

Job Satisfaction Among Government College Teachers in Comilla District, Bangladesh

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Abstract: Job satisfaction has been defined as a pleasurable or positive emotional state resulting from an appraisal of one's job. It is one of the most important and widely researched variables in industrial-organizational psychology. Job satisfaction increases productivity on the one hand and reduces absenteeism and turn-over on the other. The purpose of this exploratory study is to examine the demographic and other factors that influence job satisfaction. The primary data have been 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, pay scale, year of experience, academic degree, and academic result. No significant difference was found with regard to publication. The results of this study might be useful for the concerned authority to enhance the level of satisfaction of the teachers working in government colleges by taking necessary actions.

Keywords: Job satisfaction; JDI; JIG; teacher; government college; Bangladesh

1. Introduction

Education in Bangladesh has three major stages-primary, secondary & higher secondary educations and higher education. The controlling and management of Secondary and Higher Education falls under the Ministry of Education. The Ministry of Education is implementing their policies and programs by the Directorate of Secondary & Higher Education. At present, the Directorate of Secondary & Higher Education is directly supervising 253 government colleges and nearly 12000 teachers therein. Teaching position in Government College is under 'Education Cadre' which is the largest cadre among 28 cadres in Bangladesh. The teaching position comprises with four ranks such as; Lecturer, Assistant Professor, Associate Professor and Professor.

Four types of teachers are employed in government colleges in Bangladesh; they are: Public Service Commission (PSC) recruited teachers, Bangladesh Civil Service (BCS)

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teachers, 10% quota teachers and nationalized teacher. 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 Barura Sahid Smrity Government College and vice versa. There are three types of colleges in Bangladesh such as; Degree College, Honors College and Masters 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 posting on the basis of their personal affiliation with the authority. This can be stated by an example: The candidate who secured 1st position in merit list in 24th BCS in the Department of Management posted in a government college situated in Upazila having no reputation, whereas the persons who are in the backward position in merit list got posting in famous colleges situated in big cities. To remove the complexity and haphazard situation exist in 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 result and location but the program is not being implemented. The ratio between female and male teachers working in 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 not having posting rule. Social status of teachers is affected by the posting, if any one has opportunity to get posting in good college, social status will be increased. Good college means the institution having long heritage, good location facilities and having Honors & Masters programs. As it is very difficult to get good posting, once a teacher posted in good college is not transferred to any other colleges although there is a government rule to transfer from one college to another after every three years. As a result, the teachers who are getting advantages by good posting get more advantages again and the teachers who are deprived get deprivation again. The teachers engage in academic activities are not entitled to get 'earned leave*'. These teachers are enjoying only ten days casual leave 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 leave' and casual leave.

*One day leave is earned in exchange of 11 working days. This leave can be sold at the time of retirement.

In government colleges, teachers are getting promotion on the basis of subject he or she employed instead of batch. For example, a teacher who was appointed as a lecturer of Management in 1993 by qualifying in 14th BCS got only one promotion holding the position of Assistant Professor in 2013 but a teacher of Bangla who was appointed as a lecturer by the same BCS got three promotions holding the position of Professor in 2013, this is due to unequal number of vacant positions. In Government College, length of service is only one criterion for promotion without considering higher degree, academic result, research experience, professional training and so on.

The usual activity of government college teachers 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 enjoying deputation allowance besides their regular pay and allowances. The deputed teachers are also enjoying fringe benefit, opportunity to take training in abroad, earned leave etc. So, most of the teachers want to get deputation in educational management office. As there is no specific rule for the deputation and limited number of positions in educational management offices, posting is highly influenced by personal affiliation with the concerned authority.

