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Motivational Factors and Teachers' Job Performance: An Investigation in Government Colleges of Bangladesh

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Abstract

Motivation is a crucial factor in enhancing employee productivity within the workplace since it directly influences employee behavior. The motivation of instructors is crucial in educational institutions as it boosts their work performance by enhancing their abilities and expertise. This study aims to determine the opinions of teachers on their satisfaction levels about numerous motivating issues among educators in public colleges in Bangladesh, as well as the impact of this satisfaction on their performance. In order to accomplish this goal, a semi-structured questionnaire was sent to the government college teachers in Bangladesh via the Facebook group, to solicit their comments. A total of 100 teachers, who were recruited in the general education cadre of the Bangladesh Civil Service and are currently

working as teachers at government colleges, responded to this appeal. This study revealed that the academic staff at public colleges in Bangladesh are predominantly dissatisfied with several motivational variables, which adversely impact their work performance. Regarding motivating factors, the majority of teachers indicated contentment just with job security and were dissatisfied with other considerations. Most teachers are dissatisfied with promotion, as they perceive it to have a detrimental effect on their job performance. This study suggests that authorities should promptly promote teachers and implement additional motivator factors in order to enhance teachers' work effectiveness.

Keywords: Motivational Factors, Teachers' Job Performance, Government Colleges, Bangladesh

Introduction

In order to accomplish an institutional goal, an organization must optimize the efficiency of its human capital. Nevertheless, the utilization of human resources has greater importance in comparison to the other two resources, namely physical and financial, that a business possesses (Rasheed *et al.*, 2016) ^[45]. Motivation is essential for increasing the productivity of the employees of an organization, and it can change the behavior of the employees (Robbins *et al.*, 2009) ^[46]. Motivating employees is a vital responsibility as it converts their knowledge, skills, and talents into productive effort and performance by guiding and influencing the length of their job (Robnagel, 2016) ^[47].

In the educational institution, teachers' motivation plays a vital role as it improves the skills and knowledge of the teachers who directly affect the students' learning (Mustafa, & Othman, 2010) ^[37]. Higher education institutions play a vital role in the development of a country by ensuring quality education to the students. Still, it is possible only when the teachers in these institutions as core staff are sufficiently motivated to accomplish the duties imposed on them (Rasheed *et al.* 2016) ^[45]. Therefore, it is necessary to provide the required motivation to the teachers of Government colleges in Bangladesh, to enhance their job performance.

Government colleges in Bangladesh are managed by the Ministry of Education (MOE) through the Directorate of Secondary and Higher Education (DSHE), per the Rules of Business of the Bangladesh Government, 1996. In the government colleges of Bangladesh, the principal and vice-principal have administrative and management positions. The principal is the main person responsible for overseeing and directing educational institutions in Bangladesh (Abdullah *et al.*, 2008) ^[2]. The vice-principal of the college serves as the principal's running companion. When the principal is not present, the vice-principal assumes responsibility for carrying out all of the principal's tasks. Their primary responsibility lies in ensuring that the higher

authorities successfully achieve the corporate goals. According to Abdullah *et al.* (2008)^[12], the principal is the only one with enough authority to manage the teaching staff. The principal delivers the yearly confidential report on the teacher's activity to higher authorities, which impacts his chances of promotion. Hence, the principle plays a crucial role in inspiring the faculty members of government institutions. He or she can motivate the instructors to do their duties through their dynamic leadership. However, they cannot establish a comprehensive plan, thereby preventing them from addressing all aspects of teachers' motivation. The policies enacted by government officials at higher levels may have an impact on the motivation of instructors.

Statement of Problem

Lope (2004)^[32] showed low salaries, lack of promotion opportunities, unsatisfactory leadership behavior, various work pressures, student discipline problems, and poor relations with colleagues in working workplace are the reasons for disliking the teaching profession. World Bank Report (2004) also showed unfavorable work environment and a lack of motivation are the reasons for teaching staff to leave the country which may degrade lecturers' performance, which in turn weakens the students' academic outcomes. Akhtar & Iqbal (2017)^[6] conducted a study to examine the relationship between teachers' performance and motivation and the effect of motivation on teachers' performance. The study has shown that there is a statistically significant positive correlation between motivation and teachers' work performance. This research has revealed the importance of teacher motivation in education and the necessity of improving the level of teacher motivation to increase teachers' performance to achieve educational institutions' goals.

Victor & Babatunde (2014)^[38] recommend some motivational factors as the best practices for higher education institutions to enhance teachers' performance. Head of higher education institutions should inspire their lecturers in creativity and innovation to improve performance at the task. Universities and other higher education institutions should provide enough professional development opportunities and research to improve academic staff's performance. The institution should arrange institutional training for teachers that simplifies teaching and exchanging knowledge and promotes academic achievement. Managers of higher education institutions should create a comfortable work environment that associates and maintains a good relationship with their academic staff to enhance performance. Participating in educational decision-making improves academic staff's work performance, so principals should create a conducive environment for lecturers to engage in critical academic matters. The managers of higher education institutions should regularly pay lecturers' salaries, remunerations, and allowances, enhancing the lecturers. Recognition of achievements and awards by the principal has a positive effect on the motivation of the lecturer.

