

Factors Influencing Job Satisfaction and Retention: English Medium School in Bangladesh

Mohitul Ameen Ahmed Mustafi, Farhana Mitu, Tarana Azmi, Mohammed Jahirul Islam

Abstract— The objective of the study is to investigate the factors that influence teacher perceptions on job satisfaction and retention of English Medium School. The data has been taken mainly from primary sources.

This study has been conducted on 200 respondents, with structured questionnaire, who have continued their job in different English medium schools in Dhaka city of Bangladesh. For collecting data, the simple random sampling method has been used. For analyzing and testing data and reliability, multivariate analysis techniques like factor analysis and Structural Equation Modeling (SEM) have been used. Descriptive statistics has been used for explaining the demographic characteristics of the respondents. By using SEM, the results show that the job satisfaction factors like the availability of the resources, decision making role, students' behavior, workload, are the influential factors on retention in English medium school teachers of Bangladesh.

This study suggests that in the education sector like English medium school of Bangladesh the policy makers and concerned authorities should focus more on the factors like availability of the resources, decision making role, workload, student's behavior for better improvement of their institution

Index Terms— Structural Equation Modeling (SEM), Workplace Condition, Decision Making Role, Workplace Condition, Student's Behavior, Family Support, Workload and Availability of the Resource.

I. INTRODUCTION

Job satisfaction among the employees in every organization is a very important issue as it is positively related to its goal achievement. Job satisfaction is a set of favorable or unfavorable feeling and emotions with which employees view their work and the supervisors need to be alert about employees' job satisfaction level (Newstrom, 2007). Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences." In most studies job satisfaction is described as how people feel about their jobs and its different aspects. Job satisfaction is a collection of feelings that an individual holds toward his or her job (Robbins and Sanghi, 2006; Rahman, 2008). Mobey and Lockey (1970) expressed as an opinion that "Job satisfaction and dissatisfaction are function of the perceived relationship between what one expects and obtains from one's job and how much importance or value one

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attributes to it." The Harvard Professional Group (1998) sees job satisfaction as the keying radiant that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. Bullock (1952) defined job satisfaction as an attitude, which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. The significance of primary school teachers' job satisfaction should not be belittled in any way. A nation's institutional education commences from the primary school success of which depends on its teachers' level of job satisfaction. The quality as well as quantity of the productivity of a satisfied teacher is much better than that of a dissatisfied one. Consequently, for the betterment of the primary education of the country, job satisfaction must be ensured.

This study attempts to address the following research questions:

RQ 1: To identify the significant job satisfaction factors those can influence on retention of English medium school.

RQ 2: To give some suggestions for the improvement of retention level by using job satisfaction concept of the English medium school teachers in Bangladesh.

II. THEORETICAL FRAMEWORK

The objective of this study is to identify the significant job satisfaction factors those can influence on retention of English medium school teachers in Bangladesh, on the basis of different job satisfaction factors like family support, workplace condition, decision making role, workplace condition, student's behavior, family support, workload and availability of the resources. We will look at the theoretical model for each of the hypotheses in the following below.

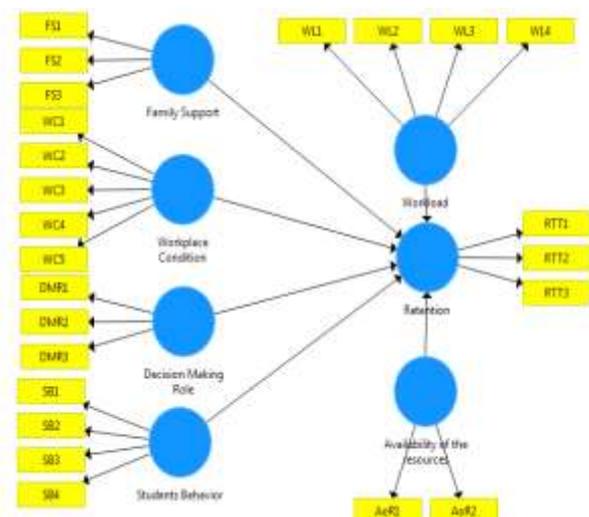


Figure 01: The theoretical framework of job satisfaction factors and retention of the English medium school in Bangladesh

