

An Analysis Of Job Satisfaction Among Teachers Working In Government Colleges In Bangladesh

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ABSTRACT

Job satisfaction is the result of various attitudes an employee holds toward his/her or her job, towards related factors, and towards life in general. It increases productivity on the one hand, and reduces absenteeism and turn-over on the other. The purpose of this study is to measure and analyze the job satisfaction among teachers working in Government colleges in Bangladesh. The primary data was collected from one hundred and thirty two teachers from different government colleges in Comilla district, Bangladesh. One-way Analysis of Variance (ANOVA) and t-test were employed to analyze the data. The results indicate that there were significant differences in job satisfaction across age, sex, rank, years of experience, academic degree, and academic results. No significant differences were found with regard to publications. The results of this study might be useful for the concerned authorities to enhance the level of satisfaction of the teachers working in Government colleges by taking necessary actions.

JEL Classification: D 63, J28, J 71, O 15

Keywords: Job Satisfaction; Teachers; Government Colleges; Bangladesh

INTRODUCTION

The human resources development is at the core of Bangladesh's development efforts and access to quality education is considered as one of the important tools for removing poverty. Quality education in all spheres of life ensures economic emancipation in a broader sense. Considering the concept, the national Government of Bangladesh is committed to undertake structural reforms that are expected to bring significant improvements in the education sector. Bangladesh's commitment to education has been clearly stated in its Constitution, and development plans for Education are given the highest priority in the public sector investments. Education sector allocations are currently about 2.3 percent of GDP and 14 percent of total government expenditure. Education in Bangladesh has three major stages : Primary, Secondary & Higher Secondary education and Higher education. Higher secondary is followed by Graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Master's degree. In the general-education stream, higher secondary is followed by college/university level education through the 3 years Bachelor (Pass) and 4 years Bachelor (Honors). The Master's degree is of one year duration for holders of Bachelor (Honors), and of two years duration for holders of Bachelor (Pass). The controlling and management of Secondary and Higher education comes under the Ministry of Education. The Ministry of Education is implementing their policies and programs by the Directorate of Secondary & Higher Education. The responsibility of the Directorate is to guide and control the Secondary and Higher education of the country and oversee proper implementation and administration of education policy. At present, the Directorate of Secondary & Higher Education is directly supervising 253 government colleges and nearly 12000 teachers therein. Teaching positions in Government Colleges come under the 'Education Cadre', which is the largest cadre among 28 cadres in Bangladesh. The teaching position comprises of four ranks such as; Lecturer, Assistant Professor, Associate Professor and Professor.

Nature of employment in Government colleges varies widely. Four types of teachers are employed in government colleges in Bangladesh; they are: Public Service Commission (PSC) recruited teachers, Bangladesh Civil Service (BCS) teachers, 10% quota teachers and nationalized teachers. There are 39 subjects taught in government colleges in Honors' and Master's Programs. Most of the subjects taught in government colleges are non-technical. The teachers working in Government colleges are transferred from one college to another. For example, a teacher working in Government Victoria College, a renowned institution in the region where Graduation (Honors) and Master's program are conducted in various disciplines may be transferred to a Degree college like Debidwar Sujat Ali Government College and vice versa. There are three types of colleges in Bangladesh such as : Degree College, Honors College and

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Master's College. Teachers are transferred from one college to another irrespective of their age, sex, educational qualifications, experience and nature of employment. In some cases, the same teacher is teaching higher secondary students, Bachelor (Pass) students, Bachelor (Hons) students and Masters' students simultaneously in a college. In Government colleges, there is no standing placement rule; so teachers are mainly getting posted on the basis of their personal affiliation with the authority. This can be stated by an example: The candidate who secured 1st position on the merit list in the 24th BCS in the Department of Management gets posted in a Government college situated in Upazila having no reputation; whereas the persons who are lower down in rank in the merit list get posted to well reputed colleges situated in big cities.

