

Job Satisfaction among Female Teachers of Government Colleges in Rajshahi, Bangladesh

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ABSTRACT

Job satisfaction ensures smooth working environment and mental soundness. This study is conducted to analyze the job satisfaction among the female teachers of government colleges of Rajshahi City in Bangladesh. The objectives of this study is to understand the indicators of female teachers job satisfaction, to find out the satisfaction level of the female teachers, to find out the reasons behind the job dissatisfaction and to give some recommendations in the relevant area. To fulfill this aims data are collected from the female teachers of the Government colleges in respective area. The purposive random sampling has been used and the sample size range is 54. A well set questionnaire that includes some of demographic and mostly scale based questions to collect the data, analyzed it by using some common statistical tools. The empirical study has found some factors which affect job satisfaction of female teachers; these are salary, security, college reputation, maternity leave, housing facility, transport facility etc. it is observed that the female teachers are satisfied in the case of some major factors but there are some area in where they are not satisfied with some other issues. The recommendations in that case is to increase the satisfaction level like the performance of the female teachers should be appreciated, the colleges should raise the modern technology and sophisticated manner of service development for all gender and accommodation facilities should be raised to lessen the harassment level.

Keywords: Government Colleges, job satisfaction, dissatisfaction, female teachers, job security and harassment, moderate satisfaction

INTRODUCTION

Job satisfaction is basically positive feeling in work atmosphere in arranged settings. Job satisfaction symbolizes feeling of contentment, freedom of thought, distance from stress and confident approach toward job requirements by the employees (Dhamija, Gupta & Bag, 2019). In organizational level satisfaction in work environment enhance the quality of job done by the employee. According to the country setting Bangladesh Civil Service (BCS) cadre service is one of the most lucrative service sectors. BCS (General Education) cadre is more fascinating for female employees. Regarding other cadres and facilities given by the authority job satisfaction varies person to person as well as female employees. Many scholars have drawn interests in the field. Many studies have been done on this area of job satisfaction. However, most of the studies have been done in the developed countries but a few studies have been undertaken in the developing countries like Bangladesh. Job satisfaction depends upon the extent to which the job, we are serving meets the needs and demands that we feel it should meet up. The degree of satisfaction is considered by the ratio output results against the desire of employees from their respective jobs (Locke, 1969). By law of nature as the more we have, the more we want; therefore, the level of satisfaction remains less. Job satisfaction is dynamic in nature, as it can go away as quickly as it comes to us. It is positive emotional state that occurs when a person's job seems to fulfill important values, provided these values are compatible with

one's needs. Job satisfaction is pleasurable or positive emotional state resulting from the appraisal of one's job experience (Weiss, 2002). Attempts to develop performance in government colleges will never succeed if female teachers' job satisfaction is not considered in total. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (George, 1990). This implies that motivated and satisfied colleges female teachers are most likely to affect the students learning positively while the opposite of that may have negative impacts on student performance at large. Educational leaders have to pay attention to the phenomena of motivation and job satisfaction of female teachers (Dehaloo, 2011). Teachers satisfaction with the working environment can promote teaching research quality for students. Therefore teacher requirements must be fulfilled to improve the working environment and enable teachers to achieve accepted teaching performance in their work environment. This paper builds on Herzberg's (1966) two-factor theory of job satisfaction, where the employee job satisfaction is viewed as two dimensional, comprising of motivational needs and hygiene needs (Al-Asadi et al., 2019). This perspective of job satisfaction has been widely used in prior work (Hur, 2018; Kotni and Karumuri, 2018).

RESEARCH OBJECTIVES

By conducting the study research objectives are as follows-

1. To understand the indicators of female teachers job satisfaction of government colleges in Rajshahi city.
2. To know the female teachers job satisfaction level of government colleges in Rajshahi
3. To find out the reasons behind the job dissatisfaction of the female teachers from the findings.
4. To give some recommendations for increasing the satisfaction level of the female teachers of government colleges in Rajshahi

LITERATURE REVIEW

Understanding Job Satisfaction and Its Influencing Factors

Job satisfaction is a state of mental well-being that an individual attains in the workplace by fulfilling key job values that meet both physical and psychological needs within society. The factors contributing to job satisfaction are known as motivators and include:

- Achievement – Placing employees in roles that effectively utilize their skills and talents.
- Recognition – Honoring employees for outstanding performance.
- Work Itself – Helping employees understand the significance of their contributions.
- Responsibility – Empowering employees to make decisions and take ownership of their work.
- Opportunity for Advancement – Promoting employees based on their performance and potential.

Conversely, factors that contribute to job dissatisfaction include:

- Salary – Compensation that may not align with employees' expectations.
- Working Conditions – The quality of the work environment and available facilities.
- Company Policies and Administration – The clarity and fairness of organizational policies.
- Interpersonal Relationships – The quality of relationships with peers, managers, and subordinates.
- Status – The social standing of an employee within the organization.
- Job Security – The assurance of long-term employment without the fear of layoffs (Sam, 2019).

Additionally, Job Characteristics Theory (Hackman & Oldham, 1976) provides a framework that links core job characteristics to job satisfaction:

- Skill Variety – The extent to which a job requires diverse skills and abilities.
- Task Identity – The degree to which employees are involved in a complete work process.

