Volume 18 Issue 25
Originally issued as A6



Global Journal of Management and Business Research: A Administration and Management
Volume 18 Issue 6 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

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GJMBR-A Classification: FOR Code: J28



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Job Satisfaction among Female Teachers in Rangpur, Bangladesh

Md. Masud Rana [α], Md. Rafiul Islam [σ] & Md. Julfikar Ali [ρ]

Abstract- The most important thing of everyone life and work is satisfaction. This study is conducted to analyze the job satisfaction among the female teachers of government colleges of Rangpur City in Bangladesh. Normally job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analyzed from organizational perspective. 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 50. 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 like gender biasness, using modern technology, promotional criteria accommodation facility, refreshment facility etc.. the recommendations in that case is to increase the satisfaction level like the performance of the female teachers should be appreciated, the college should be free from gender biasness at the social context view, 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: job satisfaction, female teachers, job security and harassment, moderate satisfaction.

I. Introduction

Job satisfaction of Female teachers is not a new phenomenon in organizational behavior (Kanter, 2008). 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 hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio outcomes against the desire of employees from their respective jobs (Locke, 1969). By law of nature as we have more, we want more; hence the level of satisfaction remains less. Job satisfaction is dynamic, as it can go as quickly as it comes (Cranny et al.,, 1992). 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 improve performance in government colleges will never succeed if female teachers' job satisfaction is ignored. 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. Educational leaders have to pay attention to the phenomena of motivation and job satisfaction of female teachers (Dehaloo, 2011).

II. Literature Review

Job satisfaction is defined as all the feelings that an individual has about his/her job (Tietjen & Myers, 1998). Researchers have attempted to identify the various components of job satisfaction, measure the relative importance of each component of job satisfaction and examine what effects these components have on workers' productivity (Graen et al., 1982). (Maslow ,1954) suggested that human needs form a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfillment (Kunlun, 1963; Worf, 1970; Conrad et al., 1985).(Herzberg et al., 1959) formulated the two-factor theory of job satisfaction and postulated that satisfaction and dissatisfaction were two separate and sometimes even unrelated phenomena. Intrinsic factors named 'motivators' (that is, factors intrinsic to the nature and experience of doing work) were found to be job 'satisfiers' and included achievement, recognition, work itself and responsibility. Extrinsic factors which they named 'hygiene' factors were found to be job 'dissatisfiers ' and included

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company policy, administration, supervision, salary, interpersonal relations and working conditions. Herzberg and Mainer's Motivation-Hygiene theory has dominated the study of the nature of job satisfaction, and formed a basis for the development of job satisfaction assessment. Thus, job satisfaction is the affective orientation that an employee has towards his or her work (Price, 2001). It can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. The global approach is used when the overall attitude is of interest while the facet approach is used to explore which parts of the job produce satisfaction or dissatisfaction Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job (Kovach, 1977; Spector, 1997). Positive and negative emotions were also found to be significantly related to overall job satisfaction (Fisher D, 2000). Numerous studies have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees (Hackett &Guion, 1985; Hulin, Roznowski, & Hachiya, 1985; Kohler & Mathieu, 1993). There are some job related factors which can ensure job satisfaction such as supervision, pay, promotion opportunities, coworkers and so forth, the nature of the work itself generally emerges as the most important job facet (Judge & Church, 2000; Jurgensen, 1978).The source of this job satisfaction not only arises from the job but also from the other factors like- work environment (both physical and social), relationship with supervisors & peers, corporate culture, managerial style. (Uddin et al., 2005) also identified eight factors based on factor loadings named as better working environment, officer's view, worked efficiently, present work, improving interpersonal relationship, bank treatment, colleagues and challenging work. These factors have different impact on different people and in practical world it is an established fact that gender differences also influence the job satisfaction level. The comparison of job attitudes between men and women is of less interest than a study of the effects of the societal roles of men and women on their attitudes toward jobs (Herzberg, 2005). They also reported that the job adjustment of female workers is often made more difficult because they must divide their interests and attention between the working world and their traditional role and that the social and psychological pressures toward marriage complicate the job attitudes of the unmarried female. They take up their jobs primarily for their livelihood, which is conditioned by job satisfaction (Locke, 1976). (Purohit & Belal, 1996) found that professional accountants in Bangladesh are moderately satisfied with their job. They are highly satisfied with respect to the nature of work but for other factors, such as pay, promotion opportunities, supervision and colleagues they are found to be moderately satisfied. None of them was found to be dissatisfied with their position. (Hackman & Oldham, 1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities they explained furthermore when these critical psychological states are experienced, work motivation and job satisfaction will be high. Job satisfaction can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience etc. A difference in job satisfaction on the basis of age is a widely researched issue. It is essential to realize that pattern of satisfaction, as a function of age is likely to differ from occupation to occupation and possibly between the services (*Gruenberg, 1976), Lee & Wilbur ,1981)* investigated the relationship of age to job satisfaction. They reported that level of satisfaction is higher among young workers, because they are fresh, energetic, having high expectations, values for the future, this is reference to their beginning years of job, but as the job years increase and their high expectations do not seem to be fulfilled, they feel dissatisfaction. Level of education, moral values, cultural background and life experiences are different at different age levels. Women of in job market Increase from the quantitative and qualitative sense over the world *(Gupta & Gehlawat, 2013).* This radical change promoted to women to take challenges into the job sector, it has been boosted after the Second World War particularly in the developed countries but today it is very common picture is that happening on the developing countries. Many female took a place of job platform to take the challenges in comparison with the male *(Ely et al., 2011).* In Bangladesh it is seen that numerous women executed the vital role of the job market and make themselves as the part of economic boosting area but the arising question are the job satisfaction level and the problem they are facing on the job market *(Bose et al., 2009).* This study is related to the job satisfaction of female in Bangladesh beyond from the other many aforementioned studies that are related to the many perspective of job satisfaction at the global oriented that covers the area of job satisfaction level of female teachers in Bangladesh that are particular region of Bangladesh.

