

**Job Satisfaction: A Study of Government College Teachers in
Bangladesh**

By

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MPPG 4th Batch

Thesis submitted to the
Public Policy and Governance (PPG) Program
in partial fulfillment for the award of

Master in Public Policy and Governance (MPPG)

December 2015



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Dedication.....

75% to my mother

25% to my father

Without their love and support, I would be nowhere.

Abstract

Employee job satisfaction plays an important role in organizations. Likewise, job satisfaction of government college teachers is also equally important to sustain interest and commitment of teachers which may impact on learning outcomes of the students. This study examines job satisfaction of the government college teachers in Bangladesh. Using the motivation theory the study examines three questions. 1. Are government college teachers of Bangladesh generally satisfied with this job? 2. Are there variations in job satisfaction of government college teachers based on the length of services? 3. Are there variations in job satisfaction based on gender? The study findings are: 1. the teachers of government colleges are overall satisfied. 2 There are variations in overall job satisfaction at work place across teachers based on their length of service and 3. There are variations in job satisfaction at workplace between male and female teachers due to social and cultural factors.

A total of eighty eight teachers from eight government colleges from three divisional areas were selected randomly. Among the selected teachers proportion of male and female teachers are kept at equal to maintain parity. Both open ended and close ended questionnaire are used to get the answer of the research questions. Based on the study some factors are found to affect job satisfaction of the government college teachers. The factors are salary, career prospects, supervision, working environment, work autonomy and independence etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female, junior and senior teachers. But here are many perception as well as factors in which the male and female, junior and senior teachers are in two opposite pole. It is found that both the male and female and junior and senior teachers are satisfied but the female section is more motivated and seniors are more dissatisfied than those of the male and junior teachers.

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List of Abbreviations

BCS	Bangladesh Civil Service
DG	Director General
DIA	Directorate of Inspection and Audit
DSHE	Directorate of Secondary and Higher Education
EFA	Education for all
EL	Earned Leave
HEQEP	Higher Education Quality Enhancement Project
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
NAEM	National Academy for Educational Management
NCTB	National Curriculum and Textbook Board
PSC	Public Service Commission
SEQAEP	Secondary Education Quality and Access Enhancement Project
SESDP	Secondary Education Sector Development Project
SPSS	Statistical Package for the Social Sciences
TQI	Teachers Quality Improvement

Acknowledgement

At the outset, I express my sincere gratitude to NOMA project, Norway and Department of Political Science and Sociology, North South University (NSU) for providing me scholarship and to the Government of Bangladesh for the opportunity to complete the degree of two years Master in Public Policy and Governance.

I would like to thank my supervisor, *Dr. Md. Mahfuzul Haque*; Additional Secretary to the Government of Bangladesh for providing regular guidance to complete this thesis. His guidance stimulated my thoughts and helped me to have necessary insights on job satisfaction of college teachers.

I am deeply indebted to Dr. Seikh Tawfique M Haque, Associate Professor and Deputy Director of MPPG program. I would not dare to select such a rare and challenging area for study without his encouragement. It would not be possible for me to complete this study without his continuous encouragement and valuable comments.

I am thankful to *Dr. Ishtiaq Jamil*; Associate Professor of the Department of Administration and Organization Theory at the University of Bergen for his academic and intellectual support.

I owe my sincere and deepest gratitude to respectable Prof. Dr. Salahuddin M. Aminuzzaman for his guidance, suggestion and contribution during my study period and proposal defence. I also offer my heartfelt thanks to respected professors Dr. Rizwan Khair, Dr. Sakil Ahmed and Professor Dr. Emdadul Haque for inculcating new knowledge, skills and innovative ideas in me during my study period.

I owe my gratefulness to the DG, DSHE, teachers and ex-principals of my selected colleges for their professional advice, interactions, information and experience sharing and for their active participation during my field visits. I am also indebted to all my Bangladeshi, Srilankan and Nepali friends for their help, contribution and suggestion. Special thanks also to Md. Akram Hossain; Research Assistant, MPPG Program to look after relevant matters during my study.

Last but not the least; I am grateful to my wife Farzana Islam who deserves thanks to take care of our son Sadik to allow me to give attention for this study.

At the end, it is me who is responsible for any mistake in this study.

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Chapter I

Introduction

“A properly educated nation, which is modern ingenious and intellect and forward-looking in thinking, can only put the country at the zenith of its development.”

-Bangladesh National Education Policy 2010.

Introduction

Employee satisfaction and performance are correlated and considered important ingredient for retention according to management literature. “Quality educators occupy central positions in any educational systems and an educational institute that does not attract and retain a high caliber teacher evokes particular concern (Akpofure and Grace 2006). “Job satisfaction is quite highly correlated with overall happiness of the employees within an organization, and can be looked at as one of its main components for the work performance of those employees” (Argyle, 1989). Likewise job satisfaction of teachers in their workplace may also contribute to greater learning outcome of the students. “The role of the teacher has remained a significant factor in education” (Ijaiya *et al.* 2011). According to the National Education Policy 2010 of Bangladesh, “Ensuring quality education for all is a great challenge for Bangladesh. The main important force behind quality education and development of skilled human resource is a team of properly qualified, skilled and committed teachers”. Teachers are in a unique position to make a direct impact on their students in knowledge acquisition who are the potential component of a knowledge based society. As such teaching profession gave them social respect, honour and dignity in every society. “Teaching job is considered to be a noble profession as teachers are able to influence pupils and shape their lives. Teachers are also responsible for shaping the careers of their students which gives them long term satisfaction” (Sen K. 2008, pp.21). Why is job satisfaction of the government college teachers of Bangladesh garnering so much attention? This study explores this question in general terms.

This chapter deals with the introductory aspects of the study. It discusses the background of the study, states the research problem, objectives of the study, research questions and hypotheses and operational definition of important terms, limitations and scope

of the study, and especially why the researcher ask the question on job satisfaction of the teachers in regard to the government colleges of Bangladesh.

Background of the study

In Bangladesh total number of colleges is 3985 and among them 297 is government which is 7% and total college teachers are 105054 and among 12843 are governmental, which is 12% of total number (BANBEIS Education Statistics, 2014). About 90% of the teachers in government colleges are appointed by the Public Service Commission and rest of the teachers are recruited through different process. It is likely to be mentioned that in Bangladesh Civil Service (BCS) there are 28 cadres¹ (www.bpsc.gov.bd, accessed on 01/03/2015), (cited in Taifa, 2012). Bangladesh civil service can be classified into two types-general cadres and technical/professional cadres. Government college teachers are group of professionals under BCS technical/professional cadre. Further, in government colleges about 90% of the teachers recruited through BCS examination² and rest of the teachers are come from nationalization process of non-government colleges and from different government and non-government projects. In 1983 the government of Bangladesh formed a cadre named BCS (General Education) and the government college teachers came under the cadre service (www.dshe.gov.bd, accessed on 01/03/2015).

It is observed that job satisfaction is a relative term across the different cadres in Bangladesh. Some jobs are externally driven and some are internally driven. “Academics are more motivated and committed to perform a job and also more satisfied if promotion opportunities are available to them” (Katoch OM Raj, 2012, pp. 166). Job satisfaction among teachers is least researched in Bangladesh (Rashid and Sadia, 2013, pp. 32). Thus, the state of job satisfaction and its possible consequence on academic teaching is unpredictable. Even though, there is great importance on access quality of education but the term ‘quality’ is vague because no education policy (in chapter III) has defined the term clearly. Besides,

¹ Cadre is the distinct functional sub-division of government bureaucracy and the members of it are recruited by Bangladesh Public Service Commission attending an open exam. All the civil servants are not member of cadre services.

² BCS Exam is the top most competitive job examination in Bangladesh. On an average 1, 00,000-2, 25,000 candidates apply in every recruitment process. In 35th BCS examination in March, 2015 number of applicants is about 2, 40,000 (www.bpsc.gov.bd, accessed on 01/03/2015).

uneven promotion policy, remote transfer, miss posting, getting due selection grade on time, political interference of the local leaders etc. may lead them to get a negative insight. Rather, less supervision, relaxed working hour, scope for private teaching and autonomy of work influence them to get positive insight.

Job satisfaction among college teachers may have direct impact on their performance. It may increase productivity, efficiency and effectiveness in their overall performance. “The role of a teacher is to guide on the side while students learn by way of questioning and assessing” (McKenzie 1998). Oubenaissa (2006) opines that “a teacher's role depends on learner's need and the society's aspirations”. In any education system the higher secondary level is very important stage as it is a link between the elementary and higher education. College teachers have to work hard to prepare the young students for future education. Also, higher education level is important because it mostly give them strength to compete in the job market as well as to be a competent human being. “Higher education plays an important role in preparing one for adult life, both as professional training and as a mechanism of social motivation and socialization” (Avrahimi, 1997, cited in Diba and Kowser, 2013). If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly. According to Bavendam (2000), “job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students”. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their retention rate may also become higher. One of the important aspects is that job satisfaction may result in more involved teacher-student relationship with greater learning outcome. Because they are the source of guidance in whole academic life of the students. When teachers are satisfied with their jobs they can perform their responsibilities with more devotion.

Statement of the Problem

Job satisfaction is viewed as an important aspect for an organization's success. As such, Judge et al (2001, pp. 86) believe that “there is true correlation between satisfaction and performance”. “In Bangladesh, 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) (cited in Rashid and Sadia, 2013, pp. 32).

According to the latest Education policy of 2010³ the government of Bangladesh commits itself towards providing quality education at college level. As the quality of education largely depends on the quality of teachers and quality of teachers may be ensured by providing continuous professional training. According to National Educational Policy 2003⁴ one of the major recommendations was “Strengthening of Teachers' Training.” But in teaching there is limited institutional capacity to provide necessary training. Foundation training has fixed term generally four months for each batch (150-180 participants). Thus, the fresh incumbents are asked to receive their foundation training after one year, in some cases few years by the authority DSHE (Directorate of Secondary and Higher Education, Bangladesh).

Teachers in the US, the UK, Australia, New Zealand and Malta (Dinham and Scott, 1999, 2000a, b) – “are motivated to enter teaching by extrinsic rather than intrinsic motives” (cited in, Zembylas and Papanastasiou, 2003). Whether in Bangladesh, one may generally perceive that the influence of extrinsic factor is more than the intrinsic factors. But, extrinsic factors are not much satisfactory. According to National Education Policy 2003, “Teachers' pay scale, promotion criteria, and service conditions should be formulated in such a way that enhances teachers' dignity in the society”. “According to national education policy 2010, Pay and allowances of teachers will be fixed keeping in mind their dignity and their contribution in nation-building” (Rudaba, 2012). But without job satisfaction among the behaviour of the college teachers, the objective of providing quality education would not be materialized.

It is generally recognized that there is limited scope for research work, limited facility for library work, unavailability of up to date journals, books and research materials for exploring knowledge.

³ National Education policy 2010 is the latest education policy in Bangladesh. To ensure the rights and the opportunities for education for all an 18-member Education Policy formulation committee was formed in 2009. National Professor Kabir Chowdhury and Dr. Qazi Kholiquzzaman Ahmad as the chair and co-chair respectively. (www.moe.gov.bd, accessed on 25/07/2015)

⁴ In order to improve the quality of Education and initiate a set of reforms to develop the sector government undertook several actions of which the formation of Education Commission in January 2003, headed by Mohammad Moniruzzaman Mia. The Commission submitted its report to the Government in March 2004. The Commission Report consists of three parts and suggests 880 recommendations on all the education sub-sectors. (www.moe.gov.bd, accessed on 03/03/2015)

Sometimes the female teachers are assigned to perform very challenging jobs. Side by side traditionally they have to maintain their family. In some cases supervision on female teachers are seemed as relaxed. Also they like to get their posting in Dhaka city. This may cause dissatisfaction to others. Actually there is no strict policy regarding, transfer or deputation. It may cause de-motivation to their male colleagues.

Little is known about job satisfaction of the higher secondary level education as well as the teaching-learning in Bangladesh. “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.) (cited in Rashid and Sadia, 2013, pp. 31).

Objectives of the Study

The primary objective of this study is to identify and analyze the factors which creates job satisfaction of the government college teachers in Bangladesh and its consequence on teaching-learning.

In the study, there are three specific objectives that are as follows:

- 1) To identify and analyze what factors influence satisfaction and dissatisfaction of the government college teachers in Bangladesh?
- 2) To explore whether job satisfaction varies across teachers in terms of length of their services?
- 3) To assess whether job satisfaction varies between male and female college teachers?

Research Questions

The research questions of the study are as follows:

- 1) Are government college teachers of Bangladesh generally satisfied with this job?
- 2) Are there variations in job satisfaction of government college teachers based on the length of services?
- 3) Are there variations in job satisfaction based on gender?

Operational Definition

Job satisfaction

Job satisfaction is the collection of feelings and beliefs of the people about various aspects of their jobs, such working environment, career prospects, interest in the tasks etc. It is like that when any job is fulfilled one's expectation that is job satisfaction. According to Robbins and Judge (2013, P.74) "job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics."

Teacher's job satisfaction

"In terms of definitions, there is no generally agreed upon definition of teacher job satisfaction or of what constitutes teacher satisfaction although there might be some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self growth and so on" (van den Berg, 2002; Dinham and Scott, 2002). In general, though, it is argued that context seems to be the most powerful predictor of overall satisfaction (Dinham and Scott, 1999, 2000a, b). As Cherniss (1995, p. 166), points out: "People can make their lives better or worse but what they think, how they feel and what they do are strongly shaped by the social contexts in which they live" (cited in Michalinos and Elena, 2003). teacher satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Lawler, 1973). Job satisfaction of teachers is dependent on the following factors as identified like, career prospects, academic records, payment/salary, supervision, environment and culture.

Career prospects

In very simple term career prospect means how far a job offer an incumbent to maximize the job potential automatically as per set rules and performance. It means whether the job is supporting the employee to be established or give scope to develop one's career. Career has some phases. It starts with recruitment and selection. The other phases are: promotion, training and transfer as well as placement. All these phases cover in the teaching in govt. colleges in Bangladesh. But promotions, scope for training and development, availability of

scholarship etc. are important factors. Thus career prospect of a job is highly interlinked with job satisfaction.

Recognition

Recognition means recognition of college teachers on the basis of an occupational group and recognition of teachers on the job by authority.

Interest in the Task

Interest in the task means internal drive to attain or accomplish a task. Internal drive or motivation are governed by intrinsic factors such as recognition, career prospects etc.

