job. The large majority perceives teaching as a reasonably satisfactory profession – almost 80 percent of GPS teachers and about two-thirds of RNGPS and secondary teachers hold this view (Table 22). Some 14 percent of GPS teachers and about one-third of RNGPS and secondary teachers have reported to be completely satisfied with their job. Proportions completely satisfied increase with teachers on job for 10 years or more with all three categories of teachers, but it varies for those on the job for less than 10 years. Proportions, who are reasonably satisfied, decrease somewhat with the number of years teachers are on the job. For RNGPS and secondary teachers, these proportions go up and down for those in the job for up to 5 years and 10 years. Complete satisfaction, representing relatively small proportions, is highest for those who are in the job more than 10 years.

Table 23: Perception about teaching profession

Perception	GPS				RNGPS				SEC			
	All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs	All	5 yrs	5+ yrs	10+ yrs
Completely satisfied	14.3	11.1	12.1	21.1	33.3	25.0	40.0	33.3	18.0	4.2	7.7	25.4
Reasonably satisfied	78.6	83.3	81.8	68.4	66.7	75.0	60.0	66.7	65.0	70.8	46.2	66.7
Not Sure	2.9	5.6	3.0	0	0	0	0	0	7.0	8.3	30.8	1.6
Somewhat satisfied	4.3	0	3.0	10.5	0	0	0	0	7.0	12.5	7.7	4.8
Completely dissatisfied	0	0	0	0	0	0	0	0	3.0	4.2	7.7	1.6

Note: 5yrs: In teaching up to 5 years; 5+ yrs: In teaching 6-10 years;
10+years: In teaching more than 10 years.

9.4 Factors of Satisfaction in Teaching Profession

Responses show that learners learning well was the cause of the highest satisfaction for a fifth of teachers (Table 24). Other factors in order of frequency of response were social status of teachers and respect from students, “an honourable and peaceful” occupation, being able to do a good job, earning an honest living, good learning environment in school, and recognition of performance by supervisors.

Table24: Satisfaction in job

Factors of satisfaction	Percent of responses
Learning of learners	21.5
Social status & respect by students	17.5
Honorable and peaceful job	12.3
Able to good teaching	11.0
Honest living	10.4
Proper learning environment	6.3
Recognition of duty by supervisor	6.0
Opportunity of learning regularly	4.5
Students are in high position	3.7
Security in workplace	3.3
Enjoy teaching the children	3.3
Others	0.3

9.5 Factors of Dissatisfaction in Teaching Profession

Low salary is the most frequent cause for dissatisfaction in job for teachers, 22.5% holding this view. A similar proportion mentioned parents' and guardians' lack of awareness about their child's educational performance and that sometimes they made illogical complaint about teachers, and low esteem of society for teachers. Others thought teachers were not evaluated properly, school lacked proper learning environment, and there were unwanted pressure from the school managing committee (Table 25).

Table 25: Dissatisfaction in job

Factors of dissatisfaction	Percent of responses
Low salary	22.5
Guardians' lack of awareness (e.g. how to guide their wards, and unreasonable complaints by them) guide their wards, and unreasonable complaints by them)	20.3
No proper evaluation by supervisor	10.4
Unwanted pressure of SMC	9.2
Low public esteem for teaching.	9.0
Lacking proper environment in school	7.4
Cannot implement own thinking	6.8
Students do not learn	6.0
Unavailable learning material	6.0
Lack in classroom discipline	2.4
Total	100.0

9.6 What made teachers happy

Asked to indicate what made teachers happy in respect of their teaching job, the large majority responded that they were happy when they could teach properly in their classes (41%); when they got good responses from the learners (another 26%); when students responded to teachers with enthusiasm (15%) and when they saw students were learning new things (an additional 10%), as shown in Table 26.