III. Objectives of the Study

The objectives of this study are as follows:

- To understand the indicators of female teachers job satisfaction of government colleges in Rangpur city.

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- To know the female teachers job satisfaction level of government colleges in Rangpur city.
- To find out the reasons behind the job dissatisfaction of the female teachers from the findings.
- To give some recommendations for increasing the satisfaction level of the female teachers of government colleges in Rangpur city.

IV. Methodology of the Study

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 Rangpur City of Bangladesh. For the purpose there have also used some of personal observation, a well structured questionnaire was developed for the findings part to collect the valid data from the female teachers.

a) Population and Sample size

Female Teachers of Carmichael College, Government College and Government Begum Rokeya College, Rangpur, Bangladesh .It has been followed the Purposive Judicious Random Sampling. Total respondent is 50 those are from the mentioned colleges. The total population is 67 and 50 female teachers have been selected from the total by conducting a lottery and that includes 27 are from Carmichael College, Rangpur, 15 are from Rangpur Government College and 8 are from Government Begum Rokeya College, Rangpur as per the convenient manner of the researchers.

b) Collection of Data

A well structure has been set used to collect the data that entailed the demographic questions and mostly liker five scales point's questions. A survey has been carried out, for primary data collection, the female teachers of the government colleges of Rangpur 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. And the secondary data has been from the various books, journals, articles regarding the topic, websites etc.

c) Data Processing & Analyzing

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:

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

$$\text{So, Standard weighted average} = \frac{1+2+3+4+5}{5} = \frac{15}{5} = 3$$

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 three government colleges in Rangpur city and the population size is 67 where the sample size is 50. 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.

d) Importance of the Study

This research evaluated factors that influence job satisfaction of female teachers of the government colleges. Findings of this study can be used by the National University of Bangladesh to correct some of the weak areas that cause job dissatisfaction among female teachers. With such corrections, female teachers' job satisfaction can translate to quality output hence improvement in performance. The National University of Bangladesh can also use the findings to improve its motivational programs and even discover other ways of motivating its female teachers.

There are some problems of female teachers that are discovered by the thesis which must be recovered for total teacher's satisfaction. These include the burden of the dual role, sexual harassment in the workplace, the refusal of men to accept female as colleagues or seniors, the need to work twice as well as male to gain recognition, and the lack of solidarity among females. This study can help the government colleges in Rangpur city for improving the quality of education by solving the female teacher's job problem.

The results of this study may help administrators make organizational or administrative changes that may lead to increased female teachers job satisfaction. The results may also aid colleges in their efforts to recruit, promote and retain college faculty by creating more friendly policies and programs to increase the supportiveness of a family-friendly culture.