Supervision

This is linked to environment and the culture of the organization. The females in Bangladesh have had so many responsibilities in families like cooking, rearing and caring the kids, taking care as well as nursing their husbands and other members of the family. All these activities of the female teachers are barrier to their professional sincerity, punctuality and devotion. “While they are supervised these are noted and they are humiliated. Its prolongness bring the female teachers dissatisfied to their profession” (Tasnim, 2006).

Working environment

There are two types of environment; one is physical environment and other is social environment. Physical environments covers infrastructure of the college building, class rooms, furniture and other interior, teacher’s room, toilets, computer facilities, telephone, fax, communication and location of the college etc. The social environment covers family support to the teachers (especially the female teachers), teacher-students relationship, attitudes of the local political leaders etc. Where working environment is good, comfortable, and safe, the setting appears to be appropriate for reasonable job satisfaction and the situation with respect to job satisfaction would be low if working conditions are poor.

Financial Compensation/Benefits

Financial compensation of teachers are important in creating job satisfaction. If the compensation can support subsistence, education cost of children and other costs adequately, then a teacher may be relatively satisfied.

Hypotheses

The study is based on a number of hypotheses as mentioned below:

Hypothesis 1

The first hypothesis is proposed to test whether the level of job satisfaction of the government college teachers of Bangladesh is high, medium or low.

“Greater the level of job satisfaction, greater would be the academic performance”

Hypothesis 2

The second hypothesis proposed to test is that whether the designations of the college teachers have any impact on the level of satisfaction or not. Luis R. gomez-Mejia and David B. Balkin (1984), found that “the main determinant of job satisfaction among faculty members are pay level, tenure, and job experience” (cited in Katoch, 2012). Herzberg et al., (1957) found that “job satisfaction is high for young employees immediately after their employment; drops sharply after the first few years and then begin to climb as the employees continue on their job” (cited in Mizanur and Solaiman, 2012.)

“More the level of tenure and job experience, higher would be the job satisfactions”.

Hypothesis 3

Research has revealed contradictory evidences on the relationship between gender and job satisfaction. “Several studies have reported that female teachers have higher job satisfaction than male teachers” (Ma & MacMillan, 1999; Michaelowa 2002; Spear, Gould, & Lee, 2000). In contrast, Bishay (1996) and Mwamwenda (1997) found that “female teachers were less satisfied with their jobs than male teachers”. However, some other studies (Gosnell 2000; Sargent & Hannum, 2003) found ‘no relationship between gender and teachers job satisfaction’. In this study, it is proposed to test the hypothesis that female college teachers are more satisfied than that of male college teachers. Campbell, 1976 reported that “single men are less job satisfied than married men, but that no such difference exists for females” (cited in Katoch, 2012).

“Female College Teachers are more satisfied with their job than their male counterpart”.

Hypothesis 4

Hypothesis four proposed that there may not be required number of teacher in the department or the teachers are less capable of performing and their quality can be also poor.

“Those who view their workload as normal are likely to be less burdened and enjoy relaxed life style.”

Significance of the Study

The purpose of the study is to gauge the general level of job satisfaction among the government college teachers in Bangladesh, because, it may have a direct effect on students and their learning process. “Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not beat the best of their capabilities” (Arifa, 2012). ‘As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence’ (Taskina and Ireen, 2009). “The quality of instruction received by students may be impacted by the level of job satisfaction a teacher experiences” (Perie & Baker, 1997), (cited in O. R. Katoch; 2012). Considering the possible correlation between teacher job satisfaction and the quality of student instruction/teaching, it is important to understand the factors that may affect job satisfaction.

Satisfaction in the workplace is valuable to study for multiple reasons: (a) increased satisfaction is suggested to be related to increased productivity, and (b) promoting employee satisfaction has inherent humanitarian value (Smith et al., 1969). Job satisfaction is only possible if the job fulfills the basic needs of teachers in term of salary and better status as explained by Khan (1999), “salary or emoluments caters the material needs of the employees in allowing a sense of status and importance”,(cited in Asghar M. Ali, 2011). “Numerous studies have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees” (e.g., Hackett & Guion, 1985; Hulin, Roznowski, & Hachiya, 1985; Kohler & Mathieu, 1993). Most of the research of job satisfaction is related to management of industrial, banking and business organization. But study of college teachers’ job satisfaction is not many. Hence, if we are interested to provide quality education to our students at government colleges, more research is needed on college teachers’ job satisfaction.

Limitations and Scope of the Study

This study is based on questionnaire survey and in-depth interview. Besides, the duration of the study did not allow in depth longitudinal study. One of the major limitations is Small sample size. The study has been conducted at 8 government colleges with a sample size of 88 college teachers and 10 key informants who were mostly served in government colleges as professor during their tenure. Moreover, the scope of this study is limited primarily to the government college teachers of Bangladesh. The non government. college teachers are excluded from the purview of the study.

Organization of the Study

The thesis is presented in five chapters. The first chapter deals with the introductory aspects of the study.

Chapter I: Introduction

This chapter briefly discusses about the background of the study, states the research problem, objectives of the study, research questions and hypotheses and operational definition of important terms. Further, it also sheds light on the significance and limitation of the study and ends with the explanation of the structure of the study.

Chapter II: College Education Governance in Bangladesh

This chapter discusses on college education governance in Bangladesh. There is a concise demonstration about professional development and scope for government college teachers of Bangladesh.

Chapter III: Literature Review and Education Policy Reforms

This chapter reviews relevant and available literatures on job satisfaction of government college teachers in Bangladesh. Then it proceeds towards a brief introduction of six successive National Education Policies of Bangladesh.

Chapter IV: Theoretical Framework

This chapter explains the theoretical and conceptual foundation of job satisfaction. It discusses on motivation theories, finds out the limitations if any, and finally draws an analytical framework for the study on the basis of grounded reality of the issue.

Chapter V: Research Methodology

This chapter focuses on the methodology adopted for the study. This deals the design and method, nature and type of the data, sampling, data collection instrument and data analysis plan.

Chapter VI: Data Presentation and Analysis

This chapter deals with data presentation and analysis with interpretation through the lens of different theories and prevailing literature of job satisfaction. It describes, tabulates and analyses the data and findings.

Chapter VII: Findings and Conclusion

In the seventh and final chapter a conclusion is drawn with the findings. It provides a brief discussion on the findings and results of the study and finally assesses whether research questions have been answered and objectives of the study have been fulfilled and provides implications for policy/future study.

Chapter II

Government College Education Governance in Bangladesh

Introduction

This chapter discusses on college education governance in Bangladesh. There is a concise demonstration about professional development and scope for government college teachers of Bangladesh.

The Present Education System of Bangladesh

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and higher education. Primary education is imparted basically by primary level institutions. Secondary education is imparted by junior secondary and higher secondary level institutions. Higher education is imparted by degree pass (3 years), degree honors (4 years), masters (1 & 2 years) and other higher level institutions of equivalent section of other related institutions.

The education system of Bangladesh is being managed and administered by two Ministries in association with the attached Departments and Directorates as well as a number of autonomous bodies. The two streams of education are: Primary education (Grade I-V) and Secondary and Higher Education (Grade VI and above). Ministry of Primary and Mass Education (MOPME) under a Secretary manages the primary education sector while the other stream i.e. from secondary to higher education is managed by Ministry of Education (MOE) headed by Secretary of its own. At the top a Minister and a State Minister is responsible for controlling the overall activities of both the Ministries. The post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

Organizational Structure of Government Colleges in Bangladesh

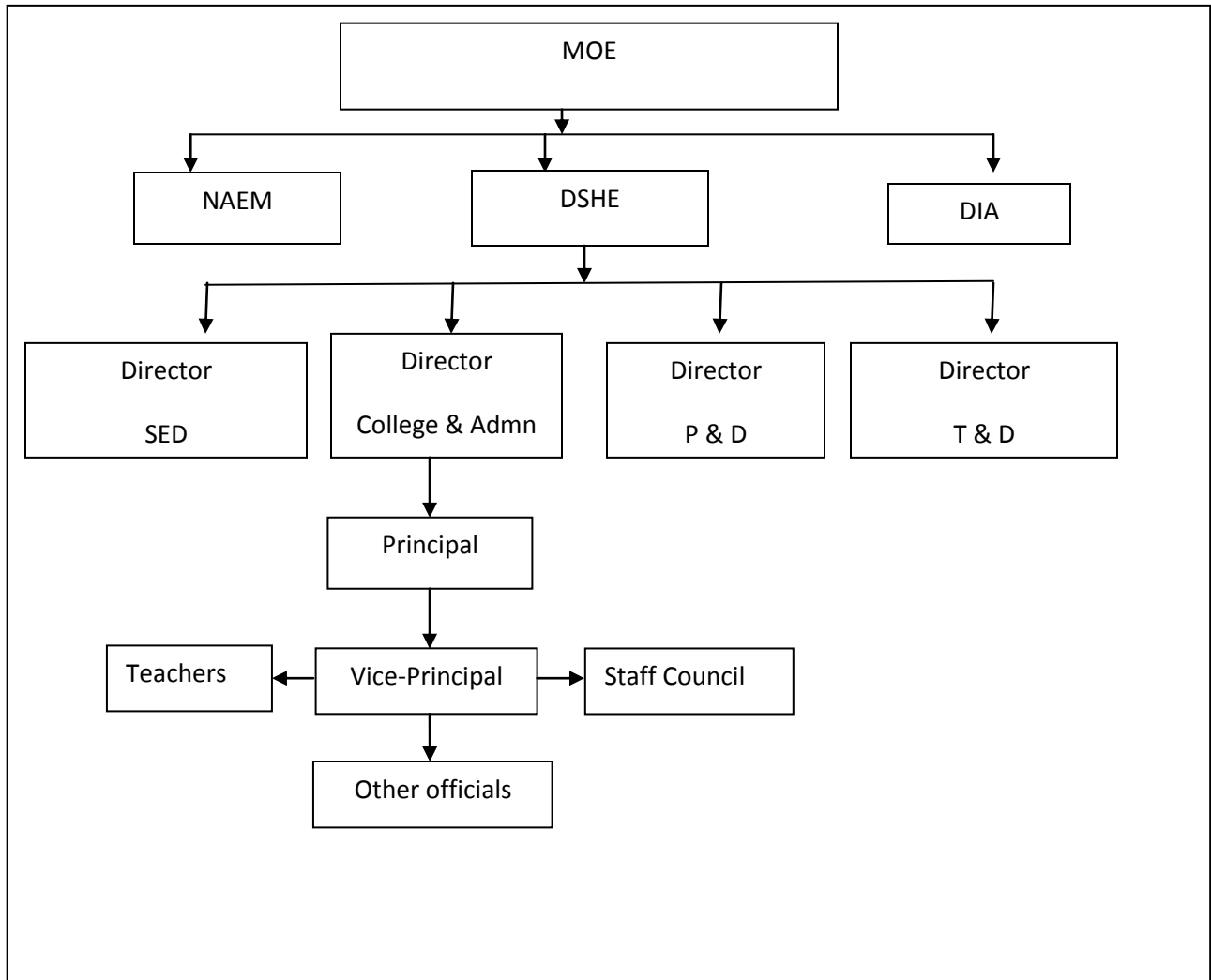


Fig 1: Organizational Structure of Government Colleges

Source: www.dshe.gov.bd/organogram_findhtm

Abbreviations:

MOE : Ministry of Education

NAEM: National Academy for Educational Management

DSHE : Directorate of Secondary and Higher Education

DIA : Directorate of Inspection and Audits

SED : Secondary Education and Development

P & D : Planning and Development

T & D: Training and Development

Col & Admn: College and Administration

Role of the Government in Education Governance

The Government of Bangladesh places great importance on education and in this regard the Government has been trying to transform its huge population into human resource. Education for All (EFA) is the constitutional responsibility of the government. The constitution affirms equal rights in education for all. Considering this, the government has emphasized on providing education to the backward population and its female citizens. The government is providing free education up to HSC (Class- 12) for the female along with stipend. It is expected that this will contribute to enhancing the enrollment rate of the female students, decreasing the rate of dropouts and enriching the country with an educated mass.

To promote higher education in Bangladesh, The National University was established in 1992 and all colleges offering Bachelors and Masters degree came under it. The National University became an affiliating university conducting examinations at the different level of higher education.

The government has been trying to boost up female education by introducing stipend program and providing other facilities like free studentship. Consecutively, the government introduced a pay scale for the teachers of non-government schools and colleges and providing 100% salary to them from the government fund. The government also established an authority to provide retirement and other benefits to the teachers and employees of the non-government schools, colleges and madrashas.

In the financial plan of the government national resource for the education sector has not been always been consistent in the past. For example, the estimated allocation of the whole national budget in the field of education and technology is 11.7% in 2013-14 fiscal year, 11.5 percent in 2012-2013 fiscal year and 12.4 percent in 2011-2012 fiscal year while it was 14.2 percent in 2010-2011 fiscal year, 13.0% in 2009-10 fiscal year and 12.8% in 2008-09 fiscal year⁵. In secondary level, different projects Like TQI (Teachers Quality Improvement), SESDP (Secondary Education Sector Development Project) SEQAEP (Secondary Education Quality and Access Enhancement Project) and in higher education level HEQEP (Higher

⁵ (www.mof.gov.bd, accessed on 03/03/2015)

Education Quality Enhancement Project) has been adopted⁶ but no projects has been taken yet for the development of higher secondary level teachers.

Education Governance-Role of DSHE (Directorate of Secondary and Higher Education Bangladesh)

After the independence of Bangladesh many changes and development took place at the secondary level of education system. The Government took the responsibility of secondary and higher secondary education by nationalizing a good number of schools and colleges throughout the country. In 1983 the government formed a cadre named BCS (General Education) and the government college teachers came under the cadre service. In 1981 the office of the Director of Public Instruction (DPI) was upgraded as the Directorate of Secondary and Higher Education (DSHE). The DSHE under the proper guidance of the Ministry of Education (MOE) has undertaken the above mentioned initiatives and reforms in the education sector for expanding educational facilities, improving its quality and establishing good governance. It is expected that these initiatives will help to ensure, enhance and promote the quality of secondary and higher education. The role and responsibilities of DSHE includes the following:

- To implement the education policy of the Government in respect to secondary (Class 6-Class 10), higher secondary (Class 11-12) and higher education (Bachelors and Masters).
- To assist the Ministry of Education in formulating policies concerning secondary, higher secondary & higher education of the country.
- To promote and maintain quantitative and qualitative standard of education.
- To help evaluate and assess the need for changes in curriculum at different levels of education.
- To prepare revenue and development budgets and maintain accounts of all the institutions and making arrangements for auditing.
- To co-ordinate and provide support to all types of educational institutions.

