

**Research Report**  
**on**  
**Socio-Economic Status and Job Preferences: A Trend**  
**Analysis of BCS Officials**

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## **Declaration**

At the outset, we state that this report has only been contributed by the research team. Without our prior consent, we do not accredit anyone to lend this report to any individuals or institutions for scholarly research. We also affirm that any sort of reproduction of these scholarly works by duplicating or by any other means, fully or partially, at the inquiry of other institutions for study purposes is not admissible.

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### ***Research Team***

## **Executive Summary**

Among the different organs of a state, the executive branch is mainly responsible for implementing development initiatives, policies, and programs to ensure the betterment and welfare of the mass people. To do that, it is none but the civil servants who perform at the forefront to accomplish all these government initiatives. Now the issue is who is representing in our civil service? What are their social and economic status? Are there any changes? Do the service incentives have any impact on cadre selection? Furthermore, whether there is any association between performance in the BCS examination and the subjects studied at the graduation level.

For this purpose, we interviewed the social and education background of 436 recently recruited civil servants of four (35th BCS to 38th BCS) different BCS batches. Our sample consists of only the civil service's general cadre (11 cadres) officials. Among the respondents, 29% are female, and 71% are male. A well-designed and pre-tested questionnaire was provided to collect the primary data. Besides, qualitative data were collected through FGDs and KIIs to determine the service incentives motivating candidates to select cadre and their job performances. A range of standardized statistical tools and techniques were used to analyze the data, and the findings were represented through frequency tables, percentage distribution, and graphical forms.

It is found the male is still dominant in the civil service, though the participation of women is increasing day by day. As district quotas are maintained (up to 38th BCS), the highest number of participations is from Dhaka Division, followed by Chattogram and Khulna, while the participation by the people of Shylet division is the lowest. There is still a considerable disparity between rural-urban participation. Only 22% from rural areas, and the rest from urban areas. Considering where they have spent most of their student life, the representation of village becomes further low (16%). Most of the newly appointed civil servants were married and mostly belonged to the age group of 25-35.

The study confirms that the level of education of the father of the civil servants are relatively high. Fathers of about one-third (32%) civil servants are graduate; however mothers are in general less educated. Fathers of around one-fourth (24%) civil servants are/were public servants and one-fifths (19%) are/were in business. However, in 80% cases, mothers of civil servants

are/were homemakers. Civil servants prefer to have salaried spouse. In about 70% cases, spouse of civil servants are engaged in salaried job; more than one-fourths (27%) spouses are public servants followed by teachers (12.4%).

About two-third (63.3%) of the civil servants came of nuclear family and one-thirds from joint family system. Almost half of the civil servants (48%) came from a family which had a monthly income of Tk.30000. About 41% came from a family with monthly income between 30000 and 60000 taka per month. Only about 10% are from the families that had a monthly income over 60000 taka per month.

At the early childhood level, about 77% of today's young civil servants had a different aim in life (either to be a doctor, engineer or teacher) and only 23% of them wanted to be civil servants. After graduation although almost half (46%) of the surveyed civil servants wanted to be civil servants about 54% were not. Does it pose a very big question whether they choose civil service as the next best alternative as career?

The success of science background students in recent civil service is quite high. About 4 out of five (81%) of the young civil servants studied science at the secondary level and at the higher secondary level almost same trend (77.5%) continues. This trend even further continues at the university/college level and thus four-out of five civil servants are from science, Engineering or STEM related background. The subject studied at the graduation level could have influenced BCS examination performance. About 60% of surveyed civil servants acknowledged that their academic syllabus was relevant to the BPSB examination syllabus. The study also found that in 37% cases their academic performance highly match with their performance in the BCS examination.

Almost 45% of the newly recruited civil servants joined the service to enhance their status (personal, professional or social) and 55% joined to serve the people by becoming part of the government. However, the key motivational factors behind their decision to join the civil service are professional prestige, career growth and job security. More than 75% of the young civil servants agreed that professional prestige motivates them to join civil service. Almost 70% believe that civil servants enjoy the highest level of honor in society, which motivates them to join this service. For about half (42%), career growth appease to be the key motivational factor

alongside job security. However, about two-third (67%) of them mentioned that the service benefits furnished in BCS do not fit with their job responsibilities. Only one-fourth (26%) of them agreed that service benefits delivered are very pertinent to the duties and responsibilities they perform.

Civil service is so lucrative that before joining as BCS cadre almost one-third (32%) of them worked in Government organizations, almost one-fifth (21%) worked in Banking profession and another one-third (34%) worked in various organizations including private jobs. As the recruitment process of BCS administered by BPSC is quite lengthy, they first join available services and then prepare for PSC exam. Some of the officials have switched between cadres.

Although inter-cadre disparity as regards to promotion, benefit and facilities is one of the most talked about topics among government officials, about half of the surveyed civil servants (52%) disagree with inter-cadre discrimination in BCS. However, about 30% of young civil servants agree with such matters. Regarding career development 46.4% think it is slow but 35.5% do not consider it slow in BCS.

Data from FGD depicts that the government invests in physicians and engineers, particularly, to specialize in one field (medical or technical). However, an engineer in the public service feels wounded when they observe that general university graduate/students are ahead of them just being a BCS cadre and they are behind. Because they formerly pursued engineering or medicine on merit, it makes them feel socially inferior. Thus now eager to join BSC general cadres. If they succeed in their roles as well as civil servants of technical cadres, specialized group/technical group members will be less likely to join the general cadre.

Thus, students from technical backgrounds, particularly physicians and engineers, are compelled to join the general cadre due to the desire to be at the centre of decision-makers, authority, and societal viewpoints. However, it is executed from qualitative inquiries that after joining the public service, many of them start to doubt about their decision, often feel unsatisfied when s/he must have to perform a number of tasks. Some participants of qualitative inquiry believe that there is a gap in job execution ability between individuals with general backgrounds and those with technical backgrounds in the workplace. Like one Deputy Inspector General (DIG) of Police mentioned that technical graduates want to join the group that controls the majority of the

power. They join these cadres, because they think they can open doors, they can seize and create this opportunity.

However, many supervisors of this cadre officers from their experience as supervising officers opined that there is a difference in job execution ability in the workplace between individuals with general backgrounds and those with technical expertise. They stated that certain variances are seen in the workplace. Referring to the inclusion of economic cadre officials in Admin cadre, one argues that they are being given fieldwork where they are less competent. As they performed diverse tasks inside the ministry in a different environment, their job routine is now altered they weren't accustomed to having to deal with conflicts or appear in mobile courts, but that is what they now have to do. Due to the fact that they lack this transitional experience, they will first find it difficult to change. For instance, people with technical background, particularly physicians and engineers, have a similar educational mindset and are developed in that way, but when they enter the general cadre, they find it difficult to adapt initially. As s/he grew up in one type of environment, he is now moving to a different type of environment.

However, unless there is the system in place that ensue technical cadres' career growth and other benefits ongoing tend of entry in general cadres from technical background would not be stopped.

In fact, in a nutshell, social status, salary, financial issues, etc. need to make attractive for technical cadres. Otherwise to them only a few elite cadres, such as foreign, administration, police, customs, and tax, would remain as sought after cadres. Additionally, there is need to develop the culture of mutual respect among cadre officials. Each cadre should have a representative at the top of the secretariat or policy-making team in order to ensure inter cadre parity.

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# Chapter 1

## Introduction

### 1.0 Background of the Study

The history and development vision of this land has always been shaped by others, especially by the colonial rulers. Before independence Bangladesh, it was almost 200 years under British colonial rule, and then it went through another round of 24 years of tyranny by the Pakistani devastator. After independence from the Pakistani ruler in 1971, through a nine-month-long bloody liberation war and at the cost of three million lives, the land got the opportunity to flourish by itself for the first time in history. Since then, Bangladesh always has tried to create a peaceful society- free of poverty, hunger, and human suffering (Rahman, 1974). Since independence, it has taken many policy measures to fulfil the people's development aspirations which have been carefully implemented by the civil servants. Bangladesh, a country that was once famously doubted as 'the test case for development' now treated as a Lower Middle-Income Country of the world. Its development transition is a miracle to many development thinkers and is regarded as the "Development Puzzle". It shows the pathways to development and human well-being that many others could follow (Asadullah et al., 2014). At present, its development works have gained momentum, and the role of civil service is becoming more and more important for sustaining and gearing up the process.

Historically, Bangladesh was a region of the Indian sub-continent. A robust, decentralised and well-coordinated bureaucracy existed in ancient India although the foundation of modern bureaucracy, in other words, civil service, was laid by the British rulers (Banerjea, 1916). Bureaucracy, synonymously used as civil service, is historically concerned with what the government chooses to do or not to do. During Muslim rule, despite some changes, bureaucracy remained strong and responsive (Khan, 2013). In the British rule, initially, the positions in the bureaucracy were filled in by the English people mostly from the noble English birth (Khan, 2013). Later on, the process of 'Indianisation' began. Appointment of Indians (including from Bengal) started getting an appointment to the civil service. Most of them were from the privileged class and educated in the western system (Alam and Rahman, 2009). After British rule, present Bangladesh became a part of Pakistan. At that time, the Bengali civil servants were from a lower

profession as well as income group families compared to their counterparts of erstwhile West Pakistan. However, they belonged to a higher class in the society from the context of Bangladesh (Alam and Rahman, 2009). Like the British Indian civil service, the Pakistan civil service showed strong allegiance to serve the colonial interest of the regime (Khan, 2016).

### **1.1 Socio-economic status and Job Performance**

The socio-economic status (SES) of individuals is considered an important driver/determinant of the job performance of civil servants. Study in this area evaluates the factors that influence individual performances (academic or professional) and the relationship between the socio-economic background and an individual's achievements (Akpan, 2020). It is a measure that attempts to classify individuals, households, or families in terms of indications such as occupation, family size, income, education, and others related to their interaction in society (John, 2009). An individual's current interests and future aspirations are shaped primarily by this socialising agent. It performs a pivotal role in a person's life by influencing his/her learning and includes factors such as family size, parent education level, occupation, income, religion, family culture, and neighbourhood (Majoribanks, 2016). Studies have repeatedly found that Socio Economic Bangladesh affects individual outcomes (Eamon, 2015). People with low socio-economic status are likely to have low academic or professional achievements. Because it negatively affects an individual's accomplishments in different spheres of life by preventing access to essential resources and creating additional stress in individuals. Very often, poor socio-economic background leads to economic hardships, which ultimately direct to interruptions in individuals' characteristics, an increasing amount of family conflicts, and an increased likelihood of depression.

Scholars around the world recommend examining the socio-economic background of the government officials to assess the quality of governance. Because the '*government effectiveness*' (defined as the government's overall performance in providing public service, arrangement, and implementation of sound policies and attaining public support through the appropriate execution of such policies) of a country significantly depends on its civil servants. They are treated as the bloodstreams of a country (Lindebaum & Courpasson, 2019). Almost at the early stage of their career, they start to work as decision-makers within their jurisdictions. Their efficiency, quality, integrity, dedication to public interests, patriotism, everything matters

for the overall development of society. While the role of *effective government* is beyond bargaining in a developing economy to reap the real benefits of development (Ahmed, 2022), it is equally valid that the contribution of its servants knows no bounds to build a welfare state. There is ample evidence that many BCS officers are doing excellent in their workplace; by simplifying the process and bringing innovation into the system, they have reduced people's suffering. On the other hand, a section of civil service members is allegedly involved in malpractices. However, there is hardly any study/research to date that has empirically tested the influence of SEB on the performance of civil servants in Bangladesh based on a sound/robust methodology. Therefore, it is high time to identify the relationship between the SEB and the performances of civil servants in Bangladesh to develop appropriate policy intervention.

## **1.2 Statement of the Problems**

The civil servants are the lifeblood of any republic. To implement the assigned job properly and bring the different social services to the people's doorstep, they play a crucial role. They help to execute timely and efficiently various policy measures taken by the government. They keep balances with other organs of the state (the Legislature and the Judiciary). With their executive power, they run the state machine and help establish good governance across the country. However, there is not much work on the socio-economic status of the members of the executive organ.

A study reveals that most of the civil servants of Bangladesh are from the urban middle-class of the society. Therefore, they are isolated from mass people and do not represent rural Bangladesh (Alam and Rahman, 2009). On the other hand, a subsequent study finds that more than half of the civil servants are from the relatively affluent and educated families of rural areas. Nevertheless, representation from rural areas had a declining trend. It further shows that the majority of them are from low and low-middle-income families. Most of them studied humanities as their major (Mottaleb et al., 2011). Neither of the studies mentioned has dealt with the influence of socio-economic background factors on job performance or preference. Therefore, it is high time to find out the correlation between their SEB and the performances of civil servants to develop appropriate policy measures.

### **1.3 Objectives of the Study**

#### **General objective**

To explore the influence of socio-economic background on the job preferences of BCS officials.

#### **Specific Objectives**

- to explore the trend of some selected indicators of socio-economic status (SES) of BCS officials appointed in recent years (the year 2017 to 2021);
- to figure out the coherence of cadre choice with service incentives;
- to examine the association between subjects studied at the graduation level and the BCS examination performance; and
- to determine the relationship between socio-economic status and job performance of the BCS officials.

### **1.4 Key Research Questions**

- Does the SES have any impact on the BCS officials' cadre choice?
- What are the trends of SES among the BCS officials?
- Does the cadre choice by the students have any relation with the specific cadre/service incentives?
- What is the correlation between SES and the job performance of the BCS officials?
- Do the degrees (subjects studied at graduation level) have any role in the BCS examination performance?

### **1.5 Scope of the Study**

Nowadays, a trend is observed in Bangladesh Civil Service where students from the technical educational background (e. g. Engineering, Medical Science , Agriculture) prefer to join the general cadre rather than the technical cadre of the service. Therefore students from general education have faced a more competitive environment to join in the general cadre of the civil service. The general cadre of the BCS includes BCS Foreign Affairs, BCS Administration, BCS Police, BCS Customs, Excise and VAT, BCS Postal, and BCS Cooperative. The study limits its focus on exploration of the trend of the BCS general cadre with regard to their educational



background as well as their socio-economic status. The study draws on the information collected from the officials who have recently joined the Bangladesh Civil Service. The officials only from BCS Batch 36, 37, and 38 were being consulted for this study. It is observed that the above mentioned three batches followed the same curriculum in their respective BCS examination. Thus, the study consider the opinion of the officers from these three batches. The study conducted interviews and FGDs at eight divisional offices of the country.

## **1.6 Outline of the Research Report**

The research report is organized into seven chapters. After the introductory chapter, the literature reflecting the connections among socio-economic background and performance in the bureaucracy/civil service is presented in literature review chapter. Chapter three discusses the conceptual framework of the study. The methodology of collection and processing of data is presented in chapter four. Chapter five presents the data analysis and findings of the study while chapter six offers discussion on the research findings. Finally, the concluding remarks and recommendations of this study are presented in chapter seven.

## **Chapter 2**

### **Literature Review**

#### **2.0 Historical Development of Civil Service in Bangladesh: A Succinct Review**

Civil service is a global phenomenon and is found all over the world (Khan, 2009). To some extent, it is as old as human civilisation (Khan, 2016). Civil service is an inseparable part of governance, particularly in the modern era. Actually, it is a bridge hood between the government and the people. Civil service is an institution, a functioning structure consisting of a corps of professional people, dedicated to public service delivery as well as implementing major decisions made by the government (Rashid, 2008). It is a profession dealing with the application of various kinds of knowledge acquired from many other groups (Alam et al, 2009). The term “civil” means “non-military”. Actually, civil service includes a group of permanent workforce to implement government programmes. This connotation continued during the nineteenth century in the context of British civil service. According to the Tomlin Commission (1931), civil servants are: “Servants of the Crown, other than holders of political or judicial offices, who are employed in a civil capacity and whose remuneration is paid wholly and directly out of the moneys voted by Parliament” (Ali, 2004, P. 9).

Bangladesh achieved independence in 1971 after a nine-month war of liberation against the erstwhile West Pakistan at the cost of enumerable loss of lives and assets. One of the priorities of the government was overhauling of archaic, anti-people, inefficient administrative system that led to fragmented economic growth in Pakistan (Sarker, 2004). Historically, Bangladesh, a part of the Indian sub-continent, was a colony of the British Empire for around two centuries (1757-1947). Again it was a part of Pakistan (1947-1971). The common features of these two political chapters were exploitation and disparity. Colonial legacy was prevalent in all spheres of the administration.

History reveals that the civil service of Bangladesh has undergone the following evolutionary stages: the ancient period (e.g. the early Vedic period, later Vedic period and Mauryan period); the medieval period (e.g. the Sultanate and Mughal period); British period; and Pakistan period (Khan, 2013).