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V. Job Satisfaction and Female Participation

Satisfaction means to satisfy someone. Job satisfaction is a general attitude of employees towards their job (Yousef, 2017). This indicates whether an employees is satisfied or not from his job. In the modern business job satisfaction is very much concerning issue. Generally a word is used "The happy employees are more productive" (Mone & London, 2018). Human is the main asset of an organization (Stacey 2003). If the resources are happy in their job they will work hard and the production must be increased. In the simple language we can say that job satisfaction means the pleasure or the achievement that one experience in job (Judge et al., 1998). On the other hand it can be said that job satisfaction is the positive and the negative feelings of someone who performs job. Job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment. It is the degree to which individuals feel positively or negatively about their jobs. High job satisfaction implies that the employee generally likes the job responsibilities, job conditions and job results (Demerouti et al., 2001). This results in giving higher values to his job. In the modern business job satisfaction is very much concerning issue. In recent years it is found that most of the women are entering into the teaching profession. So it can be said that the female teacher's job satisfaction are very much important because A satisfy teacher plays a pivotal role in the up -liftment of society. Mental commitment and loyalty are more important than the physical presence in teaching area (Marks, 1977). There are some theories and models of satisfaction. It is mainly divided into three parts like content theory, process theory and situational theory. Content theory explain why human needs are changing, Process theories attempt to explain job satisfaction by looking at expectancies and values (Gruenberg, 1979) and situational factors depends on two factors; situational characteristics and situational occurrences. Abraham Maslow said that human satisfaction depends on meeting the five needs of human being. They are physical needs, safety needs, social needs, esteem needs and the self actualization that is considered as the Maslow's needs of hierarchy (Maslow, 1943). Frederick Herzberg, a behavioral scientist proposed a two-factor theory. According to Herzberg, the two factors are motivator and hygiene (Hackman, 1980). According to Herzberg, the factors leading to Job satisfaction are separate and distinct from those that lead to job dissatisfaction. Alderfer's, a management specialist have a theory of motivation named ERG (Existence, Relatedness, Growth) theory that can ensure the job satisfaction (Au et al., 2008). Existence needs include physiological and safety needs, relatedness include the social needs and growth includes the esteem needs and self actualization. It is the extended version of the Maslow's Needs Hierarchy theory. Douglas developed a leadership theory (McGregor Theory X and Theory Y) about organization and management in which he represented two opposing perceptions about people *(Lord et al., 1999).* He referred to these two perceptions as Theory X and Theory Y. X represents the people who have the willingness to do the work and Y represents the people who don't have the willingness to do the work. Motivation, respect from co-workers, human relation, communication, proper remuneration etc are factors that can affect the job satisfaction. Making positive work attitude, supportive leadership, providing career development opportunity, quick initiation, two way communications etc can increase the satisfaction level of the employee *(Cartwright & Holmes, N. 2006).* Job satisfaction can have an effect on several different aspects of business. Satisfied employee always shows satisfaction on the organization. They don't have any intention to move the organization *(Grandey, 2003).* So the turnover rate of the organization is decreased. A disgruntled employee who is unhappy with his job can cause a drop in overall productivity. But as that employee starts to spread his dissatisfaction through the rest of the staff, it can cause a drop in employee morale. The dissatisfaction with the company can grow if not addressed, and a universal drop in productivity occurs. Employees who are satisfied with their jobs do not create problems with staff morale *(Cranny et al., 1992).* An employee who is satisfied with her job will want to retain that job for as long as possible. When the company offers training to enhance employee knowledge regarding their job duties, that training is accepted by satisfied employees, Ongoing training helps to make your staff more competitive within your industry by keeping them up to date on new developments in sales processes, equipment and changes with the competition. Satisfied employees are more eager to apply new knowledge to their job performance and help to improve the company's competitive advantage *(Noe et al., 2003).* Satisfied employees will attempt to recruit people they know who have the background necessary to assist the company. Recruiting new talent for your company becomes easier when the existing staff is satisfied and speaks highly of your organization. When your current staff is satisfied, they will act as recruiters for your organization and bring talented candidates to your company's attention that may have otherwise not applied for a position *(McDonald & Makin 2000).* Dimensions of job satisfaction means the area of components of job satisfaction, there are three dimensions of job satisfaction *(Connolly & Viswesvaran 2000).* Job Expectancy is the basis of the job satisfaction. It is the total of the job expectations of employees from the job environment and job itself. It is measured in terms of differences between the amount of job expectation and