Multiple studies have demonstrated that motivation has a substantial role in influencing the performance of instructors in educational institutions. However, there is currently a lack of study specifically examining the motivation of teachers in government colleges in Bangladesh. These researchers believe it is crucial to assess the proficiency of teachers at all government colleges that have a crucial role

in providing education at the higher secondary and tertiary levels in Bangladesh.

Objectives of the Study

The objectives of this study are as follows:

1. To find out opinions on the level of satisfaction among educators working in public colleges in Bangladesh about various motivational factors.
2. To find out the opinions of instructors regarding the impact of satisfaction levels on different motivating elements on their performance in government colleges of Bangladesh.
3. To provide strategies for adapting motivation factors within the government colleges of Bangladesh to enhance teacher job performance through improving their satisfaction.

Literature Review

Motivation

Motivation is the act of stimulating and exerting influence on employees to effectively utilize their abilities to completely accomplish corporate objectives. According to Gannon (1979)^[20], motivation refers to an individual's desires, readiness, and thoughts that inspire them to carry out tasks in a specific way. According to Gibson (1980)^[22], motivation may be defined as a person's conditions that show their inclination to act, and these inclinations are expressed via certain behaviors. According to Koontz & Weihrich (1994)^[27], motivation is a pervasive and inclusive notion that applies to all categories of perception, wants, desires, and other related phenomena. Additionally, it was said that the management fulfills all the requirements to meet the needs and wants of the subordinates, therefore encouraging them to behave appropriately.

Motivation Theories

According to Maslow's (1943)^[34] Hierarchy of Needs Theory, human needs may be classified into five distinct categories: Physiological, safety, social, esteem, and self-actualization. Rasheed *et al.* (2016)^[45] argue that this theory applies to teachers' motivation to meet their basic physiological demands, such as income, convenience, medical benefits, housing, transportation, and a nice work environment. Teachers have the same security concerns as any other individuals who are always worried about job stability, fair treatment, and protection from various forms of dangers. Teachers have social requirements that encompass the principal's favorable attitude towards them, participation in departmental decision-making, positive relationships with colleagues, and other related factors. The stem requires recognition from the principal, ministerial heads, colleagues, subordinates, and pupils. This idea has been challenged by relying on clinical supervision and reasoning, as Maslow proposed assessing the employee's degree of demand while delivering incentives, which is seen as utterly unattainable and hypothetical (Donkh, 2016)^[18].

Herzberg's (1965)^[25] two-factor theory is a widely recognized motivation theory that focuses on the influence of the work environment on employee motivation and satisfaction. The author categorized the environmental elements of an organization into hygienic factors and motivating components. The absence of cleanliness aspects leads to employee unhappiness, but the presence of hygiene factors does not necessarily boost employee contentment

since they perceive it as their entitlement. Conversely, the existence of motivating variables encourages more focused labor without causing any discontent when such factors are absent. For educational institutions, the hygiene factors encompass elements such as institutional policy, the dynamics between the principal and instructors, the work environment, financial incentives, and safety measures. Motivational factors encompass several elements such as inspiration, acknowledgment of creative and innovative work, enhanced training and professional development opportunities, involvement in decision-making, and institutional advancement and growth.

According to Adams's (1965)^[4] equity theory of motivation, an important factor that influences motivation, achievement, and job satisfaction in the workplace is how employees perceive the organization's honesty and fairness. If an employee perceives that they are being granted fewer advantages compared to their colleagues or if they believe that the significance of a task is not being adequately recognized, it will result in a drop in the employee's motivation. Conversely, when employees uphold the integrity of all the organization's actions, their level of motivation will increase. Rasheed *et al.* (2016)^[45] suggest that this theory may be effectively implemented in a higher education institution. If a teacher invests additional effort in fostering the growth of their students, they should receive supplementary rewards, acknowledgment, and authority compared to their peers.

Teachers' Performance

Since teachers' performance directly relates to the teaching method and results, it plays an essential role in the development of education (Donkh, 2016)^[18]. According to Okunola (2000)^[41], performance refers to the achievement or completion of assigned tasks. Job performance is defined as the product that outputs from input given at a specific time. Job performance refers to the use of resources to achieve maximum results (Mali, 2005)^[33]. Satisfying students through quality teaching, performing other tasks assigned by the principal and department, maintaining class discipline, motivating students to improve achievement, and interacting with students, parents, colleagues, and superiors indicate teachers' performance (Donkh, 2016)^[18]. According to Akhtar & Iqbal (2017)^[6], the teacher's job performance includes some activities. Those are class note preparation, standard reporting, attending institutional gatherings and conferences, conducting the organization's activities, contributing to complementary businesses, developing satisfactory teaching such as work plans & lesson plans, and evaluating students regularly.