- Task Significance – The impact of the job on others' lives.
- Job Autonomy – The level of independence employees have in decision-making.
- Job Feedback – The extent to which employees receive performance-related feedback.

Understanding these factors is crucial for organizations aiming to enhance job satisfaction, employee motivation, and overall workplace productivity.

Another important aspect that needs to be looked into in organizational researches is job involvement. Job involvement is defined as the degree to which a person psychologically identifies with. It is related with the work motivation that a person has with a job. It is also the internalization of values about the work or the importance of work according to the individual. Job involvement is also related with the detailed knowledge about the profession, working conditions, the salaries, the characteristic of job, gender supremacy at work, the level of joblessness in the career and the major age group in the occupation (Athanasius, 2003). It has also been found to enhance the satisfaction, loyalty and motivation towards organization. So employees' involvement in job is very important for the growth and development of organizations.

Job satisfaction is probably the most studied variable in the organizational investigations. This is due to its importance in organizational behavior. Job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important. So it is generally recognized in organizational behavior field that job satisfaction is the most frequently studied attitude (Zaman et al, 2014).

Exploring the Complexity of Job Satisfaction

Understanding the nature of job satisfaction is challenging, as it is a complex and multifaceted concept that varies from person to person. While often linked to motivation, the exact nature of their relationship remains unclear. Unlike motivation, job satisfaction is primarily an internal state or attitude. It may be associated with a sense of personal achievement, whether in quantitative or qualitative terms.

Maslow's Hierarchy of Needs (1954) suggests that human needs progress through five levels: physiological needs, safety, social belonging, esteem, and self-actualization. Job satisfaction has been studied in the context of fulfilling these needs, with some researchers exploring how satisfaction is shaped by the fulfillment of current demands (Conrad et al., 1985).

Recent studies on job satisfaction aim to identify key influencing factors. Pang & Lu (2018) found that remuneration and job performance positively impact financial performance indicators, such as return on assets, turnover growth, and profitability. Meanwhile, job environment and job autonomy were shown to enhance non-financial performance dimensions, including customer service, employee productivity, and service quality.

Additionally, Kong, Jiang, Chan, & Zhou (2018) categorized the predictors of job satisfaction into four key groups:

1. **Organizational Factors** – Workplace policies, management style, and company culture.
2. **Individual Factors** – Personal attributes, career aspirations, and skill development.
3. **Social and Family Factors** – Work-life balance, peer relationships, and family support.
4. **Psychological Factors** – Employee perceptions, emotional well-being, and job-related stress.

These findings highlight that job satisfaction is influenced by a broad spectrum of factors, emphasizing the need for a holistic approach to improving workplace well-being and performance.

After analyzing most of the research on job satisfaction different dimensions such as age, sex, marital/status, designation, service/tenure, academic/professional qualification, experience as well. Research said that young employees are more satisfied than others because of fresh, energetic and with high expectation. As they become older the level satisfaction decreases along with lowering the expectation. On the other hand

married and newly mothers satisfaction level is different than unmarried and older employees. In this context this study tries to correlate Bangladeshi female civil service employees (govt. college teachers) with their level of job satisfaction in their working environment. In global orientation Bangladesh is now an emerging developing country to find out the level of female govt. college teachers job satisfaction for further development and reformation.

Women Empowerment and Job Satisfaction

Understanding Job Satisfaction and Its Influences

Job satisfaction is a key attitudinal factor that serves as an indicator of an individual's well-being in one of the most significant aspects of life—the workplace. When employees experience dissatisfaction, it often signals underlying issues either within the job itself or the individual. Various organizational conditions can contribute to negative job attitudes, and external factors such as personal challenges or personality traits may also play a role in shaping an employee's satisfaction level (Metle, 2018).

Gender and Job Satisfaction in Teaching

Mehmood and Nudrat (2011) conducted a study to examine differences in job satisfaction based on gender (male and female teachers) and school location (urban vs. rural). Using a descriptive research design, data were collected through the Minnesota Satisfaction Questionnaire (MSQ) from 785 teachers across 192 public high schools within a single district. The analysis, which included means, standard deviation, and t-tests, revealed that overall, teachers were less satisfied with aspects such as career advancement, compensation, supervision, interpersonal relationships, and working conditions. Female teachers, however, reported higher satisfaction levels compared to their male counterparts. Additionally, there was no significant difference in job satisfaction between teachers working in urban and rural schools.

Job Satisfaction Among Female Health Library Professionals

Sultana and Begum (2012) investigated the job satisfaction levels of female health library professionals in Dhaka and the impact of job facets (as defined in the MSQ, 1967) on their satisfaction. Using a standardized questionnaire, the study found that out of twenty job facets, eleven were highly significant in influencing job satisfaction, while nine were relatively insignificant. The findings also highlighted that female professionals in this field generally experienced lower job satisfaction levels.

These studies underscore the varying factors that influence job satisfaction across different professional sectors and demographic groups. Addressing these concerns through targeted organizational improvements can enhance employee well-being and productivity.

Ofuani (2010) examined the job satisfaction of women in paid employment in Benin City. A sample of two hundred women was selected using the stratified random sampling and the data instrument was a questionnaire called „Job Satisfaction of Women in Paid Employment Questionnaire (J.S.W.P.E.Q). Data collected were analyzed using the t-test. The result of the study revealed that marital status, experience, academic qualification and relationship with superior officers had no significant effect on the job satisfaction of women in paid employment in Benin City.