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actual rewards achieved from job. Emotional response means the response of employees towards the job. It is intangible as it cannot be seen and touched. It is psychological stage of employees that they evaluate the overall situation and benefits of job. Attitude indicates the outlook of the employee toward the job *(Herzberg et al., 2011)*. Job satisfaction is the general attitudes where employees normally make feelings of likes or dislikes to the job. Attitudes are made by employees towards the job itself, wages, salaries, promotions, working environment inter relationships etc. Women in the workforce earning wages or salary are part of a modern phenomenon, one that developed at the same time as the growth of paid employment for men, but women have been challenged by inequality in the workforce. Until modern times, legal and cultural practices combined with the inertia of longstanding religious and educational conventions, restricted women's entry and participation in the workforce. Economic dependency upon men, and consequently the poor socio-economic status of women, has had the same impact, particularly as occupations have become professionalized over the 19th and 20th centuries. Women's participation in the labor force has increased over time in Bangladesh *(Cain et al., 1979).* This change is more than the growth of male labor force participation. In many non-traditional and emerging sectors, such as hotels and restaurants, transportation, real estate services, telecommunications, banking and insurance sectors, women's participation is increasing. This is the fact that with increased access to higher education, the prospect for getting into high valued job market has expanded for women in Bangladesh. However, as a late comer to such services, the number of female participants is still low in job sectors. Moreover, the progress has not been uniform in all sectors (Kabeer 2005). There is also discordance within the sector. Not many women are seen at the managerial and senior positions of organizations. Under-representation of women in decision making jobs is due to a mix of economic, social and cultural situations *(Trauth et al., 2004).* Many factors act as barriers for higher participation of women in the Job market. Lack of infrastructure, lack of transport, toilet, child care facility and overall security hinder them to take part in the job market. Social factors play an important role for educated female job seekers *(Boserup et al., 2013).* Every year a large number of promising young university graduates enter into the job market. But the enthusiasm starts to decline over time due to family responsibilities. Job satisfaction is the most extensively discussed issue in Organizational Behavior, Human Resource Management, and Organizational Management *(Cranny et al., 1992).* Today's the women are becoming very fast. In our country it is found that woman participates in various job but there are some limitations. In case of banking sector it is found that the woman employees are not very comfortable because the work load of the bank is heavy. The working hour of the bank is not very convenient that makes complexity but in the same condition the woman is very comfortable to do the teaching job because the working hour is convenient and they can balance the work and family life easily.

VI. Findings and Analysis

Data analysis means the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. The analysis of data allows the researcher to organize data collected during the study in order to assess and evaluate the findings and to arrive at some valid, reasonable and relevant conclusion. The study will employ descriptive and empirical statistics method for presenting and summarizing data. Statistical instrument to be used for the research analysis is weighted average and the sample size is 50.

Data analysis and interpretation is very much important thing for a study. After the collection of the data it is necessary to analyze it and interpret it. Without analysis and interpretation it is impossible to prepare the report correctly and also impossible to make comments on the study topic. In this study data are collected in various way that have mentioned in the other and this chapter it has been tried to analyze and interpret it.

Table 1: Age of the respondents

Age of the respondents (Years)	No. of respondents/ Frequency	Percentage (%)
Less than 25	0	0
25- Less than 30	15	30
30- Less than 35	12	24
35- Less than 40	8	16
40- Less than 45	5	10
Above 45	10	20
Total	50	100

Source: Field Study

According to the table we can see that most of the respondents age limit is 25- Less than 30 years and the percentage is 30. The second highest percentage is 24 who are 30- Less than 35 years and the third is 20% who are above 45 years old.

Table 2: Marital status of the respondents

Marital status of the respondents	No. of respondents/ Frequency	Percentage (%)
Single	17	34
Married	32	64
Widowed	1	2
Total	50	100

Source: Field Study

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The Present marital status of female teacher's in the study area reveals that most of them are married that is 64%, 17 respondents are Single and 1 respondent is widowed.

Table 3: Contextual Variables Analysis

Sl.No.	Particulars	(5)*	(4)*	(3)*	(2)*	(1)*	Score Obtained	Weighted Average
01	Your College given you enough freedom of work	20	15	5	6	4	191	3.82
02	Your College is appreciating female teacher's performance	2	10	24	6	8	142	2.84
03	Your workplace is secured from sexual harassment	10	15	10	8	7	163	3.26
04	Your College is free from gender biasness	5	10	5	20	10	130	2.6
05	Your College given you enough job security	30	10	5	3	2	213	4.26
06	Your teaching hour is convenient to you	20	10	5	9	6	179	3.58
07	Your college is providing services with modern technology	5	10	7	18	10	132	2.64
08	You are satisfied with the cooperation of your family while you are in job	25	15	0	4	6	199	3.98
09	You are satisfied with the present salary structure	30	10	5	5	0	215	4.3
10	You are satisfied with the current promotional criteria followed by the National University	12	10	2	15	11	147	2.94
11	You have enough social recognition for your job	20	10	5	7	8	177	3.54
12	Your College is providing adequate transport facility	0	5	3	30	12	101	2.02
13	Your College is providing good housing facility	5	15	3	20	7	171	2.82
14	Your College is providing good medical and insurance service facility	11	25	2	8	4	181	3.62
15	The maternity leave provided by national university is sufficient	18	17	0	10	5	183	3.66
16	The canteen and recreation facility of your college is good	4	10	2	20	14	120	2.40
17	You are satisfied with the reputation of your college in society	15	25	2	5	3	194	3.86
18	Your College always takes initiative for fair treatment of every event	7	9	2	26	6	135	2.70
19	Your college gives reward with respect to extra performance	12	10	2	16	10	148	2.96
20	Refreshment facilities of your college is sufficient	4	10	3	23	10	125	2.5