Relationship between Motivation and Teachers' Performance

Motivation, as well as performance, are essential elements for the success of the organization. Motivation plays a vital role in the organization as it helps workers to maximize profits and productively achieve objectives. Changing workers' behavior is possible through inspiration and motivation in any institution (Latt, 2008)^[30].

Motivation is usually essential for teachers to achieve goals efficiently. According to Mustafa & Othman (2010)^[37], teacher motivation is necessary because of the extent of skills and learning, and it mainly affects student success. In an educational institution where trainers do not have enough

motivation, they are less capable, affecting the students and the teaching method. Adeyemi (2010)^[5] researched the principals' leadership styles and teachers' job performance in Nigeria. He suggested that principals should combine autocratic and majority rule styles in their organization to implement good careers among educators. Tumilaar's overview (2015)^[56], as cited in Akhtar & Iqbal (2017)^[6] indicated that discipline is a primary consideration that can affect employee performance, so discipline will be unchanging and will integrate all practices. His research shows that discipline, administration, and motivation all together affect the performance of workers. Control and initiative little jeopardize the success of the worker.

The organization should pay as much attention as possible to the performance of the delegates' requirements and wishes. Mawoli & Babandako (2011)^[35] performed research to determine the motivation, frustration, and work performance of academic staff. The study reveals that academic staff work deeply in the workplace and are highly active in the workplace. The teaching staff's return is high, where the production of research and various other activities is moderate. Abdulsalam & Mawoli (2012)^[3] queried the relevance of motivation and teacher performance. It shows that motivation has a significant impact on learning but does not have a considerable impact on research. The study further explains that higher education institutions must take up the issue of motivating academic staff to provide reliable guidance and information. According to Kwapong *et al.* (2015)^[29], motivation is strongly associated with the performance of teaching staff, and performance motivation significantly influences performance. The study recommended that the performance of teachers should be maximized by improving motivation in operating the organization.

Ondiam *et al.* (2014)^[42] analyzed the effect of motivation on the teachers' performance. They found that motivation is essential for teacher's high performance. It calls on all stakeholders to consider motivation as the key to all performance. Meindinyo & Ikurite (2017)^[1] revealed that applying appropriate motivation factors can positively impact teachers' performance. Stankovska *et al.* (2017)^[50] showed that motivation has a positive effect on the job satisfaction of academic staff. Bahrami *et al.* (2012)^[9] found that academic staff's motivation and job satisfaction play a significant role in contributing to the quality of institutions and positive outcomes in students' learning. Creating job satisfaction through motivating the academic staff should be the primary goal of the organization, and thus it produces the best results for the organization and the students. Geoffrey (2010)^[21] revealed that motivational factors primarily affect teachers' teaching and practice exploration. It similarly unlocked that motivational variables did not have much influence on teachers' group administration practice.

This study is influenced by Adams's (1965)^[4] Equity theory and Herzberg's (1965) two-factor theory. The researchers think that these methods directly evaluate the effects of motivation on the performance of teachers at the Government Colleges in Bangladesh.

Motivational Factors Affecting the Teachers' Performance

Rasheed *et al.* (2016)^[45] found that compensation packages and financial incentives, work design and environment,

performance management, and training & development are necessary to motivate workers in the higher education sector. On the other hand, Kopang *et al.* (2015) ^[29] have found the influence of higher education, postgraduate qualifications, professional qualifications, and research experience as motivating factors for teacher performance. Thus, teaching staff needs to improve their learning and research experience to maximize motivation and performance. Thoonen *et al.* (2011) ^[55] found that professional learning activities, especially experimental and reflection, and teachers' sense of self-efficacy, are effective ways to motivate teachers. Besides, the transformational leadership approach awakens teachers' professional knowledge and motivation and improves organizational conditions. According to Meindinyo & Ikurite (2017) ^[1], teachers' performance has not significantly been affected by the annual assembly of teachers, the continuous supervision of teachers' work, the provision of teachers' attendance articles, and the provision of movement books. However, age, gender, residence, and professional training & research opportunities can affect a teacher's performance. Whereas, Stankovska *et al.* (2017) ^[50] found that salaries, promotions, operating procedures, and relationships with employees are the leading causes of job satisfaction and motivation. But, Bahrami *et al.* (2012) ^[9] demonstrate that job security, financial incentives, and prosperity increase teacher motivation and job satisfaction. Syed *et al.* (2012) ^[51] found that the motivational factors, i.e., compensation, promotion opportunities, work environment, superior behavior, professional development, and training prospects, are significant determinants of faculty's job satisfaction. Balaskova & Balasko (2013) ^[10] showed that the level of awareness, leadership style, level of confidence, and openness of communication largely influenced university teachers.