In the early Vedic age, there was no division of labour in the administration. Actually, it was more or less a military administration. The later Vedic period witnessed a centralised and hierarchical administrative structure. A council of Ratnins was at the top of the administration. The Ratnins enjoyed higher status and power. There were officials in various departments, the central secretariat and local government units. They were selected from the noble families (only Brahmanas and Kshatriyas) possessing experience and enough fortune. Thus the administration was made as an aristocratic oligarchy (Khan, 2013).

There were a number of Republics in some areas of ancient India during the invasion by Alexander the Great (326 BC). Dynamic, responsive, well coordinated and decentralised state machinery was also in existence. Kautilya a famous scholar and politician of that time, who served as the prime minister under Chandra Gupta Maurya (324-298 BC), the founder of Mauryan dynasty, in his book “Arthashastra”, termed public administration the most important means for people’s welfare (Banerjea, 1916).

During the Mauryan period, there was an increase in territory and growing importance of welfare activities. It was the first welfare state in the subcontinent. High officials including ministers and departmental heads were selected by the emperor and held office during his pleasure. The necessary areas of expertise of the rulers included economics, government system, drafting and public accounts (Khan, 2013). Moreover, allegiance to scripture and divine values were also considered as necessary traits of the emperor (Banerjea, 1916). The principle of aristocratic meritocracy was emphasised. According to Arthashastra, the desired qualifications of a minister included that the person had to be a native, born of a high family, influential, well-trained in arts, farsighted, wise, loyal, possessing strong memory, bold, eloquent and enduring (Khan, 2013). Kautilya suggested that the main criteria for the selection of public servants should be sincerity and loyalty (Ali, 2004). Asoka, the greatest emperor of this dynasty appointed Mahamattayas to oversee the law and order situation and supervise the performance of local level officials. He also established the Ministry of Morals (Rashid, 2008).

The medieval period began with the invasion and conquest of the Indian subcontinent by the Muslims. It has two stages i.e., the Sultanate period and the Mughal period. During the Sultanate period, the ruler was known as Sultan. The sultans used to show allegiance to the Islamic

caliphate that saved the sub continent from further Muslim invasion. The administration was a centralised, hierarchical and paid service. Civil administration was successfully separated from military service. The Hindu chiefs were retained. Religious harmony was promoted by the inclusion of the Hindus in government services. The administration was Indianised in terms of policies as well as administrators (Khan, 2013).

Remarkable changes were made in the administrative system during the reign of the Mughals (1526-1857 AD). The greatest Mughal ruler Akbar, a man of high calibre successfully implemented land mark changes in the administration. The administration under Akbar was the best organised and most prosperous one. It was an example of perfect autocracy accompanied by ideal of benevolent and paternal government (Rashid, 2008). His revenue administration was developed to a high degree of excellence by Todarmalh, the revenue minister. The British colonial rulers also learned a lot from this revenue administration (Alam et al, 2009). There was a survey of cultivable land. After the survey, lands were categorised into three groups based on fertility. Revenue was fixed on the basis of fertility of soil. However, the administration was highly centralised. On the other hand, check and balance was established at the provincial level by employing three officials with similar authority. The Mughals introduced the Mansabdari system. Each officer discharging a civil responsibility was given a Mansab or rank i.e. the nominal commanders of respective number of horsemen. These numbers determined their status and pay (Rashid, 2008). Through the introduction of the Mansabdari system, Emperor Akbar made the feudal lords dependent on the central government and thus limited the power of the feudal lords. On the other hand, this system created a superior class of administrators as well as a superior social class blessed with money, military and political power. However, internal accountability of this administrative elite class was ensured through an organised checks and balance mechanism till the decline of the Mughal Empire (Khan, 2013).

There was utmost importance on merit and virtue regarding appointment in administration, particularly on the civil side. Capable persons from inside and outside India were recruited to the administration. They were rewarded with due elevation in accordance with their ability and loyalty. There was no discrimination between the people recruited from within and outside India in this regard (Rashid, 2008).

It is evident from history that the colonial rulers for the sake of serving their own interests used bureaucracy as an effective mechanism in this country (Huque and Ferdous, 2019). British rule in this land began in this land in 1757 with the victory of the East India Company in the Battle of Plassey. However, the genesis of the British Indian Civil Service can be traced much earlier. The various stages of the development of civil service in British India are as follows:

- a. Mercantile Service from 1601 to 1772;
- b. from 1772 up to the introduction of competitive examination in 1855;
- c. from 1856 to the diminution of bureaucratic rule in 1920; and
- d. from 1921 to 1947 (Chaudhuri, 1969).

During the Mercantile stage, the performance of the civil service was not satisfactory at all. Low salary and the absence of job security are the major reasons behind such performance. The civil service jobs failed to attract people of high calibre because of these two factors. As a result, most of the English civil servants posted to the Indian sub continent were believe to be inferior as compare to their counterparts working in their native land (Alam & Rahman, 2009). This trend continued until the introduction of open competition for recruitment. Ironically, there was no room for the natives in the Indian Civil Service at the initial stage (Ahmed, 1986).

Prior to the introduction of the open competition policy, an education policy was introduced by Lord William Bentinck with the help of Lord Macaulay. The latter declared that the aim of the education was to “form a class who may be interpreters between us and the millions whom we governed; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect. Under the nomination system by the Board of Directors of the East India Company, younger sons of relatives, friends and lesser gentry were being appointed as the members of Indian Civil Service. It is needless to say that all of them were English. They include Britain’s brightest, dullest, best connected young men. For many of them, it could not have been possible to get any decent job without such patronage by the company authority (Rashid, 2008: p.36). The recruitment system is criticised as a ‘system of outdoor relief for the English upper classes (Ahmed, 1986). Actually, the members of civil service were treated as an ‘elite class’ (Chaudhuri, 1969) and ‘right’ kind of social (elite) background was one of the desired ‘qualifications’ of the candidates (Khan, 1980).

Lord Wellesley felt the need for providing the new entrants to the civil service with systematic training and education. Haileybury College was established with the objective to provide an adequate number of educated youths to the civil service. The main theme was that the civil servants were to combine both Western and Oriental values that could be achieved through liberal as well as specialised education. Therefore, Oriental languages, especially Persian, Arabic, Sanskrit and Hindi; Mathematics; natural philosophy; classic and modern literature; law (general and Indian); history; political science; and history were taught in this college (Chaudhuri, 1969). No one was eligible to be appointed in the civil service without completing four years of study in this college (Ahmed, 1986).

The college was defunct in 1858 following the introduction of recruitment to civil service through open competition in 1853 through the enactment of the Charter Act. In order to implement the Charter Act, a committee headed by Lord Macaulay was formed in 1854 (Ahmed, 1986). Macaulay bitterly criticised the existing patronage (nomination) system of recruitment and argued, “even the character of the Governor-General is less important than the general character and spirit of the servants by whom the administration of India is carried”. It came into force in 1855. The report argued that competitive examination should be a test of general academic nature. It emphasized “excellent general education”. The Charter Act followed by the Macaulay Committee report paved the way to the process of ‘Indianisation’ of the Indian Civil Service i.e., the scope for the natives to join the civil service through open competition (Chaudhuri, 1969). However, it is revealed that the natives comprised only 13 percent of the Indian Civil Service members (Ahmed, 1986).

In line with the Macaulay Committee report, the candidates had to undergo one year-long training in Britain. They also had to be imparted one year-long training in India. At the concluding part of training, they had to sit for examination. Only successful candidates were appointed and sent to India. The subjects were English essay; English Literature; History of England; Mathematics; Natural Science; Moral and Political Philosophy; Greek Language and History of Greece or Roman Language and History of Rome; or French Language and History of France; or Italian Language and History of Italy; Sanskrit Language and Literature; or Arabic Language and Literature (Ahmed, 1986).

The Public Service (Aitchison Commission 1886-87) made some changes in the mark allocation of competitive examination. Previously, 800 and 660 marks were allocated for Latin and Greek languages. Whereas, only 500 were allocated for each of the Oriental languages i.e., Arabic and Sanskrit. The Commission gave equal weightage to Latin, Greek, Arabic and Sanskrit (Ahmed, 1986). However, the popular and justified demand for holding simultaneous examination in Britain and India was rejected (Khan, 1998). It is evident that it was not possible for the natives to send their children in England for education and training to enter the civil service unless they came of an affluent section of the society (Alam and Rahman, 2009).

The longstanding demand for holding simultaneous examination in Britain and India was repeatedly rejected by British rulers. In 1918, the Report on Indian Constitutional Reform (Montagu-Chelmsford) emphasised greater participation of the natives in the civil service. It recommended to increase the number of Indian civil servants. Simultaneous examination in Britain and India was introduced in 1922. Thereafter, the number of Indian members increased in the civil service (Ahmed, 1986).

After the introduction of competitive examination for civil service and increased facilities (including pay and service structure), the young, educated youths were attracted to the civil service in growing numbers. Most of the English candidates were of noble birth particularly feudal families (Khan, 2013). But their outlook towards the people and civilisation of this sub-continent was master like not service-oriented. Their perceived moral responsibility was to rule, develop and civilise the ignorant people of this land. They were trained in such a manner so that they could establish themselves as rulers of the people. They considered themselves as 'elite' class alienated from the mass people. Jawaharlal Nehru termed them as 'White Brahmans' in this country (Ahmed, 1986).

On the other hand, many young, educated youths of this sub continent (including from Bengal) started getting civil service jobs when the process of Indianisation got momentum. Most of these native people were from the privileged, elite class and educated in the British system (Alam and Rahman, 2009). During British rule, the old aristocracy started facing decay as a result of the civil administrative policy of the rulers. A new middle class emerged as the political competitor of the old aristocracy. Their strength was rapid development in trade, commerce and education.

The newly emerged class collaborated with their colonial masters. The declining old aristocracy along with the opportunist, submissive middle class helped the bureaucracy play the role of the rulers rather than service providers (Khan, 2013). They hardly had any affiliation with and emotional attachment to the common people and thereby isolated from the socio-economic realities of this land. They had the similar outlook regarding the people like their colonial masters, i.e., British civil servants and the government. Both the Indian and British members were obsessed by acute 'superiority complex' (Ahmed, 1986).

Pakistan was born in 1947 under the statutory arrangement made by the outgoing British rulers (Rashid, 2008). The newly born state inherited a well-developed civil service renamed from Civil Service of India (ICS) to Civil Service of Pakistan (CSP). It was developed, influenced and conditioned by the British heritage (Khan, 2013). The present Bangladesh became a part of Pakistan and was known as East Pakistan and the present Pakistan was known as West Pakistan.

The socio-economic conditions of the two parts of Pakistan were quite different. Feudalism was abolished in the east soon after the end of British rule. Moreover, the vast majority of the feudal lords were from the Hindu community and most of them migrated to India after 1947. A strong, conscious middle class was still in the formation stage. It was almost an agrarian society. On the other hand, feudalism was very strong in the western part of Pakistan and every sphere of life was controlled by the feudal lords. In addition, a large number of affluent Muslim families particularly from the then United Province of India migrated to Pakistan. They along with the influential Punjabi community cornered the Bengali people everywhere including in the civil service (Ahmed, 1986).

Being an elitist service, most of the people qualified for the civil service came of elite and rich families. For instance, during 1950-1968 a total of 450 officers joined the civil service. Among them 12 percent were from Zamindar families, 56 percent from Zotdar (petty landlord) families, 14 percent from industrialist businessman families and 12 percent were from higher professional classes. During 1950-1966, the percentage of Masters' Degree holders among the newly recruited civil servants was 67 percent. During 1958-64 a total of 147 civil servants were recruited. Among them 25 studied in foreign universities. They were educated in the Western system. The medium of education was English. As a result, they were mentally far away from



the realities of their own country. By and large, they were from West Pakistan (Ahmed, 1986). In fact, 'A typical selectee would be a Muslim, approaching to his twenty-third birthday, who had studied beyond the bachelor's degree level and was able to read, write and speak English with some fluency and accuracy. The CSP would be very bright and self-confident. Usually, the CSPs were from affluent families who had better educational opportunities that were not accessed by more than one Pakistani in one thousand' (Goodnow, 1964: p. 162).

It is noted that two-thirds of the household heads of CSP selectees during 1951-1956 were government employees in either India or Pakistan. A significant number originated from the families of government clerks. Around 20 percent were from commercial classes. Only 13 percent were from families engaged in agriculture. Out of 89 selectees, 64 had either Masters or LLB degrees while only 20 had bachelor degrees (Mottaleb et al, 2011). It is evident from the profiles of CSP officers recruited during 1950-68 that they were originated from high-income families and 55 percent of these officers were the children of government officers (Alam and Rahman, 2009).

A small number of people from lower -middle-income and lower-income families managed to join the civil service. But being influenced by higher salary and elitist status in the society they gradually isolated themselves from the mainstream of the society (Ahmed, 1986; Alam and Rahman, 2009). On the other hand in terms of economic solvency, the Bengali civil servants were far behind their West Pakistani counterparts. However, considering the economic underdevelopment of the erstwhile East Pakistan the Bengali civil servants belonged to the solvent segment of the society (Alam and Rahman, 2009). Representation from East Pakistan was very low in the civil service. The Constituent Assembly of Pakistan was informed that in 1947 a total of 82 members of the Indian Civil Service joined the Civil Service of Pakistan. Out of them, only two were from the Muslims of East Pakistan (Chaudhuri, 1969).

In the recruitment policy, equality of opportunity especially from a gender perspective was limited. Women candidates were eligible only for the audit and accounts service, military accounts service, income tax service and postal service. Only men were eligible for the all-Pakistan and all other Central Superior Services. Even if appointed or selected for the deserving posts a woman had to resign the service on marriage or remarriage (Chaudhuri, 1969).

The structure of competitive examination in Pakistan was almost the replication of the British model. It was divided into two parts- written and oral. The written part consisted of two segments-compulsory and optional. The compulsory subjects were English essay (100), General English and general knowledge (200+200). Later the marks distribution was changed as follows: Everyday Science (100), Current Affairs (100) and Pakistan Affairs (100). The optional subjects contained 600 marks. The candidate had to select from Language and Literature, History, Mathematics, Science, Social Sciences and Law. Each of the optional subjects carried 200 marks (Chaudhuri, 1969).

Most of the CSP officers had higher socio-economic background and were educated and cultured in Western style. They were mostly overshadowed by their aristocrat family status and obsessed with colonial legacy. It was mandatory for the candidates to appear before the interview board in Western dress. British style was followed in salutation and conversation. These civil servants collectively formed a small elite group that was isolated from people. They considered themselves as the best class in the society (Alam and Rahman, 2009). They were more concerned with Western etiquettes and manners, dresses, use of forks and so on. Even most of them were not concerned with the welfare of the people and did not have the capability and interest to address the real problems of the mass people (Ahmed, 1986). It was a common tendency to treat people as 'child' and themselves as the 'master' of public-not public servants (Khan, 2009). Sobhan (2023) observes that there was deep rooted colonial influence in the mindset of CSPs. The CSPs used to treat the ministers as their public relation officers, technocrats as workhorse and themselves as king.

The Annual Reports of Bangladesh Public Service Commission 1978, 1979 and 1980 show that the majority of the finally recruited candidates in Bangladesh Civil Service are from rural background and arts faculty. For example, out of 140 new entrants, 53.9 percent were from rural background in 1979. Selectees from the arts faculty comprised 76.81 percent of total new entrants in 1980 (Alam and Rahman, 2009).

Later in their book Mottaleb et al (2011) present the following socio-economic indicators of the civil service members of Bangladesh. Out of 571 respondents, 479 (84 percent ) were male and 72 (16 percent ) were female. Nearly 60 percent were from rural areas and the rest 40 percent

were from urban areas. Half (290) of them were the children of service holders. Other professions of fathers include farmers (114), businessmen (97) and others (68). Only eight percent were from high or higher middle-income families. Around 90 percent came from low or lower-middle income families. Particularly, 40 percent came from poor or low income families. About two-thirds studied arts/humanities and one-third studied science. Only a few studied commerce during student life. It shows that Unlike in the past, representation from females, rural areas and poorer sections of the society is increasing.

There is no denial of the fact that there is lacking of updated data regarding the socio-economic background of the civil servants of Bangladesh in recent times. The studies, and reports available were conducted quite long ago. Significant changes are likely to have taken place in many areas during the last decade or so. The changes (if any) need to be identified and addressed for the sake of a vibrant civil service and eventually equitable development. This research aims to go for an in-depth analysis of the socio-economic background of the recently recruited members of the BCS and its relation with various job-related issues.