To remove the complexity and haphazard situation existing in the posting of teachers, in 2008, the Ministry of Education initiated a program to categorize the government colleges into five types such as 'A', 'B', 'C', 'D' and 'E' on the basis of heritage, academic results and location, but the program has not been implemented. The ratio between female and male teachers employed at government colleges is 1:5, but the number of female teachers in colleges situated in divisional headquarters, including Dhaka city, exceeds the ratio due to non-implementation of the posting rule. Social status of the teachers is directly proportional to the standard and reputation of the college where they have been posted. A good college means the institution has a long heritage, good location facilities and having Honors & Masters programs. As it is very difficult to get a good posting, once a teacher is posted in a good college, he/she is not transferred to any other college, although there is a government rule to transfer the teachers from one college to another after every three years. As a result, the teachers who are in an advantageous position (due to the good posting) continue to enjoy the benefits, and the teachers who are deprived (as they are posted in colleges that lack infrastructure and other facilities) continue to remain in a disadvantageous position as they are unable to enjoy the benefits that a good institution has to offer. The teachers engaged in academic activities are not entitled to get 'earned leaves'¹. These teachers enjoy only ten days of casual leaves in a year. But all other teachers who are in deputation and the teachers who are working as Principal and Vice principal are entitled to get both 'earned leaves' and casual leaves.

A newly appointed teacher is getting a scale of Taka² 11,000 with house rent and medical allowances. To remove the miserable financial state of the teachers, and to ensure quality education, to attract the meritorious persons in teaching profession and to discourage private tuition, the government has been trying to establish a separate pay structure since 2009. All the developed countries in the world believe that expenditure in education sector is a long-term investment. The government of Bangladesh has realized the fact that quality education cannot be ensured without removing the financial difficulties of the teachers. Before 2000, the meritorious students entered into the teaching profession, but in recent years, the scenario has changed due to the emergence of multinational companies, rise of garments industries, development of banking and insurance sectors, and many other areas with attractive salary and fringe benefits.

The usual activity of a Government college teacher is to teach the students in colleges, but some are getting deputation in various offices related to educational management. The teachers who are getting deputation enjoy deputation allowance besides their regular pay and allowances, fringe benefits, opportunity to enrol for training abroad, earned leave, etc. So, most of the teachers want to get deputation in educational management offices such as National Curriculum and Text Book Board, National Academy of Educational Management, Non Govt. Teachers' Registration and Certification Authority, Education Board, Directorate of Secondary and Higher Education, Directorate of Primary Education, Directorate of Inspection and Audit, Higher Secondary Teachers' Training Institution etc. As there is no specific rule for the deputation, and limited number of positions are available in educational management offices, posting is highly influenced by personal affiliation with the concerned authority.

In Government colleges, teachers earn a promotion on the basis of subject he or she is teaching instead of batch. For example, a teacher who was appointed as a Lecturer of Management in 1993 by qualifying in the 14th BCS got only one promotion; and at present holds the position of Assistant Professor in 2012, but the teacher of Bangla who was appointed as a Lecturer in 1999, by qualifying the 18th BCS, got two promotions; and at present holds the position of Associate Professor in 2012. In Government colleges, length of service is only one criterion for promotion without considering higher degree, academic result, research experience, professional training and so on.

¹ One day leave is earned in exchange of 11 working days. This leave can be sold.

² Currency of Bangladesh. US\$ 1 = Taka 80.50

All the teachers of Government colleges are controlled by three types of administration such as College administration, Administration of Directorate of Secondary & Higher Education, and Ministry of Education. For an organization, the consequences of job satisfaction are extremely important. Increased job satisfaction enhances employee commitment and creates a sense of belongingness and loyalty to the organization. By discovering attitudes on factors related to the job, an organization can correct certain bad situations and thereby improve the satisfaction of its employees. As the education cadre is the largest cadre in terms of employees involved, it is necessary to analyze their level of satisfaction by the job description index and the job in general.

JOB DESCRIPTION INDEX AND JOB IN GENERAL

Smith, Kendall, and Hulin developed the Job Description Index (JDI) in 1969. Smith et al. argued that job satisfaction is composed of five different areas: Work at present job, Present pay, Opportunities for promotion, Supervision, and People at your present job (colleagues). Validity and reliability of each of the scales is discussed in the literature review of the Job Descriptive Index (Maghrabi, 1999; Skibba, 2002; Spector, 2006). A brief description of each of the five areas is as follows :

❖ **Work At Present Job** : This scale is designed to measure how people feel about the job they are currently doing. It measures how satisfied an employee is with the work. The questions related to this area are designed to measure the different facets of a job, including: “opportunities for creativity and task variety ; allowing an individual to increase his or her knowledge ; changes in responsibility ; amount of work ; autonomy ; job enrichment and job complexity.”