Statistics in the UK show that women have become increasingly economically active and this trend is projected to continue. For example, whereas in 1971, women made up 37 per cent of the civilian labour force, this rose to 44 per cent in 1993 and it is estimated to reach 46 per cent in 2006 (Church, 1995, p. 65). The increase in economic activity rates by women is correlated with economic and social changes such as falling birth rates. In the universities, however, women account for only about 22 per cent of the full time academic staff as of 1993 (Church, 1995, p. 66). The percentage of women in academia is thus only half of the percentage of women in overall employment. One interesting question is whether women academics are, at least, as satisfied with their jobs when compared with their male counterparts?

Kim (2005) examined the gender differences in employee satisfaction. Data from a survey of 5,128 public employees in Seoul Metropolitan Government indicated that women were more satisfied with their jobs than were men. Among demographic variables gender was the only significant predictor of job satisfaction; women emphasized intrinsic rewards, whereas men emphasized extrinsic rewards. Toker (2011) investigated the levels of job satisfaction among academicians in the universities of Turkey and examined the effects of demographics on levels of satisfaction among them. A questionnaire-based study was conducted in 648 academicians working in the Universities of Turkey. Data were collected using the Minnesota Satisfaction Questionnaire (MSQ) short form. The job satisfaction levels of the academicians were found to be moderately high. Social status was ranked as the highest and compensation was ranked as the lowest of the examined items. The results of the study indicated that professors reported a higher level of job satisfaction as compared to instructor and research assistants. Marital status and gender were not significantly related to job satisfaction.

Castillo and Canno (2004) described the amount of variance in faculty member's overall level of job satisfaction explained by Herzberg, Mausner, and Snyderman's (1959) job motivator and hygiene factors. The faculty was generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty members. The factor "work itself" was the most motivating aspect for faculty. The least motivating aspect was "working conditions." The demographic characteristics were negligibly related to overall job satisfaction. All of the job motivator and hygiene factors were moderately or substantially related to overall job satisfaction.

Today's world is moving around with the slogan "Empower women enlighten the nation globally". Bangladesh Civil Service is tried their best to uphold female community by preserving 10% female quota in recruitment process now which is abolished by prime ministers order to prioritize merit in selection. To see and analyze the working condition and level of job satisfaction female government college teachers are taken as our population for the thesis work.

THEORETICAL BACKGROUND

Job satisfaction is a state of mind of human gained through the path of work environment. It has significant influence on employees' attention and regularity in every aspect. Several antecedents of job satisfaction have been studied over the years used variables are compensation, opportunities for promotion, work environment and leadership style, organization structure and climate (Testa, 1999, Pearson and Seiler, 1983, Kline and Boyd, 1991).

Herzberg two factor theory

One of the most well-known theories on job satisfaction was developed by Herzberg et al. (1959). According to Herzberg's Two-Factor Theory, job satisfaction and dissatisfaction are influenced by two distinct categories of factors: motivator factors and hygiene factors.

Through his research on employee attitudes, Herzberg identified two sets of factors affecting job satisfaction. One set, associated with positive feelings and a good attitude, was task-related and contributed directly to job satisfaction. The other set was linked to negative feelings and dissatisfaction, which were not necessarily related to the job itself but rather to the conditions surrounding it.

Two Categories of Factors:

Motivator Factors (Intrinsic Job Factors)

These factors contribute to job satisfaction and are directly related to the nature of the work itself:

- **Recognition** – Acknowledgment of an employee's contributions.

- **Achievement** – A sense of accomplishment from work.
- **Growth Opportunities** – The potential for skill and career development.
- **Advancement** – Promotions and career progression.
- **Responsibility** – The level of autonomy in decision-making.
- **Work Itself** – The inherent value and interest in the job tasks.

Hygiene Factors (Extrinsic Job Factors)

These factors influence job dissatisfaction and relate to the work environment rather than the job itself:

- **Salary** – Compensation and financial rewards.
- **Interpersonal Relationships** – Relations with supervisors, peers, and subordinates.
- **Supervision (Technical)** – The quality of managerial oversight.
- **Company Policies & Administration** – Organizational rules and regulations.
- **Working Conditions** – The physical and social work environment.
- **Personal Life Factors** – Work-life balance and external influences.
- **Status** – Social recognition and standing within the organization.
- **Job Security** – Stability and protection from job loss.

Intrinsic vs. Extrinsic Factors

Motivators are intrinsic to the job and involve aspects that drive employees to excel, such as recognition and responsibility. These factors are largely self-administered by the employees or, in this context, teachers.

In contrast, hygiene factors are extrinsic, related to the surrounding work environment, and are usually managed by supervisors or external authorities rather than the employees themselves.

Herzberg's theory suggests that while motivator factors enhance job satisfaction, their absence does not necessarily cause dissatisfaction. On the other hand, hygiene factors prevent job dissatisfaction, but their presence alone does not create job satisfaction. This distinction is essential for organizations aiming to improve both job motivation and workplace conditions.