Research Methodology

It is a descriptive research design. This study's population is lecturers, assistant professors, associate professors, and professors working in the government colleges of Bangladesh. They may be general teachers, departmental heads, vice-principals, and principals at various departments of the colleges. The populations of this study are the General Education Cadres of the Bangladesh Civil Service are appointed through a 3-stage competitive exam conducted by the Bangladesh Public Service Commission like 26 Cadre Services in Bangladesh. A random sampling technique is used to select samples of the study through an online platform. A semi-structural questionnaire was shared in the

Facebook groups of the BCS (General Education) Cadres requesting answers to the questions.

By analyzing the above literature review, this study summarises some of the intrinsic factors of teachers' motivation in higher educational institutions. Extrinsic motivational factors include salaries & other financial benefits, accommodation, transportation, and medical facilities. The major intrinsic motivational factors are job security, promotion opportunities, work design, work environment, professional development training & higher education opportunities, job satisfaction, recognition, acceptance, reward, leadership style, involvement in the decision-making process, and creativity and innovation prospects.

The researchers designed the instrument with four sections for the participants. Section A contained the personal information of the respondents. Section B contained a structured questionnaire measuring the current satisfaction level of different extrinsic and intrinsic motivational factors, each statement measured on a five-point Likert-type rating scale, namely Very Satisfied (VS), Satisfied (S), Neutral (N), Dissatisfied (D), and Very Dissatisfied (VD). Section C contained a structured questionnaire measuring the opinion on the effect of satisfaction level of various motivational factors on teachers' performance, each statement measured on a three-point Likert-type rating scale, namely Positive (Pv), Neutral (N), and Negative (NV). Section D contained open-ended questions seeking the teachers' recommendations on motivational factors that should be addressed to enhance teachers' performance. A simple percentage method was applied to analyze the collected data.

Findings

Overview of Respondents

A total of 100 teachers employed in government colleges in Bangladesh took part in this survey using an online platform. Out of these participants, 87 were male and 13 were female. Out of the total, 56 individuals have served for less than 10 years, 36 individuals have served for 11-20 years, and 8 individuals have served for more than 20 years. The academic staff comprises 3 professors, 14 associate professors, 37 assistant professors, and 46 lecturers. Out of the teachers who took part, 3 held the position of principals, 18 were department heads, and 79 were solely teachers.

Teachers' Opinions on the Level of satisfaction with various motivational factors

Table 1: Teachers' Opinions on the Level of satisfaction with various motivational factors

Motivational Factors	Level of satisfaction				
	Very Satisfy	Satisfy	Neutral	Dissatisfied	Very Dissatisfied
Salary Structure	2%	31%	22%	39%	6%
Other financial benefits such as remuneration for evaluation answer scripts, and exam room invigilation.	1%	8%	13%	69%	9%
Financial opportunities like house loans, car loans, and others	0%	8%	18%	49%	25%
Retirement benefits	0%	27%	34%	34%	5%
Accommodation opportunities	0%	6%	13%	48%	33%
Transportation opportunities	1%	6%	4%	48%	41%
Medical Facilities	0%	3%	20%	53%	24%
Job Security	20%	59%	10%	6%	5%
Promotion opportunity	0%	0%	2%	33%	65%
Work design or pressure	0%	15%	20%	51%	14%
Physical work environment	1%	26%	20%	43%	10%

Non-physical work environment	3%	23%	24%	27%	23%
Communicational environment	13%	65%	15%	5%	2%
Professional development training and higher education opportunities	1%	25%	31%	31%	8%
Recognition, acceptance, and reward for good works and extraordinary achievement	0%	12%	35%	45%	8%
Leadership style of higher authority	0%	21%	37%	39%	3%
Involvement in the decision-making process	0%	26%	39%	30%	5%
Creativity and innovation prospect	0%	18%	40%	37%	5%

Teachers' opinion about the Effect of Motivational Factors on their Job Performance

Table 2: Teachers' opinion about the Effect of Motivational Factors on their Job Performance

Motivational Factors	How do motivational factors affect job performance		
	Positive	Neutral	Negative
Salary Structure	26%	28%	46%
Other financial benefits such as remuneration for evaluation answer scripts, and exam room invigilation.	11%	27%	62%
Other financial opportunities like house loans, car loans, etc.	6%	29%	65%
Retirement benefits	23%	43%	34%
Accommodation opportunity	7%	25%	68%
Transportation Opportunity	4%	18%	78%
Medical facilities	2%	35%	63%
Job security	56%	26%	18%
Promotion opportunity	2%	13%	85%
Work design or pressure	9%	34%	57%
Physical work environment	11%	39%	50%
Non-physical work environment	16%	32%	52%
Communicational environment	48%	32%	20%
Professional development training and higher education opportunity	27%	35%	38%
Recognition, acceptance, and reward for good works and extraordinary achievement	18%	39%	43%
Leadership style of higher authority	15%	46%	39%
Involvement in the decision-making process	22%	43%	35%
Creativity and innovation prospect	23%	46%	31%