Source: Field Study

**(Strongly Disagree (1), disagree (2) Neutral (3), Strongly agree (4), Agree(5))*

The sl. no. 01 shows that among 50 female teacher's 20 teacher's are strongly agree, 15 are agree, 3 are neutral, 2 are disagree and 1 is strongly disagree. The weighted average scored obtained by the female teacher's is 3.82 that are the above of standard level 3. So it can be said that the colleges give enough freedom to its female teacher's.

The sl. no. 02 shows that among 50 female teacher's 2 teacher's are strongly agree, 10 are agree, 24 are neutral, 6 are disagree and 8 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.84 that is the below of standard level 3. So it can be said that the colleges does not appreciate female teacher's performance.

The sl. no. 03 shows that among 50 female teacher's 10 teacher's are strongly agree, 15 are agree, 10 are neutral, 8 are disagree and 7 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.26 that are the above of standard level 3. So it can be said that the college's workplace is secured from sexual harassment.

The sl. no. 04 shows that among 50 female teacher's 5 teacher's are strongly agree, 10 are agree, 5 are neutral, 20 are disagree and 10 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.6 that is the below of standard level 3. So it can be said that the colleges does not free from gender biasness.

The sl. no. 05 shows that among 50 female teacher's 30 teacher's are strongly agree, 10 are agree, 5 are neutral, 3 are disagree and 2 are strongly disagree. The weighted average scored obtained by the female teacher's is 4.26 that are the above of standard level 3. So it can be said that the college's give enough job security.

The sl. no. 06 shows that among 50 female teacher's 20 teacher's are strongly agree, 10 are agree, 5 are neutral, 9 are disagree and 6 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.58 that are the above of standard level 3. So it can be said that teaching hour is convenient in the colleges.

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The sl. no. 07 shows that among 50 female teacher's 5 teacher's are strongly agree, 10 are agree, 7 are neutral, 18 are disagree and 10 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.64 that is the below of standard level 3. So it can be said that the college is not providing services with modern technology.

The sl. no. 08 shows that among 50 female teacher's 25 teacher's are strongly agree, 15 are agree, there is no neutral, 4 are disagree and 6 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.98 that are the above of standard level 3. So it can be said that female teacher's are satisfied with the cooperation of their family while they are in job.

The sl. no. 09 shows that among 50 female teacher's 30 teacher's are strongly agree, 10 are agree, 5 are neutral, 5 are disagree and there is no strongly disagree. The weighted average scored obtained by the female teacher's is 4.3 that are the above of standard level 3. So it can be said that female teacher's are satisfied with the present salary structure.

The sl. no. 10 shows that among 50 female teacher's 12 teacher's are strongly agree, 10 are agree, 2 are neutral, 15 are disagree and 11 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.94 that is the below of standard level 3. So it can be said that female teacher's are not satisfied with the current promotional criteria followed by the National University.

The sl. no. 11 shows that among 50 female teacher's 20 teacher's are strongly agree, 10 are agree, 5 are neutral, 7 are disagree and 8 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.54 that are the above of standard level 3. So it can be said that female teacher's have enough social recognition for your job.

The sl. no. 12 shows that among 50 female teacher's there is no strongly agree, 5 are agree, 3 are neutral, 30 are disagree and 12 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.02 that is the below of standard level 3. So it can be said that the colleges does not provide adequate transport facility.

The sl. no. 13 shows that among 50 female teacher's 5 teacher's are strongly agree, 15 are agree, 3 are neutral, 20 are disagree and 7 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.82 that is the below of standard level 3. So it can be said that the colleges does not provide good housing facility.

The sl. no. 14 shows that among 50 female teacher's 11 teacher's are strongly agree, 25 are agree, 2 are neutral, 8 are disagree and 4 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.62 that are the above of standard level 3. So it can be said that the colleges provides good medical and insurance service facility.