III. LITERATURE REVIEW

In a few years before Syed et al. (2012) conducted a research on 'Job Satisfaction of Faculty Members of Universities in Pakistan' and revealed that in teaching profession, satisfied teachers are important predictor students, educational institutes as well as the whole nation. Ali et al. (2011) uncovered that satisfaction or dissatisfaction among the employees in the job causes success or failure of any system or organization. This study also exposed that quality education and human development is only possible if the people involved in the system are satisfied with their work. Beverly A. Perrachione, Truman State University, Vicki J. Rosser, University of Nevada, Las Vegas, George J. Petersen California Polytechnic State University, San Luis Obispo (2008) conduct a research on 'Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention', in whole American nation. Haque and Taher (2008) examined the ability of different core job characteristics to influence the levels of job satisfaction in terms of gender, marital status, and age in context to Bangladesh. Sarker and Uddin (2007) found that teachers' age and job experience do not have any significant influence on job satisfaction though gender disparities were profound among their responses. Rahman et al. (2006) revealed that there is a significant difference between public and private university teachers regarding job satisfaction on different factors. Nawaz and Rahman (2005) disclosed that salary, job security, promotional opportunity, proper supervision and working environment were more important than recognition for good work, autonomy of the work, fringe benefit, job status, open communication, overtime, working hours for their overall job satisfaction. Islam and Hasan (2005) found that job satisfaction is related to the extrinsic factors such as working hours, fringe benefits, job security, recognition for challenging work, salary, good relations with colleagues, job status, working conditions, participation in decision making, office management and open communication. Job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students (Bavendam, 2000). Job satisfaction is said to be lower among elementary school teachers who teach relatively large groups or classes from different cultural backgrounds (Cranny et al., 1992). Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary as compared with the workload. Pearson and Seiler (1983) disclosed that academicians were satisfied with their working environment but dissatisfied with compensation. Perie and Baker (1997) reported a non-significant relationship between salary and benefits of primary school teachers' job satisfaction in the United States. Sargent and Hannum (2003) found that salaries and incentives did not have a significant effect on primary school teachers' job satisfaction in China. Mahmood (2004) conducted research on secondary school teachers and found female teachers were significantly more satisfied than male secondary school teachers. Ali et al. (2012) revealed that female faculty members are more satisfied compare with male faculty members. Female teachers have higher job satisfaction than male teachers (Ma X and MacMillan, 1999; Michaelowa, 2002). In contrast, female teachers were less satisfied with their jobs than male teachers (Bishay, 1996; Mwamwenda, 1997). However, the study of Gosnell (2000),

Sargent & Hannum (2005) found no relationship between gender and teachers' job satisfaction. Bishay's (1996) study showed that length of service correlated positively with teachers' job satisfaction. However, Gosnell (2000) reported a negative relationship between length of service and teachers' job satisfaction. Poppleton and Risborough (1991) suggested that those with less than five years of service are the most satisfied while those who have been teaching for between 15 and 20 years are the least satisfied. A significant negative relationship found between teachers' academic attainments and teachers' job satisfaction (Dabo, 1998; Gosnell, 2000; Michaelowa, 2002; Sargent and Hannum, 2003). The results of these studies have indicated that better qualified teachers tended to be less satisfied than less qualified teachers were. Contrary to these studies, Avery (1998) found that academic attainments have no significant impact on teachers' job satisfaction. A number of studies exposed that married employees are more satisfied with their jobs than are their unmarried coworkers (Austrom et al., 1988; Watson, 1981; Federico et al., 1977; Garrison and Muchinsky, 1976).