## **Chapter 3**

### **Methodology**

#### **3.0 Introduction to the Research Design**

Based on the literature review, this research hypothesizes that the socio-economic status of civil servants is closely associated with the job performance of the officials which eventually affects the performance of the bureaucracy. To observe the association the study indicates that this research has four components. The first component explores the trend of socio-economic status of the recently recruited BCS officials. The second component identifies the relationship between cadre choice of the officers and service incentives. The third component figures out the link between subjects studied at the graduation level and their performance in the BCS examination. Finally, the fourth finds out the relationship between socio-economic status of the BCS officers and their job performance in the workplace.

The study has followed the mixed method approach and mainly relied on primary data collected from the Ministry of Public Administration (MoPA), Bangladesh Public Service Commission (BPSC) and administering the questionnaire. In addition, there were some cases where qualitative analysis was relevant. Thus, this study applied both qualitative and quantitative methods.

#### **3.1 Data Source/Collection**

For the research data and information have been collected from the officers who have joined the civil service recently, supervisors of the field officers, and officials from Bangladesh Public Service Commission (BPSC). The research team accumulated all required data and information from different respondents by applying various data collection tools, i.e structured questionnaire survey, Focus Group Discussion (FGD) and Key Informant Interview (KII). Data from the key respondents and relevant stakeholders have been collected manually. Many data on the socio-economic status of the newly appointed civil servants were collected from the Personnel Management Information System (PMIS) of the Ministry of Public Administration (MoPA). This research team have been enriched also benefited from gaining access to the examination records

of the BCS officials arranged and maintained by BPSC (Bangladesh Public Service Commission).

In the following sections, the data and information collection and analysis process is presented in detail.

### **3.2 Questionnaire Survey-based Baseline Data Collection of Civil Servants**

The study has conducted a baseline survey selecting all the successful candidates of some particular BCS batches. For questionnaire survey a semi-structured questionnaire was used in this study. The questionnaire was developed based on research objectives. The key components of the questionnaire survey were information pertaining to their selected SES indicators. Such indicators include **parental** education, income, occupation, family size; **individual** education, educational institution, occupation, income, gender, marital status, geographic location, ethnicity among others. To determine the coherence between cadre choice and service the incentives, the researchers have interviewed around 450 officials. Besides, the questionnaire includes questions that help examination of the association between the subject studied (graduation level) and cadre obtained in BCS examination.

### **3.3 Focus Group Discussion Sessions (FGDs)**

Focus Group Discussion (FGD) sessions were also conducted with the supervisors or controlling officers of the cadre officers to assess their job performance and other related issues. Particularly through FGDs the search team have tried to get information about the civil servants' attitude towards society/citizens. To moderate the FGD sessions a guide question/checklist was used. Each participatory FGD session comprised of 10-14 participants with duration of 2-3 hours. In the following table locations where FGDs are done and the list of FGD participants are presented.

**Table 3.1 FGD at Divisional Level and Number of Participants**

<b>SL No.</b>	<b>Name of the Divisions/ Districts</b>	<b>No. of Respondents</b>	<b>Dates</b>
1.	Rajshahi Division	10	11.08.2023
2.	Mymensingh Division	12	29.08.2022
3.	Khulna Division	10	11.09.2022
4.	Ministry of Public Administration	14	07.12.2022

**Table 3.2 List of FGD Respondents and Location**

<b>Names</b>	<b>Positions</b>	<b>Location</b>
Md. Harun-or-Rashid	District Controller of Food, Natore	Rajshahi
Dr.Kasturi Amina Queen	Deputy Director (Family planning)	Rajshahi
Mohammad Mahfuz Ahmed	Joint Commissioner of Taxes,	Rajshahi
Md. Kamal Hossain	Director, District Commandant (Addl. C) Ansar & VDP	Rajshahi
Md. Mehedi Hasan	AGM (Rail), General office of General Manager, Bangladesh Railway	Rajshahi
Mohammad Shahjahan Miah	Superintendent of Police, DIG Office	Rajshahi
Dr. Chitrallekha Nazneen	DDLG, Divisional commissioner Office	Rajshahi
Md. Ziaul Haque,	Additional Divisional Commissioner	Rajshahi.
Md. Kamruzzaman	Additional Financial Adviser& Chief Accounts Officer, Bangladesh Railway	Rajshahi
Md. Shafiqur Reza Hossain	Divisional Commissioner, Mymensingh	Mymensingh
Mohammad Anwar Hossain	Additional Divisional Commissioner	Mymensingh
Mohammad Enamul Haque	Additional Divisional Commissioner	Mymensingh
Devdas Bhattachariya	DIG, Police	Mymensingh
Mohammad Abdul Awal	Divisional Director, DGFP	Mymensingh
Md. Moshiur Rahman	Joint Registrar, Divisional Cooperative Office	Mymensingh
S.A.M. Rafiqunnabi	Additional Divisional Commissioner (REV)	Mymensingh
Md. Zillur Rahman Chowdhury	Divisional Commissioner	Khulna
Md. Abdur Rashid	Additional Divisional Commissioner	Khulna
Chandan Debnath	Battalion Commander, Ansar	Khulna
Md. Atikur Rahman	Additional DIG, DIG Office	Khulna
Md. Selimul Azam,	Regional Controller of Food	Khulna
Ms Jinnat Ara Ahmed	Deputy Principal (PID), Information Officer	Khulna
Md. Sadekur Rahman	Additional Deputy Commissioner, Khulna	Khulna

<b>Names</b>	<b>Positions</b>	<b>Location</b>
Md. Rashedul Bashir Khan	Assistant Director, Family Planning	Khulna
Farhana Afroz	Deputy Registrar, Divisional Cooperative Officer	Khulna
Mr. M.K.M. Iqbal Hossain Chowdhury	Assistant Conservator of Forest	Khulna
Gaus-E-Naz	Assistant Commissioner of Taxes,	Khulna
Dr. Md. Shahidullah	Additional Secretary, Career Planning Wing	MoPA
Shahin Ara Begum	Joint Secretary, APD wing,	MoPA
Rehana Akther	Deputy Secretary, Unit-4	
Vaskor Debnath Bappy	Deputy Secretary, APD. Wing	MoPA
Sk. Shamsul Arafeen,	Sr. Assistant Secretary AcPD. Wing	MoPA
Mohammad Sahedul Islam	IT-3	MoPA
Flora Bilkis Jahan,	Deputy Secretary	MoPA
Mousomi Sarkar Rakhi	FT	MoPA
Md. Shafikur Alam	O&M-10	MoPA
Md. Mizanur Rahman	O &M-13	MoPA
Maureen Karim	Carrer Planning -3	MoPA

### **3.4 Key Informant Interviews (KIIs)**

Thirty Key Informant Interviews (KIIs) were conducted in order to accomplish the fourth goal. Twenty of them were recruited officials from the BCS batch 35 to 38, and ten of them were supervisor level respondents. The primary objective of the KII at the supervisor level was to ascertain the performance status of the new officers with general and technical backgrounds. The KII was performed in the Manikganj, Narsingdi, Chattogram, and Dinajpur Districts. The newly hired were questioned on their reasons for joining BCS, BCS question formats, and BCS grade distribution. They also enquired about any challenges they were running across while doing their tasks.

The entire research design is presented in the below diagram.

**Research Design Followchart :**

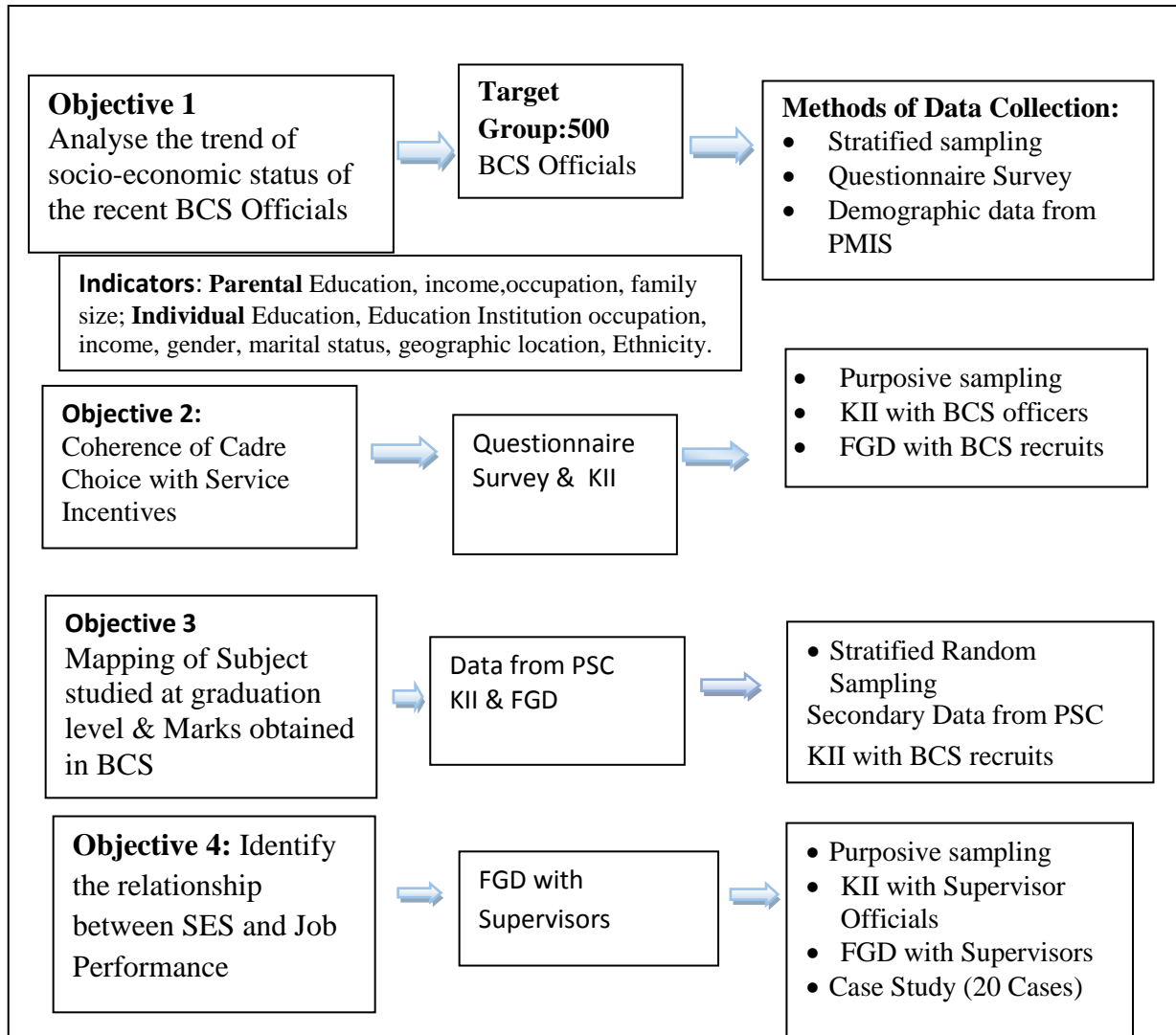


Figure 3.1 Research Design Flowchart

**3.5 Data Analysis and Presentation**

Standardized statistical tools i.e. SPSS and MS Excel were used for quantitative data analysis. Mostly descriptive statistical techniques were used to obtain the results and to explain the findings table and graphs are used alongside the text. For qualitative data and information collected through FGDs and KIIs, the transcribed are done for the Thematic and Content Analysis. This



study present the findings both in graphical and tabular forms using non-technical language for the policy makers.

### **3.6 Limitation of the Study**

This study aims to analyse the Socio-economic Status (SES) of BCS cadre officials. What is the trend of SES of these officials, what are the factors influencing their preferences in cadre selection, and obviously the relationship between SES and job performance. As the data are for only three consecutive Batches, it may offer partial pictures of recently recruited officials. A more comprehensive picture can be depicted if the research project can be carried out, including all BCS officials from all batches who are currently performing. Then it could also be possible to make a comparison between the previous SES trend (like 10th -20th batch) and the present (21st to 37th batch). Selecting some prominent civil servants recruited through the BCS examination and analysing their SES and success story as a case study could also produce more robust findings.

## **Chapter 4**

### **Data Analysis and Findings**

#### **4.0 Quantitative Data Analysis**

The purpose of the study was to investigate the trend of socioeconomic status of BCS officers appointed in the last several years. The socioeconomic status of BCS officials was evaluated based on a range of factors, including their ethnicity, family status, education, employment, social network and performance in the job sector. Both quantitative and qualitative data were collected for this study in order to address its goals. Quantitative method was used to reach two objectives as to explore the trend of some selected indicators of socio-economic status (SES) of BCS officials appointed in recent years (the year 2017 to 2021) and to examine the association between subjects studied at the graduation level and the BCS examination performance. Furthermore, qualitative analysis was used for achieving other two objectives of the study as to figure out the coherence of cadre choice with service incentives and to determine the relationship between socio-economic status and job performance of the BCS officials.

This study used a questionnaire survey to collect quantitative data. As stated in the methodology, a questionnaire was administered to all officials nationwide who joined the 35th through 38th batches of the BCS. The completed questionnaire was supported by 436 responders in total. Focus group discussions (FGD) and Key Informant Interviews (KII) were used to gather qualitative data. In the focus group discussion (FGD), supervisors of BCS officials from batches 35<sup>th</sup> to 38<sup>th</sup> took part. At all, four focus group discussions took place—three at the ministry and one at the divisional level. Eight to twelve people participated in each FGD. There were fourteen officials from the Ministry of Public Administration present at the FGD. Further, additional information was acquired by interviewing the supervising and newly appointed officers from batches 35 to 38 of the BCS. For this study, twenty interviews were conducted. This section presented the quantitative and qualitative analysis of the study.

## 4.1 Demographic Information

### 4.1.1 Age Profile

The respondents' age category reveals that most of them are in the 30-34 age group (70.40%) followed by 24.5% who are in the age group of 25-29. Only 5.00% are in the age group of 35-39 years. The cumulative percentage shows that 95% of respondents are between 25 and 35 years.

Age group	Frequency ( Percentage)
25-29	107 (24.5%)
30-34	307 (70.4%)
35-39	22 (5.0%)
Total	436 (100.0%)

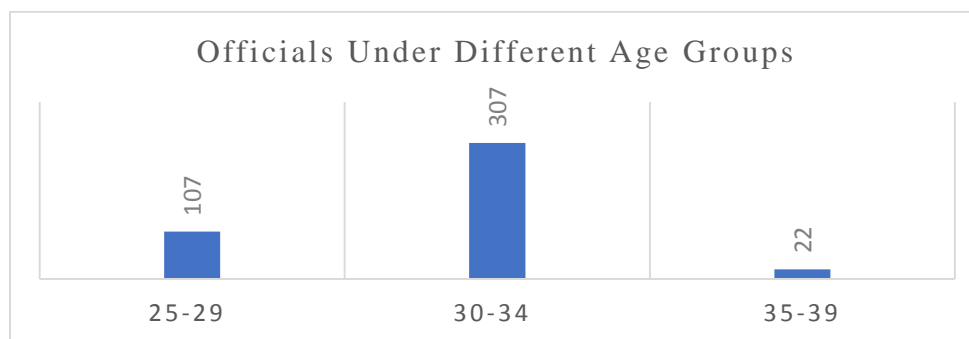


Figure 4.1 Age Distribution

### 4.1.2 Gender Composition

Among the respondents, 71.3% are male whereas 28.7% are female. Although for every four civil servants, only one is female, still this shows significant progress regarding women's participation in Bangladesh Civil Service (BCS). The Bangladesh Civil Service inherited the legacy of the Indian Civil Service (ICS) which was totally managed by men and there was no women representation until 1935. The Civil Service of Pakistan (CSP) sustained the same trend by negating the equality of opportunity for all. The under-presentation of women in the civil service of Bangladesh continued at the beginning of independence. During early 80s to 90s, women's participation in civil service was very insignificant (single digit only). In 2006 and 2009 the overall participation of women in BCS was only 14 percent and 21 percent respectively

(UNDP, 2014). Though the average representation of women in the last three BCS (36-38) is promising (29.12%) they are still far behind than men.