Employee satisfaction for higher education

Dalton and Pica (1998) found that the quality of faculty and instruction are important elements for satisfying business undergraduates and graduates, and that business placement and services were important to students. Similarly, in the higher education sector, Oshagbemi (1997a) investigated job satisfaction among university professors. Hagedorn (1994) examined the satisfaction of academic staff using various variables, including salary, perceived support from colleagues, satisfaction with administration, enjoyment of student interaction and perceived stress levels.

Employee importance and satisfaction survey

The purpose of this survey is not only to satisfy employees but also to determine improvement factors via the results attained by the survey. Comm and Mathaiael (2000) applied SERVQUAL to devise employee satisfaction surveys, and define "employee satisfaction" as the gap between the works related perceptions and expectations of employees. Some studies apply the SERVQUAL method to carry out employee satisfaction surveys, which replace the expectation values with the importance values, and cite the theory of McDougall and Levesque (1992). The author of this study recently conducted a study referring to customer satisfaction surveys in business, and showed that the importance and expectation values are not equivalent; therefore expectation values should not be replaced with importance values. Yang (2003b) also found that the importance and expectation values were not synonymous. As scholars study service quality, and businesses measure employee satisfaction, SERVQUAL is generally applied as an investigative tool. However, the SERVQUAL method is difficult to apply to business.

Importance-satisfaction model (I-S) model

Low-quality attributes should not be the only consideration when designing improvement plans. Usually, the customer (employee) measures the quality of goods or services based on several important attributes or elements (Berry et al., 1990; Deming, 1986). The customer (employee) evaluates product or service quality by considering several important quality attributes; therefore firms must take actions to improve the attributes that are important to the customer but which have low satisfaction levels.

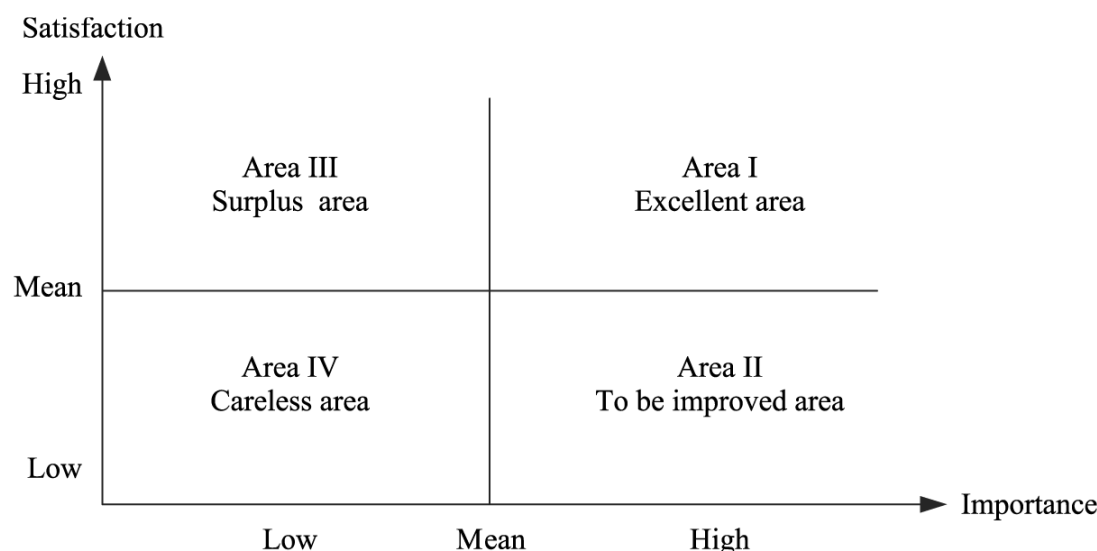


Figure-1: Yang (2003a) I-S model

Job Satisfaction model for female teachers

Methods for Measuring Job Satisfaction Using Herzberg's Two-Factor Theory

The most commonly used methods for analyzing job satisfaction through **Herzberg's Two-Factor Theory** involve **questionnaires and interviews** to assess employees' thoughts and satisfaction levels. Similarly, **importance-satisfaction surveys** use structured questionnaires to determine key factors influencing employee satisfaction. While the specific dimensions used in such surveys may vary across different businesses and organizations, the **core structure of employee satisfaction models in higher education remains consistent**.

Key Studies on Employee Satisfaction in Higher Education

1. Oshagbemi (1997b)
 - Conducted a job satisfaction survey of 566 college teachers.
 - Identified key determinants:
 - Teaching, research, administration & management
 - Current salary and promotions
 - Supervision and supervisor behavior
 - Co-worker relationships
 - Physical working conditions and facilities
2. Comm & Mathaisel (2000)
 - Used the SERVQUAL model to survey 606 employees in private higher education institutions.
 - Determinants of satisfaction included:
 - Workload and work atmosphere
 - Decision-making and fairness
 - Customer focus and ethics

- Supervision, goals, and objectives
 - Training and development
 - Pay and benefits
3. Ksk (2001)
- Studied employee satisfaction at a Turkish college.
 - Measured dimensions:
 - General satisfaction
 - Management and co-worker relationships
 - Job satisfaction and work environment
 - Salary satisfaction
4. Metle (2003)
- Conducted an employment satisfaction survey on female employees in the Kuwaiti public sector.
 - Identified key satisfaction factors:
 - Overall job satisfaction
 - Pay and job security
 - Co-worker relationships
 - Supervision and promotion opportunities
 - Work content

Developing a Job Satisfaction Model for Higher Education

Since job satisfaction in higher education employees is influenced by multiple factors, no single universal model can be applied. To develop an effective employee satisfaction measurement model for the higher education sector, this study draws upon:

- Fosam et al. (1998) Employee Satisfaction Model
- Maslow's (1998) Needs Theory
- Herzberg's (1966) Two-Factor Theory

This model is specifically designed for university teachers and does not include office employees, as their job characteristics and satisfaction determinants differ significantly.

