



SOCIO-ECONOMIC STATUS OF NON GOVERNMENT TEACHERS OF BANGLADESH

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ABSTRACT

This study was designed to analyze the socio-economic status of non-government teachers in South East and North part of Bangladesh. A total number of 100 high school and college teachers were selected from 35 institutes in Bangladesh. A structured questionnaire was designed to collect the relevant information from the respondents. The data were collected from November to December 2012. Empirical results revealed that socio-economic status of respondents was very low and it was average 1.6 only out of 2.0. The findings revealed that financial problem was the major cause of low status. Based on the findings it was recommended that promotion in time, house with salary rent, regular increment are prerequisite for improving the status and quality required in this sector.

Key words: Job, performance, teachers,

INTRODUCTION

This study has been undertaken to find out the status of teachers of non government schools and colleges. From economical point of view of developed countries service sectors represent a large number of total employment and gross domestic product (Zeithaml and Bitner 2000). Teaching is one of the most prestigious profession in the world. The teachers are the thinkers and the developers of thinkers of a nation. Teaching is considered as the root and nourishment of all profession (Hanif 2004). Unfortunately, there are some factors like lack of salary and benefits, bureaucracy in administrative department and so on that cause dissatisfaction. The role of the teacher has remained a significant factor in education (Ijaiya *et al.* 2011). Most of the teachers of Bangladesh in nongovernmental sector are not satisfied (Bala 2011). In Bangladesh total number of school teachers is 2,32,929 and among them 2,25,495 is non- government which is 96.81% and total number of college teachers is 90,401 and 79,439 is nongovernmental, which is 88% of total number (MOE 2013).

MATERIALS AND METHODS

The study was carried out in the South East and

Northern part of Bangladesh. Data were collected from 100 samples to make the study informative. The researchers made a questionnaire to gather primary data on the demographic characteristics and socio-economic status related to characteristics of the respondents. The following demographic characteristics were addressed by the questionnaire (i) Age (ii) Gender (iii) Marital status (iv) Education level(v) House hold size and (vi)Number of children .

Instrument questionnaire

To find out the status among the randomly selected teachers are in line with socio-economic status, 8 variables were adopted for the study. Respondents were physically contacted by the teacher at the randomly selected 35 institutes with South East and North part of Bangladesh. Questionnaire was retrieved from respondents through personal visits after 3 days. The survey was conducted from November to December 2012. In this research the researchers used the 'Likert Scale' that is a widely used rating scale that requires the respondents to specify a degree of agreement or disagreement with each of a series of statements about the stimulus objects (Malhotra 2004). A five-point scale has been used that ranged from strongly disagree to strongly agree. To conduct the analysis, each statement is

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assigned a numerical score ranging from 1 to 5 and the analysis is conducted on an item-by item basis.

RESULTS AND DISCUSSION

Demographic Information

Age analysis

The Table 1 shows that 42% teachers belonged to the age in between 36-40 years and second majority was 20% belonged to the age in between 31-35 years while lowest numbers of 7% teachers were in the age between 51-55 years.

Gender

Gender wise, teachers were 82% male and 18% were females.

Marital status

Table 1 also shows that the majority (84%) of teachers were married while the remaining 16% were single.

Education level

In any under developed economy, education level is always considered a way to improve one's socio-economic positions in the society. Most of the teachers are master degree holder (75%) 20% was graduate and 2% was Ph D holder.

Size of household

Table 1 reveals that about 36 percent of the teachers were 7to9 persons in a household, 28 percent of them were 4 to 6 persons, 10 percent of them were 1to3 persons in a household while 24 percent of teachers were 10 to12 persons. Households are characterized by high number of members with high dependency ratio.

Number of children

Among the sample teachers, 51% have not more than 2, followed by 26% having 3-5 children. Only 23% of the sample respondents have only one child. This small family size indicated that the respondents are conscious about family planning which ultimately helps the society in terms of excessive pressure of large population.

Income

In the light of the objective of the study, the role of personnel of education service in socio-economic development, their income, savings, and perception about their role in socio-economic development have been analyzed. The sample respondents were asked to mention their monthly income. Among the respondents 37% feel in the range BDT10, 000 to15, 000 and the lowest numbers fell in the range of BDT 25,000 and above. Again, 36% of the respondents mentioned that they can save Tk.2000-3000 per month from their income. On the other hand, only 4% respondents indicated 5000 and above as their per month savings. Hence, it is inferred that their

contribution to savings is very small than those of to other service holders.

Table1. Demographic character of respondents

Variable	Numbers of Samples	Frequency in percentage
Age(years)		
26-30	9	9
31-35	20	20
36-40	42	42
41-45	14	14
46-50	8	8
51-55	7	7
Gender		
Male	82	82
Female	18	18
Marital status		
Single	16	16
Married	84	84
Education level		
H S C	3	3
Graduate	20	20
Master degree	75	75
Ph D	2	2
House hold size		
1-3persons	10	10
4-6 persons	28	28
7-9 persons	36	36
10-12 persons	24	24
Number of children		
Not more than 1	23	23
Not more than 2	51	51
3to 5	26	26
6 and above	00	00

Source: Field Survey

Loan

Most of the respondents loan from other sources. Table 2 indicates that 55% teachers borrowed money from bank and other sources and the borrowed money were BDT 1,0000 to 2,0000 per respondent. So it is clear that teachers of non-government are economically weak.