⁶ (www.moe.gov.bd, accessed on 03/03/2015)

- To administer recruitment, posting, transfer, promotion, retirement, disciplinary cases of the officers and employees working under the administrative control of the Directorate.
- To make proposals of development projects and monitor and supervise the activities under the development projects.
- To arrange training programs both at home and abroad for the teachers and officials working in different educational institutions (DSHE, colleges, schools, training institutes and projects etc.).
- To provide information on educational matters to the related agencies and organizations.
- To liaise with different departments and organizations of the government.

Professional Training and Development of the Government College Teachers

Training and Manpower (TM) wing of Directorate of Secondary and Higher Education is the centre of excellence for developing patriotic, competent and professional teacher dedicated to public interest. Training programs are broadly divided into two categories: i) core courses and ii) short special courses. Core courses usually range from 6 to 17 weeks and are linked with career development. Short specialized courses ranged from 3 to 17 days focus on the development of skills of specific groups.

i) Core courses: There are three types of core courses:

- a) Foundation Training Courses (FTC) aimed to provide training for the lecturers or newly entranced teachers in government colleges.
- b) Senior Staff Course on Education Management (SSCEM)
- c) Advance Certificate Course on Education Management (ACEM)

ii) Short special courses: There are seven especial courses:

- a) Training of Trainers Course
- b) Financial Management
- c) Office and Financial Management
- d) Disaster Management
- e) Life Skills Based Education LSBE
- f) Procurement of goods, works and Service training
- g) E-governance Training

Besides the above training courses TM offer some nominating courses like; training of trainers (ToT) course, E-governance training course, procurement of goods, works and service training.

Challenges and Opportunities in College Teaching

According to BANBEIS education statistics 2012, 11,910 teachers employed in 278 affiliated and permitted government colleges in Bangladesh. Hence, development of education poses a daunting challenge because of inaccessibility and resource constraint. Therefore, a number of challenges pose in teaching of government colleges in Bangladesh.

First of all, all the 28 BCS cadre officials would be appointed according to “the Bangladesh Civil Service Recruitment Rules, 1981.” But in teaching there is multi level recruitment system. For example, provision of nationalization of non-government colleges and encasement of the teachers from different projects (Firoz M. Mia, 2015, p.p. 321).

Secondly, the teachers of the government colleges would be promoted as per “The Bangladesh Civil Service (Examination for Promotion Rules) 1986. It is noted that though the criteria for first promotion is successfully completion of a tenure of five years, but on an average it takes ten years to be promoted across the hierarchy(Firoz M. Mia, 2015, p.p. 329). But promotion job is tremendous in this cadre. Due to the subject wise nature of promotion teachers of particular subjects enjoyed promotion opportunity but some teachers of same BCS batch could not be promoted to the next rank due to lack of vacant post in the hierarchy.

Thirdly, there is no transparent transfer and posting policy. Some teachers enjoy the facility to stay in the same work station for long time. Some of them always enjoy attractive transfer having low position according to the merit list.

Fourthly, unlike other BCS cadre officials this cadre suffers from some policy crisis likewise, the policy of earned leave has not been achieved yet in BCS education cadre. Fifthly, lack of ownership and visionary leadership is visible in this cadre.

On the other hand, it is observed that teachers in government colleges are enjoy the profession with distinct dignity, honour and prestige. In this profession there is wider scope for career development. The teachers are also enjoying the opportunity of horizontal mobility in the career prospect. Opportunity for research and higher study are also relatively wider than many BCS cadres in Bangladesh.

Conclusion

The chapter has been discussed about the education system of Bangladesh. It also detailed the information about challenges and prospects of government college teaching and the structure of college education in Bangladesh. The next chapter will discuss on literature review and national education policy of Bangladesh.

Chapter III

Literature Review and Education Policy Reforms

Introduction

This chapter reviews relevant and available literatures on job satisfaction of government college teachers in Bangladesh. Then it proceeds towards a brief introduction of six successive National Education Policies of Bangladesh.

Research works on job satisfaction and in organization and teaching profession

The term 'Job Satisfaction' was first described by Hoppock (1935) who observed that "job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say 'I am satisfied' with my job" (cited in Sen k., 2008, pp.14). The most widely accepted explanation of job satisfaction was presented by Locke (1976, p.1304) who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." To Gruneberg (1979), "an individual's feelings about the pay, security, and other benefits and rewards received from a job were of great importance to the individual's well being". Vroom (1982) stated that "individuals gain satisfaction from jobs that require the use of their abilities as compared to jobs in which they feel like their abilities are not being used." "There are two types of factors affecting the job satisfaction- Situational characteristics and situational occurrences. Situational characteristics are salary, supervisory practices, working environment, promotion, Whereas situational occurrences are either positive like extra vacation time, rewards etc or negative like faulty equipment" (Quarstein, McAfee, & Glassman, 1992). "Job satisfaction as an affective (emotional) reaction to a job that results from the incumbents comparison of actual outcomes with those that are desired" (Cranny, Smith, Stone, 1992, p.1). According to Rue and Byers (1994, pp. 294-295), "job satisfaction is made up of 5 components: a) attitude towards colleagues b) general working conditions c) attitudes towards the education system d) financial benefits and e) attitudes towards supervision" . "Job Satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector 1997). "Job satisfaction has been defined as the degree to which employees have a positive affective orientation towards employment by the organization" (Price, 1997). Norton and Kelly (1997) and Shann (1998) identified the following factors that contribute to increased teacher

dissatisfaction and to teachers leaving the profession: a) problems/frustrations with the variety of administrative routines and accompanying paperwork b) concerns about the evaluation of students' performance and school grading practices c) Problems relating to students' behavior and handling of students' discipline d) problems related to teacher load and expectations for assuming extra-curricular assignments e) concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels f) low pay g) few possibilities for career promotion or growth and h) the declining respect for the profession. "Behavioural and social science research suggests that job satisfaction and job performance are positively correlated" (Bowran and Todd 1999). Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favorable or unfavorable. The progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs, the overall progress of system is affected. The administrators should periodically study the job satisfaction of the employees and try to improve it by promoting human values and dignity. The importance of job satisfaction in an education system is very vital than in any other organization. Education is not merely the transfer of information but overall development of human personality. This can only be possible if teachers of secondary schools are satisfied with their jobs. Quality education and human development is only possible if the people involved in the system are satisfied with their work. Another view is that job satisfaction is "a behavior that shows the satisfaction level of an individual at their work place" (Griffin, 2000). "Teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e. motivation" (Zembylas M. and Papanastasiou E. 2003). According to Newstrom (2007), "job satisfaction is a set of favorable or unfavorable feeling and emotions with which employee view their work and the supervisors need to be alert about employee job satisfaction level". "Teachers professional attitudes, energy and motivations are critical, in combination with teaching skills, in creating quality of learning" (Leu, 2005). Extensive study has shown that job satisfaction has a direct impact on the performance of employees in different levels of profession. It is related to employee motivation and performance" (Ostroff, 1992, (cited in Taskina and Ireen, 2009). "Job satisfaction research is not much rigorously done in perspective of Bangladesh" (Rifayat M. Islam and others, 2012).

Author of the original work	Study/ main research issue	Summary
Rashid and Sadia (2013)	<i>Teachers' Professional Preparation, Income, Job Satisfaction and Performance: An Exploratory Study</i>	Examination of 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.
Bala Pronoy (2010)	<i>Job Satisfaction of Non-government College Teachers in Bangladesh</i>	Teachers are not satisfied their job. Factor considered for promotion is fully dissatisfied of teachers. Working place, training and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Equity of justice maintained in promotion and pay from institute are serious issue. It usually interfere. Managerial decision making hamper the discipline and order.
Tasnim Shamima (2006)	<i>Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh.</i>	Both male and female teachers (100%) are highly dissatisfied with poor salary structure. Most of the female teachers choose this profession willingly. A big number of male and female teachers are satisfied with this profession because of permanency of the job.
Griffin (2000), Gruneberg (1979) Vroom (1982)	<i>Fundamentals of Management Understanding job satisfaction, Work and motivation</i>	Satisfaction level of an individual at their work place, individual's feelings about the pay, security, and other benefits and rewards.
Rue and Byers (1994:294-295)	<i>Management skills and application.</i>	Attitude towards colleagues, education system, supervision, General working conditions and financial benefits.
Locke (1976), Price (1997).	<i>The nature and causes of job satisfaction, Handbook of organizational measurement,</i>	Positive emotional state or positive affective orientation towards employment.

- (Griffin, 2000) *Fundamentals of*
and Robbins, *Management,*
(2013) *Organisational*
Behaviour
- Spector 1997, *Job satisfaction:*
Newstrom *Application,* A set of favourable or unfavourable feelings.
(2007) *Assessment, Causes,*
and Consequences,
Organizational
Behavior
- Cranny, Smith, *Job Satisfaction.* Comparison of actual outcomes with those that are
Stone, (1992, *Lexington Books* desired.
p.1).
- Leu (2005) *The Role of Teachers,* Teachers' professional attitudes, energy and motivation
Schools, and are critical in creating quality of learning.
Communities in Quality
Education: A Review of
the Literature
- (Zembylas M. *Job satisfaction among* Teacher satisfaction is clearly related to levels of
and *school* intrinsic empowerment.
Papanastasiou E. *teachers in Cyprus*
(2003)
- Quarstein, *The situational* Situational characteristics and situational occurrence.
McAfee, & *occurrences theory of* Situational occurrence can be either positive or
Glassman, 1992) *job satisfaction.* negative.
- Ostroff, 1992, *Relationship between* JS has a direct impact on the performance of employees
Bowran and *satisfaction, attitudes,* in different levels of profession.
Todd (1999) *and performance: An*
organizational level
analysis.
- Kelly (1997) and *Professional* Factors that contribute to increased teacher
Shann (1998) *commitment and* dissatisfaction and to teachers leaving the profession:
satisfaction among Problems/frustrations, Concerns about the evaluation of
teachers in urban students' performance and school grading practices;

middle schools

Problems relating to students' behavior and handling of students' discipline; Problems related to teacher load and expectations for assuming extra-curricular assignments; Concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; Low pay; Few possibilities for career promotion or growth; and the declining respect for the profession.

From the above review it is noted that factors like concerns about the evaluation of students' performance and school grading practices; students' behavior and handling of students' discipline; teacher's load and expectations for assuming extra-curricular assignments; concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; low pay; few possibilities for career promotion or growth; and the declining respect for the profession; coordination and leave facility; reward and future opportunities; work process; and health and insurance policy have significant influence on job satisfaction.

Education Policies of Bangladesh

The government of Bangladesh has given utmost importance to education for socio-economic transformation and advancement of the country since it achieved independence in 1971. The first national education policy was adopted in 1972.⁷ During the subsequent years, six more education policy/reports were prepared but they also remained unimplemented. "Since the Independence of Bangladesh, it has not been possible for us to implement any education policy in the last four decades" (The National Education Policy, P. 4).

⁷Country's first Education Commission was formed in 1972, headed by the leading educationist and scientist Dr. Quadrat-e-Khuda. The commission submitted its report to the Government in May 1974. The report was formulated and is based on the socio-economic and political state and cultural heritage of the country. This report reflected the fundamentals of the newly framed constitution of Bangladesh. (www.moe.gov.bd, accessed on 01/03/2015).

National Education Policy 2010

The National Education policy states that “The proper dignity of teachers everywhere from the primary to the highest level is a very important factor. The status of teachers of all levels requires to be re-evaluated through in-depth examination since they are supposed to inspire the meritorious students to be interested in the teaching profession by discharging their proper duties. This is important because the teachers claim proper dignity and facilities for their jobs. At the same time, their rights are closely connected with their duties. Teachers must responsibly carry out their professional and other duties. All concerned should contribute to the development of educational standard and environment” (Chap. 25, P.P 67-68). In order to uphold proper dignity of the teachers the following strategies will be taken into consideration:

1. Steps will be taken to reorganize the status, dignity, facilities and responsibilities of teachers of all levels and streams through an in-depth examination in the perspective of social reality. Two points are to be considered in this regard:
 - a) The status of the teachers and facilities available to them; If the issue of the status of teachers is limited to rhetoric and the teachers do not enjoy a respectable social status in real terms, the quality of education cannot be improved. The teachers are to be trained up as self-confident, efficient and important persons in the cause of education. This is an urgent task. So, opportunities of training for them at home and abroad will be created and stipends and training courses in the overseas countries will be made available to them. These steps can strengthen the education sector. A separate pay scale will be introduced for teachers of all levels to enhance their financial benefits and
 - b) Responsibilities of the teachers; It is essential to ensure the proper training skills, status and accountability of all teachers from the primary to university levels. There will be a system of continual evaluation in this regard. A high-powered committee having representatives from all institutions concerned will be formed to make recommendations for all levels of education regarding the two points stated above.

2. Female teachers will not be discriminated for any reason whatsoever particularly in matters of recruitment. Equally qualified female teachers will enjoy priority particularly in primary and secondary education.
3. Promotion of teachers at all levels of education will depend on seniority and their teaching qualities. Methods to measure the teaching proficiency will be introduced. Training courses received by them will also be considered in case of their promotion at all levels of education. Publications of high standard and researches and trainings received for consideration of promotion at the universities will continue.
4. Teachers will be honoured and encouraged for any special contribution to the field of education, society, creative writing and publications.
5. Teachers selected on the basis of merit, efficiency and experience will be posted at different levels of educational administration and there will be opportunities of promotion for them.
6. Teachers' organizations should introduce some ethical/moral codes and rules and regulations and ensure that these are being followed. The government may also play an important role in this regard.
7. Proper security measures will be taken to protect the teachers from the attacks of terrorists and criminals as they try to prevent copying and unfair means while they are on invigilation duty in the examinations.
8. Punitive actions for teachers accused of violating professional rules and regulations will be clearly spelt out and these will be applied accordingly.
9. Primary school teachers will not be engaged in activities beyond their professional duties excepting during the vacations.
10. Teachers of government and non-government educational institutions will enjoy earned leave (EL) like others.

11. The major duties of the teachers include : to inspire and encourage the students to cultivate fine habits; to build them up with the habits of diligence, tolerance, perseverance, patience, respect for religion of his/her own and of others; to build them up as patriotic, efficient citizens free from superstitions. Their responsibilities will include delivery of lessons within the classroom with sincerity and involvement in activities related to education. They will feel responsible to build up the future of the learners. The teachers will be present in their respective institutions for some fixed hours. They will deliver their work within the schools as per the following timetable.