The sl. no. 15 shows that among 50 female teacher's 18 teacher's are strongly agree, 17 are agree, there is no neutral, 10 are disagree and 5 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.66 that are the above of standard level 3. So it can be said that the maternity leave provided by national university is sufficient.

The sl. no. 16 shows that among 50 female teacher's 4 teacher's are strongly agree, 10 are agree, 2 are neutral, 20 are disagree and 14 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.40 that is the below of standard level 3. So it can be said that the canteen and recreation facility of the college is not good.

The sl. no. 17 shows that among 50 female teacher's 15 teacher's are strongly agree, 25 are agree, 2 are neutral, 5 are disagree and 3 are strongly disagree. The weighted average scored obtained by the female teacher's is 3.88 that are the above of standard level 3. So it can be said that female teachers are satisfied with the reputation of their college in society.

The sl. no. 18 shows that among 50 female teacher's 7 teacher's are strongly agree, 9 are agree, 3 are neutral, 26 are disagree and 6 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.70 that is the below of standard level 3. So it can be said that the college does not take initiative for fair treatment of every event.

The sl. no. 19 shows that among 50 female teacher's 12 teacher's are strongly agree, 10 are agree, 2 are neutral, 16 are disagree and 10 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.96 that is the below of standard level 3. So it can be said that the college does not give reward with respect to extra performance.

The sl. no. 20 shows that among 50 female teacher's 4 teacher's are strongly agree, 10 are agree, 3 are neutral, 23 are disagree and 10 are strongly disagree. The weighted average scored obtained by the female teacher's is 2.5 that is the below of standard level 3. So it can be said that the refreshment facilities of the college are not sufficient.

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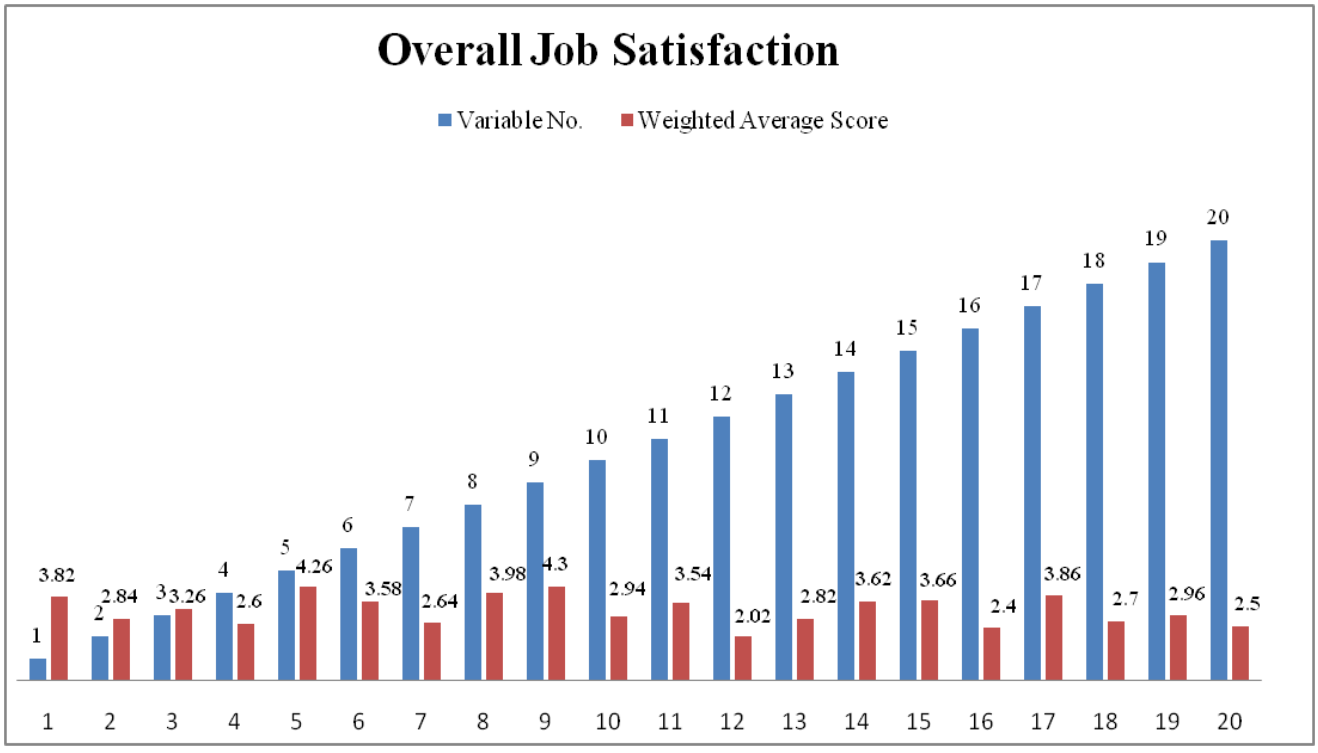
Table 4: Overall Job Satisfaction of the Female Teachers