❖ **Present Pay** : This scale measures how people feel about their pay and the difference between what people are actually getting and what they believe they should be getting. This area is influenced by various factors: the pay of employees doing the same job, the financial situation of the employee, the pay the employee received on previous jobs, and the economy.

❖ **Opportunities For Promotion** : This scale measures how the employees feel about the procedures that the administration follows in accordance with giving promotions. The different factors that create satisfaction with promotions are “frequency of promotions, the importance of promotions, and the desirability of promotions.”

❖ **Supervision** : This scale of the JDI measures how satisfied people are with their supervisors. Typically, if supervisors are employee-centered, meaning that they take interest in their employees and listen to them, then the employees are more satisfied with their supervisors. Employees also find more satisfaction with supervisors if the supervisors are deemed competent with their jobs.

❖ **People At Your Present Job (Colleagues)** : This scale looks at the relationship and satisfaction that the employees have with their co-workers. This area of satisfaction is measured by how well employees get along with each other and how well they look up to their fellow employees.

❖ **Job In General (JIG)** : The Job in General scale is a measure that is included in the Job Descriptive Index (JDI). The scale was developed to assess the overall satisfaction of people with their jobs. The scale has a good reliability and correlates well with other scales of overall job satisfaction (Maghrabi, 1999; Skibba, 2002; Spector, 2006).

LITERATURE SURVEY

Job satisfaction is an attitudinal variable that reflects how people overall feel about their jobs as well as the various aspects of the job. In simple terms, job satisfaction is the extent to which people like their jobs; job dissatisfaction is the extent to which they dislike their jobs (Bose and Madasamy, 2009; Kumar, 2011). Job satisfaction does not only depend on the quality of the employment, but also on the worker's expectations with respect to the job. The key to job satisfaction is, in fact, in the fit between the objective conditions of the job and the worker's expectations. The better the fit between expectations and job reality, the greater the satisfaction and vice versa (Blum and Naylor, 2004). Blum and Naylor (2004); Spector (2006) said that there exists a relationship between job quality and job satisfaction, but it is complex in nature. This relation is affected by a third element, the worker's expectations. Two workers with jobs of identical objective characteristics may show radically different satisfaction with their jobs if their expectations are

different. For one, the job may entail a decrease in status or a source of frustration if he/she expects to have a better valued job, whereas for the other (who perhaps had very low expectations owing to a lower level of education or other reasons), the same job may be highly satisfactory.

Society for Human Resource Management (2003) survey showed that the majority of the Americans liked their jobs, but this doesn't mean they liked all aspects of their jobs equally (Spector, 2006). Job Satisfaction Survey (JSS) conducted in dozens of organizations throughout the United States among 24,713 employees by Spector (1985) found that Americans were typically very satisfied with their supervisors, co-workers and the nature of the work they do. They were less satisfied with rewards, such as pay, promotion opportunities, and fringe benefits. Maghrabi and Hayajneh (1993) conducted a study on two groups of managers with sample size of 120 to determine whether there were significant differences in job motivation, job satisfaction, and life satisfaction among both male and female Saudi managers. It was found that male groups have more job motivation and job satisfaction than their counterparts - the female groups. But there was no significant difference between male and female groups in life satisfaction. Stengrevics & et al. (1991) conducted a study on job satisfaction among nurse managers with sample size of 252. Data were collected from the Massachusetts Organization of Nurse Managers. The study revealed that over 50% of the nurse managers were dissatisfied with the educational reimbursement received. Nearly 70% of the nurse managers indicated that their benefit package was equal to that of their staff, and 60% were uncomfortable with the added duties/responsibilities. Maghrabi (1999) examined the three groups of managers with a sample size of 153 to determine which group was more satisfied with their job, pay, promotion, supervision, co-workers, and job in general. The study revealed significant differences among groups of managers on the subsections of job satisfaction. However, upper-level managers were found to be highly satisfied with the job in general, pay, co-workers, present job, supervision and were less satisfied with their promotion. In addition, the second group of managers (superintendent) were found to be highly satisfied with their job in general, present job, pay, co-workers and were less satisfied with promotion and supervision. Furthermore, the low-level managers (supervisor) were found to be highly satisfied with their present job, pay, job in general, co-workers, supervision and were less satisfied with their promotion.