2. Review of Literature

Smith, Kendall, and Hulin developed the Job Description Index (JDI) in 1969. Smith, et al. argue that job satisfaction is composed of five different areas: work on present job, present pay, opportunities for promotion, supervision, and people on your present job (colleagues). Validity and reliability of each of the scales is discussed in the literature review of the Job Descriptive Index (Maghrabi, 1993 & 1999; Skibba, 2002; Spector, 2006). The Job in General (JIG) scale is a measure that is included with the Job Descriptive Index (JDI). The scale was developed to assess the overall satisfaction of people with their jobs. The scale has good reliability and correlates well with other scales of overall job satisfaction (Maghrabi, 1999; Skibba, 2002; Spector, 2006).

In general, overall job satisfaction has been defined as “a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering” (Locke, 1969). It is an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them. In simple terms, job satisfaction is the extent to which people like their jobs; job dissatisfaction is the extent to which they dislike them. (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) also say, there exists relationship between job quality and job satisfaction but it is in 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 job 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.

The consequences of job satisfaction are very important to 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 is that the difference in average salaries between the two groups was not statistically significant (Blum and Naylor, 2004).

As human being's perception, feeling, emotion 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 scholar show in their study, male employees are more satisfied than women, on the other hand, some scholars find no significant differences between male and women's satisfaction level. Some researchers found in their study, aged persons were more satisfied than younger. Some researchers showed completely different result i.e. younger persons are more satisfied than aged person. However, it is clear that performance and satisfaction are related, satisfaction might lead to performance. That is, people who like their jobs work harder and therefore perform better. In recent years, job satisfaction has been seen 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).

3. Relevance of the Study

Job satisfaction has been defined as a pleasurable or positive emotional state resulting from an appraisal of one's job. It is one of the most important and widely researched

variables in industrial-organizational psychology. By discovering attitudes on factors related to the job, an organization can correct certain bad situations and thereby improve the satisfaction of its employee. Lack of job satisfaction in organization creates violence, blood shed, mutual distrust, disobedience, turnover, social and economic unrest situation. So, job satisfaction is now considered as one of the important discussing issues in the field of organization. The complexity of job satisfaction and the problem of group dynamics are among the most germane issues facing modern management. As education cadre is the largest cadre in Bangladesh in terms of employees involved, it is necessary to analyze their level of satisfaction by job description index and job in general.

4. Objective

Before and after independence government college teachers have been working in contributing to secondary and higher education in Bangladesh. The effect of this group of education care provides has been well documented by Directorate of Secondary and Higher Education (DSHE) and Ministry of Education (MOE), Bangladesh. Despite government college teachers contribute enormously to build the society and nation, no research has been done to evaluate their mental state. In this sense, to measure their satisfaction is unique and important. This study wants to shed light on job satisfaction among teachers working in government colleges 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 considering various demographic and other variables.

5. Materials and Method

5.1. Subjects

In January – March, 2012 the researchers and their 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 does have such a big number. One hundred and thirty two male and female teachers from government colleges served as subjects. Two hundred and five faculty members working in different disciplines were selected to complete the questionnaire; the number of satisfactory respondents was 132. The name of the faculty members working in different colleges and their rank were collected through personal communication where the sample was randomly drawn. Although the survey was designed to collect data by several key demographic and other variables, subjects were not asked to provide their names and were assured that their identities would remain anonymous. The characteristics of the

collected sample are presented in Table 1, response rate was 64%. Observation method was also used to study insight scenario of the job.