Other Motivational Factors Affecting Teachers' Job Performance

The survey participants, who were instructors, identified other reasons for motivation that can impact their job performance, in addition to the factors described above. One of the teachers suggested promoting the professor from the fourth to the first grade in the government pay structure. Participants proposed eliminating the discrimination among cadre services and enhancing the reputation of the education cadre. He advised prioritizing workplace safety. A participant suggested that promotion should be awarded based on research and publication achievements, as well as assessments from students. The individual proposed the implementation of scholarships for advanced education, the establishment of a program for regular transfers, and the provision of medical benefits for family members. Several delegates expressed their concern about the omission of the education sector from the vacation department.

Discussion

As per the regulations outlined in the Bangladesh Civil Service (BCS) Composition and Cadre Rules-1980, the teachers employed in Government Colleges in Bangladesh hold the post of officers in the BCS (General Education) cadre. The teachers receive their compensation based on the national pay scale, similar to other BCS cadre officers in Bangladesh. They are initially designated as a grade-9 officer on the national pay scale, similar to other cadres. However, just 33% of the participants expressed satisfaction with the current salary structure, while 45% of the participants were dissatisfied with the salary structure for teachers in government colleges in Bangladesh. 46% of

teachers argue that this factor affects their performance negatively. Moreover, the National Education Policy 2010 proposes separate higher pay scales for teachers like the Judicial Service. However, it has not yet been implemented, which has caused dissatisfaction among teachers. Additionally, it is worth noting that teachers of government colleges in Bangladesh receive supplementary financial benefits, including compensation for assessing answer scripts and supervising examination rooms for both public and internal exams. Out of all the teachers, only 9% express satisfaction with this issue, while a significant majority of 78% are unsatisfied. Consequently, 62% of teachers believe that this aspect harms their job performance. As per circular number 05.00.0000.124.26.003.17-435 dated 19 August 2020 from the Ministry of Public Administration of the Government of the People's Republic of Bangladesh, government employees at the rank of deputy secretary and higher are eligible for a single loan of 30 lakh taka to purchase a car. Additionally, they receive a monthly allowance of 50,000 taka for car maintenance. Officers in the Education cadre do not receive this benefit, as they are not authorized to have full-time access to automobiles. However, it is worth noting that there are many officers in the Education cadre who possess higher grades than the Deputy Secretary. Hence, a majority of 74% of teachers in government colleges express overall dissatisfaction, while 65% of teachers perceive a detrimental effect on their job performance. Teachers in the general education cadre experience significant problems with money in retirement due to getting lesser pension benefits compared to other government employees. This disparity in pension payments has a substantial impact on the retirement benefits of

teachers (The Government Employees Retirement Act, 1974). 39% of instructors in government colleges in Bangladesh express dissatisfaction with their retirement benefits while 27% report satisfaction and 34% have no opinion on the matter. According to a survey, 23% of teachers believe that the existing retirement benefits positively affect their job performance, while 34% believe it has a negative impact. Additionally, 43% of teachers had no view on the matter. Accommodations, transportation facilities, and medical facilities are important motivational factors, but these facilities are not provided to the college teachers. Although the house rent allowance and medical allowance are paid along with the salary, no transport benefits are offered. 81%, 89%, and 77% of teachers of government colleges in Bangladesh express dissatisfaction with the current availability of accommodation, transportation, and healthcare facilities, respectively. A significant majority of teachers, specifically 68% for housing facilities, 78% for transportation facilities, and 63% for medical facilities believe that these existing amenities harm their job performance. Meindinyo & Ikurite (2017)^[1] highlighted the importance of organizing housing, particularly for female teachers, within the college campus. Government college teachers in Bangladesh, who are BCS (General Education) cadre officers, enjoy considerable job security. As to Article 135 of the Constitution of Bangladesh, individuals involved in the affairs of the Republic of Bangladesh cannot be terminated, expelled, or downgraded without being provided with an opportunity to present their defense against the allegations made against them. Consequently, a significant majority of teachers, specifically 79%, express satisfaction with the level of job security they experience. In addition, 56% of teachers believe that job security has a positive impact on their job performance. While promotion is a routine procedure, the promotion process for BCS (General Education) cadre officers is not as prompt as other cadres, despite all cadres of BCS being recruited through the same process and at the same time under BCS Recruitment Rules-1981 (Mia, 2015)^[36]. Consequently, 98% of teachers of government colleges in Bangladesh have voiced their displeasure with this issue, with 85% of teachers asserting that their dissatisfaction with promotion adversely affects their job performance. Lope (2004)^[32] argued that various work pressure creates dissatisfaction in the teaching profession. Certain government colleges exclusively offer higher secondary education, while others give both higher secondary and bachelor (pass) programs. Some colleges offer higher secondary, bachelor (pass), and bachelor (honors) courses, while many colleges offer all of the aforementioned programs, including master's degrees (BANBEIS, 2021)^[11]. Teachers are scarce in almost all colleges. Within government colleges, post-graduate level colleges have the highest teacher-student ratio, with one teacher for every 117 students. In addition, the ratio of students to teachers at the bachelor (honors) level is 78:1, at bachelor (pass) colleges it is 55:1, and at higher secondary institutions it is 41:1 (BANBEIS, 2021)^[11]. Consequently, government faculty members face a substantial workload and are required to teach various courses at different academic levels simultaneously. The excess workload due to the human resources crisis creates disinterest in the work of teachers. 65% of instructors express dissatisfaction with their task design and workload, and 57% of teachers view it as