Job satisfaction has been studied intensively in the west, but only a few studies have been conducted in non-western nations. Indeed, job satisfaction has been a matter of growing interest for those concerned with the quality of working life and organizational efficiency. The consequences of job satisfaction are very important for an organization in terms of its efficiency, productivity, employee relations, absenteeism, accident and turnover (Brierley, 1999; Maghrabi, 1999; Blum and Naylor, 2004; Lu & et al., 2005; Spector, 2006). Hoppock (1935) conducted a survey on people in one occupation, namely, teaching. Five hundred teachers from 51 urban and rural communities in the northeastern United States estimated their job satisfaction on four attitude scales. By combining these scales, a measure of job satisfaction was obtained. Of this group, the 100 most satisfied and 100 least satisfied were asked about 200 questions. A comparison of their answers differentiated the satisfied from the dissatisfied teachers in the area of emotional maladjustment, relationships with superiors and associates, felt more successful, family influence and social status, etc. One interesting finding was that the difference in average salaries between the two groups was not statistically significant (Blum and Naylor, 2004).

As human being's perception, feeling, emotions, etc. are different from others, and as they are changing, the nature of attitude toward job satisfaction is complex. As a result, the literature regarding job satisfaction shows different aspects. For example, some scholars have showed in their study that male employees are more satisfied than women employees, and on the other hand, some scholars found no significant differences between men and women's satisfaction levels. Some researchers found in their study that aged persons were more satisfied than people of younger age groups. Some researchers attained completely different results, i.e. younger persons are more satisfied than older persons. However, it is clear that performance and satisfaction are related, and satisfaction might lead to performance. That is, people who like their jobs work harder and ,therefore, perform better. In recent years, job satisfaction has become extremely important because of its potential effects on variables that are of more concern to employees than organizations (Blum and Naylor, 2004; Santhapparaj et al., 2005; Spector, 2006).

OBJECTIVES

Job satisfaction is now considered as one of the important discussing issues in the field of HRM. Lack of job

satisfaction in organizations creates violence, blood shed, mutual distrust, disobedience, employee turnover, situations of social and economic unrest. The complexity of job satisfaction and the problem of group dynamics are among the most germane issues facing modern management. Although there are a huge number of government employees involved in teaching positions in Government colleges in Bangladesh, but no study/research has been conducted about their job satisfaction levels. In this sense, it is unique and important to measure their satisfaction levels. This study aimed to shed light on job satisfaction among teachers working in Government colleges in Bangladesh at different levels such as Lecturer, Assistant Professor, Associate Professor and Professor. The specific objective of this study is to find out the level of satisfaction of teachers working in Government colleges in Bangladesh by considering various demographic and other variables.

METHODOLOGY

❖ **Sample:** From January – March 2012, the researcher and his undergraduate students visited different government colleges in Comilla district, Bangladesh to obtain the cooperation and participation of the teachers in order to conduct the study. There are ten government colleges in Comilla district and no other district in Bangladesh has such a big number. One hundred and thirty two male and female teachers from Government colleges served as subjects. There were four levels of teaching members working in Government colleges: Lecturer, Assistant Professor, Associate Professor and Professor. In order to get the required 132 respondents for obtaining the primary data, 205 faculty members were selected to complete the questionnaire. Observation method was also used to study the insight scenario of the job. The name of the faculty members working in different colleges and their ranks/designations were collected through personal communication where the sample was randomly drawn. The characteristics of the collected sample is presented in the Table 1. The response rate was 64%.

❖ **Instrument:** The revised Job Descriptive Index (including the job in general) assesses an individual's job satisfaction levels on six scales composed of from 9 to 18 short phrases or adjectives, their total number is 90 (Work on Present Job: 18, Present pay: 9, Opportunity for Promotion: 9, Supervision: 18, Colleagues: 18, and Job in General: 18). The questionnaire used in this study had a three-point response format. In each variable, it consisted of both positive and negative descriptive phrases and adjectives. An individual responded to each item by circling 'Yes' if the item described his or her job; 'No' if the item did not describe his or her job; and 'No comment' if he or she could not decide his/ her response regarding that particular question. The six scales are scored separately and measured satisfaction. The words with positive description or phrases in the scale were measured with three points for 'Yes' representing satisfied ; zero point for 'No' representing dissatisfied; and one point for 'No comment' . For negative descriptive phrases or adjectives; items in the scale were measured with three points for 'No' representing satisfied ; zero points for 'Yes' representing dissatisfied ; and one point for 'No comment' .