By integrating these frameworks, the study aims to provide a comprehensive understanding of job satisfaction in higher education institutions and develop strategies for improving employee well-being and performance.

The quality attributes for teachers are divided into six dimensions (Figure 3):

- (1) Organization vision;
- (2) Respect;
- (3) result feedback and motivation;
- (4) Management system;
- (5) Pay and benefits; and
- (6) Work environment.

By using this six dimensions a model of job satisfaction is established below-

Table-1: Job satisfaction model

Two factor theory of Herzberg	Evaluation dimensions	Evaluation items of quality elements
A. Motivator (Job factor) -Intrinsic Hygiene factor (extra-job factor) -Extrinsic	Org. vision Recognition Achievement Advancement Responsibility Salary and benefits Status and security	-Reputation of organization -Appreciate performance -Social recognition -Reward for extra performance -Modern technology -Maternity leave -Housing, transport & medical facility -present pay structure -Convenient working hour with org. & family -Job security

Job satisfaction

Figure-2: Job Satisfaction model developed the researcher

Study Area

Rajshahi nicknamed as silk city is a metropolitan city of Bangladesh situated in the north bank of Padma river and nearer Bangladesh –India boarder. It is also a major administrative urban government as well as education city of Bangladesh. The city has a population of over 763,952 residents. Rajshahi is surrounded by the satellite towns of Nowhata and Katakali, which together build an urban agglomeration of about 1 million population (Britannica, 2013). The foundation of the city dates back to 1634, There are five renowned government colleges in the heart of the city, one training institute of higher secondary teachers, four medical colleges, one public university with different research institutes. According to the research title “Job Satisfaction among Female Teachers of government colleges” and the focus is government colleges there are 5 government college in the city as well as nearer in location. So Rajshahi city of Bangladesh is selected as the study area for easiest and convenient manner of data collection.

Sources of Data

Required data has been collected from both primary and secondary sources.

Primary Sources

Primary sources of data for this study includes field study, respondents from government college female faculties, regular educational researchers, administrative authorities etc.

Secondary Sources

Various research reports and articles, relevant books, thesis/dissertations, daily newspapers, government rules and policies, etc. were used as the secondary data source in the study.

Sample Selection

This research is descriptive and empirical in nature. It has been critically analyzed the overall things related to female teacher’s satisfaction of the colleges in Rajshahi City of Bangladesh. For the purpose there have also used some of personal observation. Three categories of respondent are selected for total data collection.

Respondent Profile-Total number of respondent was 60 in number. They are divided in three categories such as 54 female teachers, 2 administrative authority and 4 educational researcher (KI).

Table-2: Respondent Orientation

Respondents	Sampling Procedure	Technique of Data Collection	Sample size
Female teachers	Simple Random	Face to Face Interview & Questionnaire	54
Administrative Authority (Principle, Vice principle)	Purposive	Face to Face Interview	2
Educational researcher	Purposive	Key Informant Interview(KII)	4
FGD 3*5	Purposive	Checklist	15
Total Respondents			75

Source: Determined by the researcher 2024

Sample orientation

Leading government colleges were selected for the study, named as-

Rajshahi Govt. College

Rajshahi Govt. Women's College

Rajshahi Govt. City College and

New Govt. Degree City College, Rajshahi

The sample consisted of 54 randomly selected teachers at five hierarchical levels, such as-Lecturer, Assistant Professor, Associate Professor, Principal/Vice Principal from total number of 382 teachers where only 90 female teachers who are the target population.

Table-3: Sample Orientation

Name of College	Total number of Teachers	Number of female teachers	Sample size	Percentage
Rajshahi Govt. College	200	33	20	37.03%
Rajshahi Govt. Women's College	53	25	15	27.78%
New Govt. Degree College	69	15	09	16.67%
Rajshahi Govt. City College	60	17	10	18.52%
Total	382	90	54	100%

Source: Field survey, 2024

Background information of the respondent

According to the desired sample size 54 female teachers are being categorized as age of the respondent and marital status of them.

Table-4: Respondentants age diversity

Age of the respondent(years)	No. of respondent/Frequency	Percentage
Below 25	0	0%
25 –Less than 30	15	28%
30-Less than 35	14	26%
35-Less than 40	10	18%
40-Less than 45	8	15%
Above 45	7	13%
Total	54	100%

Source: Field survey, 2024

Above table study shows that most of the respondents age limit is 25 to less than 30 and within this range number is 15 with 28%.After this second highest is from age limit 35 to not above 40 which is 26% and the third is 18% with age range 35 to not more than 40.The lowest amount from the old people who are above 45 and 13 percent.

Satisfaction comes from mental smoothness and sound of mind. Female employees mental soundness varies according to their marital status. In Bangladesh perspective employed unmarried, newly married, settled married, divorced and widowed women are in different mental condition along with their working environment. So that the level of satisfaction also varies according to their mental situation and soundness of mind.