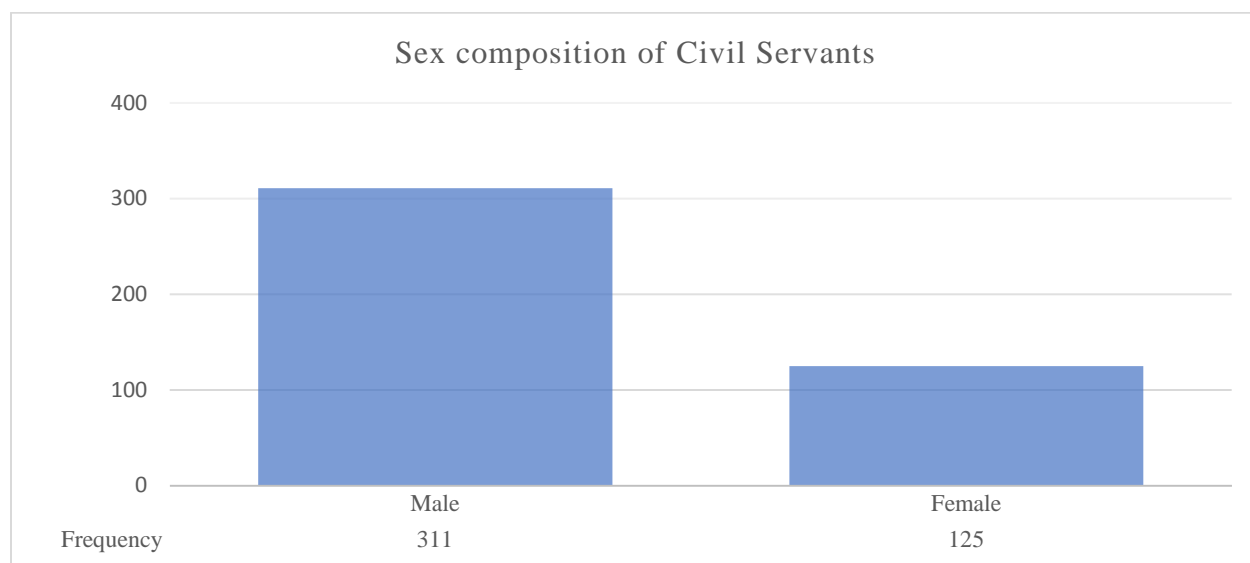


Figure 4.2 Gender Distribution

#### 4.1.3 Marital Status

The marital status shows that about three-fourths of the civil servants are married (78.9%), and 20.6% are single. In Bangladesh, generally, men get married before 35 and women before 25, whereas the minimum legal age for marriage is 21 for men and 18 for women. The average age of marriage for males is 25.3, and for females is 18.8 years in Bangladesh (BBS, 2023). However, only 78.9% of civil servants are married although 95 percent of them are within the age cohort of 25-35. It means civil servants get married relatively later compared to general people.

#### 4.1.4 Summay of Attibutes of Cadre Officers

The summay of various attributes of the BCS cadre officers is pesented in the following tables.

Table 4.1 Comparative Analysis of 37th and 38th BCS General Cadre

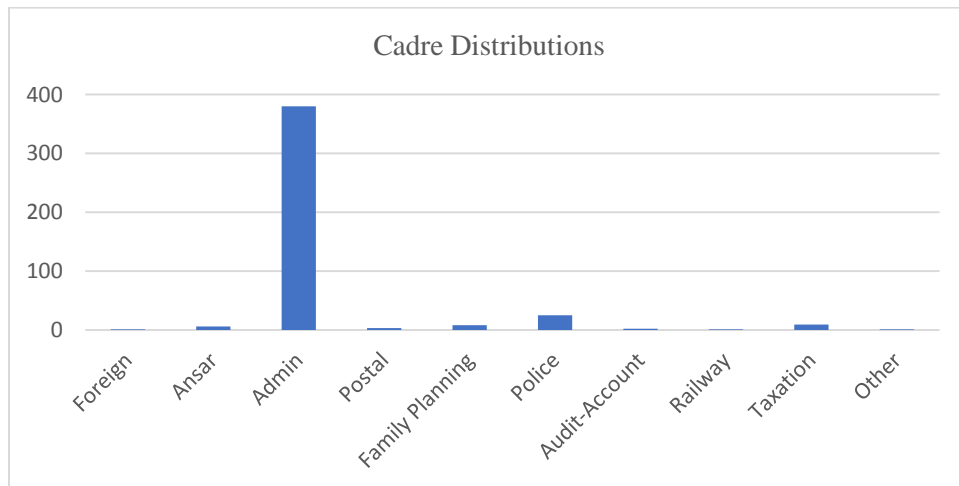
<b>Comparative Analysis of 37th and 38th BCS General Cadre</b>					
<b>38<sup>th</sup> BCS</b>			<b>37<sup>th</sup> BCS</b>		
<b>Gender</b>	<b>Number</b>	<b>Percentage</b>	<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	465	75.98%	Male	353	76.08%
Female	148	24.18%	Female	110	23.71%
<b>Age (while applying)</b>	25.09		<b>Age (while applying)</b>	25.08	
Male	25.3		Male	25.1	
Female	24.8		Female	25	
<b>Education</b>			<b>Education</b>		
Graduation	367	59.97%	Graduation	261	56.25%
Post Graduation	245	40.03%	Post Graduation	203	43.75%
<b>Academic Discipline</b>			<b>Academic Discipline</b>		
Science	392	64.05%	Science	263	56.68%
Arts, Social Science & Others	124	20.26%	Arts, Social Science & Others	150	32.33%
Commerce	96	15.69%	Commerce	50	10.78%
Technical Background (Engineering, Medical, Agriculture & Others)	250	41%	Technical Background (Engineering, Medical, Agriculture & Others)	152	33%
<b>Universities</b>			<b>Universities</b>		
Public	578	94.44%	Public	439	94.61%
Private	34	5.56%	Private	25	5.39%
<b>Quata</b>			<b>Quata</b>		
Merit	276	45.10%	Merit	210	45.26%
Other Quotas	337	55.07%	Other Quotas	254	54.74%

Table 4.2 Representation of Cadre Officials Across Different Divisions of the Country

38 <sup>th</sup> BCS General Cadre			37 <sup>th</sup> BCS General Cadre		
Divisions			Divisions		
Borishal	44	7.19%	Barishal	33	7.11%
Chottogram	151	24.67%	Chattogram	91	19.61%
Dhaka	159	25.98%	Dhaka	118	25.43%
Khulna	76	12.42%	Khulna	61	13.15%
Mymensingh	52	8.50%	Mymensingh	41	8.84%
Rajshahi	57	9.31%	Rajshahi	52	11.21%
Rangpur	57	9.31%	Rangpur	54	11.64%
Shylet	16	2.61%	Sylhet	14	3.02%
<b>Total</b>	<b>612</b>	<b>Percentage</b>	<b>Total</b>	<b>464</b>	<b>Percentage</b>

#### 4.1.5 Cadre Distributions

Total 436 respondent participated in the survey among them more than 87% were from BCS administration cadre followed by BCS police cadre almost 6%. Then 2.1% from BCS taxation and 1.8% BCS Ansar.



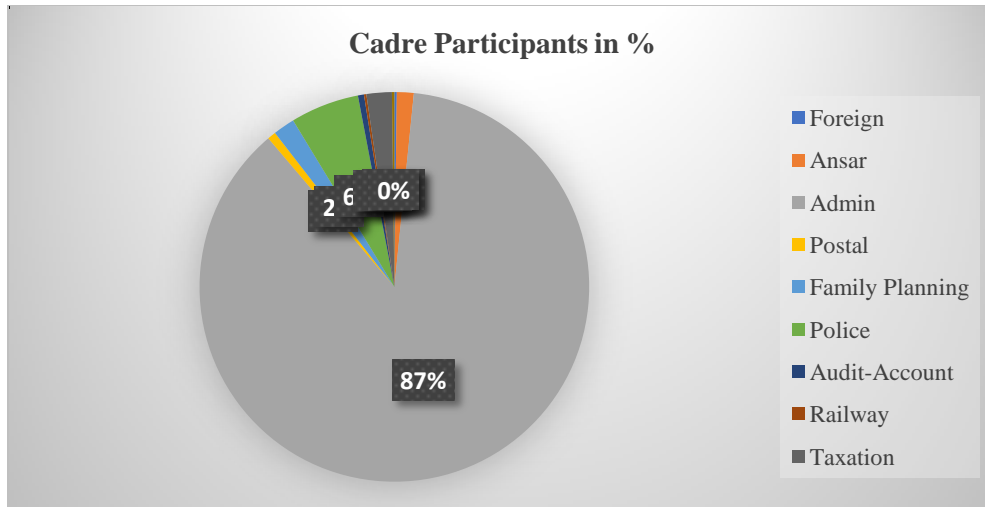


Figure 4.3 Cadre Distribution

#### 4.1.6 Number of BCS Batch

Though 35<sup>th</sup> to 38<sup>th</sup> four BCS batch were surveyed most of the respondents participated in this survey belongs to 38 BCS batch. Among 436 respondents 49.1% (214 official) were from 38<sup>th</sup> BCS batch followed by 37<sup>th</sup> BCS batch 19.3% (84 official). From 35<sup>th</sup> and 36<sup>th</sup> batch 77 and 61 cadre officials participated cumulatively almost 38%.

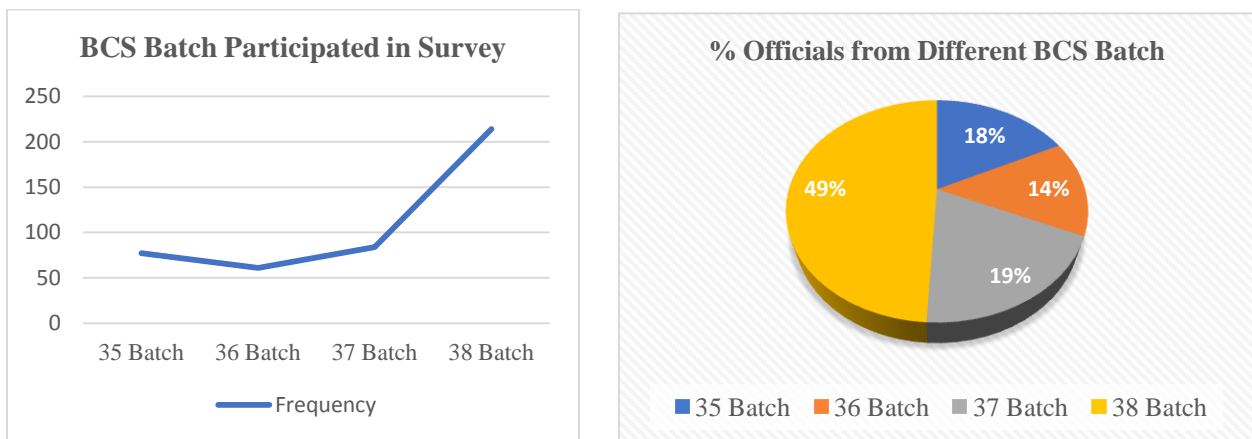
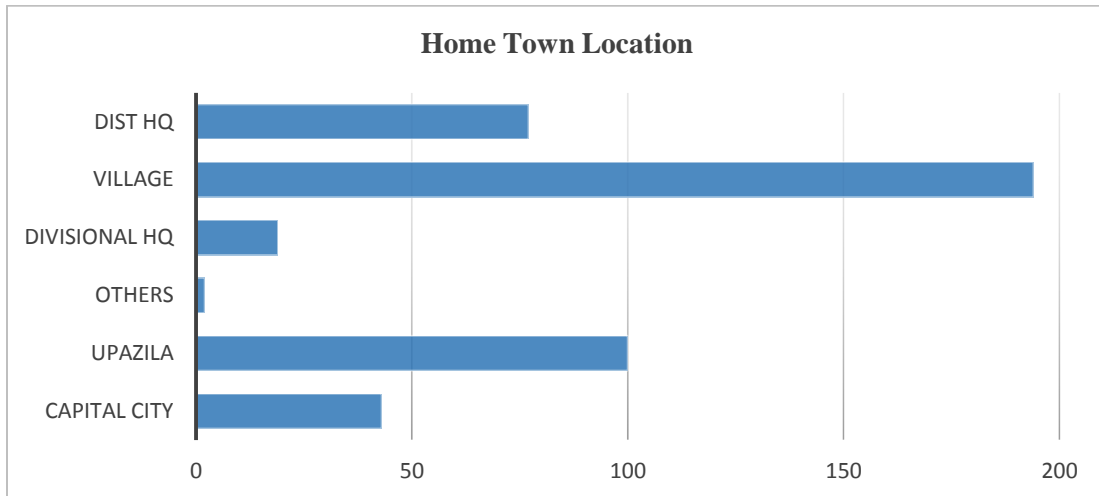


Figure 4.4 Number of BCS Batch

## 4.2 Socio-Economic Background

### 4.2.1 Home Town Location

The location of home town indicates that still most of the cadre officials hail from village areas (44.5%). Only 10% from the capital city, 4.4% from the divisional headquarters, 17.7% from district headquarters and around 23% from upazila level.



### 4.2.2 Places Where Student Life Spent

Though most of the cadre officials hail from village areas, a substantial portion of them have spent their student life in urban areas. For instance, 30.3% spent student life in the capital city, 11.2% in the divisional headquarters and 21.6% in the district headquarters). The survey shows that only 21.6% of the officials spent their study period mostly in village area sand 17.4% in upazila town.



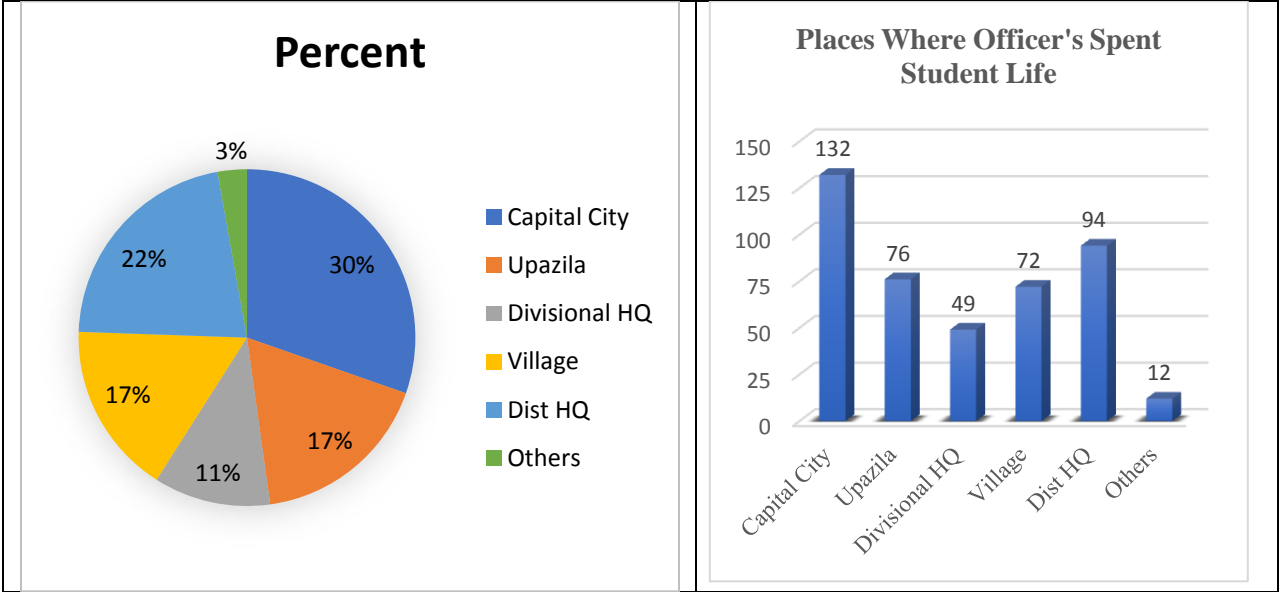


Figure 4.5 Home town category

4.2.3 Father's Profession

An investigation of the newly recruited civil servants' father's profession reveals that almost 26% of civil officers' fathers are public servants. About 19% of officers' fathers are in business, almost 15% are in agriculture and 14.2% are in teaching. On the other hand, only 7.6% of respondents' fathers belong to private services, 6% engaged in the banking profession. and about 12% do other works.