Each variable score was estimated as follows: the satisfaction or dissatisfaction with work at present job contained 18 phrases or adjectives, with maximum score 54 and middle score 27. Hence, if the summed score is equal to or greater than 27, it indicates that the respondent has achieved satisfaction with work at the present job. Reversely, if the summed score is less than 27, it reveals that the respondent is dissatisfied with work at his present job. To ensure the reliability of this research instrument, the revised Job Descriptive Index (JDI) was tested for each of the six variables by using Cronbach's alpha resulting from 0.68 - 0.85. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0, the greater is the internal consistency of the items in the scale. George and Mallery (2003) provided the following rules of thumb:

≥ 0.9 Excellent, ≥ 0.8 Good, ≥ 0.7 Acceptable, ≥ 0.6 Questionable, ≥ 0.5 Poor, and ≤ 0.5 Unacceptable

❖ **Analytical Methods:** The means of groups against the overall sample were conducted using student's t-test. The independent variables are age, sex, rank, experience, academic degree, academic result and number of publications. The dependent variables are elicited by the Job Descriptive Index, consisting of work on respondent's present job, present pay, opportunities for promotion on present job, superior boss (supervision) and colleagues. The Job in General scale is a measure that is included with the Job Descriptive Index (JDI). The researcher also used One-way ANOVA for the analysis.

Table 1: Numbers and Percentages Of Usable Respondents		
Demographic and other variables	Number	Percentage
AGE		
Years: ≤ 30	5	3.79
Years: 31 - 40	52	39.39
Years: 41 - 50	53	40.15
Years: ≥ 51	22	16.67
SEX		
Male	104	78.79
Female	28	21.21
RANK		
Lecturer	42	31.82
Assistant Professor	53	40.15
Associate Professor	31	23.48
Professor	6	4.55
YEARS OF EXPERIENCE		
Years: ≤ 5	13	9.85
Years: 6 - 10	39	29.55
Years: 11 - 15	32	24.24
Years: 16 - 20	26	19.70
Years: ≥ 21	22	16.67
ACADEMIC DEGREE		
4 years graduation	5	3.79
2 years graduation with master's	8	6.06
3 years graduation with master's	95	71.97
4 years graduation with master's	19	14.30
Ph.D.	5	3.79
ACADEMIC RESULT		
1st class in 4-years graduation	5	3.79
2nd class in both GP and MP	86	65.15
2nd class in GP and 1st class in MP	15	11.36
1st class in GP and 2nd class in MP	9	6.82
1st class in both GP and MP	17	12.88
NUMBER OF PUBLICATIONS		
No publication	97	73.48
1 Publication	23	17.42
2 - 3 publications	7	5.30
4 - 5 publications	5	3.79
Source: Field survey, January - March 2012		
GP: Graduation Program, MP: Master's Program.		

Table 2 : Difference In Job Satisfaction Mean Based On Age (One-way ANOVA)					
Job satisfaction area	Age group				P
	Yrs: ≤ 30, n = 5	Yrs: 31 - 40, n = 52	Yrs: 41 - 50, n = 53	Yrs: ≥ 51, n = 22	
Present job	35.001	30.543	31.196	39.092	0.084
Present pay	10.807	11.085	12.776	13.951	0.037 ^a
Promotion	10.602	11.655	12.332	13.418	0.042 ^a
Supervision	35.000	33.066	33.682	37.324	0.201
Colleagues	37.408	32.134	33.257	36.864	0.081
Job in general	35.803	31.046	32.347	36.004	0.049 ^a
Source: Field survey, January - March 2012					
^a Denotes mean difference is significant at the 0.05 level.					

Table 3 : Difference In Job Satisfaction Mean Based On Sex (t-test)			
Job satisfaction area	Sex		P
	Males, n = 104	Females, n = 28	
Present job	29.913	32.115	0.114
Present pay	10.620	11.898	0.102
Promotion	11.227	13.046	0.022 ^a
Supervision	30.003	32.213	0.138
Colleagues	32.792	34.046	0.446
Job in general	31.330	29.048	0.141
Source: Field survey, January - March 2012			
^a Denotes mean difference is significant at the 0.05 level.			