Table-5: Marital Status of respondents

Marital status of the respondents	No. of respondents	Percentage (%)
Single(not married yet)	05	09%
Newly married(>2 years)	17	31%
Settled married(2+years married life)	27	50%
Divorced(married now separated)	2	4%
Widowed(Husband is no more)	3	6%
Total	54	100%

Source: Field survey, 2024

According to the field survey total 81% are married which is 44 in total. Another 9% are single % are widowed and lowest 4% are divorced.

Collection of Data

A well structure questionnaire has been prepared to use to collect the data that entailed the demographic questions and mostly likert five scales point's questions based answer. A survey has been carried out, for primary data collection, the female teachers of the government colleges of Rajshahi city. Primary sources are the first hand evidence left behind by participants or observers at the time of events. This research executed the primary data collection task through - Meeting with the female teachers of the specific college and a structure Questionnaire, three FGD with specific groups and KII with respective people who are knowledgeable in this field of research. And the secondary data has been from the various books, journals, articles regarding the topic, websites etc.

Data Collection Techniques

In the study, data have been collected through following techniques:

Questionnaire Survey

A well-structured questionnaire was developed for the findings part to collect the valid data from the female teachers. Objective-wise questionnaires were arranged in close-ended questions and also option for remarks for further improvement. Questionnaire is not served for conducting face-to-face interview.

Key Informant Interview (KII)

Those people who have expert knowledge in the field of educational research, like faculty from IER (Institute of Education Research), University teachers were considered as the key-informants for this study. A checklist was used to collect data from the key informants.

Focused Group Discussion (FGD)

Three FGDs having fifteen respondents were administered in the study area. It would help to depict a real picture of government college female teachers thinking about their satisfaction in job environment in the study area and to cross check the collected data and information. Respondents for the first FGD group were selected from female senior teachers. The second FGD was formed only with the male teachers of the study area. Apart from data elicited through schedule, a list of topics for wide discussion was used to get the real picture about the study. Finally last FGD is with the junior female teachers to know about their thinking. It identified the minor weaknesses of the government policies in different dimensions and possible solutions that would make the scenario improved.

Observation

The research empirically observed the extent to which are considered during regular job related responsibilities are conducted in the study area. It was also observed the attitude of male teachers in the work environment.

Document Study

As a supplementary to the previously mentioned primary data, document study as secondary data collection has been continued. For in-depth analysis and making the information more reliable and valid, relevant documents such as, publications, journals, books, research reports, newspapers, etc. have been reviewed and analyzed in order to fit and compare with the specific research.

Data processing and analyzing method

For analyzing the quantitative data there have been used standard weighted average and tabulation form.

There have been also used five point likert scales for rating female teacher's job satisfaction:

1=Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

Date is calculated based on following method:

Standard weighted

$$\text{average} = \frac{\text{Strongly Disagree} + \text{Disagree} + \text{Neutral} + \text{Agree} + \text{Strongly Agree}}{\text{Number of point}}$$

So, Standard weighted average = $(1+2+3+4+5)/5$

$$= 15/5$$

$$= 3$$

Form the value of standard weighted average we can find 3 is the standard level. Value of standard weighted average >3 is satisfactory level Value of standard weighted average <3 is dissatisfactory level. In nature the research is empirical and descriptive and there is also used some personal observations. Target population of this research is four government colleges in Rajshahi city and the population size is 382 where the sample size is 54. The data are collected by a well set questionnaire and for the analyzing of data weighted average method is used through the proper uses of statistical tools. It has been illustrated some of figures and tables to demonstrate the analyzed data at observable manner to meet the research objectivity.

FINDINGS AND DISCUSSION

Findings from Questionnaire and FGD survey

After conducting questionnaire among 4 government colleges female teachers 3 sets of FGD all participants come to following opine as follows-

Table-7: Overall job satisfaction of female teachers

Questions	Weighted average	Average
01.Your College given you enough freedom of work	4.17	
02.Your College is appreciating female teacher's performance	3.69	
03.Your workplace is secured from sexual harassment	4.41	
04.Your College is free from gender biasness	3.63	
05.Your College given you enough job security	4.40	
06.Your teaching hour is convenient to you	3.78	
07.Your college is providing services with modern technology	4.15	
08.You are satisfied with the cooperation of your family while you are in job	4.09	
09.You are satisfied with the present salary structure	3.48	
10.You are satisfied with the current promotional criteria followed by the National University	2.94	67.18/21 =3.20
11.You have enough social recognition for your job	3.39	
12.Your College is providing adequate transport facility	1.52	
13.Your College is providing good housing facility	1.67	
14.Your College is providing good medical and insurance service facility	1.78	
15.The maternity leave provided by national university is sufficient	3.20	
16.The canteen facility of your college is good	2.26	
17.You are satisfied with the reputation of your college in society	3.26	
18.Your College always takes initiative for fair treatment of every event	3.20	
19.Your college gives reward with respect to extra performance	2.22	
20.Refreshment facilities of your college is sufficient	3.00	
21. Is there recreation facility of your college is good?	2.94	
Total	67.18	3.20

Figure-4: Overall job satisfaction of female teachers done by the researcher

According to Key Informant Interview (KII)

According purposive KI selection there two categories-

Institutional higher authorities-

Principal and vice-principal from selected colleges tries to agree with all institutional facilities and issues ensured by them. Someone from this level claim that-

I will do everything which is good for my faculties especially for female faculties because they are struggling everywhere home and outside. If Government will not take the initiative I will take by myself with my in-house resources but will not allow suffering my teachers.