A. TEACHER SATISFACTION

Teacher Job Satisfaction Research on job satisfaction in the field of education has explored both the consequences (outcomes) and antecedents (influences) of teacher satisfaction. Research has examined at least three possible outcomes (retention, attrition, and absenteeism) and at least three major influences (demographic variables, job role-related characteristics, and work experiences). This area of research has repeatedly demonstrated that job satisfaction results in higher levels of teacher retention, as well as an increase in teachers attaining tenure (Bobbitt et al., 1991; Cockburn, 2000; Cohn, 1992; McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; Meek, 1998). Conversely, as satisfaction decreased, teacher attrition and absenteeism were shown to increase—creating an inverse relationship between satisfaction and turnover (Bobbitt et al., 1991; Hargreaves, 1994; Lortie, 1975; McLaughlin et al., 1986). Among beginning teachers, most research suggests that one-third to one-half leave within their first 5 years (Ingersoll, 2001; Murnane et al., 1991) due to the increase in responsibilities and demands placed upon them (Billingsley & Cross, 1992), as well as a lack of support financially (Murnane et al., 1991) and morally (Bobbitt et al., 1991; Cohn, 1992). Studies have suggested such aspects as role conflict, role ambiguity, role overload, and stress to be predictors of job satisfaction (Billingsley & Cross, 1992; Hargreaves, 1994). Billingsley and Cross note that greater leadership support and lower levels of role conflict, role ambiguity, and stress were predictors of greater job satisfaction and teacher retention. Similarly, Hargreaves found an inverse relationship between job satisfaction and role overload—increased teacher-perceived levels of role overload (e.g., excessive paperwork and other nonteaching duties) resulted in significantly decreased satisfaction. In addition, Hargreaves revealed role overload to be a major variable in teacher attrition. Work experiences. Positive experiences for teachers, such as opportunity to work with children and to nurture student learning (Cockburn, 2000; Cohn, 1992; Hargreaves, 1994; Klecker & Loadman, 1999; Lortie, 1975; McLaughlin et al., 1986) were reported by teachers as prime influences of job satisfaction. Work in this area also

demonstrates that when teachers had the opportunity to collaborate with colleagues (Cockburn, 2000; Hargreaves, 1994; Klecker & Loadman, 1999; Kushman, 1992; McLaughlin et al., 1986; Meek, 1998), receive recognition from supervisors and administrators (Ma & MacMillan, 1999; Meek, 1998; Perie & Baker, 1997), serve in a leadership role (Kushman, 1992; Perie & Baker, 1997), and improve their professional skills and abilities (Kushman, 1992; Meek, 1998) they were significantly more satisfied with their role as teacher than those who did not have these experiences. Negative work experiences, such as lack of student and parent interest (Bobbitt et al., 1991; Cohn, 1992; Goodlad, 1984; Meek, 1998; Perie & Baker, 1997), and professional autonomy (Perie & Baker, 1997), were found to have a negative influence on teachers' perceptions of job satisfaction. Research in this area also indicates that teachers who went into teaching because of inherent professional values were more satisfied than those whose entry into the occupation was for economic reasons (Goodlad, 1984). Although recent debate about teacher salary suggests teachers might be more satisfied if their paychecks were larger (Darling-Hammond, 2003; Macdonald, 1999; Murnane et al., 1991), Perie and Baker found no significant relationship between salary or benefits and teacher satisfaction

IV. HYPOTHESES

For examining the relationship between job satisfaction and retention of the English medium schools in Bangladesh the following null hypotheses have been framed.

- H1: Availability of resources will have a positive relationship with retention.
- H2: Decision making role will have a positive relationship with retention.
- H3: Family support will have a positive relationship with retention.
- H4: Student's behavior will have a positive relationship with retention.
- H5: Workload will have a positive relationship with retention.
- H6: Workplace condition will have a positive relationship with retention.

V. METHODOLOGY OF THE STUDY

This study attempts to identify the influential factors concerned with the use of perceived quality model of job satisfaction and Retention on English Medium School in Dhaka city in Bangladesh. To conduct the study, the data have been collected from primary sources. Primary data were collected from the different English Medium School at Dhaka city in Bangladesh.

Data Source:

A. Determination of Sample Size

The teachers selected for this study heterogeneous in terms of their subjects. From the previous study shows that there were more than 1 Lac English Medium School teachers working in different branches of English Medium School of Bangladesh. But we have collected the sample in some different branches of English Medium School of Dhaka city in Bangladesh. Prior research suggested that a sample size of 100-200 is usually a good starting point in carrying out path modeling (Hoyle, 1995). That's why the sampled respondents

can be determined by using the following formula which is discovered by Yamane (1967). The formula used in this study is shown below:

$$n = \frac{N}{(1 + Ne^2)}$$

Where,

n=Sample Size, N= Population, e=Level of Precision

In calculating sample size the following assumptions were made to determine, n=342

Population size is > 100000 teachers, Level of precision is 5.4%

A structured questionnaire with the 5-points scale was developed for the items related to impact of service quality on English Medium School in Dhaka city in Bangladesh. A 5-point scale ranging from 1 to 5 with 1 indicating strongly disagrees and 5 indicating strongly agree was used in the questionnaire.