According to the National Education Policy 2010, the following steps have been recommended for development of Education Cadres:

- Adequate number of teachers will be recruited in colleges to ensure quality education. In the present situation most of the government colleges, the number of teaching position is less than what is required.
- Uniform human resource structure will be developed according to the needs of the subjects and levels. Under the current system, there is not much scope for incentive packages for the professionals in the education cadre to improve their professional quality.
- The pay scale for education professionals having M.Phil and Ph.D degrees is not adequate. Teachers having special professional performance in their subjects and with M.Phil and Ph.D degrees will be appointed in colleges offering honors and masters degree with special financial benefits.
- Professors from education cadre showing very distinguished performance or earning recognition in the global context for some innovative activities will be rewarded by special financial benefits and position.
- Modern management system will be in practice for the education cadre.
- The existing ACR system for teacher appraisal will be replaced by performance-based appraisal/evaluation. New reporting format for performance-based evaluation will be developed.
- To encourage teamwork, the ranking of the institution in which he/she is working will be taken into consideration while evaluating the individual.

- Every teacher and his supervisor will jointly prepare their annual, bi-annual and quarterly work plans.
- In the case of promotion, not just seniority but the performance of a teacher will be taken in to account. For promotion, the seniority of the teacher will be primarily considered, but it must match properly with her/his performance. The later is a must. A separate guideline will be developed for performance based promotion.

Mohammad Moniruzzaman Mia Commission-2003

In order to improve the quality of Education and initiate a set of reforms to develop the sector government undertook several actions of which the formation of Education Commission in January 2003 was one of the major initiatives. The Commission submitted its report to the Government in March 2004. The Commission Report consists of three parts and suggests 880 recommendations on all the education sub-sectors. The basic principles on which the Commission's report was prepared are as follows:

- Measures for maintaining high quality at all levels of education.
- The Strategy of selecting teachers in non-government educational institutions, other than the universities, through an independent commission, with a view to improving the quality of education.
- Measures have been taken to train up the teachers, particularly the teachers of English. Mathematics & Sciences.
- To cover the broader area within the shortest possible time, the method of distance education would be applied in teachers training.
- The Education Commission recommends that there is no alternative to exploring the full utility of modern technology for quality improvement in primary and secondary education. In this regard a TV channel could be engaged for this purpose.
- Teachers' pay scale, promotion criteria, and service conditions should be formulated in such a way that enhances teachers' dignity in the society.
- It is recommended that for facilitating the public university research with international standard.
- Center of Excellence would be established in some areas of education.

- Improvement of physical infrastructure also needs to be developed.
- For research in professional education (like agriculture, technology, medicine) proper measures should be undertaken.
- The Commission recommends that through using technology (Radio, TV, Computer and Internet etc.)
- A continuous education system will be introduced to educate and provide scientific thoughts to the whole nation.
- The Education Commission-2003 recommended for the establishment of a permanent education commission in the country.

Dr. M.A. Bari Commission-2002

An Expert Committee headed by Dr. M.A. Bari was formed in 2002 to identify immediate implementable reforms of education sector. The Committee suggested several interventions in the sector which were considered later by the Education Commission 2003. The commission did not pay much attention on teachers job satisfaction.

Shamsul Haque Education Committee- 1997

Qudrat-e-Khuda Education commission submitted their report in 1974, Due to some unavoidable circumstances the recommendations of the Committee were not implemented properly. With this end view, the Government of Bangladesh constituted a 56- member committee headed by Prof. Shamsul Haque. The committee has made all out efforts for developing an education policy in order to introduce a pragmatic education system suitable for the country. The report of this commission was placed in the cabinet and to review this report a cabinet committee was formed. The report of this committee was sent to National Assembly.

Mofiz Uddin Education Commission-1988

After the publication of the Qudrat-e-Khuda Education commission report, some of the recommendations were implemented. In 1979 the Government felt the necessity of reviewing the report. Advisory Council for National Education styled Interim Education Policy

Recommendations was published and the reports of the Mofiz uddin Commission were brought to light in February, 1988. This policy did not give much attention in job satisfaction issues for the government college teachers because BCS education cader has started its journey as a distinct cader in 1984.

Qudrat-e-Khuda Education Commission-1972

Qudrat-e-Khuda Education Commission was formed in 1972, headed by the leading educationist and scientist Dr. Qudrat-e-Khuda. The commission submitted its report to the Government in May 1974. The report was formulated and is based on the socio-economic and political state and cultural heritage of the country. The perspectives and this scenario of the education system of the contemporary world were also taken into consideration. In fact, Qudrat-e-Khuda Commission report reflected the fundamentals of the newly framed constitution of Bangladesh. The concerned authority examined the report carefully and the preparatory steps were taken to implement the report. But due to some unavoidable circumstances, the implementations of the recommendations of the report were delayed. In the light of the recommendations of this commission a committee for developing National Curricula & Syllabi was formed in 1976. The National Committee consisted of 47 eminent educationists of the country headed by Prof. Shamsul Hoque. The National committee developed a detailed procedure and mechanism for developing national curricula & syllabi. In order to achieve its target, this NCSC (National Curriculum Syllabus Committee) constituted 10 sub-committees and 27 subject committees. The NCSC submitted its report to the Government in 07 volumes in 1976, 1977 and 1978. According to the Commission report

- Primary education will be of 8 -years (Class 1 to Class VIII) and secondary education will be of 4-years duration (Class IX to Class XII).
- In the field of Higher education a combined degree course of four years and a one year Master's course will be offered in the Universities. Regarding curriculum, syllabus and textbooks, the commission suggested a uniform curriculum for primary level based on competence.
- The Commission gave special emphasis on improved assessment system and suggested letter grading in the assessment of student performance in all stages of education.

From the above policies it is noted that attention always has been given to to achieve quality education but few recommendations were made to enhance teachers' job satisfaction. "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)cited in (Rashid and Sadia, 2013, pp. 32).

Conclusion

This chapter has reviewed relevant and existing literatures and education policies of Bangladesh. The main interferences from the review are: teachers' professional attitudes, energy and motivation are critical in creating quality of learning. It also can be said that Job satisfaction might be a concept of social psychology, but depends on nature of organization, society and economy. The chapter has been ended with reviewing of national education policies of Bangladesh. The next chapter will discusses on conceptual and theoretical framework of the study.

Chapter IV

Theoretical Framework

Introduction

This chapter discusses on concepts of job satisfaction, theories of motivation and constituents of job satisfaction in teaching profession. Finds out the limitations of motivation theories for using a single theory two or three theories are also discussed for the study. Then identifies related variables from real life experience and finally draws an analytical framework for the study on the basis of the grounded reality of the issue.

Concept of job satisfaction

Job satisfaction is the collection of feelings and beliefs people have about their current jobs. In addition to attitudes about a job as a whole, people can have attitudes about various aspects of their jobs, such as the kind of work, coworkers, or pay. “Job satisfaction is a generalized affective orientation to all aspects of the job” (Tasnim S, 2006, pp. 7). In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one’s feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, it also creates from working environment, supervision style, interpersonal relationship, recognition, interest in the task and organizational culture also.

Understanding job satisfaction and productivity in organizations

The satisfaction-performance relationship has been studied for decades. Job satisfaction is valuable for multiple reasons: (a) increased satisfaction is suggested to be related to increased productivity, and (b) promoting employee satisfaction has inherent humanitarian value (Smith et al., 1969). In addition, job satisfaction is also related to other positive outcomes in the workplace, such as increased organizational citizenship behaviors (Organ & Ryan, 1995), increased life satisfaction (Judge, 2000), decreased counterproductive work behaviors (Dalal, 2005), and decreased absenteeism (Hardy, Woods, & Wall, 2003). Each of these outcomes is desirable in organizations, and as such shows the value of studying and understanding job satisfaction.

Constituents of job satisfaction in teaching profession

Evans (1998) identified the levels of job satisfaction which indicate some factors of job satisfaction for teacher: Policy and condition of service, Pay structure, Leadership style, Organizational climate (pattern of management of the schools, method of accountability of the teachers, level of local people interference, freedom), individuals needs fulfillment, expectations fulfillment or values congruence of teachers etc. Paul Spector (1985) define job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

1. Pay-amount and fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by ones supervisor.
4. Benefits-insurance, vacation, and fringe benefits.
5. Contingent procedures-sense of respect recognition and appreciation.
6. Operating procedure-policies, procedures, rules, perceived red tape.
7. Coworkers-perceived competence and pleasantness of ones colleagues.
8. Nature of work-enjoyment of the actual tasks themselves
9. Communication-sharing information within the organization (verbally or in writing).

Theories Related to the Study

Abraham Maslow's Hierarchy of Needs theory

Abraham Maslow developed 'The Hierarchy of Needs theory' in 1943. Need hierarchies assume that people have different needs that can be arranged in a hierarchy of importance. He proposes that human needs are not of equal strength. He saw human needs in the form of hierarchy, ascending from the lowest to the highest. He argued that people are motivated to satisfy five need levels. Maslow separated the five needs into higher and lower order needs. Physiological and safety needs were described, as lower order needs. They are similar to primary needs. Social, esteem and self-actualization as higher order needs. Higher order needs are satisfied internally and the lower order needs are satisfied externally. In which basic, lower level needs must be satisfied before higher level needs such as self-fulfillment are pursued. In this hierarchical model, when a need is mostly satisfied it no longer motivates

and the next higher need takes its place (Abraham Maslow: online). Maslow's hierarchy of needs is shown in the following diagram:

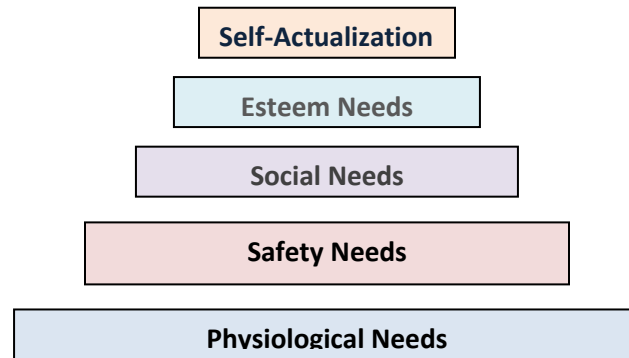


Figure 2: Maslow's Hierarchy of Needs

Source: Griffin, Fundamentals of Management, 5th edition, pp. 295

Frederick Herzberg's Two Factors Theory

In the decade of 1950's Fredrick Herzberg, an American social psychologist, proposed the motivation-hygiene theory based on satisfaction. He extended the work of Maslow and developed a specific content theory of work motivation. His theory played a major role in managerial motivation. He found that one set of job and personal factors produced good feelings and that another created bad feelings. He found that entirely two different sets of factors were associated with the two kinds of feelings about work.

One set of factors; Herzberg called hygiene or maintenance factors. These factors are associated with job context. The hygiene factors include salary, job security, personal life, working condition, status, interpersonal relations, and technical supervision and company policies. These factors do not give positive satisfaction but their absence will cause dissatisfaction, and they cannot motivate an employee. These factors are essential to avoiding or preventing job dissatisfaction but do not lead to satisfaction. When they are adequate, people will not be dissatisfied; however, neither-will they be satisfied. Managers need to know this because the elimination of job dissatisfaction will not necessarily motivate

employee. They are a necessary condition but not a sufficient condition for motivation. Herzberg's two factors theory is shown in the following diagram:

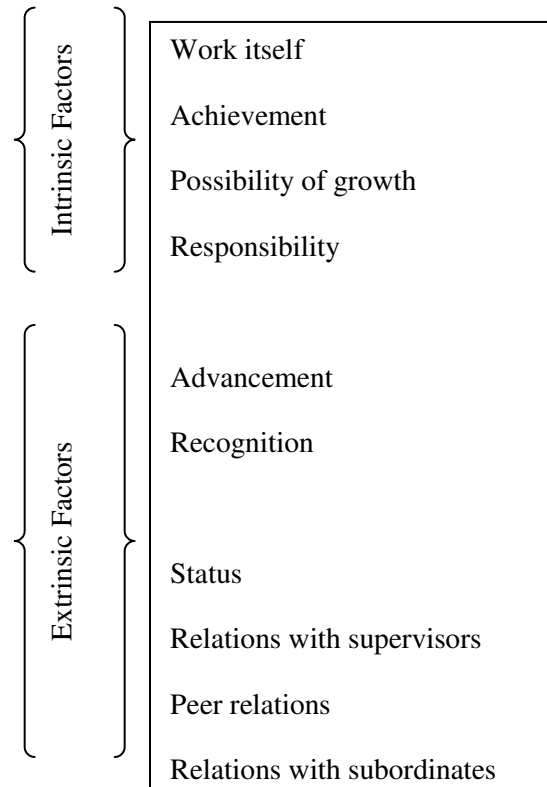


Figure 3: Herzberg's Two Factor Theory

Source: Griffin, Fundamentals of Management, 5th edition, pp. 295

Herzberg described the second set of factors as motivating factors. They include achievement, recognition, autonomy, challenging work advancement and growth in the job. Three factors are associated with job content. Their existence will produce feelings of satisfaction or no satisfaction. These are called intrinsic factors.

According to his motivator hygiene-theory, salary was not so much a motivator as it was a hygiene factor. Therefore, salary would not cause motivation. Instead, "lack of a good salary would cause dissatisfaction (Vandenabeele, Depré, Hongdeghem" & Yan, 2004). According

to Herzberg all those motivating factors might be helpful to raise job satisfaction level. Herzberg et al (1957) reported that “the job adjustment of female workers is often made more difficult because they must divide their interests and attention between the working world and their traditional role and that the social and psychological pressures toward marriage complicate the job attitudes of the unmarried female” (cited in Taskina and Ireen, 2009). The characteristics related to dissatisfaction which included working conditions, supervision, interpersonal relationships, company policy and administration were referred to as Hygiene factors (Robbins, 2001:75-76). A criticism of Herzberg’s theory is that it oversimplifies work motivation. There are job factors that lead to both satisfaction and dissatisfaction. Despite this criticism, “Herzberg extended Maslow’s needs hierarchy concept and made it more applicable to work motivation” (Abdullah 2002, cited in Luddy 2005). According to Mullins (2002:647-648), Hertzberg’s two- factor theory is effectively a theory of job satisfaction.