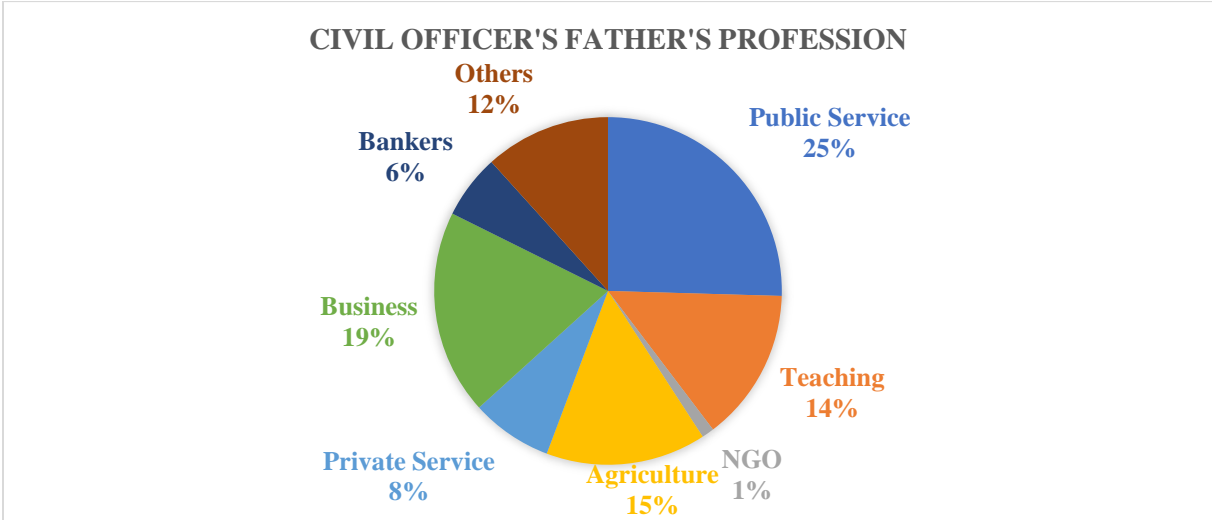


Figure 4.6 Father's Profession

#### 4.2.4 Father's Educational Qualification

Among the fathers of total civil servants, 32 percent are graduates followed by secondary completed (21.3%) and higher secondary completed (20.6%). About 17% of their fathers hold post graduate degree and 10% have other qualifications.

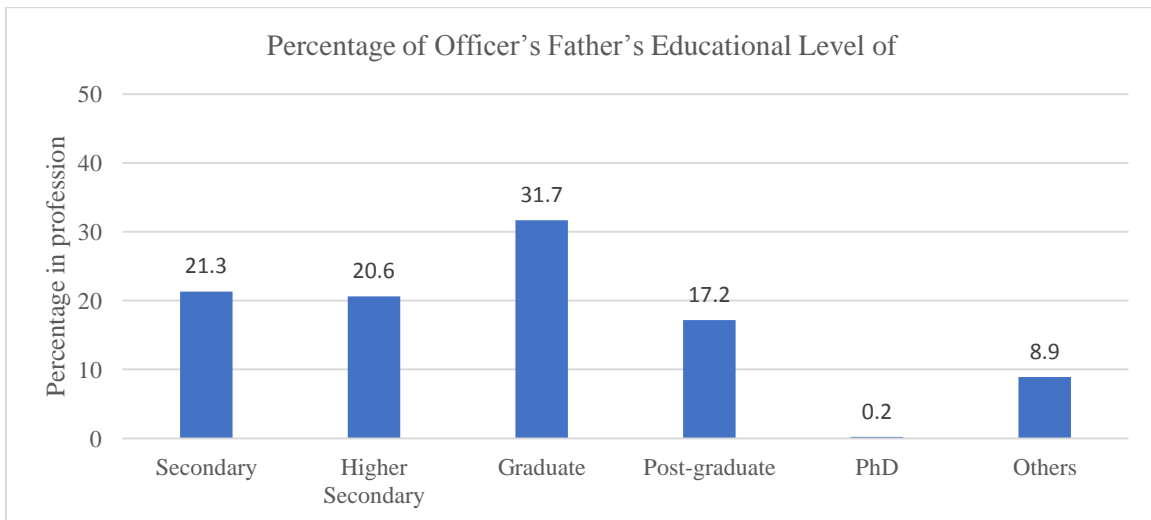


Figure 4.7 Father's Educational Level

#### 4.2.5 Mother's Profession

Among 435 officers' mothers, 29 are engaged in Public Service, 44 in Teaching, 2 in NGOs, 2 in Agriculture, 1 in Private Service, 1 in Business, 4 in Banking, and 352 are Homemakers. This shows that the women's participation in the workforce in Bangladesh is still low (42.26%) compared to their male (79.42%) counterparts (BBS, 2022). Whereas most of the civil officers' fathers are service holders the mothers are homemakers (80.7%). Only 18.4% of civil officers' mothers are service holders (both private and public) and dominated by the Teaching professional (10.1%).

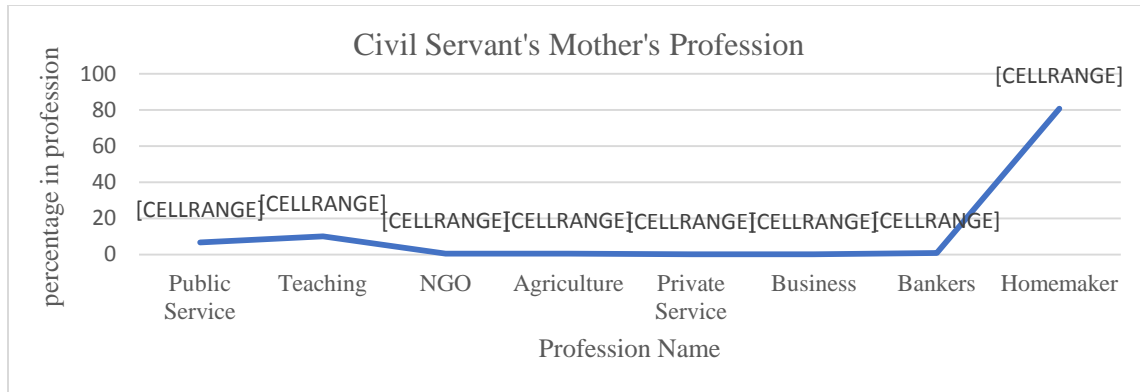


Figure 4.8 Mother's Profession

#### 4.2.6 Mother's Educational Qualification

Compared to the fathers, the civil officers' mothers have lower educational attainment. Only 19.8% of civil officers' mothers have a graduate degree or above qualification whereas 17.7% have completed the primary level. However, about 31.9% and 23.2% of their mothers have completed secondary and higher secondary education respectively.

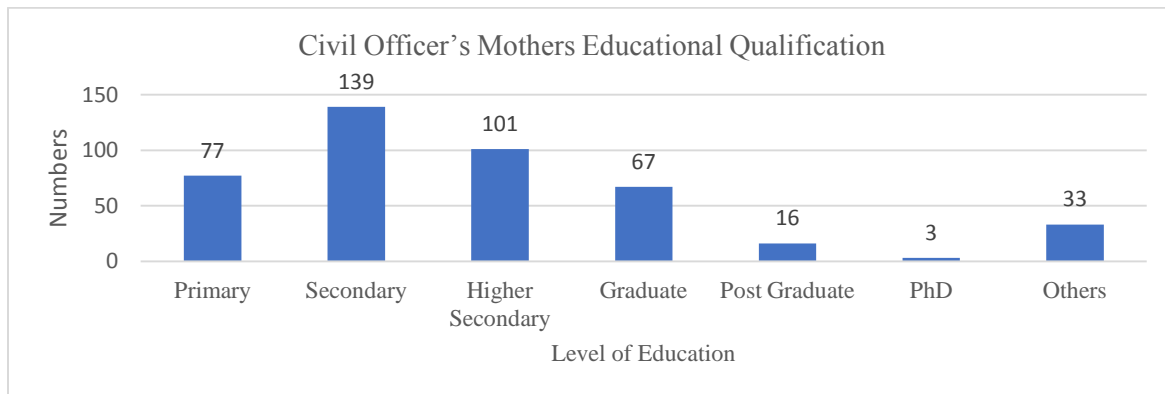


Figure 4.9 Mother's Educational Level

#### 4.2.7 Spouse Profession

Young civil servants have an inclination to choose a professional life partner. The survey reveals that 27.1% of their spouse have a profession of public service, 12.4% are engaged in teaching, 3.9% in private service and 4.6% are NGO workers. Homemaking reduced significantly as a profession but is still dominant at almost 29% whereas business, banking and agriculture combinedly contribute less than 3%.

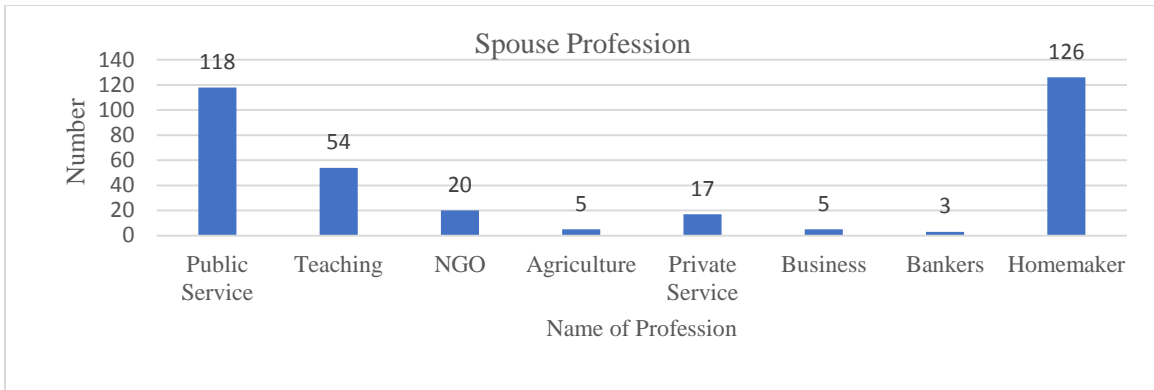


Figure 4.10 Spouse Profession

#### 4.2.8 Types of Family Structure

Family is a socially recognised group often joined by marriage, blood, cohabitation, or adoption that creates an emotional bonding among its associates and serves as an economic unit of society. It is a key social institution that universally exists in every culture. One of the important consequences of urbanization and consumerist society is the dissolution of the joint family (Comhaire, 1956). The family structure where most of the newly recruited cadre officials belong is the nuclear family (63.3%). Only about 34% of recently recruited cadre officials belong to joint families. The findings are persistent with the socioeconomic progress of the country.

Out of the total sample size of 436 civil officer respondents, the family structures are observed with 276 individuals identifying as part of Nuclear Families, 147 associating with joint families, and 13 being categorized under Other Family Types.

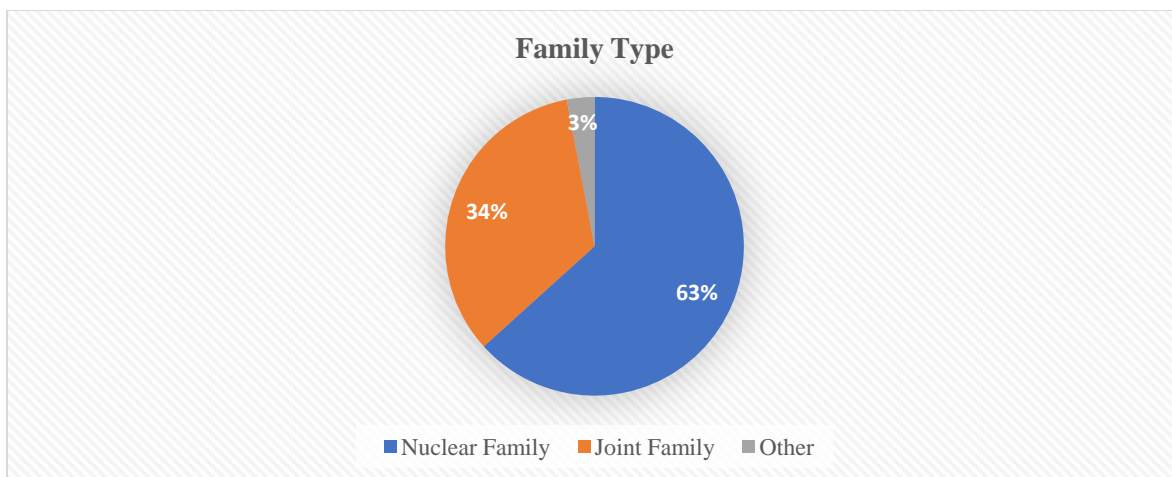


Figure 4.11 Family Category

#### 4.2.9 Number of Siblings

The sibling composition of 436 civil servants indicates that the majority have 1 or 2 siblings, followed by 3, 4 and more than 4 siblings. A small proportion reported having no siblings.

The number of siblings that a civil servant has coincides with the family structure. Almost 65% of respondents have maximum 2 siblings whereas 34.2% have 3 or more siblings. So, most of them belong to the nuclear family structure. However, on average, they have 5.2 family members whereas in Bangladesh the average family size is 4.26 (BBS, 2022) with a nominal difference in rural and urban areas.

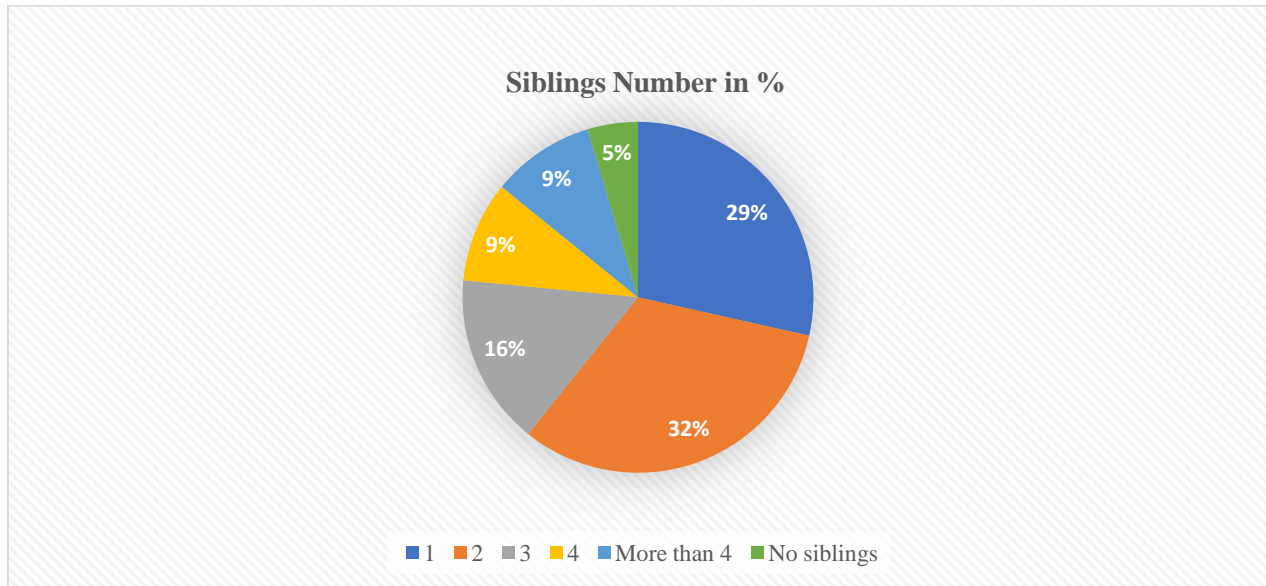


Figure 4.12 Number of Siblings in Civil Service

#### 4.2.10 Parent's Average Monthly Income

Income is one of the indicators of social status. The parents' monthly income shows that the entry-level officers have joining the prestigious civil service from families having diverse income level. The average monthly income per household in Bangladesh is Tk. 32,422.00 (BBS, 2023). According to the survey, almost 48% of the newly recruited civil servants belong to a household which has less than a monthly income of Tk.30,000.00. About 41% are from the monthly income range of Tk 30,000.00 to Tk 60,000.00 and only about 10% are from the monthly income range of Tk 60,000 or more. So there is diversity among the civil servants that needs to be tackled as socio-economic status shapes their career progression.

Monthly Income	Frequency
Less than Tk. 20,000	102
Tk. 20,000 - Tk. 30,000	109
Tk. 30,000- Tk. 40,000	102
Tk. 40,000- Tk. 60,000	75
Tk. 60,000 - Tk. 80,000	23
Tk. 80,000+	20
<b>Total</b>	<b>436</b>

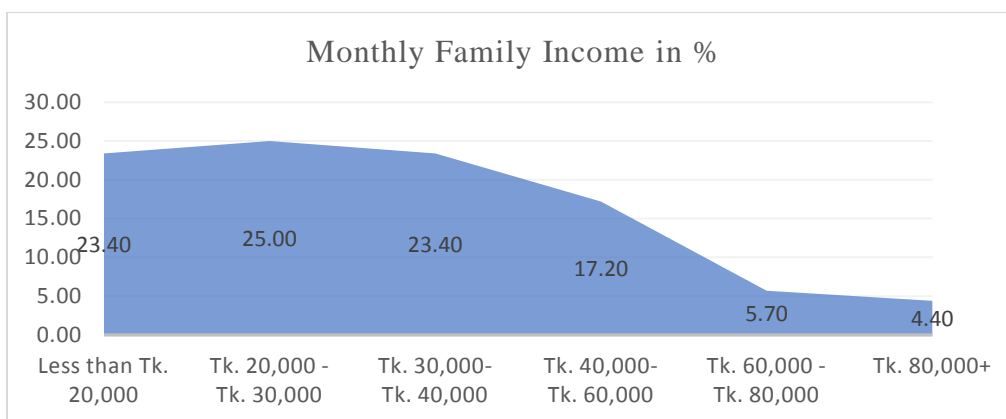


Figure 4.13 Parent's Average Monthly Income

#### 4.2.11 Aim in College Level

At the early childhood level, most of today's young civil servants had a different aim. Only 23% of them wanted to be civil servants whereas 77% had a different aim in life (either to be a doctor, engineer teacher or businessman).