Table 4 : Difference In Job Satisfaction Mean Based On Rank (One-way ANOVA)					
Job satisfaction area	Rank				P
	Lecturer, n = 42	Assistant Professor, n = 53	Associate Professor, n = 31	Professor, n = 6	
Present job	31.577	30.288	30.776	36.674	0.036 ^a
Present pay	10.741	10.893	11.845	13.336	0.027 ^a
Promotion	10.608	10.558	12.231	14.106	0.004 ^a
Supervision	30.985	29.095	29.232	33.674	0.043 ^a
Colleagues	32.502	30.342	29.979	37.171	0.021 ^a
Job in general	29.793	30.603	30.557	37.334	0.003 ^a
Source: Field survey, January - March 2012					
^a Denotes mean difference is significant at the 0.05 level.					

RESULTS

The Table 1 shows the numbers and percentages of usable questionnaires based on demographic and other variables. The results indicate that 40.15 percent of the participants fell into the age group of 41-50 years ; 78.79 percent of the participants were male ; 40.15 percent of participants held the rank of Assistant Professor ; 29.55 percent of the participants had an experience between 6-10 years ; 71.97 percent of the participants held three years graduation with one year master's degree; participants having second class in both Graduation and Master's Program were 65.15%; 73.48 percent of the participants had no publication to their credit.

The Table 2 depicts that significant differences exist at the 0.05 level among teachers with regard to their age on the

Table 5 :Difference In Job Satisfaction Mean Based On Years Of Experience (One-way ANOVA)						
Job Satisfaction Area	Years of Experience					P
	Yrs: ≤ 5, n = 13	Yrs: 6 - 10, n = 39	Yrs: 11 - 15, n = 32	Yrs: 16 - 20, n = 26	Yrs: ≥ 21, n = 22	
Present job	33.005	31.446	33.698	35.123	40.072	0.125
Present pay	11.607	11.083	10.775	12.222	13.433	0.035 ^a
Promotion	10.891	11.006	13.332	11.093	14.217	0.039 ^a
Supervision	33.309	31.166	33.681	34.214	36.204	0.542
Colleagues	38.200	34.333	33.972	38.043	37.875	0.096
Job in general	33.809	32.167	33.506	33.152	36.854	0.044 ^a
Source: Field survey, January - March 2012						
^a Denotes mean difference is significant at the 0.05 level.						

Table 6 : Difference In Job Satisfaction Mean Based On Academic Degree (One-way ANOVA)						
Job satisfaction area	Academic Degree					P
	4 years Graduation degree, n = 5	2 years Graduation with Master's degree, n = 8	3 years Graduation with Master's Degree, n = 95	4 years Graduation with Master's, n = 19	Ph.D. n = 5	
Present job	30.035	30.967	34.702	32.471	36.168	0.125
Present pay	11.122	11.883	10.004	12.789	10.072	0.049 ^a
Promotion	10.146	12.248	14.830	11.094	12.714	0.047 ^a
Supervision	34.387	31.465	34.180	35.028	36.273	0.132
Colleagues	37.343	35.295	34.679	38.068	38.230	0.087
Job in general	34.550	32.051	34.608	34.465	32.756	0.255
Source: Field survey, January - March 2012						
^a Denotes mean difference is significant at the 0.05 level.						
No M.Phil degree holding teacher was found in the surveyed colleges.						

subsections of pay and opportunities for promotion. Teachers who were aged 51 years and above were found to be more satisfied with their pay and promotion (mean value: 13.951 and 13.418 respectively) than the younger teachers. The middle score of satisfaction of pay and promotion is 13.5, so, in case of pay, the level of satisfaction of the teachers aged 51 and above years is a little bit on the higher side than the middle score and in case of promotion, their level of satisfaction is a little bit lower than the middle score. The Table 2 also indicates that teachers who were aged 51 years

Table 7: Difference In Job Satisfaction Mean Based On Academic Results (One-way ANOVA)						
Job satisfaction area	Academic Result					P
	1st class in 4-yrs graduation, n = 5	2nd class in both GP and MP, n = 86	2nd class in GP and 1st class in MP, n = 15	1st class in GP and 2nd class in MP, n = 9	1st class in both GP and MP, n = 17	
Present job	30.034	29.525	33.116	32.882	32.164	0.444
Present pay	11.128	10.267	12.485	12.093	11.631	0.219
Promotion	10.143	12.035	13.428	11.500	12.055	0.048 ^a
Supervision	34.380	33.455	34.772	36.101	33.963	0.146
Colleagues	37.349	34.321	33.273	35.866	35.628	0.093
Job in general	34.552	31.663	35.031	34.213	31.407	0.157
Source: Field survey, January - March' 2012						
^a Denotes mean difference is significant at the 0.05 level.						