A survey has been conducted different English Medium School in Dhaka city in Bangladesh with the assistance of BBA students of Uttara University. The interviewers were properly trained on the items representing the questionnaire for data collection before resuming the interview. Along with descriptive statistics, inferential statistical techniques such as Factor analysis, and structural equation modeling were used to analysis the data by using SPSS (Statistical Package for Social Science) and SmartPLS (statistical software). Structural equation modeling was conducted to identify the influential factors; those factors have been affected on perceived service quality of those English Medium School in Dhaka city of Bangladesh in this study.

B. Data analysis

We used structural equation modeling (SEM) to analyze the data and test the hypothesized model. SEM is an important and effective statistical tool that integrates factor analysis (using measurement model) and path analysis (using structural model). SEM analyzes all hypothesized relationships simultaneously. Specifically, we conducted a confirmatory factor analysis (CFA) to assess the reliability and validity of the constructs and tested the structural fit of our theoretical model. We applied partial least square (PLS) in version of Smart PLS 3.0 (Ringle et al., 2005) to analyze collected data. The following section presents the results of the measurement model estimation and elucidates the hypothesized results of the research model exposed in Figure 01.

C. Test of Reliability

To analyze the reliability (internal consistency) of the variables, this study used the Cronbach's alpha coefficient and composite reliability (CR) value. Table 3 shows all Cronbach's alpha values are above 0.60 cutoff values as suggested by Nunnally and Berstein (1994). Standardized Cronbach's alpha formula is given below.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here, N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

D. The Coefficient of determination

The reliability also finds that the coefficient of determination R square is 0.344 for the dependent variable i.e., teacher's perceptions of job satisfaction and retention of English medium school in Dhaka city of Bangladesh (Table 3). This means that the four independent variables are; availability of the resources decision making role, family support, students behavior, workload, workplace condition highly explain 34.4% of the variance in teacher's perceptions of job satisfaction and retention of English medium school in Dhaka city in Bangladesh,.

E. Demographic information of English medium school teacher

Table 01: Personal Information of the respondents of teacher's job satisfaction and retention of English medium school in Dhaka city of Bangladesh

	Frequency	Percent
Gender		
Male	96	28.1
Female	246	71.9
Marital Status		
Married	258	75.4
Single	84	24.6
Educational Status		
Bachelor's degree	114	33.3
Master's degree	228	66.7
Age		
23-29 years	120	35.1
30-36 years	171	50.0
37 years and above	51	14.9
TE		
1-4 years	180	52.6
4-8 years	141	41.2
8 years and above	21	6.1
TOA		
1-3 years	219	64.0
3-7 years	96	28.1
7 years and above	27	7.9

TE=What is the number of years you have taught in education?, TOA=What is the number of years you have taught in organization?

Table 02 shows that near about 72% of the respondents were females and confirm the fact that the teacher of English medium school which sector is female dominated. In the English medium schools 75.4% are married and only 24.6% are single. So the majority of the respondent are married in the institute. In total respondent majority of the master's degree holder which is 66.7% and bachelor's degree holder are 31.2%. So, most of the respondent educational status is master's degree holder. The age distribution of respondents as shown in table 02 indicates that the majority of respondents

171 (50%) out of a total of 342 were aged between 30-36 years. On the other hand 14.9% and 35.1% of the respondents, whose age were between 23-29 and 37years and above respectively. Most of the number of respondent taught education is less than seven years, and 7 years above respondent lass than higher taught education. Below three years are maximum number are involved in this taught organization, and minimum 7 years and above are taught organization

VI. RESULTS

A. Measurement model evaluation

We tested a measurement model at the item level to check whether scale items were adequate indicators of their underlying constructs. The measurement model revealed six latent constructs (i.e. availability of the resources, decision making role, family support, students' behavior, workplace condition, workload).