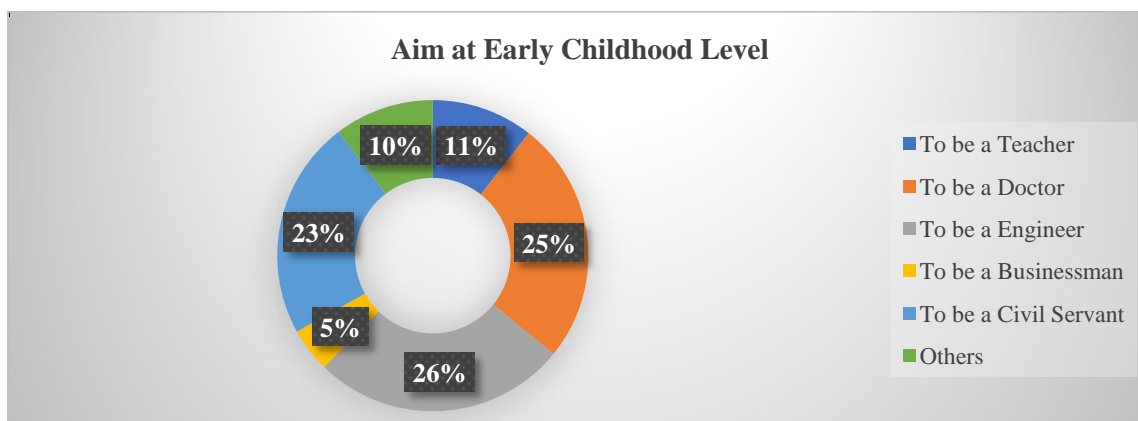


Figure 4.14 Aim at Early Childhood Level

#### 4.2.12 Academic Group at Secondary Level

The success of science background students in recent civil service is quite high. The survey shows that more than 81% of the young civil servants have studied Science at the secondary level whereas 8.7 and 10% have studied Arts and Business Studies respectively from the total 436 respondents.

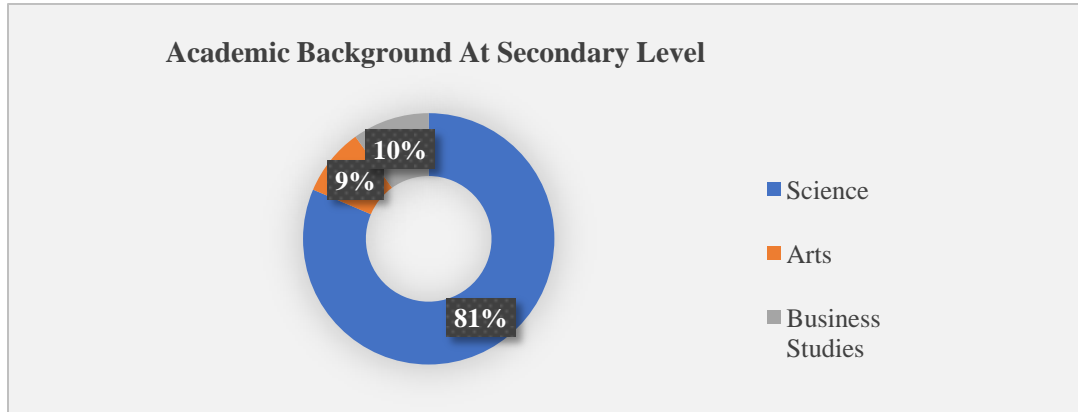


Figure 4.15 Academic Group at Secondary Level

#### 4.2.13 Academic Group at Higher Secondary Level

The same trend continued at the higher secondary level, where sometimes students are found to change their academic groups. At the higher secondary level, most of the young civil servants who qualified for BCS have studied Science (77.5%). Only 10.3% and 12.2% of them had studied Arts and Business Studies that time. Although in most of the cases, the decision of group choice was taken by themselves, the influence of parents, teachers, and other mentors was also prominent.

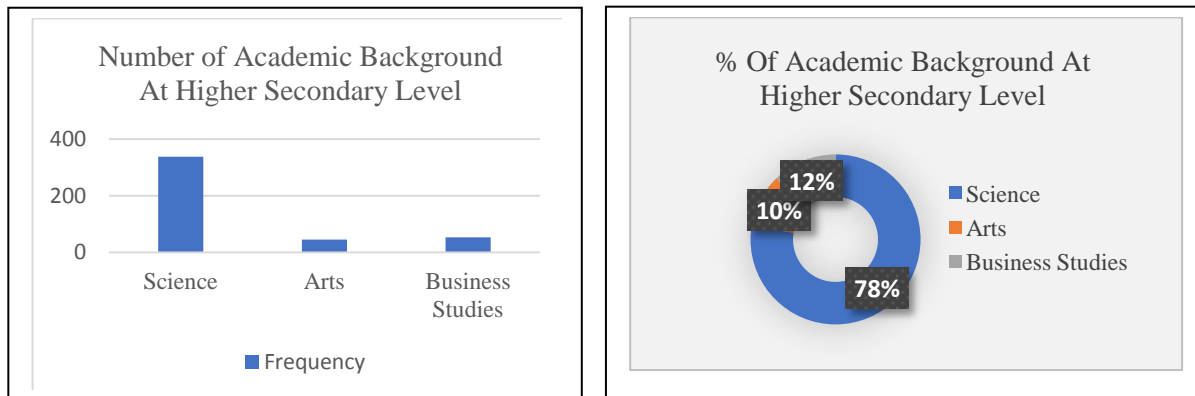


Figure 4.16 Academic Group at Higher Secondary Level

#### 4.2.14 Decision for Group Choice

Academic Group Chosen By	Percentage
Students Themselves	56.3
Parents	31.5
Teachers	9.3
Others	2.9
<b>Total</b>	<b>100.0</b>

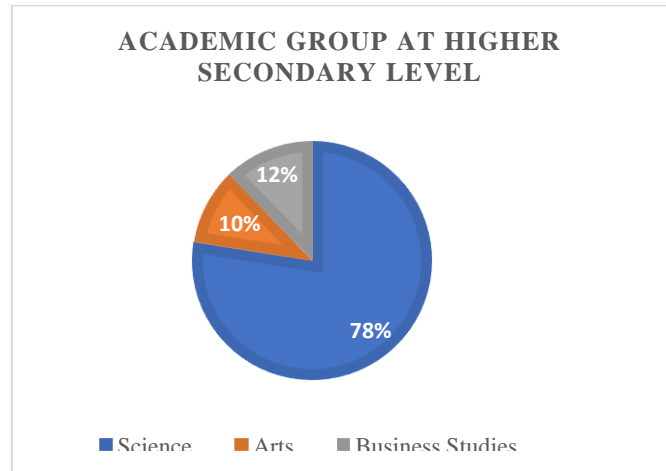
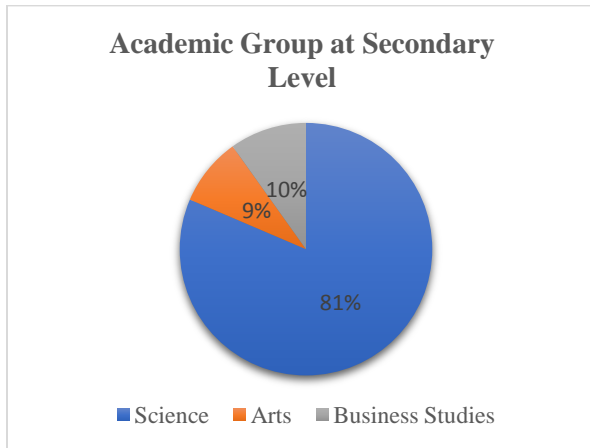


Figure 4.17 Comparison of Academic Group at Secondary and Higher Secondary Level

### 4.3 Coherence of Cadre Choice and Service Incentives

#### 4.3.1 Cadre Choice

The potential civil servants who apply for the BCS examination have to prioritize their desire for a specific cadre. But very often they fail to find their desired cadre and the rate is quite high. The following table shows the mismatch between the most desired cadre as the first choice and the cadre they actually found or selected for.

	Admin	Foreign	Police	Tax
Most Desired Cadre	380	1	29	9
Actually, Selected for	275	126	25	1



### 4.3.2 Choice of Cadres Influenced by

The influence of peers, surroundings, teachers, and parents is also noticeable in the case of choosing the career path of young civil servants. In about 70% of cases, the young civil servants chose their cadres by themselves; but the case was different for 30% of civil servants. Their cadre choice has been highly influenced by the parents (18%), surroundings (8%), and others (4%).

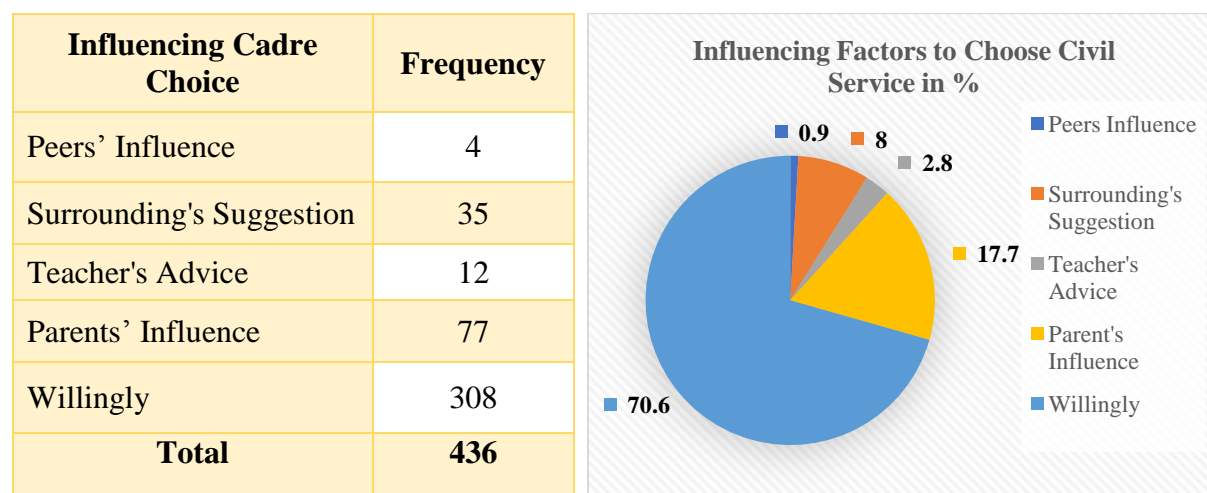


Figure 4.18 Influencing Factors to Choose Cadre

### 4.3.3 Factors Motivates them to Join in Civil Service

From the response of 436 respondents about the Motivational Factor in Civil service, we found an exciting result regarding the inspiration for joining the civil service. Almost 45% of the newly recruited civil servants joined the service to enhance their status (personal, professional or social),. Social, executive and individual status stir them to join the Bangladesh Civil Service (BCS). On the other hand 55% found it an attachment to the government and people to join in civil service, where becoming a part of the government and the opportunity to serve the people mainly inspired them to select BCS as a career.

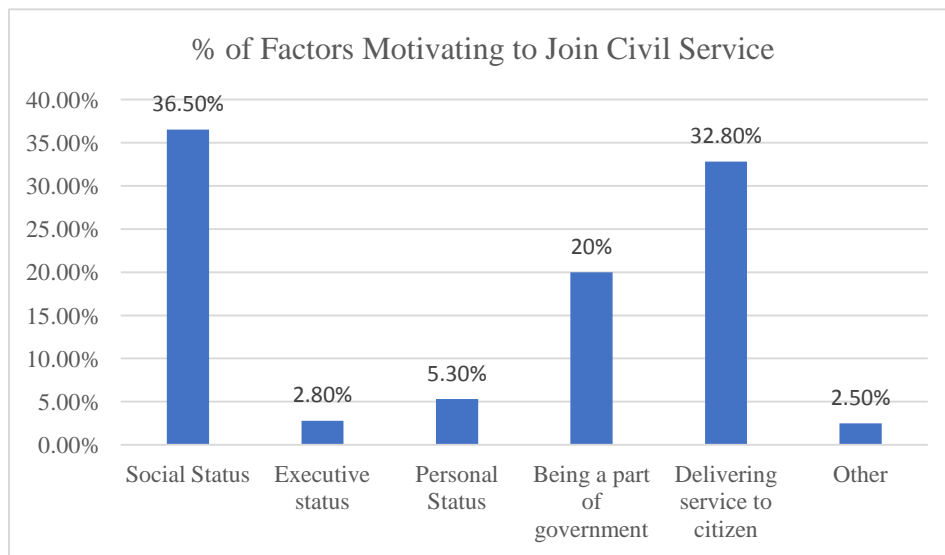
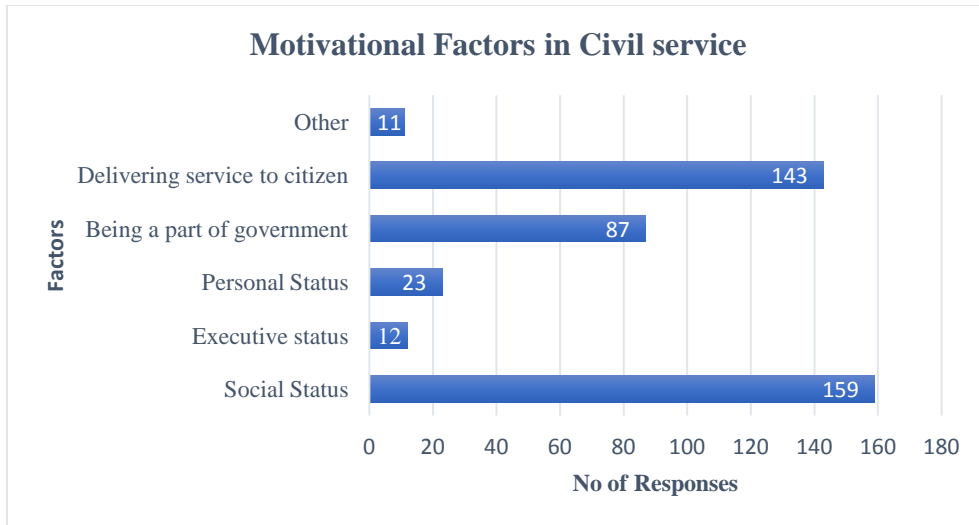


Figure 4.19 Motivational Factors in Civil service

#### 4.3.4 Financial Benefits

While determining what are the most intervening factors in choosing the civil service as a profession. Only 28% agreed that the outstanding financial benefits and privileges influenced them to join civil service, while 39% disagreed, and 33% remained neutral.

Almost the same response was found when asking whether the present financial benefits provided in civil service are sufficient/enough. Only 27% agreed that there were enough financial benefits to push them to join civil service, 40% disagreed, and 33% remained tepid.