Table 8 : Difference In Job Satisfaction Mean Based On Publications (One-way ANOVA)					
Job satisfaction area	Publications				P
	No publications, n = 97	1 Publication, n = 23	2 - 3 publications, n = 7	4 - 5 publications, n = 5	
Present job	33.143	28.832	33.465	34.277	0.335
Present pay	12.616	10.443	11.087	11.003	0.219
Promotion	10.072	12.776	12.388	11.901	0.502
Supervision	34.435	34.495	35.603	35.249	0.123
Colleagues	35.688	34.063	35.506	32.980	0.271
Job in general	36.344	34.176	35.872	34.727	0.112
Source: Field survey, January - March 2012					

and above were found to be more satisfied than the younger teachers in respect of job in general (mean value: 36.004). The Table 3 depicts that significant differences exist at the 0.05 level among teachers with regard to their sex on the subsection of promotion. The scores of female teachers are found to be more than that of the male teachers (mean value: 13.04), but the satisfaction level did not exceed the middle score.

The Table 4 depicts that significant differences exist at the 0.05 level among teachers with regard to rank on the subsection of all areas of job satisfaction. According to the table, Professors were found to be more satisfied with their job in general (mean value: 37.334).

The Table 5 reveals that significant differences exist among teachers with regard to years of experience on subsection of present pay, promotion and job in general at the 0.05 level (mean value: 13.433, 14.217 and 36.854 respectively). In case of mentioned subsections, the most experienced teachers were found to be more satisfied than teachers having less experience, although the score of satisfaction was a bit lower than the middle score in case of pay. The Table 6 depicts that significant differences exist at the 0.05 level among teachers with regard to academic degree on the subsection of present pay and promotion (mean value: 12.789 and 14.830). Here, in case of pay, score of satisfaction of four years graduation with master's degree holders is the highest (12.789) than all other teachers, but it did not exceed the middle score.

The Table 7 reveals that significant differences exist among the teachers with regard to academic results on the subsection of promotion (mean value: 13.428) at the 0.05 level. According to the table, teachers having 2nd class in graduate program and 1st class in master's program scored the highest than all the other teachers, but that score of satisfaction did not reach the middle score.

The Table 8 depicts that no significant differences exist among teachers with regard to publications on any subsection of job satisfaction, although the teachers having 4-5 publications scored high on the present job (mean value: 34.277) ; teachers having no publication scored high on present pay (mean value: 12.616) ; teachers having one publication scored high on promotion (mean value: 12.776) ; teachers having 2-3 publications scored high on supervision (mean value: 35.603) ; and teachers having no publication scored high on colleagues and the job in general (mean value: 35.688 and 36.344 respectively).

DISCUSSION

The present study categorized the teachers into seven groups and tried to determine which group was more satisfied with their job, pay, promotion, supervision, colleagues and the job in general. The 'satisfaction' or 'dissatisfaction' with work at present job, supervision, colleagues and job in general contains 72 phrases or adjectives (each of which has 18 phrases or adjectives). Here, each of the facets has a maximum score of 54, and a middle score of 27. The 'satisfaction' or 'dissatisfaction' with work with regards to pay and promotion contains 18 phrases or adjectives (each of which has 9 phrases or adjectives). Here, each of the facets has a maximum score of 27 and a middle score of 13.5. When the satisfaction level reaches the middle score or exceeds the same, the group is treated to be 'satisfied' with the facet of job satisfaction and reversely, when the satisfaction level comes down, the middle score is treated as 'dissatisfied.'

This study clearly indicates that job satisfaction varies with organizational and individual backgrounds. The study revealed significant differences among the groups of teachers on the subsections of job and in some cases; it also revealed differences but no significance. On the basis of age, teachers were satisfied with their present job, pay, supervision, colleagues and the job in general. But insignificant differences were found in the subsection of pay, promotion and the job in general. Teachers aged 51 years and more were found to be more satisfied than the younger teachers. With regards to age, the teachers aged 51 years and above were found to be satisfied with their pay, but no other age group of teachers were satisfied with their pay and promotion. The aged teachers are satisfied due to their higher position, and hence, having a higher scale of salary. Besides, senior teachers have more opportunities to earn money by doing examination-related activities of National University and Education Boards. These senior teachers are also involved in different remunerative committee activities.