5.2. Instruments and Measurement

The revised Job Descriptive Index (including the job in general) assesses an individual's job satisfaction 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 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 ticking 'Yes' if the item described his or her job, 'No' if the item does not describe his or her job, and 'No Comment' if he or she can not decide. The six scales are scored separately and measured satisfaction. The word with positive description or phrase in the scale was measured with three points for 'Yes' representing satisfied (for example, the word 'pleasant' is considered as positive phrase under the scale of 'work on present job', if the respondent agrees to this phrase, he/she will tick on 'Yes' and gets three points but if the work is not pleasing, the respondent will tick on 'No' and gets no point, when the respondent has no comment on this phrase gets one point), zero point for 'No' representing dissatisfied and one point for 'No Comment.' For negative descriptive phrase or adjective, items in the scale were measured with three points for 'No' representing satisfied (for example, the word 'boring' is considered as negative phrase under the scale of 'work on present job', if the respondent does not agree to this phrase, he/she will tick on 'No' and gets three points but if the work is boring, the respondent will tick on 'Yes' and gets no point, when the respondent has no comment on this phrase gets one point), zero point for 'Yes' representing dissatisfied and one point for 'No Comment' Each variable score is estimated as follows: The satisfaction or dissatisfaction of work on present job containing 18 phrases or adjectives, with maximum score 54, middle score 27. Hence, if the summed score is equal or greater than 27, it indicates that the respondent has achieved satisfaction with the work on present job. Reversely, if the summed score is less than 27, it reveals that the respondent has dissatisfaction. The satisfaction or dissatisfaction of present pay containing 9 phrases or adjectives, with maximum score 27, middle score 13.5. Hence, if the summed score is equal or greater than 13.5, it indicates that the respondent has achieved satisfaction with the present pay. Reversely, if the summed score is less than 13.5, it reveals that the respondent has dissatisfaction.

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 resulted 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 the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb: " ≥ 0.9 – Excellent, ≥ 0.8 – Good, ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable, ≥ 0.5 – Poor, and ≤ 0.5 – Unacceptable".

5.3. Statistical Analysis

The independent variables are age, sex, rank, pay scale, experience, academic degree, academic result and number of publication. 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). All analyses were entered into the Microsoft Office Excel 2003 program and analyzed using SPSS software version 16.0. Independent variables were analyzed for frequency distributions and percentage of subjects. Single-variable analysis were conducted by using the *t*-test and one-way analysis of variance (ANOVA) to make comparisons between the teacher's level of job satisfaction and the independent variables and dependent variables mean differences.

Table 1: Numbers and Percentages of Usable Respondents

Independent Variables	Number	Percentage
Age:		
Year: ≤ 30	5	3.79
Year: 31 – 40	52	39.39
Year: 41 – 50	53	40.15
Year: ≥ 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
Pay Scale:		
Taka: 11,000	23	17.42
Taka: 15,000	19	14.39
Taka: 18,500	18	13.64
Taka: 22,250	66	50.00
Taka: 25,750	6	4.55

Years of Experience:		
Year: ≤ 5	13	9.85
Year: 6 – 10	39	29.55
Year: 11 – 15	32	24.24
Year: 16 – 20	26	19.70
Year: ≥ 21	22	16.67
Academic Degree:		
4 years graduation	5	3.79
2 years graduation with masters	8	6.06
3 years graduation with masters	95	71.97
4 years graduation with masters	19	14.30
Ph.D.	5	3.79
Academic Result:		
1st class in 4-year 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 Publication:		
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		100.00
Taka = Currency of Bangladesh. US\$ 1= Taka 80.50, GP: Graduation Program, MP: Masters Program.		

6. Results

Table 1 shows the numbers and percentages of usable questionnaires based on demographic and other variables. The result indicates that 40.15 percents of participants fall into the age group 41-50, 78.79 percent of the participants were male, 40.15 percent of participants hold the rank of assistant professor, 50 percent of teachers have the scale of Tk. 22,250. 29.55 percent of participants have experience between 6-10 years, 71.97 percent of participants hold three years graduation with one year masters degree, participants having second class in both Graduation and Masters Programs are 65.15%, 73.48 percent of participants have no publication.

Table 2 depicts that significant differences exist at the 0.05 level among teachers with regard to their age on the subsections of the pay and opportunities for promotion. Teachers who are aged 51 and above were found to be more satisfied with their pay and promotion (mean: 13.951 and 13.418 respectively) than 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 ages 51 and above is little bit higher than the middle score and in case of promotion, their level of satisfaction is little bit lower than the middle score. Table 2 also indicates that teachers who are aged 51 years and above were found to be more satisfied than the younger teachers in respect of job in general (mean: 36.004).