Table 26: Teachers' Happiness in daily classroom teaching

Factors of happiness	Percent
Nothing makes happy	0.5
If I can teach learners properly	40.9
Good response from learners	26.0
If learners show enthusiasm	15.3
If learners learn new things	10.7
If everyone learn the lessons	6.5

9.7 How is a teacher's social status enhanced?

More than 41% of teachers think that getting honour from society for student's good academic results enhances their social status. Over 17% teachers think that being valued as an important person in different social events enhances their social status. Guardian's cordiality and respect enhance teachers' social status according to about 11 % and the same proportion of teachers thought their status is enhanced when they are regarded an icon of honesty (Table 27).

Table 27: Enhancement of Social Status

Social status enhancing factors	Percent
Getting honour from society for students' good result	41.4
Valued as an important person in social programs	17.2
Guardians' cordiality and respect	10.7
Perceived as icon of honesty	10.7
Get peoples' respect and love	9.8
Viewed as a role model	9.7
Others	.5

10. Discussion and Conclusions

This exploratory study collected and analyzed data about educational preparation and professional training of primary and secondary teachers; teacher's supervision and evaluation; teachers' economic status and income; supervision and evaluation of teachers; and teachers' perceptions and expectations about their work. This discussion is organized according to the main categories of information collected and analyzed.

It is worth noting that the sample of teachers for this study were drawn from primary (GPS and RNGPS) and secondary schools, which served over 80 percent of primary students about 85 percent of secondary level students. The major categories of institutions not included here are the ibtedayee madrasas and non-formal second chance primary education centers of NGOs at the primary level and dakhil madrasas at the secondary level as well as profit-making private schools. Reliable estimates of enrollment in quomi madrasas and the private profit-making schools, outside the purview of government oversight, do not exist.

10.1 Teachers' academic qualifications and professional preparation

The sample in this study shows that even at the primary level a substantial proportion of teachers has qualifications above the required HSC (68% percent of teachers with Bachelors or higher degree in GPS and 31% in RNGPS.) At the secondary level, 37 percent of the teachers are with Masters degree, exceeding the minimum Bachelors degree requirement.

Whether a high academic qualification indicates a higher intellectual capability and competence to do a good teaching job depends arguably on the performance and achievement of the person in the respective public examination for obtaining the academic credential. It was found that over half of the teachers obtained second division scores in their HSC examination and over 70% had 2nd class degrees at Bachelors and Masters level. At the same time, 16, 20, 26 and 8 percent of the teachers had 3rd division/class scores in SSC, HSC, Bachelors and Masters examinations.

A pertinent question is whether a person with a 3rd class/division bachelor or masters would be a more effective and capable teacher than one with a 1st division SSC or HSC qualification. A related concern is how to attract and retain intellectually more capable people into teaching. Third-class degree holders are specially high in proportions in RNGPS – half of the people with college degrees who were 31% of RNGPS teachers. It is 13% in GPS (out of over two-thirds of teachers with college degrees) and 29% in secondary schools (out of almost all teachers with college degrees.)

10.2 Professional training and upgrading of teachers

The data reveal that large proportions of teachers participated in professional training. The emphasis has been more on training leading to formal credentials (C-in-Ed. and B.Ed.) rather than in-service training focused on pedagogic tasks and problem-solving. This is specially the case at the secondary stage.

It is widely recognized that for teachers' professional preparation and upgrading there is need for an integrated approach of initial (pre-service) preparation, opportunities for continuous on-the-job professional growth and supervisory support and guidance for teachers. There are issues about the quality and efficacy of initial training, in-service upgrading, and supervisory support (see below).

Bangladesh does not have a mandatory pre-service teacher development and education programme. It does not have provisions for education as an area of study within the undergraduate degree programme, though teaching and related education sector is the largest single employer of college graduates. The nature of pre-service teacher preparation, and how in-service training and upgrading and supervisory support of teachers complement and re-inforce each other remain an important policy concern.

10.3 Income, remuneration and incentive for teacher performance

The sample survey data show that there is pecking order among public sector school teachers – the GPS teachers have the highest level of remuneration (being placed on the civil service salary structure); next are the secondary teachers whose employers are their school managing committees and who are recipients of government salary subvention; and RNGPS teachers are at the bottom of the ladder. The decision of the government to bring the RNGPS under full government management would put their teachers at the same level as the GPS teachers. However, full implementation of the decision and applying criteria for qualifications and equivalency of RNGPS teachers are likely to take some time.