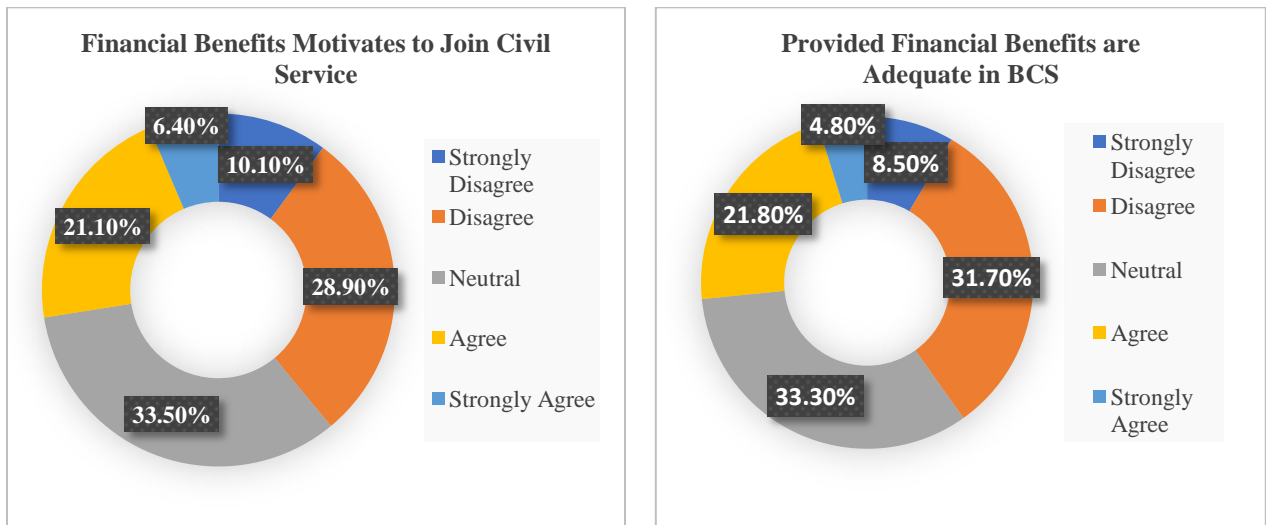


Figure 4.20 Financial Benefits to join Civil Service

#### 4.3.5 Professional Prestige

Professional prominence is the public perception regarding an individual's social status based on his/her professional position rather than other personal attributes the individual maintains. The careers that attract the highest occupational prestige may change over time. More than 75% of the young civil servants agreed that professional prestige motivates them to join civil service where around 5% disagreed and 20% remained neutral.

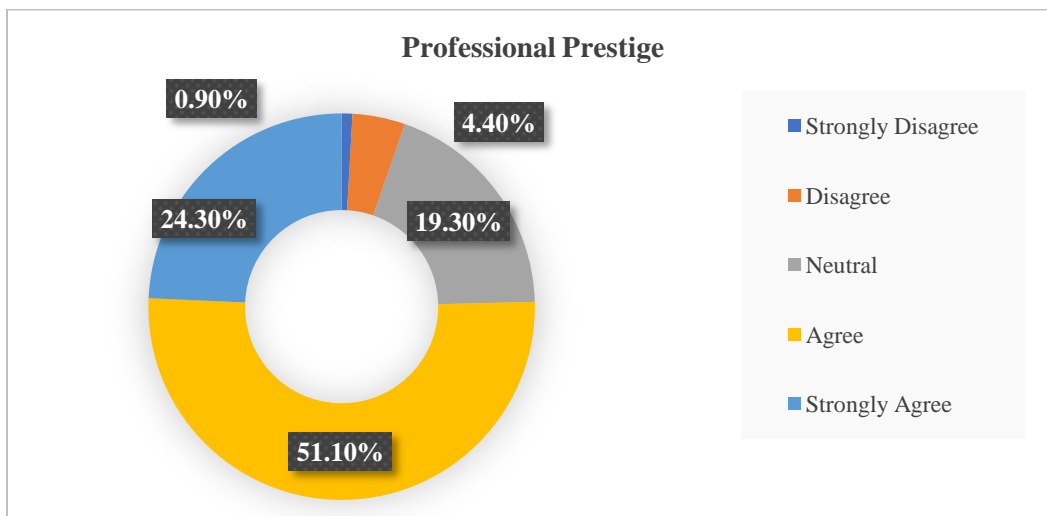


Figure 4.21 Professional Prestige

#### 4.3.6 Honor in the Society

Societal honor is a key factor attracting pupils to civil service. In our study, almost 70% of young civil servants believe that civil servants enjoy the highest level of honor in society, which motivates them to join in this service. Whereas 7% disagreed and 23% remained neutral with the statement.

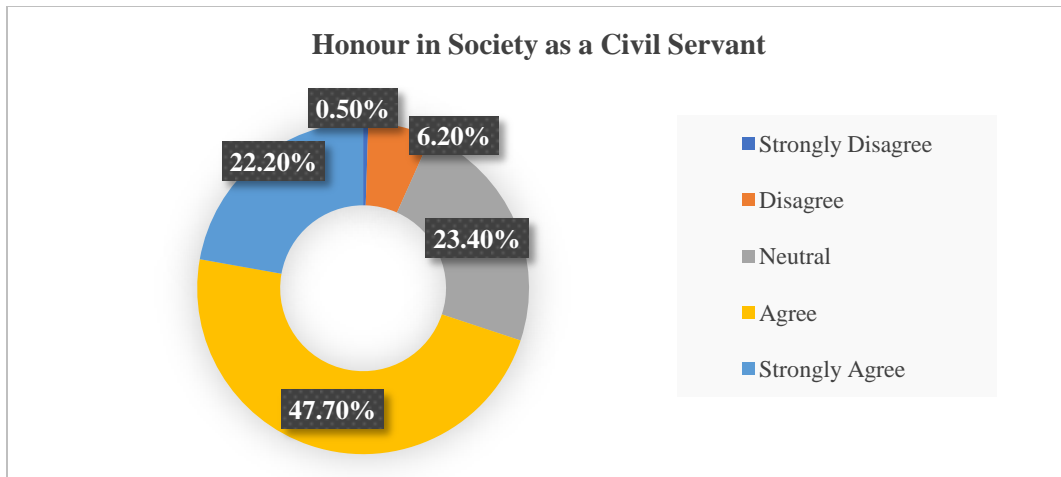


Figure 4.22 Honor in the Society

#### 4.3.7 Secured Life

A job is secured when it is stable and less prone to the risk of termination. It is widely accepted and functions as a motivational factor for the recruitment and retention of employees. Most of the country's civil servants enjoy a higher degree of job security due to their specific recruitment procedure. Civil service is considered as secure than the private sector of the tenurial system (lifetime), career structure, and complex and tough termination procedure. Job security protects civil servants against political pressure while discharging their duties with higher ethical standards of fairness and without biases. In our case, the newly recruited civil servants are also highly motivated by job security. Civil service is highly secured. The responses of the civil servants in this regard are presented in the graph below.

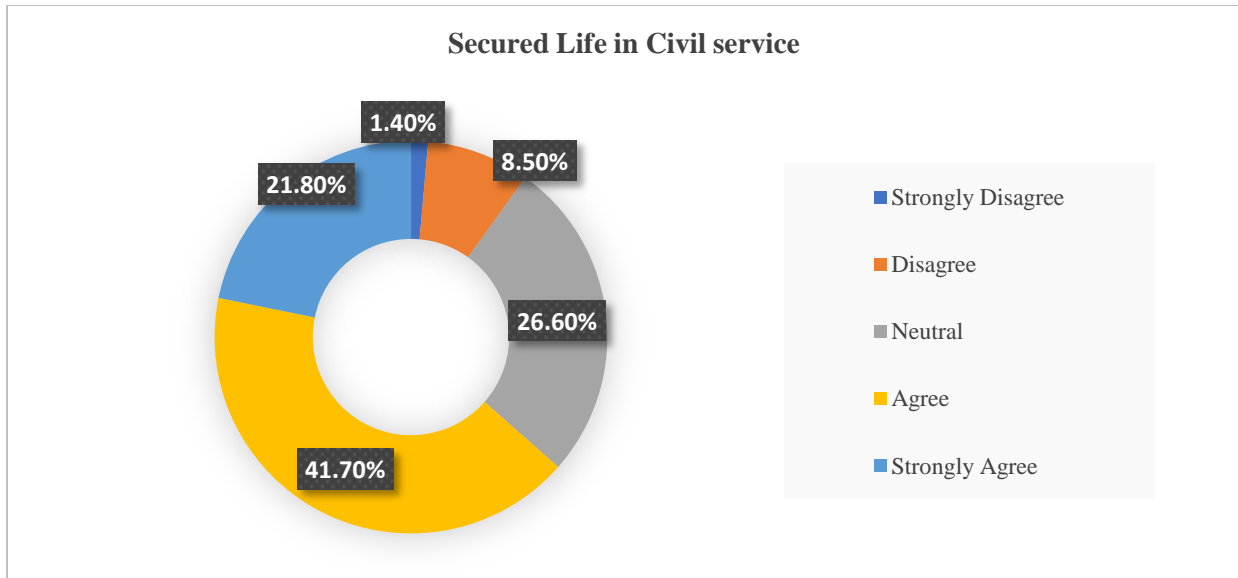


Figure 4.23 Secured Life in Civil service

#### 4.3.8 Good Promotion/Career Opportunity

A desired and regular promotion system is crucial for a bureaucracy. Promotion is repositioning one rank to a higher standing with a more excellent status and obligation (Nurjaman, 2014). It plays a vital role for the employees as they can get ahead of their earlier positions and enhance their standard of living. It also signifies trust and recognition of the employee's ability to occupy a higher standing and motivates employees to compete healthily. Promotion is an effective stimulus apart from a salary increase to improve employees' performance and create employment steadiness within the organization. The study reveals that only 42% of young civil servants are motivated by the career opportunities of Bangladesh Civil Service (BCS). About 16% of the young civil servants disagreed that the desired promotion scope of BCS inspired them to join civil service, whereas 42% remained neutral.

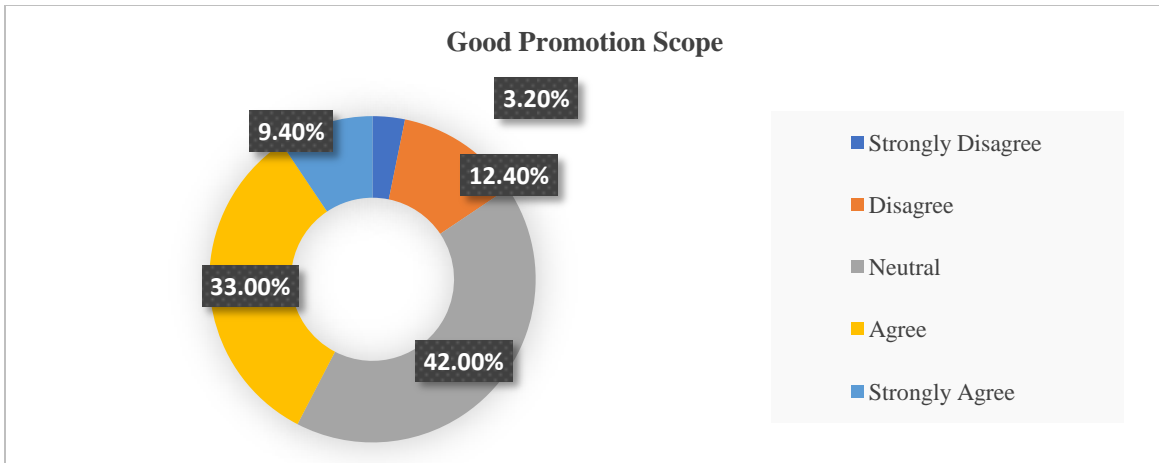


Figure 4.24 Promotion Scope in Civil Service

#### 4.3.9 Dream of Being Self-Reliant and Independent

Self-sufficiency is a process of empowerment and autonomy that motivate employees innately. The young pupils’ dream of being self-sufficient and independent also encourages them to join the civil service. About 64% of currently recruited civil servants agree that being a part of civil service enables them to become independent, self-reliant, and confident. However, on the other hand, about 9% disagreed, and the rest of the 28% remained neutral.

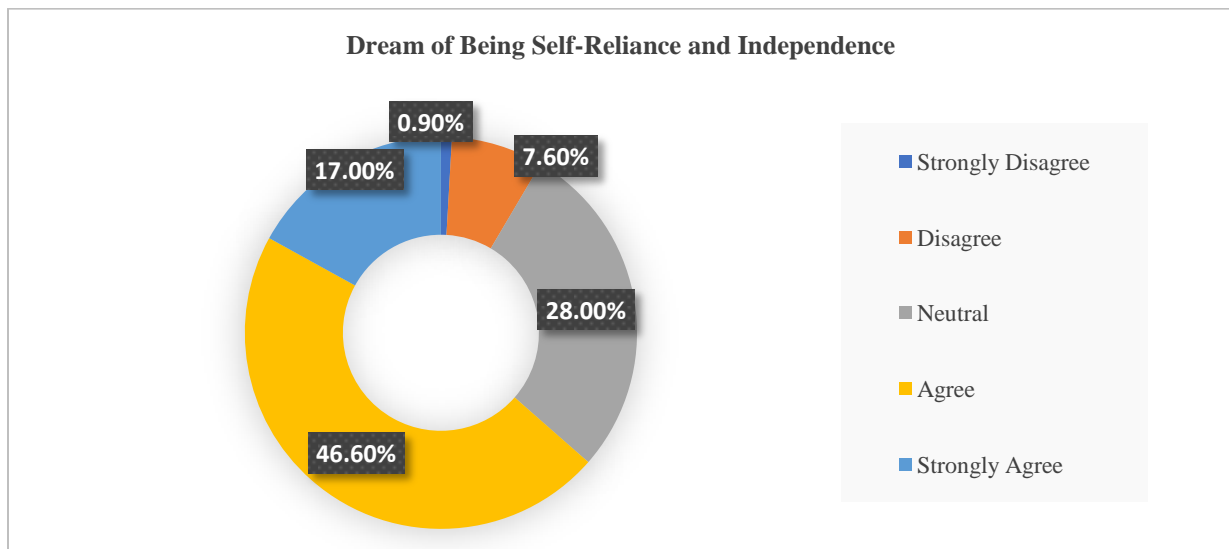


Figure 4.25 Self-Reliant and Independency

#### 4.3.10 Societal Expectations

Along with the ambition of being self-sufficient and independent, the expectation of society plays a significant role in choosing civil service as a career. Almost 60% of newly recruited civil servants agreed that common expectations stimulated them to join BCS. However, about 25% remain neutral, while 15% disagree with expectations from their respective communities as motivating factors for joining civil service.

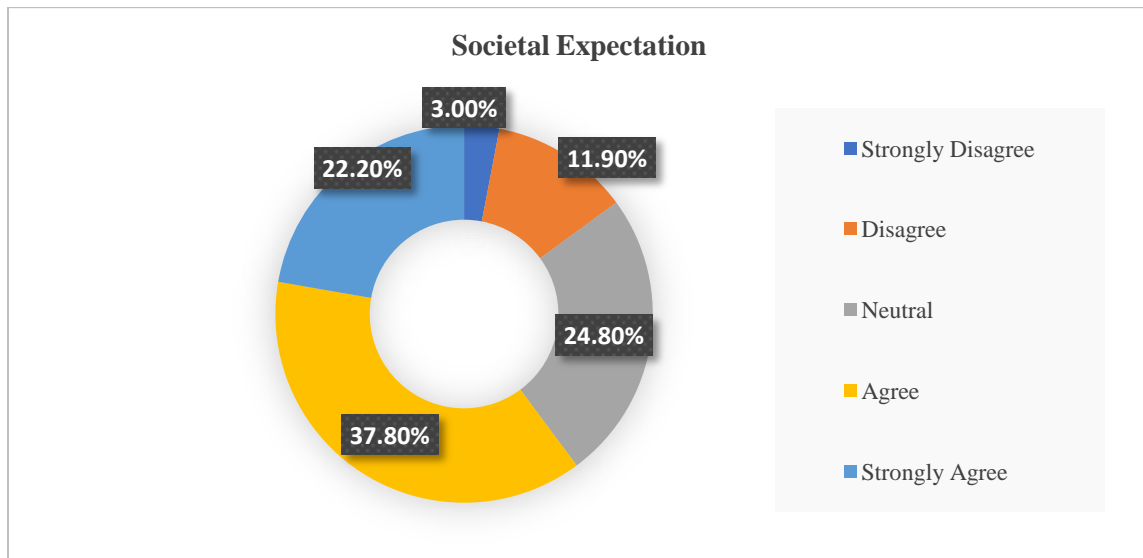


Figure 4.26 Societal Expectations

#### 4.3.11 Relevance with Service Benefits

Finally, the young civil servants are asked whether all those incentives provided as service benefits (remuneration, fringe benefit, etc.) correspond with their job responsibilities. About 67% of the newly recruited civil servants mentioned that the service benefits furnished in BCS do not fit with their job responsibilities. They are being paid less than the duties and responsibilities they execute. On the contrary, about 26% of the young civil servants agreed that service benefits delivered in BCS are very pertinent to the duties and responsibilities performed. In comparison, 6.20% are still determining, and only 1.40% find the provided benefits are more than the service delivered.