The internal consistency statistics were assessed by Cronbach's alpha and composite reliability (CR) (Hair et al. 1998), which were represented in Table III. Both the Cronbach's alpha and CR of all constructs were above the threshold of 0.7. Therefore, all the items used in this study were found reliable. We proceeded to test the construct validity by measuring average variance extracted (AVE), which measures the percentage of the variance captured by a construct by showing the ratio of the sum of the variance captured by the construct and measurement variance. Table III shows that the AVE of each construct was greater than a threshold of 0.5 (Yoo and Alavi, 2001).

Further, we tested the discriminant validity examining whether a construct better explains the variance of its own indicators than the variance of other constructs. The correlations estimated between every two constructs were from 0.03 to 0.88. Table IV illustrates that the square root of the AVE of each construct, representing in the diagonal positions, was higher than the entries in the corresponding rows and columns. Hence, the results support the discriminant validity of all constructs in the hypothesized model.

Table 02: The measurement model of job satisfaction factors of English medium schools

Constructs	Alpha	CR	AVE
Availability of the resources	0.7	0.87	0.77
Decision Making Role	0.7	0.87	0.76
Family Support	0.53	0.77	0.64
Students Behavior	0.71	0.76	0.61
Workplace Condition	0.73	0.83	0.55
Workload	0.7	0.73	0.58

Note: AVE>0.50 (Fornell & Larcker, 1981); Henseler, Ringle, & Sinkovics, 2009), Composite Reliability>0.70 (Hair et al. 1998), Cronbach's alpha>= 0.60, (Nunnally and Berstein (1994)) Indicator Reliability>=0.4 (Hulland, 1999).

Table 03: Test of validity of different job satisfaction factors of English medium schools

Discriminant Validity	Mean	S.D	1	2	3	4	5	6
1. Availability of the resources	3.61	0.6	0.9					
2. Decision Making Role	3.56	0.7	0.2	0.9				
3. Family Support	3.72	0.5	0.3	0.3	0.8			
4. Students Behavior	3.96	0.5	0.1	0	0.3	0.8		
5. Workload	3.51	0.7	0.3	0.3	0.2	0.2	0.8	
6. Workplace Condition	2.9	0.9	0.4	0.6	0.3	0.2	0.4	0.7

VII. EXPLORATORY FACTOR ANALYSIS

EFA is a widely utilized and broadly applied statistical technique in social science. A total 342 usable survey responses were analyzed in this section. The factor analysis technique has been applied to examine the relationship between different factors in job satisfaction and retention of English Medium School in Dhaka city in Bangladesh. The five factors that have found from rotated factor matrix, have been discussed in the following paragraph.

Factor-1 (Availability of the resources): This factor includes two variables like the necessary instructional materials to do my work effectively; the quality of the instructional materials is good which the principal variables of that factor are. So, it provides a basis for conceptualization of a dimension which may be identified as Availability of the resources factor.

Factor-2 (Decision Making Role): This factor includes two variables like I participate in making the most of the important educational decisions in this school; my opinion is appreciated by for the meeting; which are the principal variables in that factor. So, it provides a basis for conceptualization of a dimension which may be identified as Decision Making Role factor.

Factor-3 (Family Support): This includes four variables like Guardians of the students are serious for the good result of the students; I am satisfied with the behavior of the guardians which is the principal variables in that factor. So, it provides a basis for conceptualization of a dimension which may be identified as Family Support factor.

Factor-4 (Students Behavior): This includes four variables like I enforce the rules for student behavior on my class students; I enforce the student behavior rules on the students who are not in my class; which is the principal variables in that factor. So, it provides a basis for conceptualization of a dimension which may be identified as Students Behavior factor.

Factor-5 (Workplace Condition): This includes four variables like The school administration's behavior are supportive and encouraging to me; My colleagues are helpful to coordinate the content of the courses; I am evaluated fairly in this school; I am satisfied with my salary; which are the principal variables in that factor. So, it provides a basis for conceptualization of a dimension which may be identified as Workplace Condition factor.