Reasons of coming to Education services

In the light of the objective of the study, the sample respondents are asked to mention the reasons for coming education service. Among the sample respondents, 55 percent indicates financial need as the main reason for coming to this service; only 11 percent indicates social recognition as the reason. However 30% of the sample respondents mention compatible with family as the reason for their coming to education service. 4% of the sample respondents indicate other reasons like increasing purchasing power to the family. From the above responses it could be inferred that teacher come to this sector mostly for economic reason which is followed by job nature.

Perceptions

Scio-economic status of man depends on several factors like income, savings, purchasing power and standard of living of the people of the country. Hence, the sample respondents were asked to express their views and opinions regarding their jobs. The Table 3 above portrays the opinion expressed by the sample respondents. It reveals that the aggregate overall score as per opinion of the teachers based on six sub- variables was 1.6 and the range score was 1.0 to 5.0. This indicated that the socio-economic status is inadequate in the study area.

Problem

Based on empirical data, a number of problems have been identified of 100 sample teachers. Among them 29% expressed that the received lack of cooperation from institute and higher authority, followed by non-cooperation from society (25%), 20% respondents gave their opinion relating insufficient financial support and 16% of the sample respondents were threatened of political harassment. These problems indicated that the productivity of teacher is hampered by different problems faced by the teachers in education services.

Recommendations

The findings revealed that there is a scope for contribution of the non-government teachers in education service sector as their role is not significant enough. Though, they are playing an important role

Table 2. Socio-economic characteristics of respondents

Variable	Number of samples	Frequency in percentage
Monthly income in Tk.		
5,000-10,000	31	31
10,000-15,000	37	37
15,000-20,000	26	26
20,000and above	6	6
Loan		
Below 1,0000	15	15
1,0000-2,0000	55	55
2,0000-3,0000	20	20
Above 3,0000	10	10
Savings per month in Tk		
Below1,000	16	16
1,000-2,000	19	19
2,000-3,000	36	36
3,000-4,000	15	15
4,000-5,000	10	10
5,000and above	4	4
Reasons of coming to this service		
Social Recognition only	11	11
Financial need only	55	55
Compatible with family life	30	30
Increase purchasing power	4	4
Social Recognition only	11	11

Source: Field Survey

of education sector in number. Their position in the society in decision making has not changed significantly. They like this job not only to earn money, but also to accommodate family

responsibility. The major impediments to the developments of the participation of non-government teachers in education sector include lack of support at working place and suitable environment, despite the fact they are playing a supportive role for a better economic condition of the family. There is a lack of information on the percentage of non-government teachers in education sector; it is obvious from the perspective of Bangladesh. The recognition of the role that non-government teachers role in society is very fundamental to social and economical development in Bangladesh. More importantly, recognition and supporting this role is crucial for the development of that non-government teachers and the fulfillment of their economic potentials for ultimate development of the country. Therefore, the following points to be considered worthwhile.

1. Awareness program: Non-government teachers are playing a vital role in the society. However, they are not getting adequate support from government. Mass awareness program should be taken by the government and non-government agencies to create awareness in the society.

2. Favorable Environment for working: A favorable working environment should be ensured to these teachers so that they do not feel insecure in their jobs.

3. Acknowledgement of non-government teachers to the society: Non-government teachers should be recognized for their contribution in different sector including education and other services in the society and they need to be awarded by acknowledging their achievements in different sectors of Bangladesh.

4. Power of managing committee to be reduced: Managing committee usually harassed the teachers now and then so they fell uneasy. Power of managing committee should be reduced.

5. Facilities to be increased: Economic facility of non-government teachers should be increased such as promotion, honorable house rent, early increment and award should be induced for betterment of education sectors.

CONCLUSION

Regarding the non-government teachers in education service, government should promote the interest of non-government teachers through activities like arrangement of residence for them and separate attractive pay scale. Finally, it could be said that it is high time to ensure participation of non-government teachers in service sector in general, and in education sector in particular.

Table 3. Perceptions of teachers in socio-economic status

Job helps increase in family income	2.0	Significant
Only earning member of the family	1.4	Insignificant
Increase purchasing power of the family	1.7	Insignificant
Increase standard of living	1.8	Insignificant
Getting more respect for this job	2.0	Significant
Your participation in family decision has increased	1.5	Insignificant
Social Status for this job	1.2	Insignificant
Economically solvent due to this job	1.0	Insignificant
Average	1.6	Insignificant

Source: Field Survey

Table 4. Problems of non-government teachers in education service

Variable	Number of samples	Frequency in percentage
Lack of cooperation from institute and higher authority	29	29
Non- cooperation society	25	25
Political harassment	16	16
Insufficient financial support	20	20
Lack of cooperation from colleagues	10	10

Source: Field Survey

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