impacting their job performance negatively.

According to Rahardjo (2014)^[44], the work environment may be the physical environment and relationship. The physical environment includes institutional space, infrastructure, and environment interaction. Whereas, the relationship includes psychosocial communication between teachers with the principal and the ties among students, office staff, principals, and teachers. According to Circular No. 05.00.0000.122.06.001.16-54 dated 15/03/2020 issued by the Ministry of Public Administration, government personnel who are teachers of government colleges have the right to a fully equipped office room. Now they are deprived of this facility, and all teachers of the department share a standard room which may create dissatisfaction among the teachers. A total of 53% of the teachers involved in this study expressed dissatisfaction with the physical environment of the college, while just 27% reported being satisfied with it. According to a survey, 50% of teachers report that this dissatisfaction has a detrimental impact on their job performance. According to Lope (2004)^[32], ill student politics and unwanted incidents negatively impact teachers' satisfaction. 50% of the teachers participating in this study express dissatisfaction with the current student politics on the college campus, while just 26% of teachers report satisfaction and 24% remain neutral on this matter. 52% of teachers believe that the current political situation in the colleges adversely affects their job performance. A total of 78% of the teachers who took part in this survey expressed satisfaction with their relationship with the principal, vice principal, departmental head, and other instructors. In contrast, only 7% reported being dissatisfied with this aspect. However, just 48% of instructors acknowledge that this pleasure has a beneficial impact on their job performance. The availability of higher education, research, and training possibilities serves as a strong incentive for teachers in higher education institutions to perform effectively (Kwapong *et al.*, 2015; Rasheed *et al.*, 2016; Thoonen *et al.*, 2011; Syed *et al.*, 2012; Victor & Babatunde, 2014)^[29, 45, 55, 51, 38]. According to Meindinyo & Ikurite (2017)^[1], it is proposed that teachers should be allowed to pursue higher education and get in-service training for professional growth while on full-paid vacation. Government college teachers in Bangladesh, as BCS (General study) Cadre Officers, have ample chances for further study and training both domestically and internationally, similar to other cadres. If teachers are accepted into a university, either in their home country or abroad, for further education with a scholarship, they are eligible for complete paid leave. This is following the Prescribed Leave Rules of 1959 and the Policy on Higher Education within the Country for Government Employees of 2015. In addition, the Ministry of Education periodically initiates various projects to organize training programs for teachers. Among the instructors surveyed, 26% expressed satisfaction, while 39% expressed dissatisfaction with the current professional development training and higher education opportunities. 27% of teachers believe that current professional development options have a detrimental impact on their job performance, while 38% believe that these changes have a good influence on their job performance. According to this poll, a majority of teachers (53%) expressed dissatisfaction with the current level of recognition, acceptance, and reward for their good work and exceptional accomplishments. In contrast, just 12% reported

being satisfied, while 35% had a neutral stance on this issue. 26% of teachers express satisfaction with their level of involvement in the decision-making process, while 35% of instructors report dissatisfaction and 39% remain neutral on this matter. 21% of teachers express satisfaction with the leadership style of higher authority, while 44% of teachers express dissatisfaction and 37% remain neutral on this matter. According to 43% of teachers, the current acknowledgment, approval, and compensation for excellent work and exceptional accomplishments have a detrimental impact on their job performance. While 46% of individuals hold a neutral stance about the impact of higher authority's leadership style, involvement in decision-making processes, and chances for creativity and innovation. In their study, Balaskova & Balasko (2013) ^[10] demonstrated the crucial role of leadership style in the interaction between management and instructors. Nevertheless, the administrative and governing structure of government colleges in Bangladesh closely resembles the country's bureaucratic system, which is commonly perceived as a centralized and rigid system that resists change (Jahan, 2006) ^[26]. In this system, the motivation of subordinates is not given due consideration, unlike in modern management practices. This system prioritizes strict adherence to the directives of senior authorities. The input of the subordinates is rarely taken into account in the process of making decisions.