McClelland's Needs Theory of Motivation

David McClelland's research led him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. More important, the achievement motive can be isolated and assessed in any group. His theory is developed in 1950s in the name of Achievement Motivation theory. According to McClelland three basic needs or drives within an individual:

Needs for achievement:

People who think about how they can improve on their work, who wonder how they might accomplish something that is valuable, and who derive great satisfaction from striving to do good work are considered to have a high need for achievement. McClelland conducted studies and indicated strong positive relationship between high need achievement and high level of job performance and executive success. He offered the following reasons why people feel strong need for achievement.

They like situations, in which they can assume personal responsibility for solving problems. They tend to set moderate, realistic achievement goals and take calculated risks. They want concrete feedback on how they are doing.

Need for affiliation:

People who think about developing warm, friendly, personal relationships with others in the organization are considered to have a high need for affiliation. They have a high need for affiliation and usually are more sensitive to other's feelings. Personnel employees, teachers, nurses, counselors and many government employees typically have high need for affiliation.

Need for power:

People who think about the influence and control they have over others and how they can use this influence to change people's behavior, gain authority and status and dominate decisions are considered to have a high need for power. Their needs are satisfied by manipulating and controlling others. Research studies indicate that top managers and especially organizational presidents are highly motivated by the need for power.

Measurable Indicators for Dependent and Independent Variables

Some indicators and issues are identified to interpret the dependent and independent variables and to collect data accordingly. The selected indicators and issues of the dependent and independent variables have been exhibited in the following table:

Table 1: Variable Matrix

Dependent Variable	Indicators	Independent Variable	Indicators
Job Satisfaction of Teachers	Continuity in a particular work station (Longer the stay in a particular work station, higher the JS)	Career prospects - Two Factor theory (Motivating/Growth factor) - Need Theory of Maslow (Self actualization need)	<ul style="list-style-type: none"> • Defined career path (fast promotion path) • Opportunity for training and development • Vertical mobility
	Defined career path (Timely promotion and advancement or upward mobility)	Recognition - Two Factor theory (Motivating/Growth factor)	<ul style="list-style-type: none"> • Appreciation for commitment and work • Appreciation for innovative and creative work

Work in desired profession (Placement in a desired professional cadre)	Interest in the task - Two Factor theory (Motivating/Growth factor)	<ul style="list-style-type: none"> • Develop lecture materials • Take home Assignment • Focused on effective teaching time • Encourage interactive class
Work autonomy (Less interference, decides alone at ease)	Supervision Two Factor theory (Hygiene factor)	<ul style="list-style-type: none"> • Functional autonomy (freedom) • Non Intervention in teaching learning
Congenial environment (healthy teacher-student relationship, separate office room with airy specious toilet, wide class room etc.)	Working environment - Two Factor theory (Hygiene factor)	<ul style="list-style-type: none"> • Respectful Relationship with others • Interface with students political front • Degree of influence of local political leaders • Existence of a functional Teachers Association
	Salary + other incentives - Two Factor theory (Hygiene factor)	<ul style="list-style-type: none"> • To what extent it is adequate • Furnished house

Analytical framework for the study

After selecting independent variables, it is important to draw an analytical framework to establish the relationship between independent and dependent variables and to relate them with the theoretical perspective. Hence the purpose is to discuss the meaning of job satisfaction that is dependent variable of this study. And to explain the factors or independent variables which affect the job satisfaction. At the same time effort will be given to set up the relation between dependent and independent variables. The proposed model is to be tested in Bangladesh, a developing and non western culture, and aimed to assess the factors related to

job satisfaction in teaching profession. Once the data will be available for the proposed model it will help to examine the significance of various factors to the dependent variable of job satisfaction. The analytical framework of the study is as follows:

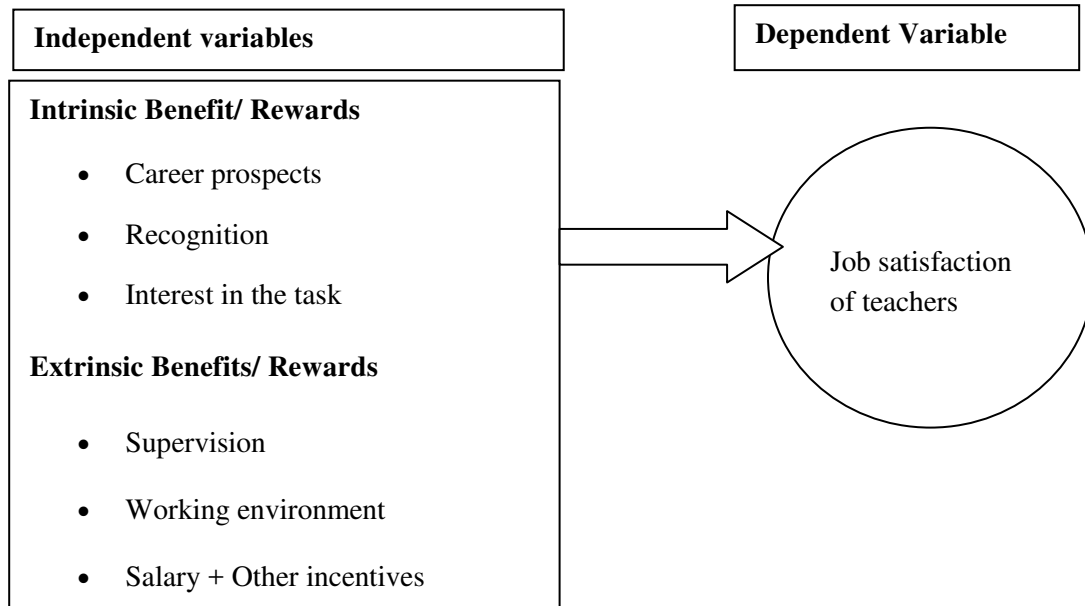


Figure 4: Analytical Framework

Conclusion

After reviewing the concepts and theories it can be said that Job satisfaction might be a concept of social psychology, but depends on nature of organization, society and economy. From organizational perspective, policy and administration of organization, culture of that organization, working environment, autonomy in the task, interest in the task, peer relationship, supervisory style affects the job satisfaction. After that, it has selected 6 independent variables by theory triangulation of the associated theories. It may cause them either satisfied or dissatisfied. Thus, Herzberg's motivation theory and Maslow's Needs Hierarchy motivation theories have an effect on government college teacher's job satisfaction. The chapter has been ended with a diagram of analytical framework of the study. The next chapter will discuss on research methodology of the study.

Chapter V

Research Methodology

Introduction

This chapter focuses on the methodology adopted for the study. This chapter gives detailed information about the thought processes that informed the research methods, sources of information, uses and types of respondents, sampling technique, study location, data collection instrument and data analysis plan.

Research Methodology

There are at least three points that should be borne in mind while choosing an appropriate research method, these are: answering to the research question, current state of knowledge and the nature of the variables involved in research (Bennett, 1983:85 cited on Aminuzzaman, 1991:34). Considering these three matters, a combination of Questionnaire Survey, In-depth Interview, and Observation methods has been selected for this study. Selected three methods are the most suitable for the study considering the variables involved and for answering the research questions. Another objective for using triangulation is to make a cross examination to validate the data and building the credibility of the investigation. To reveal the factors of job satisfaction and job dissatisfaction of the government college teachers, a combination of Questionnaire Survey and Interview methods can bring a comprehensive finding of the study. The combination of the stated methods has been brought into play for this study to make use of the advantage of their respective strengths and to overcome their own limitations. Experience has established the fact that use of one single method in social research is not always enough to respond to the research need rather a combination of methods is more useful to bring desired level of methodological sophistication (Aminuzzaman, 1991:34). The reason behind using survey method is that it is probably the best method available to the social scientists interested in collecting original data for purposes of describing a population too large to observe directly. Surveys are widely used to collect information and observation over time. Such longitudinal analysis enables the researchers to identify not only the variables which are related to each other but also how these relationships change over time (Aminuzzaman, 1991:39). The interview method has been taken to gather clear idea about the topic through discussions with the relevant

personnel. Observation method has been used to watch the overall fact, and in-depth observation of events with structured observation techniques is really very helpful to explain the issue. Both qualitative and quantitative methods have been used in this study. The combined method has been employed to make a deliberate intervention to the study. Quantitative method has been used where data are available in the form of number. Alternatively, qualitative method has been used where data are not available in the form of number. Quantitative method often fails to capture information which can be generated from interviews, case studies and observations. Moreover, the study has aimed to know government college teachers point of views; from this sense qualitative method is helpful. Qualitative approach offers scope for conversation between the researcher and respondents which creates opportunity to capture inner thought of the respondents. It also helps for direct understanding of participant's perspective. In other words, qualitative study allows in-depth analysis. On the other hand, quantitative method makes the data analysis easier and it helps to reduce the human errors. Therefore, the mixed method overcomes the respective disadvantages of qualitative and quantitative methods, and allows taking the benefits of each.

Sources of Data and Data Collection Technique

According to Cooper and Schindler (2001:82), “data includes facts collected from participants or observations, published information which is categorized as primary and secondary.”

Primary data- In this study questionnaire survey is used as the main source of information. The logic behind using questionnaire is that it is a very effective instrument that facilitates in collecting data from a large, diverse and widely scattered group of people (Aminuzzaman 1991:87). Both open ended and close ended questions having two sections have been entertained in the survey. The first section composed of demographic information like gender, age, indigenous identity, education, tenure in the service etc. The second sections of the questionnaire will contain factors affecting job satisfaction like salary, posting transfer, work and working environment, chances of promotion and recognition etc. After designing the questionnaire, it has been distributed among 88 respondents of 8 different colleges of Bangladesh.

Secondary data- For secondary data, this study mainly relies on review of previous studies on employee job satisfaction. To understand the general level of job satisfaction, various academic books, policy documents such as national education policies, research articles,

Table 2: Data Source and Data Collection Techniques

Data Source	Data Collection
Questionnaire Survey	Collecting information according to designed questionnaire. Questions are both open ended & close ended.
In-depth Interview	Taking interviews of selected 10 persons according to structured questions.
Observation	Observing the work condition, interpersonal relationships, nature of work and other satisfying and dis satisfying factors.

Sample Size

A total of 88 respondents have been taken for questionnaire survey and later 10 persons have been interviewed. All of the respondents including questionnaire survey and in-depth interview were teacher. Most of the respondents were very enthusiastic to express their opinion regarding the issues and made thoughtful comments in time of interview and writing answers for open ended questions in the questionnaire. The sample population of the study has the following combination:

Table 3: Sample size

Serial no.	Research Method	Sample Size
1	Questionnaire Survey	88
2	In-depth Interview	10
		Total=98

Sampling Method

For interviews, respondents have been chosen purposively to suit the study objectives and to collect relevant data. For questionnaire survey, Stratified Sampling Technique has been followed to suit purposes of the study. Four strata have been created according to the different designation across the professional hierarchy, likewise group of lecturers, group of

Assistant professors, group of Associate professors and group of professors. Respondents have been chosen randomly from the strata (see the following Table: 4). Since juniors are mostly concentrated at the lower levels of the professional hierarchy and less in the upper ranks of the profession, the number of respondents taken from the upper levels is also less; and the higher the rank, the lower is the respondent number in survey. Therefore, the main portion of the universe has been taken from the bottom ranks of the hierarchy. Strata wise Respondent Distribution for Survey has been shown in the following table:

Table 4: Strata wise Respondent Distribution for Survey

Designation	Male	Female	Total
Lecturer	21	21	42
Assistant Professor	06	06	12
Associate Professor	06	06	12
Professor	11	11	22
			Total =88

In the in-depth interviewing a total of 10 respondents have been chosen who were either professors or now retired professors. The key informants have been selected on the basis of their expertise and experience in the related fields.

Selection of Study Area

According to Zikmund (2003:373), “the target population refers to a group of specific population elements that are applicable to the research”. In this study the target population has been included 8 government colleges of Comilla, Gazipur, Jessore, Khulna and Magura, district of Bangladesh.

Reliability and validity

‘Reliability is a central concept in measurement which means consistency. Consistency may be meant over time (or stability) or internal consistency’ (Punch 1998 quoted in Huque 2003:10). To achieve reliability, the study has included different ranks of teaching profession with different age, gender, batch and work experience of the respondents.

Data Analysis Tools and Techniques

A data analyst has an obligation to do the very best with full intellect to fairly represent the data and communicate what the data reveal given the purpose of the study (Patton, 2002:434, cited in Mbatuddee, 2013: 50) Statistical Package for the Social Sciences (SPSS) has been used for the analyzing collected quantitative data by means of Questionnaire Survey. Qualitative data have been processed and analyzed manually. Findings from the survey and in-depth interviews are analyzed by triangulating the detections. Observations are used to analyze the data findings.

Conclusion

This chapter deals with methodology adopted for the study. Detailed design and method, nature and type of the data, sampling, data collection instrument and data analysis plan. This next chapter will focus on presentation and analysis with interpretation of data through the lens of different theories and prevailing literature of job satisfaction.

Chapter VI

Data Presentation and Analysis

Introduction

This is the empirical chapter of this study. The purpose of the chapter is to present and analyze the collected primary data regarding job satisfaction of the government college teachers. It includes both quantitative and qualitative data. Quantitative data will be presented first followed by qualitative data. The findings from the quantitative and qualitative data are presented, analyzed and triangulated in this chapter.

About Respondents

A total of 88 respondents have been taken for questionnaire survey and later 10 persons have been interviewed. All of the respondents including questionnaire survey and in-depth interview were teacher.

Questionnaire Survey

To make the distribution of the respondents more balanced four strata have been created according to the different designation across the professional hierarchy. In line with the effort, 22 respondents (25%) have been taken from professor level (from different colleges in over Bangladesh) and Lecturer 42 (48%), Assistant professor 12 (14%), Associate professor 12 (14%) have been surveyed. It is noted that the male female ratio was 50:50. Composition of respondents for Survey As said in the research design part, a purposive sampling technique has been followed to suit purposes of the research.

Quantitative Data Presentation

1. In order to measure to what extent career prospects contributes to job satisfaction the following questions have been asked.

In order to gather information on the above question five questions have been asked.

At first the respondents were asked “why did you choose teaching as a career?”

Assumption: The people who come in teaching profession by chance (assigned by PSC and the candidate have no power to alter) are not so committed to their profession and thus less satisfied but those who come by choice in teaching are likely to be more committed and

satisfied. The respondents were asked to rate from ‘1’ to ‘8’; where 1 denotes most important and ‘8’ denotes “least important.”