Table 3 depicts that significant differences exists at the 0.05 level among teachers with regard to their sex on the subsection of promotion. The score of female teachers are found to be more than male teachers (mean: 13.046) but the satisfaction level did not exceed the middle score.

Table 2. Differences of Job Satisfaction Means Based on Age (One-way ANOVA)

Job Satisfaction Area	Age Group				<i>P</i>
	Year: ≤ 30 n = 5	Year: 31 – 40 n = 52	Year: 41 – 50 n = 53	Year: ≥ 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. Differences of Job Satisfaction Means Based on Sex (t-test)

Job Satisfaction Area	Sex		<i>P</i>
	Male n = 104	Female 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. Differences of Job Satisfaction Means Based on Rank (One-way ANOVA)

Job Satisfaction Area	Rank				<i>P</i>
	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.

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 job in general (mean: 37.334).

Table 5. Differences of Job Satisfaction Means Based on Pay Scale (One-way ANOVA)

Job Satisfaction Area	Pay Scale					P
	Tk. 11,000 n = 23	Tk. 15,000 n = 19	Tk. 18,500 n = 18	Tk. 22,250 n = 66	Tk. 25,750 n = 6	
Present job	32.516	29.248	30.711	34.745	34.236	0.033 ^a
Present pay	10.141	10.153	12.345	13.412	13.430	0.115
Promotion	10.543	12.235	13.418	12.500	14.055	0.005 ^a
Supervision	34.360	33.265	34.862	36.541	34.763	0.236
Colleagues	33.749	33.721	35.284	35.666	34.920	0.529
Job in general	34.882	33.603	31.531	35.613	32.317	0.037 ^a

Source: Field survey, January – March' 2012

^a Denotes mean difference is significant at the 0.05 level.

Table 5 depicts that significant differences exist at the 0.05 level among teachers with regard to their pay scale on the subsections of the present job, opportunities for promotion and job in general. The middle score of satisfaction of pay is 13.5, so, in case of pay, the level of satisfaction of the teachers irrespective of their pay scale is under the middle score Table 5 also indicates that teachers whose pay scale is Tk. 22,250 found to be more satisfied in case of supervision and colleagues (mean: 36.541 and 35.666 respectively) but no significant difference existed there.

Table 6. Differences of Job Satisfaction Means Based on Year of Experience (One-way ANOVA)

Job Satisfaction Area	Year of Experience					P
	Year: ≤ 5 n = 13	Year: 6 – 10 n = 39	Year: 11 – 15 n = 32	Year: 16 – 20 n = 26	Year: ≥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 reveals that significant differences exist among teachers with regard to year of experience on subsection of present pay, promotion and job in general at the 0.05 level (mean: 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 little bit lower than the middle score in case of pay.

Table 7. Differences of Job Satisfaction Means Based on Academic Degree (One-way ANOVA)

Job Satisfaction Area	Academic Degree					P
	4 years Graduation Degree n = 5	2 years Graduation with Masters Degree n = 8	3 years Graduation with Masters Degree n = 95	4 years Graduation with Masters 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.						

Table 7 depicts that significant difference exist at the 0.05 level among teachers with regard to academic degree on the subsection of present pay and promotion (mean: 12.789 and 14.830). Here, in case of pay, score of satisfaction of four years graduation with master degree holders is the highest (12.789) than all other teachers but it did not exceed middle score.

Table 8 reveals that significant difference exist among the teachers with regard to academic result on the subsection of promotion (mean: 13.428) at the 0.05 level. According to the table, teachers having 2nd class in graduate program and 1st class in masters program scored the highest than all other teachers but that score of satisfaction did not reach to the middle score.