Their limitation also admitted by them due to government rules and regulations. If they get chance they tried their voice to reformation with regular formalities. Promotion criteria also not acceptable by them. According to the selected sample organizations New Government Degree College started new ideas in Government College by establishing breast feeding corner, teacher refreshment corner; female special day solution is free from the college. Other facilities are necessary but our government has also limitations in resources but have the intention to do best for the employees who are working for the country to build the nation.

Professional researchers' view-

Renowned education researchers from Rajshahi University are selected as KI. In their opine satisfaction of female teachers of government colleges are as follows-

Freedom, security and safety –According to their view female are more dynamic, responsible and hard working in family as well as professional level. Now-a-days female are participating in civil service at large number will their merit and performance doing well enough in every sector. They all are strongly agreed with freedom, security and safety in government colleges of Bangladesh.

Advancement, Performance appraisal and gender biasness-

Promotion and advancement service two highlighted dimension of job satisfaction. Now the government colleges are really in bad condition within this. Higher degrees are not considered as well as appreciated in service and promotion policy reformation is crying need for female teachers as well as for all.. To develop the working environment and motivate the employees performance appraisal is must from the management theories. Some colleges personally initiated it according to their capacity but the higher authorities have to initiate centrally to motivate civil servants. In gender biasness and sexual harassment researchers will agree with one another due to controversial issue. They said people are more aware now-a-days so the unhappy occurrences are very few in number. One of them said-

In a country like Bangladesh male domination is still strong enough though our honorable prime minister is female. It is certain and ensuring that male can do all sort works without interruption where female is not due to certain time physical in capability and busyness.

Other Facilities (Financial & non-financial)-

Global market is in price hike mood but salary is still in traditional mood. Housing and medical insurance facilities have to redefine and develop for betterment of the female teachers as well as for all.

Overall female teachers' job satisfaction

Female teachers of government colleges are more satisfied with their job environment and working facilities are smoother than other sectors. From the above analysis we can say that question no

1,2,3,4,5,6,7,8,9,11,15,17,18 the weighted average score obtained by female teachers are above of standard level 3.

So it can be said that according to Herzberg theory of job satisfaction (1959) satisfaction gained on the dimensions-

Herzberg factor	Dimensions	
	Freedom of work	Job satisfaction gained
	Appreciate performance	
	Secure from sexual harassment	
	Free from gender biasness	
	Job security	
	Convenient working hour	
Motivator	Co-operation of family	
Hygiene	Advance modern technology	
	Present salary structure	
	Social recognition	
	Maternity leave	
	College Reputation	
	Fair treatment of events	

Figure-3: Job satisfaction achieved proposed model by researcher

Dissatisfaction areas are from question no. 10,12,13,14,19,20,21 the weighted average score obtained by female teachers are below of standard level 3.

So it can be said that they are not satisfied with the dimensions-

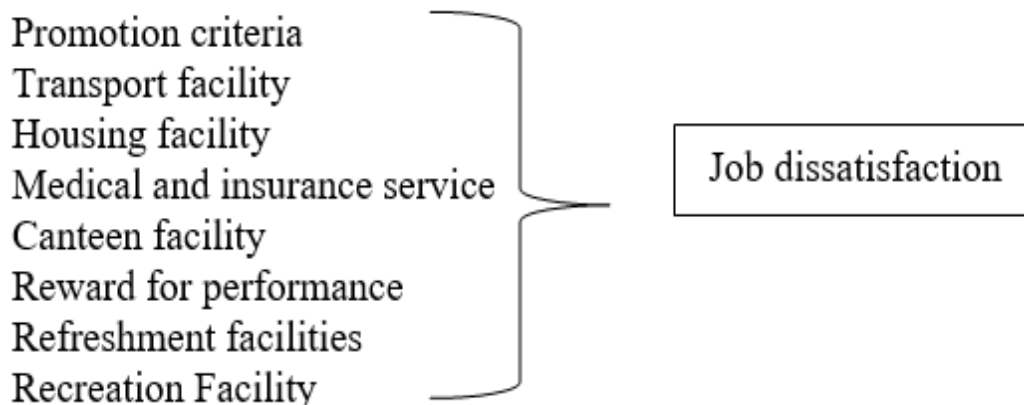
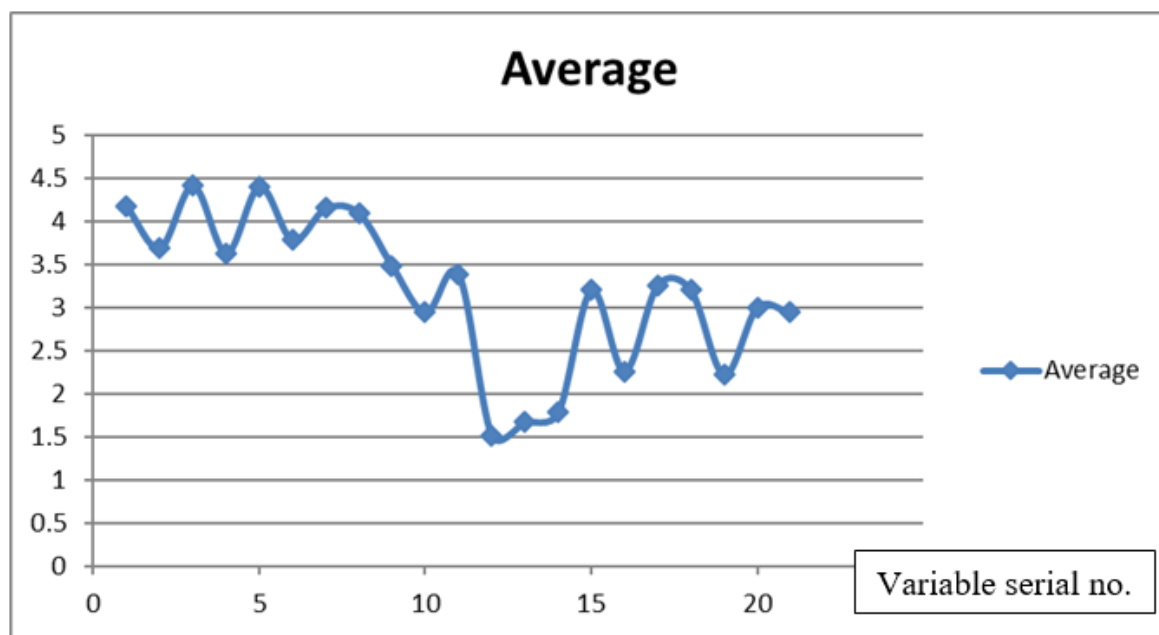