Table 5: Choosing Teaching as a career

Cause	n=88	Frequency (%)
a) As given (as assigned by PSC where candidate has no power to alter)		80
b) By accident (did not aspire but it happened)		7
c) Self preference for teaching		27
d) Scope of higher studies		3
e) Preference from parents/family		31
f) Employment for a living		8
g) Relaxed life style		13

(Source: Field Survey 2015)

Out of 88 respondents 80% said that the most important cause for choosing teaching as career is assigned by PSC which meant that the candidates are assigned a particular cadre according to merit and according to preference given by the candidate. Then they consolidate and assign a particular cadre which is not explained to us. 31% of the respondents said that they choose teaching as a profession due to family/parents influence this also meant that they came to teaching profession out of their own preference, 27% of the respondents opined that they proffered teaching as a profession which meant that they are likely to be enjoyed their profession.

The next question that was asked “Would you opt for BCS again & try for other cadre in BCS in future?”

Assumption: The teachers who want a different job and wish to opt for BCS again would mean that they are less satisfied with the current job.

Opt for BCS Again: In the survey, among 88 respondents 32% report that they would opt for BCS again, 66% demonstrated the respondents would not opt for BCS again and 2% represents reported that they have not thought about it. 32 % of the respondents report that they would appear at BCS again so that they can choose a different cadre. This does not mean that all the 66% teachers are satisfied with teaching profession, it also mean that some

of them have been exceeded their age limit, some of them are influenced greatly by the family members preference etc.

The next question that was asked was “Have you been transferred from the place at the end of your tenure?”

Assumption: A teacher who is transferred more frequently from one place of posing to another place is likely to be less settled and less satisfied with his current job.

Transferred From First Posting: Out of the total respondents 66% demonstrated that respondents were transferred from the place of first posting at the end of tenure, 3% of the respondents said that they were transfer from the place of first posting at the middle of tenure and 31% of the respondents said that they are serving in their first place of posting. Therefore, majority of the respondents said that they are transferred from their place of first posting at the end of tenure. This does not mean that all the 66% teachers are satisfied with transferring from their first place of posting, it also mean that it was their routine transfer and they could not persuade the authority to get better posting, relative scarcity of the teachers etc.

The next question that was asked “was it a routine transfer or transferred at their own initiatives?”

Assumption: The teachers who want transfer from the existing work station required persuasion or tadbir which may lead to dissatisfaction.

Mode of transfer: Out of 88 respondents 58% of the respondents said that they were transferred on their own initiative from their first place of posting, remaining 31% of the respondents said that they were yet to be transferred. This mean that majority of the teachers who were transferred from their place of posting they had to done it trough persuasion or tadbir.

The final question that was asked “Do you think promotion is slow in government colleges?”

Assumption: Promotion in the government colleges tend to be slow which may lead to dissatisfaction.

Slow promotion: Out of 88 respondents majority of the respondents (94%) opined that their career prospect in government colleges is rather less attractive with promotion being very slow. Despite candidates join BCS (Education) which suggest there are other reasons which motivates them.

2. To what extent current job context is motivating to the teachers (Interest in the task)?

To measure the above question four sub questions such as work load, teaching profession as relaxing, interference with students and preparation prior to class were asked:

The first question under this heading that was asked “What is your current workload?”

Assumption: Those who view their workload as normal are likely to be less burdened and enjoy relaxed life style where excess work load may also cause dissatisfaction.

Work load situation: A majority of the respondents (77%) opined that their work load is medium. 18% opined that the workload is heavy. Therefore, majority of the respondents viewed that their workload is medium 77% which means that they have few classes and less academic pressure in a week. Further it also meant there is required number of teacher in the department. On the other hand, Workload heavy meant that the respondents (18%) are less capable of performing, their quality can be also poor, also there may be one man in one department etc.

The next question which was asked “Is it relaxing and give you freedom to engage you in personal and family work?”

Assumption: Those who seek more relaxed time out of their professional responsibilities are likely to have more job satisfaction.

Teaching profession seen as relaxing: A total of 77% of the respondents reported that teaching profession is relaxing, 17% of the respondents report that teaching profession is not relaxing. Therefore, majority of the respondents viewed that teaching profession is relaxing. Relaxing is meant to be used by teachers in terms of less teaching load and where they can

give more time to their family and friends other than their class. Obviously it does not mean less academic load would lead to greater job satisfaction. A balance between workload and relaxed nature of work would lead to job satisfaction.

The next question that was asked “Do your students often raise question while you teach them in the class?”

Assumption: If the students raise more questions in the class it means the class is effective which may increase some sort of satisfaction to the teachers.

Students raise questions in the class: A total of 91% of the respondents reported that students raise questions in the class, 10% viewed that the students do not raise questions in the class. Therefore, majority of the respondents opine that the students raise questions in the class (91%) which meant that the teacher takes interactive class and suggestive of effective learning.

The next question that was asked “Do you prepare for your class thoroughly prior to your class?”

Assumption: The teachers who take necessary preparation prior to entering class are likely to be more committed towards their profession which is suggestive of job satisfaction.

Preparation prior to class: Out of 88 majority (92%) of the respondents opined that they take necessary preparation prior to conduct a session, 8% of the respondents reported that they need not to take preparation prior to entering class. Thus, majority of the respondents (92%) opined that they used to take preparation prior to the classes which suggests their consistent and due motivation to their professional responsibility.

3. To what extent the college environment is comfortable (Working Environment)?

In order to assess college environment the following questions were asked.

The question that was asked “Do you find the teacher students relationship in your college healthy?”

Assumption: Healthy teacher-student relationship results in healthy work environment which may lead to high job satisfaction.

Teacher student relationship: Out of 88 respondents 88% respondents opined that the teacher student relationship is healthy, 13% of the respondents opined that teacher student relationship is unhealthy in their work place. Therefore, majority of the respondents (88%) reported that teacher student relationship is healthy which does not mean that 88% teachers are satisfied with overall (political and non political) students behavior, it also mean that they are satisfied only with the non political students.

The next question that was asked “Are you comfortable with the campus environment of your college where you are employed?”

Assumption: If the campus environment is congenial for teaching, teachers will feel more comfort and it may lead to more job satisfaction.

Campus environment: A total of 30% of the respondents opined that they are satisfied with campus environment, 64% of the respondents reported that their campus environment is uncomfortable. The reasons were mentioned as poor sitting arrangement, no separate leisure/common room for women, no orderly and Peon facility etc. Therefore, majority of the respondents (64%) opined that their campus environment is uncomfortable which does not mean that they are dissatisfied with overall environment. It also implies that their physical environment may be poor but other environmental factors like peer relationship, relationship with the students may be respectful.

4. To what extent the job is independent and free from outside interference (Degree of supervision and control)?

The next question that was asked “How often the principal interferes and dictates on work?”

Assumption: More interference and working at the dictates of the superior is suggestive of less functional freedom and autonomy.

Supervision from the authority: Out of 88 respondents 7% opined that the principal interferes and supervises work and calls for additional tasks. 73% of the respondents reported that the principal has moderate level of oversight and supervision and occasionally calls them for additional tasks, 16% respondents opined that principal has low level of oversight and supervision and rarely calls them for additional tasks. Therefore, majority of the respondents (88%) opined that the principal has moderate level of interference and which may suggest limited control and wider autonomy of teachers.

5. To what extent recognition for good work is practiced (Recognition)?

In order to assess the above question following three questions were asked.

The question that was asked “Do you actively take part in the college activity?”

Assumption: The teachers who regularly take part in college activity likely to be committed to their profession and find a sort of job satisfaction.

Teachers participation in college activity: Out of 88 respondents 93% of the respondents said that they actively take part in the college activity which is suggestive that teachers are well motivated and committed to their work and assignment. This does not mean that they are spontaneously taking part in college activities; rather some of the activities are mandatorily attended.

The next question that was asked “Have you ever been rebuked or appreciated by your supervisors or colleagues?”

Assumption: The teachers who experienced repeated rebuke or scolding from their supervisors are likely to have low motivation to their work. The teachers who receives appreciation from their supervisors are likely to be better motivated.

Appreciation by supervisors: Among 88 respondents 14% reported that experienced appreciation from supervisors or colleagues, 78% experienced no appreciation form their supervisors and colleagues which means that appreciation and recognition is less practiced which may hinder job satisfaction.

The next question that was asked “Have you received any award of letter of appreciation from your college authority?”

Assumption: The teachers who received awards or letter of appreciation from their authority are likely to be better motivated.

Appreciation from the college authority: A total of 92% respondents opined that they did not experience any appreciation of their works by the college authority. This does not mean that their performance is poor or they are less capable. This may be suggestive of having no culture of recognition. There may be no formal system to appreciating or rewarding any good performance.

To sum up the findings of quantitative data it is found that among the respondents 80% of the teachers recruited by the PSC (public service commission) which mean that there is no scope by the candidate to alter the job in teaching, Average (66%) of the respondents do not opt for BCS again to change their existing cadre, Average of the respondents (66%) has been transferred at the end of the tenure. The respondents who were transferred from the existing work station 58% opined that persuasion or tadbir played a significant role in the transferring process, most of the teachers (94%)opined that promotion in government college is slow, most of the teachers (77%)opined that their current work load is medium, also most of them (77%) reported that teaching as relax profession, most of the teachers take necessary preparation prior to class (92%), most of the respondents (88%) opined that teacher students relationship is healthy (88%), More than average (64%) of the respondents reported that campus environment is friendly, most of the respondents (73%), reported that they enjoy freedom and autonomy in their work , most of the respondents (93%) are actively engaged in college activity, Most of them are appreciated or recognized neither by their colleagues (78%) nor by the authority (92%).

In addition to quantitative data qualitative enquiry which includes in-depth interview of 10 key informants have also been carried out. The list of key informants is shown in (Annex-I).

Qualitative Data Presentation

A total of 10 respondents who were either professors or now retired professors have been interviewed. The key informants have been selected on the basis of their expertise and experience in the related fields. On the basis of the interview guide sources 9 questions were asked which are directly related to job satisfaction in government college teachers.

What factors may lead to satisfaction in teaching profession?

In order to find answer to the above question, the informants were asked “Based on your experience, what are the most relevant factors which may lead to satisfaction in teaching profession?”

Most of them said that the following factors are important for teacher’s job satisfaction: The factors are arranged in an ascending order. (Greater the value higher is the satisfaction level).

professional dignity and independence (5)	teaching as a distinct occupation (4)
comfortable work environment (4)	autonomy and independence (3)
job advancement (3)	free from political influence (2)
scope of research work (1)	adequate salary (1)
Exploring new knowledge (1)	appreciation or recognition for good works (1)

Source: In-depth interview 2015

In response to the question, out of 10, most of the informants identified professional dignity and independence, teaching as a distinct occupation and comfortable work environment are the most important factor for teachers’ job satisfaction.

What factors are detrimental to job satisfaction?

In order to find answer to the above question the informants were asked, “What according to you are detrimental to job satisfaction in government colleges?”

The responses from the respondents are mentioned below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), Ex-DG, DSHE (Directorate of Secondary and Higher Education Bangladesh) said the following factors are detrimental to job satisfaction like slow promotion, complexity with post up gradation, multi-level/ multi-entry recruitment system in education cadre, inter cadre discrimination, lack of uniformity in BCS education cadre etc.

Source: In-depth interview 2015

Interview No. 4

Prof. Azam (Pseudonym) (71), Ex-Chairman, NCTB (National Curriculum and Textbook Board) identified the following factors are detrimental to job satisfaction likewise slow promotion, pressure of coaching business, inter-cadre discrimination, political intervention, Long stay in same work station, lack of commitment and loyalty to the profession etc.

Source: In-depth interview 2015

Interview No. 5

Prof. Delwar (Pseudonym) (61), Ex-Chairman, Secondary and Higher Education Board, Jessore identify the following factors are detrimental to job satisfaction: Leadership crisis, lack of ownership, intra-cadre conflict due to emergence of different types of teachers forum, identity crisis, elderly brother attitude of some cadres etc.

Source: In-depth interview 2015

Interview No. 10

Prof. Elias (Pseudonym) (55), Ex-DG, NAEM (National Academy for Educational Management) Bangladesh has identify the following factors are detrimental to job satisfaction like teacher student relations, behavior of the students involving political fronts, overall students attendance is poor, number of students are large in the class, Poor working environment, no proper policy regarding posting, transfer and promotion, policy deficiency in nationalizing the non govt. colleges and encadrement of the teachers etc.

Source: In-depth interview 2015

Based on the above information, the common factor detrimental to job satisfaction is considered to be slow promotion. Moreover, the informants have mentioned problems with post up gradation, multi-entry recruitment system; inter-cadre discrimination, lack of uniformity, lack of leadership and ownership, lack of transparent posting policy, political intervention etc.

Who are more satisfied-the juniors or the seniors?

In order to assess the question the informants were asked, “Do you think that senior teachers are more satisfied than the junior teachers? If so, then please explain why?”

The responses are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), Ex-DG, Directorate of Secondary and Higher Education Bangladesh answered the seniors are not satisfied because they have to make a great sacrifice across different phase of career to establish BCS General Education as a distinct cadre. Moreover, promotion was very slow. For example, some of our colleagues were remain lecturer for more than 20 years due to promotion complexity.

Source: In-depth interview 2015

Interview No. 2

Prof. Mohiuddin (Pseudonym) (65), Ex-Principal, Azam Khan Govt. Commerce College, Khulna opined that the seniors are less satisfied because they had been face tremendous challenges in many aspects like-promotion complexity, problems with suitable posting etc. whereas, the junior teachers are facing fewer hazards than the previous time.

Source: In-depth interview 2015

Interview No. 3

Prof. Bashar (Pseudonym) (60), Ex-Principal, Magura Govt. Mahila College, Magura said that the juniors are more likely to be satisfied because they start their career with a clear vision; they also engage themselves for additional income from diversified sources. Moreover, they have to maintain small size family. Whereas the senior teachers cannot shift their job easily due to different reasons where the juniors can easily take the opportunity.

Source: In-depth interview 2015

Interview No. 8

Prof. Shaha (Pseudonym), Ex-principal Pioneer Govt. Mahila College Khulna opined that sometimes the juniors come in this profession as they are assigned by the PSC. Thus, they cannot concentrated on their profession well sated and thus suffer from problems with commitment towards job. The juniors are enjoy the opportunity to shift his profession where as the seniors are already accommodate them with this profession.