VL. No.	Particulars	Weighted Average Score	Average
01	Freedom of work	3.82	
02	Appreciating female teacher's performance	2.84	
03	Secured from sexual harassment	3.26	
04	Free from gender biasness	2.6	
05	Enough job security	4.26	
06	Teaching hour is convenient	3.58	
07	Providing services with modern technology	2.64	
08	Cooperation of your family	3.98	
09	The present salary structure	4.3	
10	Promotional criteria	2.94	
11	Enough social recognition for your job	3.54	
12	Providing adequate transport facility	2.02	64.32/20
13	Providing good housing facility	2.82	
14	Providing good medical and insurance service facility	3.62	
15	Maternity leave provided is sufficient	3.66	
16	Canteen and recreation facility	2.40	
17	Reputation of your college in society	3.86	
18	Fair treatment of every event	2.70	
19	Gives reward with respect to extra performance	2.96	
20	Refreshment facilities is sufficient	2.5	
	Total	64.32	3.216



Source: Field Study

Figure 1: Overall Job Satisfaction

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From the table and the graph it is seen that there are some variables which have the score above 3 and there are some variables which have the score below 3. Above 3 indicates the satisfactory level and the below 3 indicates the dissatisfactory level. In this figure it is seen that the variable no. 1, 3, 5, 6, 8, 9, 11, 14, 15, and 17 contains the value above 3 and the variable no. 2, 4, 7, 10, 12, 13, 16, 18, 19 and 20 contains the value below 3. In the average area it is seen that the total weighted average score is 64.32 that is divided by the total variable 20 and the result is 3. 216 that indicate the female teachers of the Government colleges in Rangpur City are over ally satisfied.

a) Satisfaction Areas

Satisfaction areas means the area in which the female teachers are satisfied. From the analysis it has been found that there are some variables which have the value above 3. Actually the variables which have the value above 3 are considered as the satisfied area. It can be shown in a figure.



From this figure it is seen that the value of freedom of work, secured from sexual harassment, enough job security, teaching hour is convenient, cooperation of family, the present salary structure, enough social recognition for job, providing good medical and insurance service facility, maternity leave provided is sufficient and reputation of college in society is the above 3 that proves that the female teachers are satisfied in this area.

b) Dissatisfaction Areas

Dissatisfaction areas means the area in which the female teachers are not satisfied. From the analysis it has been found that there are some variables which have the value below 3. Actually the variables which have the value below 3 are considered as the dissatisfaction area. It can be shown in a figure.

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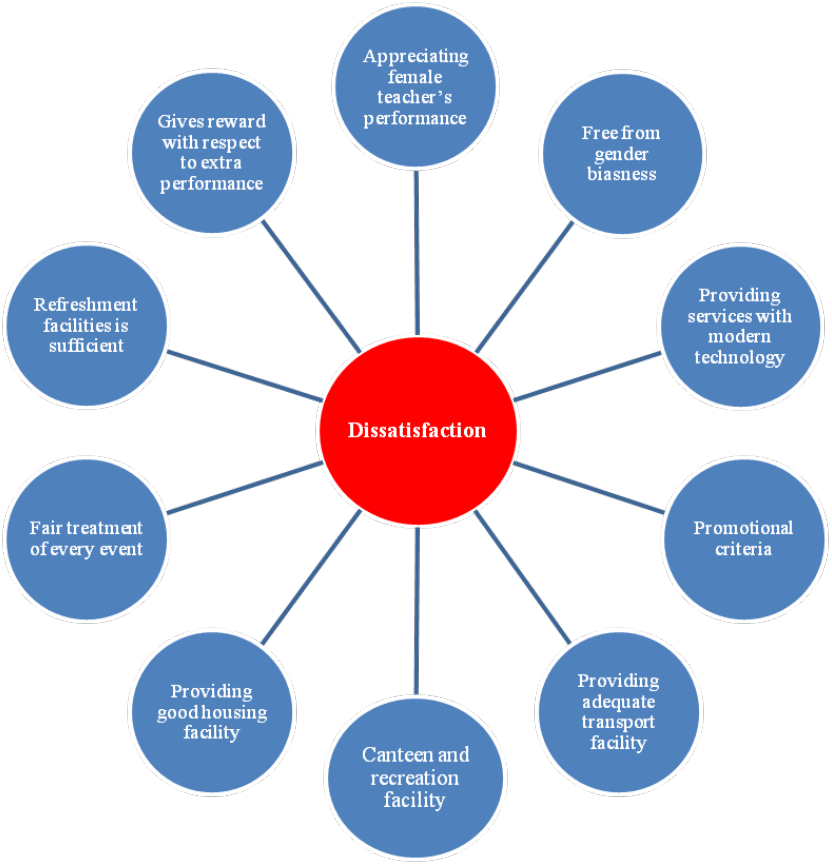