Chart-16: Female teachers job satisfaction level



From the above analysis it is showed that from overall variable analysis female teachers of government colleges are satisfied in their job according Herzberg job satisfaction model (1959). At the time of questionnaire survey in depth interview also done with the female teachers according to their view they are satisfied overall there must need some improvement in some criteria from the side of ministry as well as higher authorities. Some key informants view also taken in this respect from public university education and research academics. By summarizing all the opinions it is said that government college female teachers are satisfied in respect to the following points below-

- Freedom in the job environment
- Harassment free working atmosphere
- Convenient working hour with family and organization
- Facilities and provisions given by the ministry and authority

On the other hand some important issues of dissatisfaction area are still prevail in these sector

- Promotional system is not up to the mark
- Gender biasness is exists in this sector
- Life essential facilities needed to improve(hosing, transportation, health and insurance)

Limitation of the collected data according to researcher's observation

Job Satisfaction in Bangladesh Civil Service: Challenges and Perspectives

The Bangladesh Civil Service (BCS) is regarded as a top-tier employment sector in the country, offering prestigious job opportunities. Employees, in general, demonstrate discipline and commitment to both their service and the government. However, many senior female officials are reluctant to openly express their opinions. The reality is that unfavorable experiences often remain unspoken, as there is little encouragement for open discussions. In government colleges, a prevailing belief that "no change will occur" further discourages individuals from voicing their concerns.

This study focuses solely on female teachers in the BCS (General Education) cadre, limiting the scope for broader comparisons. Additionally, time and financial constraints pose significant challenges in gathering more comprehensive and effective data.

Herzberg's Job Satisfaction Theory (1959) provides valuable insights but does not offer a universally applicable perspective on job satisfaction and career growth. A key challenge is that satisfaction and dissatisfaction vary from individual to individual, making it difficult to establish a generalized understanding of workplace satisfaction. Future research should adopt a more adaptable approach to better capture the diverse experiences and evolving expectations of employees in Bangladesh's civil service sector.

CONCLUSION WITH RECOMMENDATIONS

Employee as the First Customer: A Human Resource Management Approach

Employee satisfaction is a fundamental aspect of effective human resource management, as it directly impacts the quality of service delivered to stakeholders. In government colleges, students are the primary stakeholders, while female teachers serve as the "first customers," playing a crucial role in shaping the nation's future.

This study utilizes Herzberg's Two-Factor Theory (1959) to examine job satisfaction among female teachers in government colleges, evaluating six key dimensions. The findings reveal an overall positive job satisfaction level, indicating that teachers are generally content with the current support and services.

Key Areas of Satisfaction:

- Work autonomy
- Social recognition
- Organizational and family support (e.g., maternity benefits, work hours)
- Salary structure
- Job security and safety

Areas of Dissatisfaction:

- Limited career growth and promotion opportunities
- Inadequate additional benefits

While time and sample constraints may limit the study's broader applicability, critical areas for improvement include:

- Reducing gender bias
- Strengthening promotion policies
- Expanding opportunities for higher education and professional growth
- Introducing additional essential benefits

A modified version of Herzberg's Two-Factor Theory was applied through surveys, focus group discussions (FGDs), and key informant interviews (KIIs) to assess job satisfaction. Further research incorporating more advanced theoretical models could provide deeper insights and address the limitations of Herzberg's framework.

Future studies should adopt a more specific and globally relevant approach to analyzing job satisfaction across different employment sectors in Bangladesh and beyond. Ultimately, a satisfied workforce contributes to a healthier work environment and drives positive societal change.

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