Recommendation for Adapting Effective Motivational Factors at the Government Colleges in Bangladesh

The performance of teachers in educational institutions depends on several matters. Motivation is one of the elements that seriously affects the performance of teachers (Ondiam *et al.*, 2014 ^[42]; Kwapong, Opoku, & Donyina, 2015, 2015 ^[29]; Akhtar & Iqbal, 2017 ^[6]; Meindinyo & Ikurite; 2017 ^[1]; Stankovska *et al.*; 2017 ^[50]; and Abdulrahman & Hui, 2018). Government Colleges should apply effective motivational factors to increase the teachers' attention to work. However, all motivational factors cannot be enforced by the college administration. The higher authorities have a vital role in providing full motivation to the teachers of government colleges in Bangladesh. This section of the study will describe the activities that should be taken to implement the motivational factors affecting the performance of teachers.

Attractive salaries and other financial remuneration and instant payments have been recommended in various studies as effective motivational factors affecting teacher performance. Furthermore, Adams (1965) ^[4] recommends adhering to equity policy in providing financial benefits to employees. Although there is no discrimination in the salaries of teachers of the BCS (General Education) Cadre with others, Government policymakers should remove the bias of retirement benefits immediately by freeing the education department from the vacation department. The authorities should consider the National Education Policy-2010's recommendation of a separate higher pay scale for teachers like Judicial Service. The National Education Policy 2010 assumes that if higher salaries are paid to the teachers, teachers' motivation will increase, and the meritorious students will be more interested in the teaching profession. In addition, it is necessary to raise other financial benefits, such as compensation for evaluating answer sheets and remuneration for visiting test halls, to satisfactory

levels. In addition, it is necessary to raise other financial benefits, such as remuneration for evaluating answer sheets and remuneration for visiting examination halls, to reach acceptable levels. The provision of interest-free automobile loans and maintenance allowances for government officials should extend to BCS (General Education) cadre officers who have completed a specified duration of service, particularly those serving in Grade 5 or higher in the national pay scale. According to the present policy, the minimum level required to receive this benefit is the Joint Secretary, which corresponds to Grade 5 in the national pay system.

Rasheed *et al.* (2016) ^[45] recommended free accommodation for the teachers from the institution especially for female teachers. Teachers, especially female teachers, newly appointed teachers, and teachers who transferred from another college, who stay without family, can be motivated by providing accommodation facilities on or near the college campus. The Government Colleges administration will implement the required procedures to provide accommodation for the aforementioned teachers. In this scenario, there are two options to consider: Either initiating a new project to construct a new dormitory for the officers or renovating a present building to accommodate the officers' dormitory, equipped with every convenience to ensure the teachers' comfort.

The free treatment facility discussed in multiple research is an external motivating factor that is not accessible at government colleges, even though nearly all public universities in Bangladesh have their medical centers. It is imperative to take appropriate measures to establish a permanent medical center in the colleges by collaborating with the relevant department in charge. Nevertheless, the process of establishing a permanent medical facility will require a significant amount of time. To expedite the provision of medical services, the institution will employ part-time physicians and compensate them using monies allocated for essential staff expenses.

Promotion opportunities affect teachers' performance as intrinsic motivational factors. Thus, teachers need to be promoted on time if they acquire the necessary qualifications to motivate them to perform their duties with appropriate enthusiasm. It is the responsibility of the Ministry of Education to promote teachers (Rules of Business, 1996) ^[48]. The concerned authority should take the necessary steps in this regard. It is important to implement all the required actions for the first promotion from the position of Lecturer to the role of Assistant Professor, similar to other cadres in Bangladesh, based on successfully passing the senior scale examination and after completing five years of service. In the Associate Professor and Professor tiers, the criteria for promotion are more rigorous yet promotion is based on both merit and performance. In this instance, a specific quantity of publications may be required. Currently, the process of promoting teachers in the education cadre has grown lengthy and time-consuming due to the promotion of vacant positions, resulting in around 98% of instructors in the cadre expressing dissatisfaction. Implementing a system of promotion based on performance rather than relying solely on tenure can enhance teacher satisfaction and thus improve their work performance.

Government college teachers are experiencing significant discontentment as a result of the high workload induced by a

scarcity of staff. One of the causes of this discontent is the failure to follow the recommendations of the Enam Committee, which was established in 1982 to address the issue of post-creation. Hence, to enhance the educational standards in colleges and alleviate the burden on teachers, the responsible government ministries—education ministry, finance ministry, and public administration ministry—must implement the committee's recommendations and establish the necessary positions in government colleges.

An ideal working environment is highly desired to optimize the performance of teachers. It is advisable to furnish the classrooms with modern furnishings to facilitate class activities utilizing modern technology. According to the government circular, it is advised to allocate a fully equipped private space for all instructors like other cadre officers, where they can carry out their tasks such as class preparation. Occasionally, as a result of student politics, certain undesirable situations arise that cause dissatisfaction among teachers. The principal must address these issues to enhance the working environment. Establishing a student union through an election process can effectively address and resolve disruptive behavior among students. Elected student representatives will have the authority to formally express their requests to the administration per proper procedures. To accomplish this, it is advisable to take the necessary measures to establish the desired student union. Furthermore, if a student is engaged in unlawful behavior, it is advisable to subject them to legal consequences. By implementing these approaches, it will be feasible to enhance the whole professional atmosphere for teachers.