There is an increase in remuneration for GPS teachers with the number of years they stay on the job, which is in line with basic human resource management practice. However, no such increase occurs for RNGPS and secondary teachers; their remuneration stays flat for life-time as a teacher. This cannot be regarded as an incentive for professional development and improved performance.

The relatively low level of teacher salary prompt them to seek ways of supplementing their income with non-teaching work and to rely on earning by other members of the household, as empirical evidence from the survey show. The data show that the relatively better income of GPS teachers has made them less dependent on extra non-teaching earning.

One way of coping with low remuneration is to save on rental cost on housing accommodation, which is a major item of monthly expenditure for a household. This is done by teachers living in accommodations owned by the family. This obviously limits the flexibility for recruitment, placement and transfer of teachers.

10.4 Teacher evaluation and professional support for teachers

A plethora of personnel including the head teachers, assistant head teachers, upazila education officers and the assistant officers, upazila resource centre instructors, school managing committee members, and district level officials is named as supervisors and evaluators by the teachers in the sample. What all these supervisory and evaluation encounters with teachers amount to in respect of improving teacher performance and achieving better student outcome are a moot point.

The need for strong supervision, monitoring and evaluation of teachers and schools is the stock response to the complex issue of how quality and outcome can be improved in school.

A number of questions arise in this regards: Are there consistent messages from different supervisors and evaluators to the teachers; is there continuity in the advice given and ideas shared with teachers; is there a mechanism for follow-up to see if supervision and evaluation made a difference; and are there opportunities for remedial measures to help teachers? There are also concerns about the capabilities, skills and competence of people placed in the position of supervisors and evaluators – what and how much are being done and should be done to enable these people to do their job well. These are all relevant questions regarding the value and benefits of teacher supervision and support which need further consideration by policy-makers.

Is the total quantum of supervision and evaluation of teachers in order to provide continuous professional support and advice to teachers sufficient? The teachers' response regarding frequency of evaluation/supervision encounters may not be a reliable measure of what happens; but one can get a rough indication from this response.(See Table 18.) According to teachers' response, about one-third of the teachers had some form of evaluative interaction in a week in GPS, 26% in RNGPS, and 44 percent in secondary school. This includes within-school interaction with head or assistant head teacher. This suggests that the large majority of teachers had no such interaction on a weekly basis.

10.5 Teachers' job satisfaction and professional development expectations

The large majority of teachers in the sample perceive teaching as a reasonably satisfactory profession – almost 80 percent of GPS teachers and about two-thirds of RNGPS and secondary teachers hold this view. Moreover, some 14 percent of GPS teachers and about one-third of RNGPS and secondary teachers have said they are “completely satisfied” with their job. These proportions increase with teachers on job for 10 years or more with all three categories of teachers. In RNGPS and secondary schools, these proportions go up and down for those in the job for less than 5 years and 10 years.

Two observations can be made about teachers' perception of job satisfaction. The large majority of teachers look upon their job as a reasonably satisfactory way of earning a living. The intuitive general perception is that teaching is one of the least desired professions and, therefore, most teachers must be unhappy with their work and occupation. The responses of teachers are not consistent with this intuitive view. There may be a degree of rationalization and being resigned to a situation that cannot be changed. The fact that complete satisfaction, though representing relatively small proportions, is highest for those who are in the job more than 10 years lends some support to this inference.

Secondly, one-third of the teachers in secondary schools and RNGPS not even “reasonably satisfied” with their profession can be argued to be an unacceptable situation. The fact of a much higher proportion being reasonably satisfied in GPS suggests that the conditions regarding remuneration and incentives and increase in remuneration over a career path need to be applied to other teachers.

Job satisfaction is related to and affected by perceptions and expectations regarding professional development and fulfillment of these expectations. A number of questions were posed to teachers about support needed for professional development, changes needed in professional development opportunities, what made teachers happy and how their social status can be enhanced.