Irrespective of sex, all respondents were satisfied with regard to present job, supervision, colleagues and the job in general. There were differences in the area of satisfaction, but no significant reason was found. In case of promotion, the score of satisfaction of females was a bit higher than the male teachers, but it neither reached the middle score nor exceeded the same. Both male and female teachers were not satisfied with their remuneration. In case of rank, significant differences exist among teachers on the subsection of all areas of job satisfaction except pay. Professors were found to be more satisfied than their junior colleagues. The study reveals that significant differences exist among teachers with regard to years of experience on subsection of present pay, promotion and the job in general. The most experienced teachers were found to be more satisfied than the teachers having less experience, although the score of satisfaction was a bit lower than the middle score in case of pay. In case of academic degree, teachers were satisfied with the subsection of job, supervision, colleagues and the job in general. Although there are significant differences in pay and promotion among the teachers, but the highest score neither reached the middle point nor exceeded it. No significant difference exists among the teachers with regard to academic results on the subsection of present job, pay, supervision, colleagues and the job in general. There is significant difference existing in case of promotion, but the score neither reached the middle point nor exceeded it. The study reveals that there are no significant differences with regard to the publication on the subsection of job satisfaction area, although all are satisfied with the present job, supervision, colleagues and the job in general. In case of pay and promotion, the satisfaction scores are less than the middle point.

Most of the teachers agreed that they are in a noble profession and the society offers them a lot of respect. So, they were proud and happy being a teacher of a Government College. They were working in a congenial atmosphere and rarely, hostile attitude is found among the teachers. Whenever and wherever they sought cooperation from their colleagues, they got it spontaneously. However, the teachers were in a deplorable economic condition due to poor salary. It is very difficult to maintain their daily lives by this small sum of money. Many of the teachers suffered from mental depression due to not being promoted on time. The mental depression increases when juniors supersede the seniors by getting higher and quicker promotions. The satisfaction score depicted in all the tables in this manuscript in case of pay and promotion is less than the middle point. This phenomena clearly explains that the teachers were dissatisfied with their pay and promotion. Most of them agreed that if the teachers get a promotion on the basis of batch rather than subject, and if the salary is consistent in accordance with the price of daily commodities, then the teaching profession will be the most desirable and lucrative profession for the meritorious students. All agreed that it is necessary to keep mental peace by promoting the teachers to a higher position on time and to ensure livable salary for quality education. It is a fact that teachers have different types of vacations such as summer vacations, winter vacations, etc., but due to economic constraints, they cannot enjoy the vacations by traveling or sightseeing. Many of the teachers want to pursue a Ph.D., but it is very difficult to get deputation from the Ministry of Education. Deputation for higher education is given only those who get a scholarship. Many of the teachers expressed that there is no posting rule in the teaching profession, and it causes them a lot suffering. Transfer rule is also not implemented properly. In case of posting at administrative jobs, especially to the position of Principal and Vice Principal in a college, the senior teachers become the subordinates of the junior teachers. Some teachers having a Ph.D. degree expressed their deep concern because neither promotion nor remarkable financial benefits could be gained by a higher degree. Although most of the teachers in the education cadre were working for academic activities rather than educational management activities (as deputed officers), they were being deprived from earned leaves.

CONCLUSION

As human being's perceptions, feelings, emotions, etc. are different from others, and as these are changing, the nature of attitude towards job satisfaction is complex. There is considerable evidence in the job satisfaction literature that many of the variables such as age, sex, rank, year of experience, etc. have independent influence on job satisfaction. This study also wanted to prove that job satisfaction variables are not unidirectional in their effect. The job itself can be a source of both satisfaction and dissatisfaction. Any particular aspect of the job may have more effect on job satisfaction and less influence on job dissatisfaction and vice versa. The results of this study might be useful for the concerned authorities to enhance the level of satisfaction of the teachers working in Government colleges in Bangladesh by taking necessary actions. There are many types of teachers such as Public Service Commission (PSC) recruited teachers, Bangladesh Civil Service (BCS) teachers, 10% Quota teachers and Nationalized teachers. Most of the teachers are recruited by BCS; they are the highest in number, and the second highest number is of the Nationalized teachers. No research has been conducted to measure the satisfaction of Government college teachers at any level or in any group in Bangladesh. Further research should be conducted in order to find out the factors that could contribute to the job satisfaction of teachers. Likewise, further intensive research should be carried out to measure the differences in job satisfaction between BCS teachers and Nationalized teachers.

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