The relationship between teachers and administrators is a crucial factor in motivating teachers in higher education institutions. Many authors have suggested adopting a democratic leadership approach to foster this relationship. Thoonen *et al.* (2011)^[55] advocated for the use of the transformational leadership style, which is a type of democratic leadership, to promote a positive interaction between management and teachers in higher education institutions. Efforts should be made to enhance the effectiveness of the current teachers' council in government colleges in Bangladesh. To secure the involvement of teachers in the decision-making process, significant academic matters must be deliberated upon in the Teachers' Council, and the final decision should be reached after thorough discussion. Victor & Babatunde (2014)^[38], have proven those actions to improve the relationship. It is important to promote and support teachers in their efforts to think creatively and come up with unique approaches to their profession. Educators deserve recognition for their diligent work. Government college teachers should be incentivized to recognize and appreciate outstanding performance.

Various studies have recommended providing training and research opportunities for teachers' professional development that affect teachers' motivation to enhance performance. This study finds that the teachers are not fully satisfied with the present training and higher education opportunities for their professional development. All kinds of support should be provided to the teachers to improve their professional knowledge through higher education and training, which will affect the quality of their performance. The current policy for higher education states that individuals who enroll in M.Phil or Ph.D. courses with a fellowship can complete the program while being fully

paid deputation. On the other hand, those who enroll in M.Phil or Ph.D. courses without a fellowship must complete the program while being on education leave with half-average pay. Consequently, individuals will lack the incentive to pursue further education while receiving only half of their average wage during educational leave, as they will experience financial detriment. Either the option for fellowship should be enhanced, or the Prescribed Leave rules should be revised to offer fully paid leave instead of half-paid educational leave. Subsequently, there will be an increase in teachers' enthusiasm for pursuing higher education. Besides, the authorities should arrange in-house training, workshops, seminars, and symposiums, which will increase the performance of the teachers by increasing their motivation.

Limitation and Further Research

Currently, teachers in government colleges of Bangladesh are appointed through various procedures. The methods of appointment include recruitment by the Bangladesh Public Service Commission (BPSC) through a competitive examination, promotion from the position of demonstrator in science subjects, direct recruitment to the post of Assistant Professor from private colleges based on specific work experience, and absorption of teachers in private colleges to government colleges after the nationalization of the private colleges. However, this study only includes teachers who were directly assigned to cadre roles through the BPSC. Furthermore, this survey did not include the BCS general education cadre members who are employed in government colleges and numerous education-related departments. This study proposes recommendations to enhance the motivation of government college professors and improve their job performance. However, it should be noted that the obstacles associated with implementing these recommendations are not addressed in this research paper.

Conclusion

The proper utilization of human resources of an organization is vital for achieving the organizational goals. The motivation of the staff of a higher educational institution is as important as any other institution to achieve organizational goals. The role of teachers is paramount in improving the human resources of the country by ensuring quality education.

This study finds that the academic staff at public colleges in Bangladesh are largely dissatisfied with numerous motivational factors, which may have a detrimental impact on their job performance. Regarding motivating factors, most teachers express satisfaction alone with job security, while they are unsatisfied with other elements. Specifically, almost all teachers are dissatisfied with promotion, which they believe harms their job performance.

The literature reviewed in this study has found an essential role of motivation in teachers' performance in higher education institutions. The management of the institutions is advised to adopt the appropriate motivation factors to maximize the activities of the teachers in their institution. The factors of motivation mentioned in the study which the principal can fulfill should be implemented in the colleges. Those are regular and smooth payment of remuneration for working on the invigilator of examination and the committees, accommodation for teachers in the dormitory, pleasing work environment, professional development

training & higher education opportunities, recognition, acceptance, reward, leadership style, participation in the decision-making process, and creativity & innovation prospects.

Several important motivational factors have been proposed in the study, such as teacher promotions, free medical care, salaries, and retirement benefits, the implementation of which depends entirely on higher authorities. In this case, the principal can indirectly play a vital role in implementing those. Since the principal has direct contact with the upper body, he may request the authority to consider the teachers' motivating factors, which may enhance their performance. Coordinating between high-level management and subordinates is one of the most important tasks of a mid-level manager.

In this study, only the positive aspects of motivation are recommended, which need to be implemented to motivate the teachers to work effectively. Even then, if someone does not work correctly, appropriate punishment must be applied according to service rules. However, the sentence cannot provide any solution without the necessary motivation. According to Rasheed *et al.* (2016) ^[45], no attempt to be fruitful without motivating teachers. So, the authorities need to provide adequate motivation to the teachers to ensure quality education, which is the institution's objective.

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