Factor-6 (Workload): This includes four variables like I am satisfied with my class size; I feel courses that are assigned to me in a semester are overloaded; which are the principal variables in that factor. So, it provides a basis for conceptualization of a dimension which may be identified as Workload factor.

Table 04: Factor Analysis of the job satisfaction and retention of English medium school in Dhaka city of Bangladesh.

Factors	Variables	Factor Loading	Sample Mean	SD	T Statistics	IR
Availability of the resources	The necessary instructional materials to do my work effectively	0.91	0.91	0.02	50.29	0.82
	The quality of the instructional materials is good	0.84	0.84	0.03	25.64	0.71
Decision Making Role	I participate in making the most of the important educational decisions in this school.	0.93	0.93	0.02	42.26	0.86
	My opinion is appreciated by for the meeting.	0.82	0.81	0.04	23.11	0.67
Family Support	Guardians of the students are serious for the good result of the students.	0.59	0.58	0.13	4.71	0.4
	I am satisfied with the behavior of the guardians	0.96	0.96	0.03	30.76	0.93
Students Behavior	I enforce the rules for student behavior on my class students	0.83	0.82	0.06	13.97	0.68
	I enforce the student behavior rules on the students who are not in my class	0.74	0.73	0.08	9.74	0.54
Workplace Condition	The school administration's behavior are supportive and encouraging to me	0.76	0.76	0.03	22.93	0.58
	My colleagues are helpful to coordinate the content of the courses.	0.76	0.75	0.04	19.12	0.57
	I am evaluated fairly in this school	0.71	0.71	0.04	16.9	0.5
	I am satisfied with my salary	0.73	0.72	0.05	15.91	0.53
Workload	I am satisfied with my class size.	0.86	0.86	0.04	23.97	0.74
	I feel courses that are assigned to me in a semester are overloaded.	0.66	0.65	0.07	9.45	0.43

Table 03 shows that all T-Statistic are larger than 1.96 at 5% level of significance. Thus, we can say that the outer model loadings are highly significant. Our SEM model is accepted for above evidence in this study. Generally, A global fit measure (GOF) was conducted for path modeling; it is defined as the geometric mean of average communality and average R^2 (especially endogenous variables) (Chin, 2010) (see the formula). In this study, GOF value was 0.62 ($R^2=$

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0.61, average AVE = 0.63 for overall human resource practice). So, the value of GOF exceeded the largest cut-off value (0.36), and it was indicated that the proposed model of this study had better explaining power than that based on the recommended value of $GOF_{small} = 0.1$, $GOF_{medium} = 0.25$, and $GOF_{large} = 0.36$ (Akter et al., 2011).