Source: In-depth interview 2015

Interview No. 10

Prof. Elias (Pseudonym) (55), Ex-DG, NAEM, Bangladesh opined that the seniors are more satisfied as they settled in job by the time; they have a positive mind setup about their job. On the other hand juniors are more instable in their initial service stage.

Source: In-depth interview 2015

Most of the informants opined that the senior teachers are less satisfied due to many reasons. Firstly, the senior teachers have to face multidimensional challenges across their career. They also mention some specific case, where, a teacher wanted to remain in same post for more than 20 years. Further, they have to spent huge time for claiming professional demands. Thus, the junior teachers are facing less professional challenges. In addition that the junior teachers are more likely to take challenges; also they are innovative and enjoy wider scope for switching the job. On the contrary, some informants argued that the senior teachers are more satisfied because they already accommodate themselves in the profession and are settled. Further, the seniors enjoy more relax in teaching but enjoy more honour and dignity.

Are the female teachers better motivated?

In order to assess the question, the informants were asked, “Do you think that female teachers are better motivated than male teachers? Please tick ‘Yes’/’No’. Please explain.”

Responses are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), DG, Directorate of Secondary and Higher Education Bangladesh, said that in the context of Bangladesh, female teachers are more satisfied with their profession. Out of their family responsibility they can easily meet the professional challenges in this profession. Side by side, they are also influenced by their family members to choose this profession from the very beginning though they have potentiality to discharge other job responsibility.

Source: In-depth interview 2015

Interview No. 4

Prof. Azam (Pseudonym) (71), Ex-Chairman, NCTB (National Curriculum and Textbook Board), opined that females are motivated due to 3 main reasons-less risky, less bossy, and job security.

(Source: In-depth interview 2015

Interview No. 6

Prof. Hossain (Pseudonym) (61) Ex-principal, Govt. M M College, Jessore said yes, in the country like Bangladesh female earnings are seen as an additional income to the family. Moreover, college teaching is viewed as a safe profession for them.

Source: In-depth interview 2015

Interview No. 8

Prof. Shaha (Pseudonym) (60), Ex- Principal, Pioneer Govt. Mahila College Khulna opined that teaching in government college is more relaxing than other desk jobs. Out of their family responsibility they can easily perform their job responsibility thus they are best motivated to be a teacher.

Source: In-depth interview 2015

In response to the question they reply that females are more satisfied with teaching career. As they mention sociological and cultural context of Bangladesh and the nature of the job is also help them a great extent to arouse motivation.

Is there any Impact of local politics and student's politics on college administration and quality education?

In order to assess the question the informants were asked, "Do you think that local political interference and students' politics are detrimental to college administration and quality of education? Please tick 'Yes'/'No'. Please explain."

Responses are printed below:

Interview No. 2

Prof. Mohiuddin (Pseudonym) (65), Ex-Principal, Azam Khan Govt. Commerce College, Khulna answered yes, Political student's intervention impacts negatively in ensuring quality of education. Sometimes the local political members demand for undue privileges both for academic and non academic issues.

Source: In-depth interview 2015

Interview No. 4

Prof. Azam (Pseudonym) (71), Ex-Chairman, NCTB (National Curriculum and Textbook Board), opined that in some cases it is detrimental. For few colleges local politics has undue influence on administration but it is manageable. Of course, student's politics have both positive and negative impact on quality of education but now a day the students who indulge in politics frequently demand for undue academic benefits.

Source: In-depth interview 2015

Interview No. 6

Prof. Hossain (Pseudonym) (61) Ex-principal, Govt. M M College, Jessore said yes, in some situation local politics proved detrimental to college administration. The case like physical assault of the principal of Govt. B. M college, Barishal by the political students in 2011 and physical assault of the principal of Govt. B L College, Khulna by the students of same political party bear testimony of undue intervention of local politics. Moreover, due to political chaos the quality of education is deteriorating.

Source: In-depth interview 2015

Interview No. 9

Prof. Ekram (Pseudonym) (65), Ex-principal, Govt. H. S. S. College, Magura opined yes, it creates hamper in taking class, conducting examination and other academic as well as non academic activities like observing national and special days and programs.

Source: In-depth interview 2015

Most of the informants opined that the local students political fronts and fractional politics create a situation detrimental to proper functioning and quality of education. Some of the informants mentioned that students politics do not interfere on proper functioning of college and towards quality education. According to some informants local political leaders or activist often demanded undue privileges both for academic and non academic issues which are detrimental to the proper functioning of college activities.

Is the present compensation system is adequate for motivating teachers?

In order to assess the question the informants were asked, "Do you think that the present compensation system is adequate in motivating teachers for discharging their professional duties? Please tick 'Yes'/'No'. Please explain."

The responses from the respondents are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), DG, Directorate of Secondary and Higher Education, Bangladesh answered since it is a uniform compensation system for all other BCS professionals, it is not so dissatisfying. Since this compensation package is enacted in 2009, 6 years have passed and it should be revised.

Source: In-depth interview 2015

Interview No. 3

Prof. Rehana (Pseudonym) (55), Ex-principal, Magura Govt. Mahila College, Magura answered is inadequate. As a result the teachers are involved in private coaching for additional income.

Source: In-depth interview 2015

Interview No. 5

Prof. Delwar (Pseudonym) (61), Ex-Chairman, Secondary and Higher Education Board, Jessore said no, it should be adjusted yearly with the rate of inflation.

Source: In-depth interview 2015

Interview No. 8

Prof. Shaha (Pseudonym) (60), Ex-Principal, Pioneer Govt. Mahila College Khulna said no, the present compensation structure has been determined in 2009, Price of maximum commodities has become twice during 6 years of time. Thus, compensation package should be revised.

Source: In-depth interview 2015

Interview No. 10

Prof. Elias (Pseudonym) (55), Ex-DG, NAEM, Bangladesh opined no, since this package has been determined 6 years ago, it should be restructured.

Source: In-depth interview 2015

Most of the informants opined that it is a uniform system for all cadre service officials, so nothing especially needed to be mentioned. Some of them opined that it is inadequate and the compensation package should be revised timely to adjust with inflation rate.

What besides the compensation package considered as job satisfier?

In order to assess the question the informants were asked “What besides compensation system may enhance teachers’ job satisfaction?”

Responses are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), Ex-DG, Directorate of Secondary and Higher Education, Bangladesh answered in some cases extra allowances can be provided. Especially, in the case of conducting public examination, examining answer script, receiving training etc. Moreover, Introduce awarding on quality academic works like research and publication, preparation of lesson plan, academic innovation etc.

Source: In-depth interview 2015

Interview No. 4

Prof. Azam (Pseudonym) (71), Ex-Chairman, NCTB (National Curriculum and Textbook Board), opines that likewise other cadre officers, Fringe benefits can be provided. Also introduce rewarding innovative and creative ideas.

Source: In-depth interview 2015

Interview No. 5

Prof. Delwar (Pseudonym) (61), Ex-Chairman, Secondary and Higher Education Board, Jessore said timely promotion, work autonomy, reward for good deeds should be ensured. In addition that political willingness to keep the campus environment chaos free is important here.

Source: In-depth interview 2015

Interview No. 7

Prof. Bashar (Pseudonym) (60), Ex-Principal, Magura Govt. Mahila College, Magura answered that better physical environment, suitable posing, and extra allowances in necessary areas, timely promotion, and arrangement of subject based training in home and abroad etc. In addition that transportation facility, accommodation facility, and other motivational package can be provided.

Source: In-depth interview 2015

Interview No. 9

Prof. Ekram (Pseudonym) (65), Ex-principal Govt. H. S. S. College, Magura answered comfortable campus environment, necessary aid in research works and publications, preparation of lesson plan and arrangement of subject based training are important motivators.

Source: In-depth interview 2015

The informants have mentioned different measures like selection of best teachers of the year and introduce rewarding system to uphold competitive spirit among teachers. Initiatives should be taken to encourage research works and publications; preparation of lesson plans, giving students homework and assignment etc. In addition to the above many informants felt the need for improvement of the physical environment of the college and refurbishment of

the building. Some of the informants also mentioned that of sitting problem, of peon or orderly etc. is to be improved. Moreover, provision for continuous learning and subject based training both at home and abroad would motivate the teachers and reduce the current gaps in training and development across cadres.

How teacher's job satisfaction can be enhanced?

In order to assess the question, the informants were asked "Please suggest how teachers' job satisfaction can be enhanced."

Responses are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), DG, Directorate of Secondary and Higher Education, Bangladesh answered arraignment for promotion on time, likewise other cadre service, the provision for earned leave should be taken into consideration because in the British colonial period the education department has been considered as the vacation department, but in the 21st century this concept is not applicable. Since, necessary reforms have been done in this sector under different National Education Policy during Bangladesh period, It is necessary to arranging the provision of earned leave for govt. college teachers.

Source: In-depth interview 2015

Interview No. 2

Prof. Mohiuddin (Pseudonym) (65), Ex-Principal, Azam Khan Govt. Commerce College, Khulna answered to ensuring right place for the right man a fair transfer policy is needed. It can be according to the merit and other criteria to decorate the lucrative posts. Moreover, inter-cadre discrimination should be reduced.

Source: In-depth interview 2015

Interview No. 3

Prof. Rehana (Pseudonym) (55), Ex-principal, Magura Govt. Mahila College, Magura answered promotion should be ensured on time, new posts in Hon's and master level colleges should be created to reduce the workload, the teachers should be free from all types of political pressure. Moreover, physical environment of the govt. colleges should be improved.

Source: In-depth interview 2015

Interview No. 6

Prof. Hossain (Pseudonym) (61) Ex-principal, Govt. M M College, Jessore answered willingness of the political leaders, cultivating better work environment, Suitable compensation package, scope for career prospects, timely promotion, suitable posting may satisfy teachers.

Source: In-depth interview 2015

Interview No. 10

Prof. Elias (Pseudonym) (55), Ex-DG, NAEM, Bangladesh answered timely promotion, Post up gradation, timely promotion, more autonomy, wider scope for career development, high tech class room with modern education materials like multimedia facility, internet facility, recognition and appreciation of quality work etc.

Source: In-depth interview 2015

Most of the informants emphasized on timely promotion. In addition that the teachers should be free from political pressure and interference. More independents and functional autonomy would add more satisfaction to this profession. Moreover, some of the informants alleged that the govt. treat the education department as vacation department but this is no more true in the present context. Now a days, the teachers of government colleges are used to work in vacation period because most of the public examinations are held during that time. In some especial case the government college teachers wanted to work seven days in week during exceptional cases like hartal and public examination.

What Policy options for promoting job satisfaction in teaching profession can be suggested?

In order to gather information, the informants were asked "From policy perspective what policy options may be pursued to promote teachers job satisfaction employed in government colleges?"

Responses are printed below:

Interview No. 1

Prof. Rahima (Pseudonym) (57), Ex-DG, Directorate of Secondary and Higher Education, Bangladesh answered

- Batch wise promotion should be ensured instead of existing subject wise promotion.
- Further, super numeric post can be created to expedite the due promotion work.
- Moreover, the post of senior professors should be created to solve the promotion related complexities.

-BCS (General Education) should not be no more treated as vacation department and the provision of earned leave should be applicable for the govt. college teachers likewise other cadre officials of Bangladesh.

-The post of DG (DSHE/DG Primary Education) should be graded as 1 from the existing grade of 2.

-The post of DG (NAEM/NCTB), the post of the principals of the district level colleges having honours and master program, the post of the chairman of the education boards should be graded as 1 from the existing grade of 2 or 3

-the posts of directors of DSHE/ Directorate of primary education/NAEM and DIA, vice principal posts of the honours and master level colleges, the secretary posts of the secondary and higher secondary education board and the posts of members of NCTB should be upgraded as 2 from the existing grade of 3.

Source: In-depth interview 2015

Interview No. 2

Prof. Mohiuddin (Pseudonym) (65), Ex-Principal, Azam Khan Govt. Commerce College, Khulna answered Particular ministry should be run by officers of the respective cadre, post up gradation, reduction of inter-cadre discrimination, indiscriminating policy in the case of nationalize non govt. colleges and in the case of encadrement of non govt. employees and so on.

Source: In-depth interview 2015

Interview No. 5

Prof. Delwar (Pseudonym) (61), Ex-Chairman, Secondary and Higher Education Board, Jessore answered there should be a single ministry to control all the members of respective cadre officials and all the positions of the particular ministry should be chaired by respective cadre officials. all cadre officials should get equal opportunity to reach the highest ladder of the hierarchy. In case of providing fringe benefits inter-cadre discrimination should be reduced. Moreover, fair transfer, posting and promotion policy etc.

Source: In-depth interview 2015

Interview No. 8

Prof. Shaha (Pseudonym) (60), Ex-Principal, Pioneer Govt. Mahila College Khulna answered there should be fair provision for providing fringe benefits to all the 28 cadre officials. Batch wise promotion should be ensured instead of existing subject wise promotion. Further, super numeric post can be created to expedite the due promotion. Moreover, the post of senior professors should be created to solve the promotion related complexities.

Source: In-depth interview 2015

Interview No. 10

Prof. Elias (Pseudonym) (55), Ex-DG, NAEM, Bangladesh answered Newly appointed lecturers should be posted in his/her own administrative division, certain to some exception, no newly appointed lecturer should be transferred to another working station during probation period, Good/ lucrative posting should rearranged according to the merit list of the BCS examination, no individual can be stay in same station more than 3 years of time, especially the teachers of Dhaka city should be transferred in every three months to the district level colleges, batch wise promotion instead of subject wise promotion, there should be a single ministry to control all the members of respective cadre officials and inter cadre discrimination should be reduced.