From this figure it is seen that the value of appreciating female teacher's performance, free from gender biasness, providing services with modern technology, promotional criteria, providing adequate transport facility, providing good housing facility, canteen and recreation facility, fair treatment of every event, refreshment facilities is sufficient, and gives reward with respect to extra performance is the below 3 that proves that the female teachers are not satisfied in this area.

c) Synopsis of Findings

Synopsis of Findings meaning the summary of findings, There are many findings in this research area here only the principal area are presented that the findings of the research is easily visible. From the findings area it is seen that the female teachers of the government colleges are satisfied in case of some important factors but there are some areas also where they are not satisfied. Some area observation factors are given below on the basis of analyzed data:

- The colleges give enough freedom to its female teacher's.
- The college doesn't appreciate female teacher's performance.
- The college's workplace is secured from sexual harassment.
- The colleges does not free from gender biasness.
- The college's give enough job security.
- Teaching hour is convenient in the colleges.
- The college is not providing services with modern technology.
- Female teachers are satisfied with the cooperation of their family while they are in job.
- Female teachers are satisfied with the present salary structure.
- Female teachers are not satisfied with the current promotional criteria followed by the National University.
- Female teacher's have enough social recognition for your job.
- The college does not provide adequate transport facility.
- The college does not provide good housing facility.
- The colleges provide good medical and insurance service facility.
- The maternity leave provided by national university is sufficient.
- The canteen and recreation facility of the college is not good.
- Female teachers are satisfied with the reputation of their college in society.
- The college does not take initiative for fair treatment of every event.
- The college does not give reward with respect to extra performance.
- The refreshment facilities of the college are not sufficient.

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- Female teachers of the Govt. colleges in Rangpur city are over ally satisfied.

VII. Recommendations

It can be provided some recommendations to the Government colleges to improve the job satisfaction level of the female teachers on basis of the findings. The recommendations are stated below- The performance of the female teachers should be appreciated by the college because it may ensure the quality education. Gender biasness is very harmful for any type of organization. The college should be free from gender biasness that motivates the female teachers. Modern technology makes a lesson more interesting and can make the task easier. The college should use the modern technology that increase the female teacher's attentiveness and reduce pressure. In the government sector job it is found that the promotion depends on seniority based but it should be performance based. The housing facility can motivate the employees but it is not sufficient in the college. So it should be sufficient. Adequate transport facility should be provided that make the job of the female teachers easier. The condition of the canteen and the recreation facility is not good in the Govt. colleges. So it should be improved. Air treatment ensures the quality education of the educational institutions so the treatment of the female teachers should be fair in the Govt. colleges. Reward for extra performance and the refreshment facility can increase the attentiveness of the work. So the Govt. colleges should maintain it that makes the female teachers happy and satisfied.

VIII. Conclusion

Job satisfaction is very much important thing in the modern business world **(Lefebvre, 2017).** Satisfied employees contribute more in the organization than that of the unsatisfied employees **(Salleh et al., 2012).** Most of the researchers have conducted their research on industrial workers, service organization's employees and other sectors. Few attempts have been taken in case of measuring job satisfaction of female teachers (Cooper & Travers, 2012) Nowadays female participation is encouraged in workplace (Ma, & MacMillan, 1999), especially in the educational institutions where suitable environment has been perceived. The equal contribution of male and female in educational institutions is very important for the development of the quality education of a developing country like Bangladesh. So, proper guidance, policies and practices need to be developed to ensure the female teachers job satisfaction. Some of common teaching related factors used in this study. In the conclusion of this study it can be said that the female teachers overall job satisfaction of Government colleges in Bangladesh is associated with some variables like job security, participation in decision making, available leave facilities, reorganization of good work, attitude of the head of the institutions, motivation to work, promotional opportunity, flexible working hour, housing and transport facilities. If these factors are considered carefully, then there will be positive overall satisfaction on female teachers of Government colleges in Bangladesh. Finally it can be said that the government colleges of the country can be followed the above recommendations that may ensure the job satisfaction of female teachers and that will help to achieve the quality education.

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