Predictably, better remuneration was mentioned as a condition for better professional development by more than a third of the teachers. Better professional training (mentioned by 30%) and a learning friendly classroom (noted by 14%) were also considered important. What made teachers happy – a question expected to capture the effects of diverse factors that might contribute to teacher’s professional satisfaction and fulfillment of expectations – evoked responses related to personal satisfaction from work done well as a teacher and ability to draw students’ response. A large proportion (41%) of teachers would be happy if they could “teach learners properly.” In the same vein, teachers wanted to have “good response” and “enthusiasm” from students. These responses suggest teachers could engage in self-reflection and derive professional satisfaction from doing a good job, which should be encouraged and promoted by professional development activities including pre-service and in-service training and by supervisory and evaluative activities.

11. Recommendations

The relatively small sample drawn opportunistically, though it represented the three types of institutions serving the vast majority of school students in Bangladesh, cannot be considered a basis for definitive conclusions and recommendations. At best, the exploratory study, in the absence of adequate research on teachers’ professional status, perceptions about it and possibilities in this regard, can be seen as indicative of issues and concerns which should receive further attention. Surveys and investigation should be undertaken with larger randomized samples to draw definitive conclusions and offer policy and action recommendations. Keeping in view these considerations, the present investigation suggest policy priorities which should be given attention.

1. How teachers’ remuneration and incentives ensure them and their families a reasonable standard of living so that they do not have to engage in supplementary income-earning activities to make both ends meet for their families must be a critical policy issue.
 - In this respect, the salary structure with initial salary and progress through career for GPS teachers should be considered as a principle that could be applied to other teachers.
 - How appropriate remuneration and incentives can be offered without necessarily bringing all schools, including all secondary schools, vocational institutions, and madrasas under state management must be considered.

- This is an acute issue in implementing the policy objective of extending compulsory education up to grade 8 as required by the Education Policy 2010.
2. How professional preparation and in-service training of teachers can equip teachers with the skills and competence to achieve acceptable quality outcomes for students needs a re-think and appropriate short and longer term measures.
 - Consideration should be given to introduce a genuine pre-service teacher education programme making it part of the four-year undergraduate programme with education as a subject within the general degree programme in general degree colleges. This is justified on the ground that a large proportion of college graduates are employed in teaching and education-related jobs. Such a step will also require measures to maintain acceptable quality in the degree colleges where the education programme is introduced.
 - Those teachers who have a poor academic record (indicated by third class degrees) should not be recruited in teaching jobs. Present practice of giving priority to Bachelors and Masters degree, even with third class degree, in primary school teaching should be discontinued. Similarly those with third class degrees should not be considered for secondary level teaching.
 - How pre-service and different kinds of ins-service programmes of different length can complement each other must be considered and planning undertaken accordingly. Even with a four-year education degree course, the one-year diploma for primary (now extended to 18 months) and secondary teachers can continue, but what objectives they serve and how they complement each other must be worked out. Similarly, the priority and purposes of short in-service courses should be planned and implemented within a comprehensive teacher development plan. Criteria of quality must be established for all of the teacher education and training activities and enforced seriously.
 3. Adequacy and efficacy of quality and quantity of supervisory support and evaluation of teachers should be considered to improve teaching-learning and achieve student learning outcomes in order to serve the overall goal of quality with equity in education.
 - It is necessary to consider and establish performance standards of teachers against which they can be supervised and evaluated. These standards should be realistic, implementable, developed with teacher participation and should permit all teachers to improve from whatever starting point they are at the beginning.
 - The roles and functions of different supervisory and evaluative personnel including those in the school, at the upazila and at higher levels should be specified. It should be ensured that all supervisory personnel and evaluators provide consistent and mutually complementary messages to teachers.

- The capacity and capabilities of supervisory and evaluation personnel should be examined and how they can be supported and upgraded should be considered. Continuity in supervision and evaluation with follow-up and necessary remedial activities to support teachers should be an important consideration in looking at capacity and capability of these personnel.

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