$$GOF = \sqrt{AVE \times R^2}$$

Path Diagram of English medium school in Bangladesh

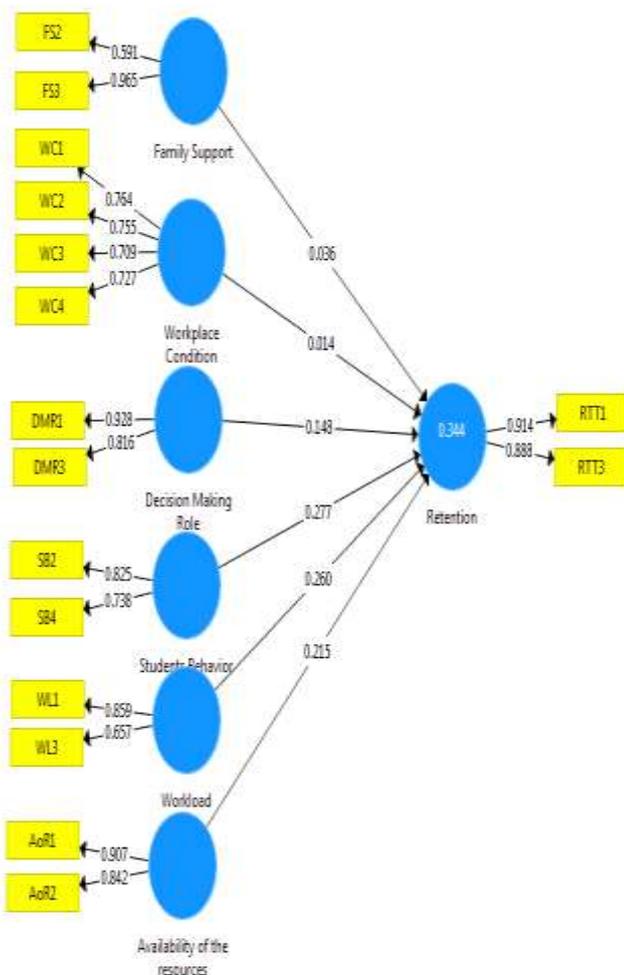


Figure 2 Relative Importance of the perceived service quality factors and their Relationship with job satisfaction and retention of English medium school teachers in Bangladesh

VIII. RESULTS OF MULTIVARIATE ANALYSIS - PARTIAL LEAST SQUARE (PLS)

A multivariate analysis technique like 'Partial Least Square' was used to identify the significant job satisfaction factors from the factors identified through factor analysis. Table 5 describes the structural model with the variance explained (R^2) and the path coefficients of all the constructs. We found that of availability of the resources ($\beta = 0.215$, t-statistic=4.617, $p < 0.000$), decision making role ($\beta = 0.148$; t-statistic=4.8076; $p < 0.05$), students' behavior ($\beta = 0.277$; t-statistic=5.574; $p < 0.000$), workload ($\beta = 0.260$; t-statistic=5.539; $p < 0.000$), had a positive and significantly impact on retention. Thus, the results support the H1, H2, H4 and H5. The R^2 for retention was 0.344, indicating that the variation in the job satisfaction factors explained 34.4 percent of the total variance the results support the all hypotheses H1, H2, H4 and H5 except H3 & H6. (Figure 3)

Table 05: Path coefficient model of English medium school in Bangladesh

Effects	Coefficient	S.D	T Statistics	Conclusion
Availability of the resources	0.215	0.047	4.617	Support
Decision Making Role	0.148	0.051	2.912	Support
Family Support	0.036	0.057	0.634	Not Support
Students' Behavior	0.277	0.05	5.574	Support
Workload	0.26	0.047	5.539	Support
Workplace Condition	0.014	0.05	0.278	Not Support
R Square	0.344			
R Square Adjusted	0.332			

Collinearity Statistic (VIF): The rules of thumb for the VIF are as follows: $VIF < 3$: no problem, $VIF > 3$: potential problem, $VIF > 5$: very likely problem, $VIF > 10$: definitely problem

IX. DISCUSSION AND CONCLUSION

Overall, the study provides experiential evidence for the hypotheses proposed in the research. The objective of the study is to investigate the factors that influence teacher perceptions on job satisfaction and retention of English Medium School. From the above study, we got elaborately factor to factor discuss why English medium school teachers are wanted to stay in their own school. The reasons are below:

Availability of resource:

Any institute can rise up based on love, affection, interest, honesty of employee for their institute. But it will depend on availability of resources given from the institute to the employee. We come across the reasons from the above; we conclude that the adequacy of the resource is the important things in the effective work. In this study, we got more than 80% of the employee think that only resource is not enough but also we should look upon the quality of the work either the proper utilization resources is going or not, this is also a very important factor.

Decision making role:

Every human being in this world they want the value of their work. So, in the same way they want to see what is the value of their opinion for taking any discussion in their institute. In decision making role, we got that the employee wants the value of their opinion and based on the opinion the decision has taken and other employee also give the value of that decision.

Student behavior:

Good behaviors can make closer to any one or rough behavior can far distance between any one, it may be in society, family or it may be on institute. If student behave properly with their teacher, the teacher also give better performance about their class. We got from the above study that the student should be in good behavior inside the

classroom as well as outside of the classroom insisted by institute. So, it will help the teacher to stay in the institute.

Workload:

In any institution, employee need flexibility of the work. If the worker feel flexible then the employee will do the duty willing and interestingly. If they get flexible workload then the employee will stay their own institution. From the above study, we also got the workload factor. In this part if the teacher get the flexible workload then they used to continue their jobs in the institute and do their duty properly. In overall discussion, we can say that the retention of the English medium school teachers are explained the influential factors those are availability of resource, decision making role, student behavior, workload but not family support, workplace condition.

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