Source: In-depth interview 2015

A number of policy suggestions are given by the informants. The newly appointed lecturers should be posted in his/her own administrative division, no newly appointed lecturer should be transferred to another working station during probation period, attractive posting should rearranged according to the merit list of the BCS examination, No individual can be stay in same station more than 3 years of time, especially the teachers of Dhaka city should be transferred in every three months to the district level colleges, Batch wise promotion should be ensured instead of existing subject wise promotion. Further, super numeric post can be created to expedite the due promotion work. Moreover, the post of senior professors should be created to solve the promotion related complexities. BCS (General Education) should not be no more treated as vacation department and the provision of earned leave should be applicable for the govt. college teachers likewise other cadre officials of Bangladesh, the post of DG (DSHE/DG Primary Education) should be graded as 1 from the existing grade of 2, the post of DG (NAEM/NCTB), the post of the principals of the district level colleges having honours and master program, the post of the chairman of the education boards should be graded as 1 from the existing grade of 2 or 3, the posts of directors of DSHE/ Directorate of primary education/NAEM and DIA, vice principal posts of the honours and master level colleges, the secretary posts of the secondary and higher secondary education board and the posts of members of NCTB should be upgraded as 2 from the existing grade of 3, there should be a single ministry to control all the members of respective cadre officials and all the positions of the particular ministry should be controlled by respective cadre officials. All

cadre officials should get equal opportunity to reach the highest ladder of the hierarchy with due quality. In case of providing fringe benefits inter-cadre discrimination should be reduced. In the above qualitative data it is found that most of the key informants identified the motivators in teaching are professional dignity and independence, teaching should be viewed as a distinct occupation, scope of higher studies, comfortable work environment, autonomy and independence, free from political influence, scope of research work, adequate salary, job advancement and appreciation or recognition for good works, promotion policy, post up gradation, leadership, ownership and uniformity in the profession, political willingness, adequate compensation system etc.

Triangulation of Quantitative and Qualitative Data

Previously the researcher has presented quantitative and qualitative data. Since a single method is not enough to explain data according to the objective of the study, triangulation of data is essential to see the information the respondents has given whether they are corroborate. According to the quantitative data placement of a candidate in the BCS (General Education) cadre is being determined by the PSC. Average of the respondents do not wish to appear at BCS examination again to change their existing cadre. At the end of the tenure 58% report that it was initiated on their own, most of the teachers opine that promotion in govt. college is slow (94%), most of the teachers opine that their current work load is medium (77%), also most of them view teaching as relax profession (77%), most of the teachers take necessary preparation prior to class (92%), most of the teachers believe that teacher students relationship is healthy (88%), Average teachers are comfortable with campus environment (64%), most of the teachers enjoy independence and autonomy (73%), most of the teachers are actively engaged in college activity (93%), Most of them are appreciated or recognized neither by their colleagues (78%) nor by the authority (92%).

In qualitative data it is found that most of them indicate the factors that satisfy teachers are professional dignity and independence, teaching should be viewed as a distinct occupation, scope of higher studies, comfortable work environment, autonomy and independence, free from political influence, scope of research work, adequate salary, job advancement and appreciation or recognition for good works, As detrimental for job satisfaction most of the key informants identify-slow promotion, post up gradation, long stay in same work station,

lack of commitment and loyalty to the profession, lack of leadership, ownership and intra-cadre conflict, inter-cadre discrimination, student political front, multiple entry system in teaching etc. Most of the key informants also said that the senior teachers are less satisfied than the junior colleagues; the female teachers are better motivated than male teachers. Local politics and students political fronts are detrimental to college administration and quality of education, compensation system is inadequate and needs to revise. Moreover, they suggested some measures besides compensation as: fringe benefits, comfortable work environment, scope for career prospects and advancement, appreciation/recognition and rewarding, reduction of inter-cadre discrimination etc.

The researcher may sum up that in both the cases both are agreed that job satisfaction is dependent on career advancement and prospects, fair transfer and promotion policy, autonomy and independence of work, comfortable work environment, political interference, appreciation and recognition from the authority and so on which are rightly identified by the respondent and by the key informants. On the contrary, some factors as work in desired profession, inter and intra cadre conflicts, fringe benefits are also identified as important factors of job satisfaction for the govt. college teachers of Bangladesh.

Conclusion

Factors related to job satisfaction of the government college teachers of Bangladesh have been discussed, analyzed and explained in the chapter based on collected data. Independent variables with their indicative issues have elaborately been analyzed here. It has been found that most of the respondents of BCS (General Education) cadre have been come in teaching profession according to the selection by the PSC not according to their own choice. Moreover, some factors also have been identified for joining and continuing in the profession. However, senior professors have low level of satisfaction according to the interview. In addition that there are some factors lie behind motivation of female teachers in govt. colleges. The main findings of the study pointed out in the next chapter to answer the research questions.

Chapter VII

Findings and Concluding Remarks

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.” — Albert Einstein

Introduction

This chapter presents the findings of the study and includes concluding remarks. The objectives of the study is to identify and analyze the factors which creates job satisfaction of the government college teachers in Bangladesh and its consequence on teaching-learning. By revisiting the research questions the findings are presented below.

Findings of the study:

1. What is the generalized level of satisfaction of government college teachers?

Based on the qualitative and quantitative information it is observed that some factors like promotion uncertainty, complexity with post up gradation, no provision for earned leave likewise other BCS cadres, multi-level/ multi-entry recruitment system in education cadre; inter cadre discrimination, lack of uniformity among the teachers, persuasion or tadbir for transfer, appreciation and recognition of works, inadequate compensation package, political intervention, long stay in same work station, leadership crisis, lack of ownership, intra-cadre conflict due to emergence of different types of teachers’ forum, identity crisis etc. results in dissatisfaction of the government college teachers of Bangladesh. The findings also demonstrated that, the factors like freedom and autonomy, medium workload, interest in teaching related works and job security is the strong job satisfiers which is suggestive of moderate job satisfaction of the government college teachers of Bangladesh.

2. Are there variations in job satisfaction across junior and senior level teachers in government colleges?

Based on my study it is found that there are variations in overall job satisfaction at work place across teachers based on their length of service. In BCS education cadre the senior teachers were always in professional challenges likewise about slow promotion, remote transfer and posting etc. Whereas the junior teachers are facing less professional challenges. It is noted that the junior teachers are more likely to take challenges; also they are innovative

and enjoy wider scope for switching the job which may lead to more job satisfaction than the seniors.

3. Whether there are variations in job satisfaction based on gender?

The study suggests that there are variations in job satisfaction at workplace between male and female teachers due to social and cultural factors. In teaching profession females are likely to face less professional challenges. Obviously, there are few champions but factors like family suggestion, performing of dual responsibility; relaxed working hour may lead them more satisfied towards teaching profession.

Revisiting the Hypothesis

The general hypotheses of the study is that,

Hypothesis 1: *“Greater the level of job satisfaction, greater would be the academic performance”*

Based on the opinion of the respondents it is likely to be said that this hypothesis is valid.

Hypothesis 2: *“More the level of tenure and job experience, higher would be the job satisfactions”*.

Based on the key informants opinion it is found that the hypothesis is false.

Hypothesis 3: *“Female College Teachers are more satisfied with their job than their male counterpart”*.

According to the key informants opinion it is found that the hypothesis is valid.

Hypothesis 4: *“Those who view their workload as normal are likely to be less burdened and enjoy relaxed life style.”*

From quantitative data it is found that this hypothesis is valid.

Revisiting the Analytical Framework

In the analytical framework *intrinsic factors* (career prospects, recognition, and interest in the task) and *extrinsic factors* (supervision, work autonomy and compensation package) were considered as independent variable and job satisfaction of teachers was considered as dependent variable.

Based on the quantitative and qualitative information most of the respondents opined that they did not experienced any form of appreciation or recognition neither by the colleagues

nor by the college authority but they are satisfied, because in government colleges there is no formal system of appreciation or recognition. Most of the respondents opined that promotion is slow in government colleges. Most of the respondents found relax in discharging their responsibilities in teaching profession. Thus, out of three intrinsic factors two of the factors explained the dependent variable positively.

In revisiting the *extrinsic factors* most of the respondents opined that level of oversight and supervision is moderate, most of the respondents opined that they find interest in the task and thus take necessary preparation to conduct the session. Most of the respondents are satisfied with working environment. According to the informants compensation package is inadequate but since it is a uniform issue for all 28 BCS cadre this factor does not results in high dissatisfaction.

Revisiting the Theory

In this study Herzberg's two factors theory of motivation is mostly used. According to his hygiene or *intrinsic factors* like company policy and administration, supervision, interpersonal relationships, working condition and salary if absent or minimum it may results in highly dissatisfaction.

On the other hand motivating or *extrinsic factors* like achievement from job, recognition from doing a job, having a meaningful piece of work, gaining increased responsibility and opportunity for advancement if provided employees will be highly satisfied.

Thus the theory is useful in explaining job satisfaction of the teachers.

Conclusion

It has been found that government college teachers are satisfied with their profession. Honour and dignity, Freedom and autonomy, nature of work, comfortable work environment, less supervision and relaxed working hour are the key factors behind their satisfaction. However, there are some de-motivating factors such as slow promotion, transfer policy, post up gradation, political interference, appreciation and recognition from the authority are central to their dissatisfaction.

Further Research

(Job satisfaction in organization study deals mostly with productivity and employee motivation. But measuring teachers job satisfaction depend not only on monetary rewards but such other factors such as autonomy at work, recognition, dignity, social prestige. The contribution of each of these factors may all together contribute to job satisfaction but the individual contribution of each of the factors may be studied in future.

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Annex I

Questionnaire for survey

Job Satisfaction: A Study of Government College Teachers in Bangladesh.

[N.B: The answers of this questionnaire will be used for academic research only. Your sincere cooperation will extend a lot of value to the research]

Section A. Personal Information (pls. put a tick mark where applicable)

1. Name of the respondent (Optional)
2. Gender a) Female b) Male
3. Age (years)
a) Below 30 b) 31-40 c) 41-50 d) 51-60 e) More than 60
4. Education:
a. Bachelor Degree b. Higher of Bachelor Degree c. Master Degree
d. MPhil or MS e. Ph.D
f. Other qualification (Pls. specify).....
5. How long have you been working in government college (years)?
a) Below 5 b) 05-10 c) 11-15 d) 15-20 e) 20-25 f) More than 25
6. Cadre and batch
7. Place of Posting.....
7.1 How many years you are serving in this college?.....
7.2 Where was your previous posting place?
.....
8. Designation:.....
8.1 How many years you are serving with same designation?.....
9. Marital Status: married/ unmarried/ unmarried/divorced/widowed/other.....
10. Were you working in some other Job before entering the BCS (General Education)?
Ans.....
If yes, were you satisfied with your previous job?
Ans.....

11. Why did you choose teaching as a career? (Multiple response, Please rank '1' as most important reason to '8' as the least important.)

Ans.

- a) As given (assigned by PSC) () b) By accident (did not aspire but it happened) ()
- c) I prefer teaching as a career () d) Scope of higher studies ()
- e) Desire / suggestion of family members () f) Employment for a living ()
- g) Teaching suits my life style ()
- h) Others (Please specify)..... ()

Section B. Job Satisfaction of Government College Teachers

Career Prospects

12. Would you opt for BCS again & try for other cadre in BCS in future? Please tick Yes/No/Have not thought about it. If so which cadre and why?

.....

13. What was your first place of posting? Have you been transferred from the place at the end of your tenure? If yes, was it a routine transfer or transferred at your own initiative?

.....

14. How many classes you are assigned in a week.....

14.1 What is your current workload?

Interest in the task

- a) heavy b) medium c) low

Why.....

14.2 Is it relaxing and give you freedom to engage you in personal and family work?

Please tick -Yes/No.

If 'yes', what from the following you do in the free time? (Multiple response, Please rank '1' as most important reason to '8' as the least important activity)

- a) Engage in writings and research work () b) Pass time with friends and colleagues ()
- c) Browse facebook and other social media () d) Engage in social and political activities ()
- e) Engage in private coaching () f) Sits with students in tutorial class ()
- g) Utilize the time as personal reading hour () h) Engage in other related works ()

If your response is 'No;' then please explain why it is not interesting to you.

.....

15. How often do your students consult with you?

Interest in the task

- a) weekly b) fourth monthly c) monthly d) as when required e) not at all.

16. Do you find the teacher students relationship in your college healthy?

Working Environment

.....

.....

Working Environment

17. Are you comfortable with the campus environment of your college where you are employed? Please tick 'Yes'/'No'.

If your answer is 'No', what are the factors of your major concern about working environment? (Multiple response, Please rank '1' as most important reason to '8' as the least important factor.)

- a) Poor sitting arrangement () b) no separate leisure/common room for women ()
- c) no separate/ Common toilet/washroom () d) no separate prayer room ()
- e) no orderly and Peon facility () f) no separate room for individual teachers ()
- g) library facilities are poor () h) others (please specify).....

Supervision

18. How often the principal interferes and dictates on work?

- a) regularly b) occasionally c) rarely d) not at all

Recognition

19. Do you actively take part in the college activity? (Please list from the following)

- a) arranging students club () b) organizing seminar and workshop ()
- c) students counseling () d) extra-curricular activities such as holding rally, observing national and international days ()

Recognition

20. Have you ever been rebuked or appreciated by your colleagues? When, please explain.

.....

Interest in the task

21. Since you have joined in teaching career, please state which factors motivate you most for teaching?

.....

Likewise mention the factors which de-motivate you most?

.....
22. Do your students often raise questions while you teach them in your class?

Interest in
the task

Interest in
the task

23. Do you prepare thoroughly prior to your class?

Interest in
the task

24. Do you give homework and assignments to your students?

Recognition

25. Have you been awarded or received any letter of appreciation from your college authority for your contribution?

Career
Prospects

26. Do you think that promotion is slow in government colleges? If yes, then state the reasons.

26.1 Do you think that this trend will remain in future? If so, what are the basis of your thinking?

27. In your final opinion, please tell what can really motivate a teacher in government college to perform better and what can really work as a de-motivating factor?

.....
THANK YOU VERY MUCH FOR YOUR KIND COOPERATION

Q2. What according to you are detrimental to job satisfaction in government colleges?

Q3. Do you think that senior teachers are more satisfied than the junior teachers? If so, then please explain why?

Q4. Do you think that female teachers are better motivated than male teachers? Please tick 'Yes'/'No'. Please explain.

Q5. Do you think that local political interference and students' politics are detrimental to college administration and quality of education? Please tick 'Yes'/'No'. Please explain.

Q6. Do you think that the present compensation system is adequate in motivating teachers for discharging their professional duties? Please tick 'Yes'/'No'. Please explain.

Q7. What besides the compensation package considered as job satisfier?

Q8. Please suggest how teachers' job satisfaction can be enhanced?

Q9. From policy perspective what policy options may be pursued to promote teachers job satisfaction employed in government colleges?

Annex III

List of the Key Informants

Key informants	Numbers
Ex-DG, Directorate of Secondary and Higher Education Bangladesh, Dhaka (DSHE)	01
Ex-DG, National Academy for Educational Management (NAEM)	01
Ex-Chairman, National Curriculum and Textbook Board (NCTB)	01
Ex-Chairman, Secondary and Higher Secondary Education Board, Jessore	01
Ex-principals of different government colleges	06
Total=10	