Table 8. Differences of Job Satisfaction Means Based on Academic Result (One-way ANOVA)

Job Satisfaction Area	Academic Result					P
	1st class in 4-year 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 9. Differences of Job Satisfaction Means Based on Publication (One-way ANOVA)

Job Satisfaction Area	Number of Publication				P
	No publication 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					

Table 9 depicts that no significant differences exist among teacher with regard to publication on the any subsection of job satisfaction area although the teacher having 4-5

publications scored high on present job (mean: 34.277), teachers having no publication scored high on present pay (mean: 12.616), teachers having one publication scored high on promotion (mean: 12.776), teacher having 2-3 publication scored high on supervision (mean: 35.603), teacher having no publication scored high on colleagues and job in general (mean: 35.688 and 36.344 respectively).

7. Discussion

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

Irrespective of sex, all are satisfied with regard to present job, supervision, colleagues and job in general. There are differences in the area of satisfaction but no significance is found. In case of promotion, the score of satisfaction of females is little bit higher than male teachers but it neither reached to the middle score nor exceeded. Both male and female teachers are not satisfied to their pay. In case of rank, significant differences exist among teachers on the subsection of all areas of job satisfaction. Professors were found to be more satisfied than their junior colleagues. In case of pay scale, significant differences exist among teachers on the subsection of present job, promotion and job in general. In case of present pay, the levels of satisfaction are under the middle score although there are no significant differences.

The study reveals that significant differences exist among teachers with regard to year of experience on subsection of present pay, promotion and job in general. The most experienced teachers were found to be more satisfied than teachers having less experience although the score of satisfaction was little bit lower than the middle score in case of pay. In case of academic degree, teachers are satisfied with the subsection of job, supervision, colleagues and job in general. Although there are significant differences in pay and promotion among the teachers but the highest score of them neither reached to the middle point nor exceeded.

No significant difference exists among the teachers with regard to academic result on the subsection of present job, pay, supervision, colleagues and job in general. There is significant difference existing in case of promotion but the score neither reached to the middle point nor exceeded. 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 present job, supervision, colleagues and 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 the noble profession and people of the society respect them very much. So they are proud and happy being a teacher of Government College. They are working in congenial atmosphere and rarely hostile attitude is found among the teachers. Whenever and wherever they sought cooperation from their colleagues they got it spontaneously. Teachers are in 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 are suffering from mental depression due to not having promotion in time. The mental depression is increased when junior supersedes the senior by getting higher promotion. The satisfaction score depicts in all tables in this manuscript in case of pay and promotion, in almost all cases they are less than the middle point. These phenomena clearly explained that teachers are dissatisfied with their pay and promotion. Most of them agreed that if teachers get promotion on the basis of batch rather than subject and salary is consistent in accordance with the price of daily commodities, teaching professions will be the most desirable and lucrative for the meritorious students. All agreed that it is necessary to keep mental peace by promoting the teachers to higher position in time and to ensure livable salary for quality education. It is fact that teachers have different types of vacation such as summer vacation, winter vacation etc but due to economic constraint they can not enjoy the vacation by traveling or sightseeing. Many of the teachers want to do Ph.D. but it is very difficult to get deputation from the ministry of education. Deputation for higher education is given only them who get scholarship. Many of the teachers depict that there is no posting rule in teaching profession and it causes their sufferings. Transfer rule is not also implemented properly. In case of posting at administrative job especially in Principal and Vice Principal position in college, senior becomes subordinate of junior. Some teachers having Ph.D. degree expressed their deep concern because neither promotion nor remarkable financial benefit can be gained by higher degree. Although most of the teachers in the education cadre working in academic activities rather than educational management activities as deputed officers, they are being deprived from earned leaves.

8. Conclusion

Human being's perception, feeling, emotion etc are different from others and as these are changing, the nature of attitude toward 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 wants to job satisfaction variables are not unidirectional in their effects. 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 authority to enhance the level of satisfaction of the teachers working in government colleges by taking necessary actions.

9. Scope for Further Research

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 the nationalized teachers. No research has been conducted to measure the satisfaction of government college teacher in any level or in any group in Bangladesh yet. 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 of job satisfaction between BCS teachers and nationalized teachers and to judge the comparative level of satisfaction of teachers working in various disciplines.

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