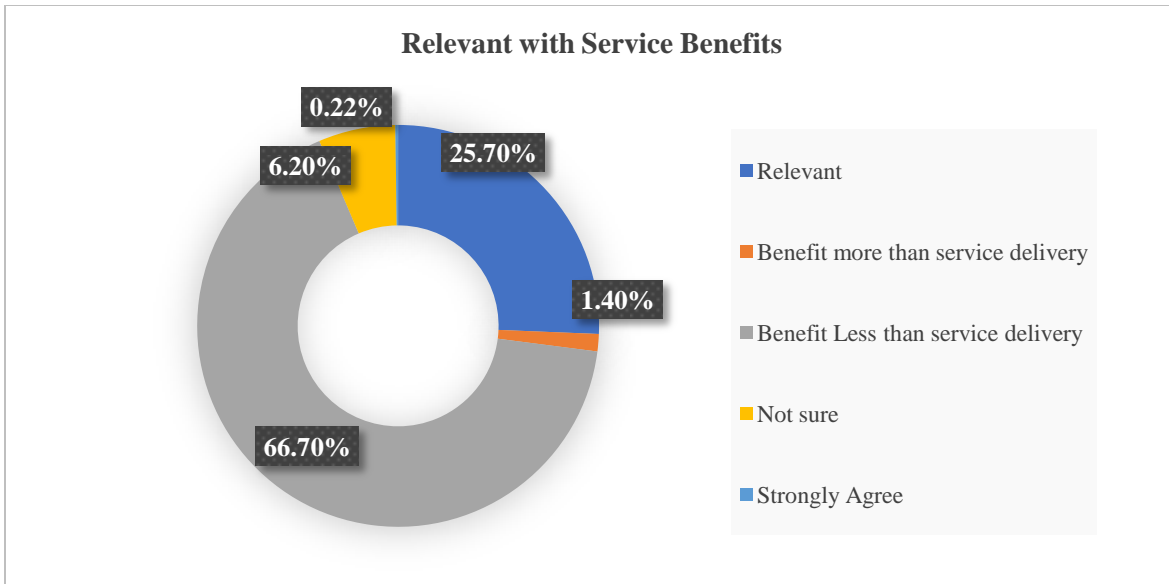


Figure 4.27 Relevance with Service Benefits

#### 4.3.12 Understanding Job Responsibilities

Job responsibilities refer to a specific role's obligations, assignments, and anticipations. A comprehensive understanding of job responsibilities helps increase workplace efficiency and effectiveness by stating what skills and education are required to accomplish the job. Without having an apparent acquaintance with the duties and responsibilities of a job, how can an individual succeed? Though the majority of the newly recruited civil servants mentioned that their overall benefits of the service does not fit with their job responsibility, only 141 respondents of 416 knew their job responsibilities before joining the BCS. That means almost 68% of the newly recruited civil servants did not clearly understand job responsibilities before joining. Many factors can be responsible for this. In Bangladesh, students have minimal scope for placement or internship in the public sector after graduation and post-graduation. Students may know only the posh sides of the BCS from their seniors, peers, and surroundings, not the flip sides.



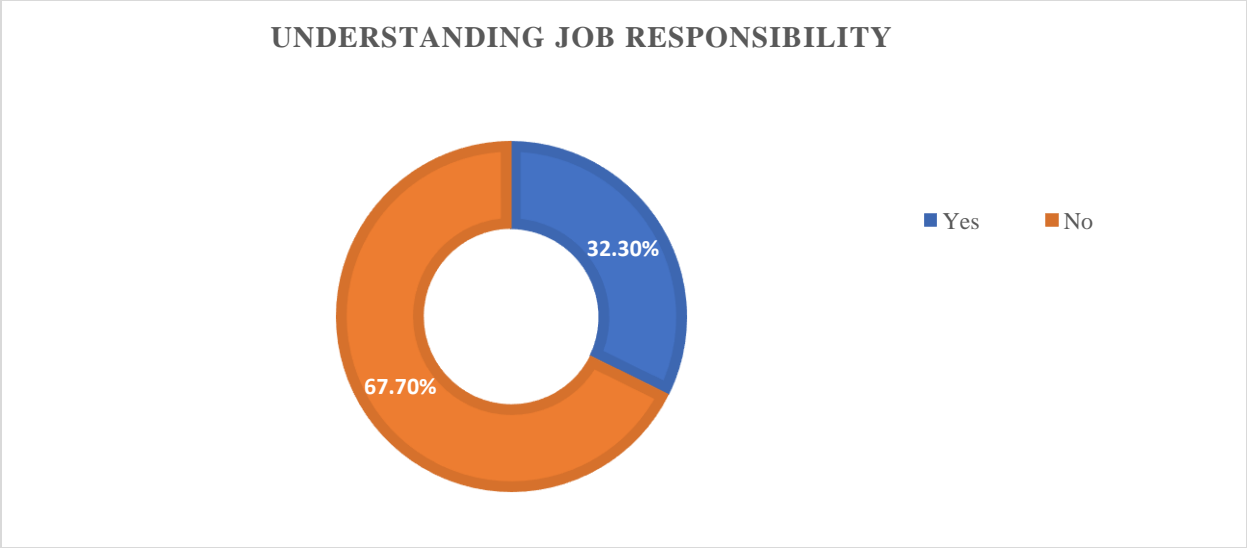


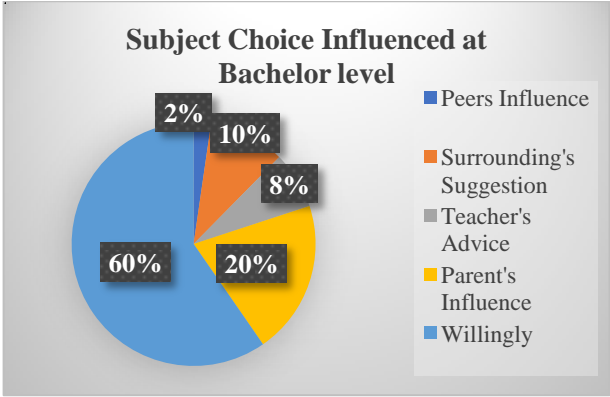
Figure 4.28 Understanding Job responsibility

**4.4 Link Between Subject Studied and Performance in BCS examination**

**4.4.1 Satisfaction for Subject Studied and Subject Choice Influenced at Undergraduate level**

A question was posted regarding measuring the level of satisfaction of subjects studied at Bachelor level. A maximum of them were satisfied (around 80%), while 20% gave their nod as dissatisfied. The reason for their higher satisfaction is quite evident as they have studied science at Secondary and Higher Secondary levels and got the opportunity to continue at the same graduation level. The choice of academic discipline at this time was also influenced by others. About 60% of officials selected their study subject at Bachelor's by themselves, whereas about 40% of cases were influenced by others; (parents (20.4%), surrounding's (10.1%), teachers (7.6%), and peers (2.3%).

Level of Satisfaction	Frequency	Percentage
Satisfied	237	54.4
To some extent satisfied	111	25.5
To some extent dissatisfied	61	14.0
Dissatisfied	27	6.2
Total	436	100.0



#### 4.4.2 Career Plan After Graduation and Its Consistency in Higher Secondary and Graduation Level

In most of the cases, students are found to finalize their next career plan at graduation level. The young civil servants were asked about what they intended to be after graduation, and it was found that about 46% wanted to be civil servants, where as about 54% were not. Does not it pose a big question that most students choosing civil service as a career path without having an earlier vision? Or are they choosing civil service as the next best alternative as career or by chance? Many young civil servants (45%) also find it inconsistent with their earlier career plans. Their aim in life was different while studying at higher secondary or graduation level.

Career Plan field	Frequency
To work in the field of my basic subject	52
To pursue a foreign degree	52
To do a private job	9
To do a government job	96
To be a civil servant	201
To be a University Teacher	20
Others	6
<b>Total</b>	<b>436</b>

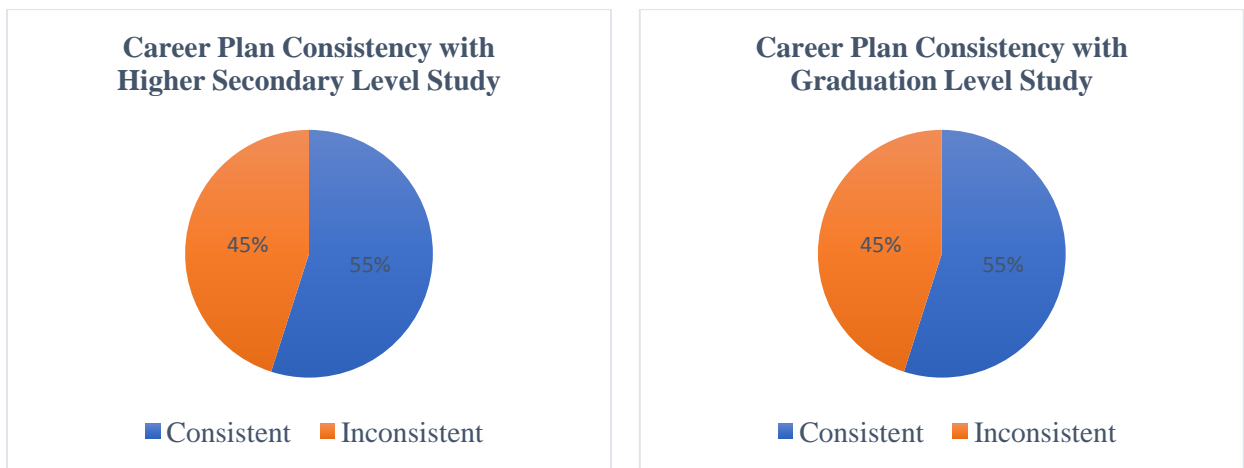


Figure 4.29 Career Plan field

#### 4.4.3 Relevancy of Academic Syllabus with BPSC Syllabus and Academic Attainment

Now a days entry into the civil service has become highly competitive. There are certainly some factors that have an impact on being successful in the BCS examination. In this response, the subject studied at the graduation level could have influenced BCS examination performance. To investigate the relevance of the academic syllabus with the BPSC examination syllabus about 40% of successful candidates find it irrelevant. However, about 60% find the academic syllabus relevant to the BPSC examination syllabus (8% very relevant and 52% to some extent relevant). We also investigated the performance in the BCS examination in line with their academic attainment. About 37 % find their carrying out in BCS examination pertinent to their academic attainment where as 17% find their academic attainment extraneous. The remaining 45% find it partially relevant to their educational attainment.

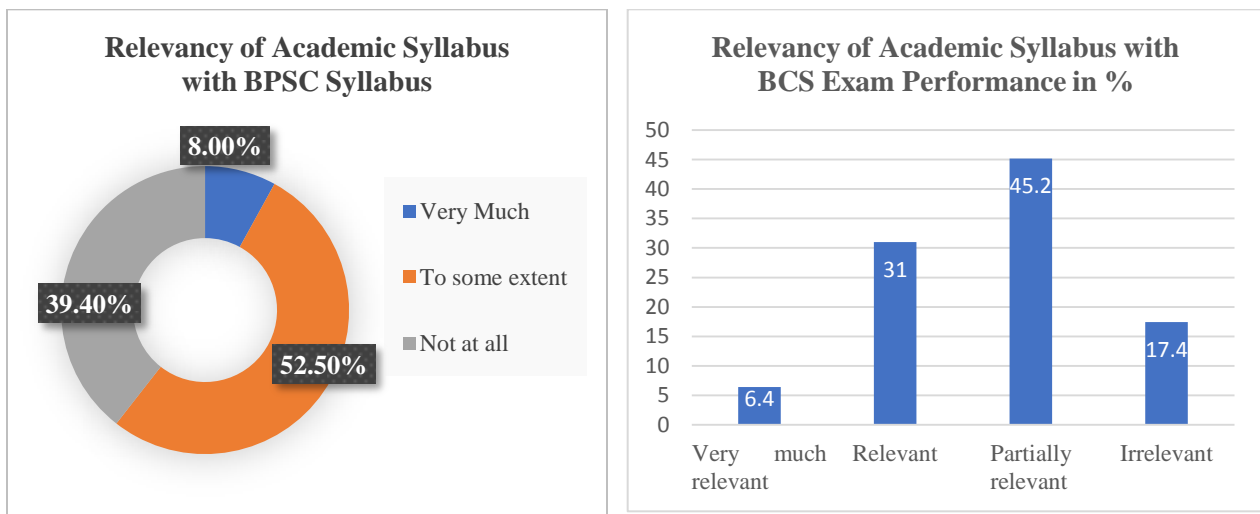


Figure 4.30 Relevancy of Academic Syllabus with BPSC Syllabus

### 4.5 Other Factors Prevailing in BCS

#### 4.5.1 Previous Job Experience

Another interesting finding of the study is that almost all the newly recruited civil servants have previous job experience which is quite good as they got an opportunity to compare between previous and present job. Almost 141 worked in Government organizations, 94 in Banking, 55 in Private sector, 12 in Research, 3 in Business, 36 in Teaching, 15 switched from other cadres, and 80 had various other experiences. It also indicates that young civil servants are not directly

entering the civil service after graduation. As the recruitment process of BCS administered by BPSC is lengthy, they find it suitable to get themselves involved in other job in the meantime. On average, it takes more than 3 years (from the call for application to the recommendation by BPSC) to accomplish a batch. It also may be the case that candidates fail to succeed initially and try repeatedly. Their previous job history reveals that majority of them were engaged in the government sector, private sector mostly banking, teaching and research. Some of the officials have switched between cadres.

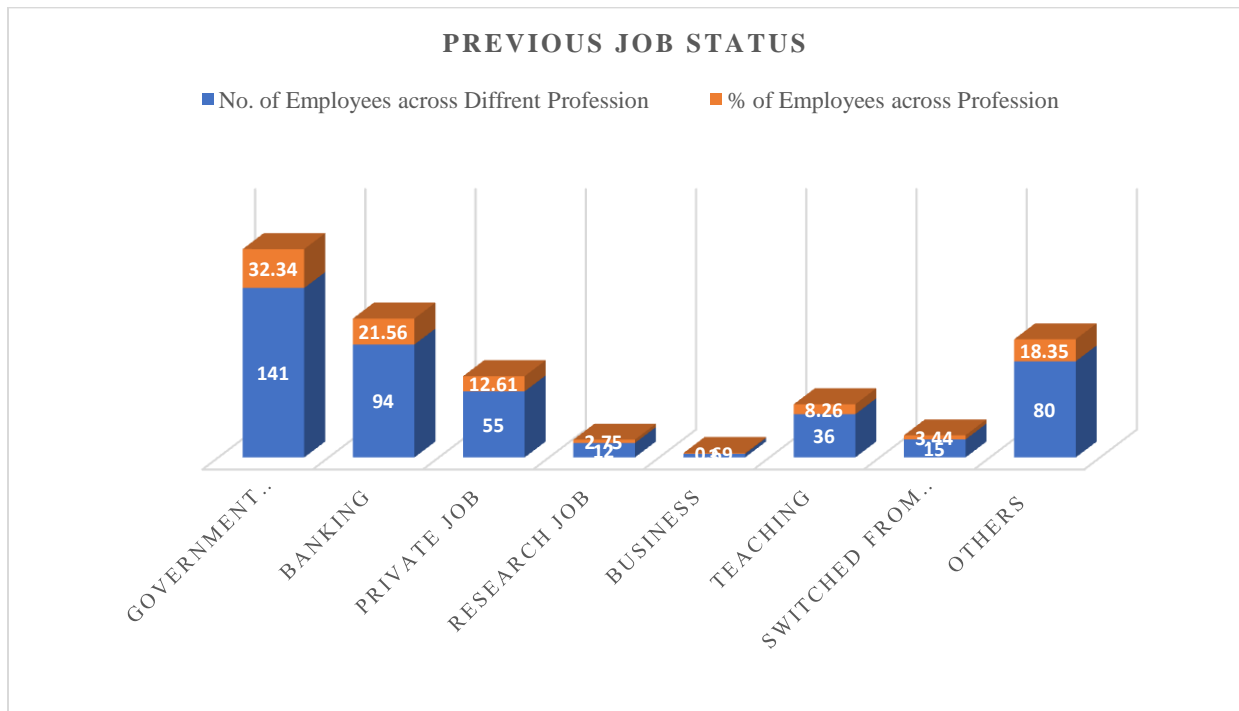


Figure 4.31 Previous job status

#### 4.5.2 Further Intention to Switch Cadre and Reasons

Among 436 surveyed civil servants, 20 intend to switch jobs, while 343 do not plan to do so. About 73 are uncertain. These figures indicate a small inclination towards job changes, with the majority content in their current roles and a notable segment undecided. This may be due to the reason that most of our respondents are from a specific cadre which is well-regarded and prestigious in the society. But the overall rate of switching cadre is high among other cadre people excepting Administration, Police and Foreign. While asking about the reasons for their intention to change the current cadre the mentioned “no family or personal life, lack of prestige & status, less or low financial benefits, no job satisfaction, no intellectual grooming, unfriendly

job environment, restriction and less scope, remote posting, no interest in the job, unnecessary tasks, corruption and so on.

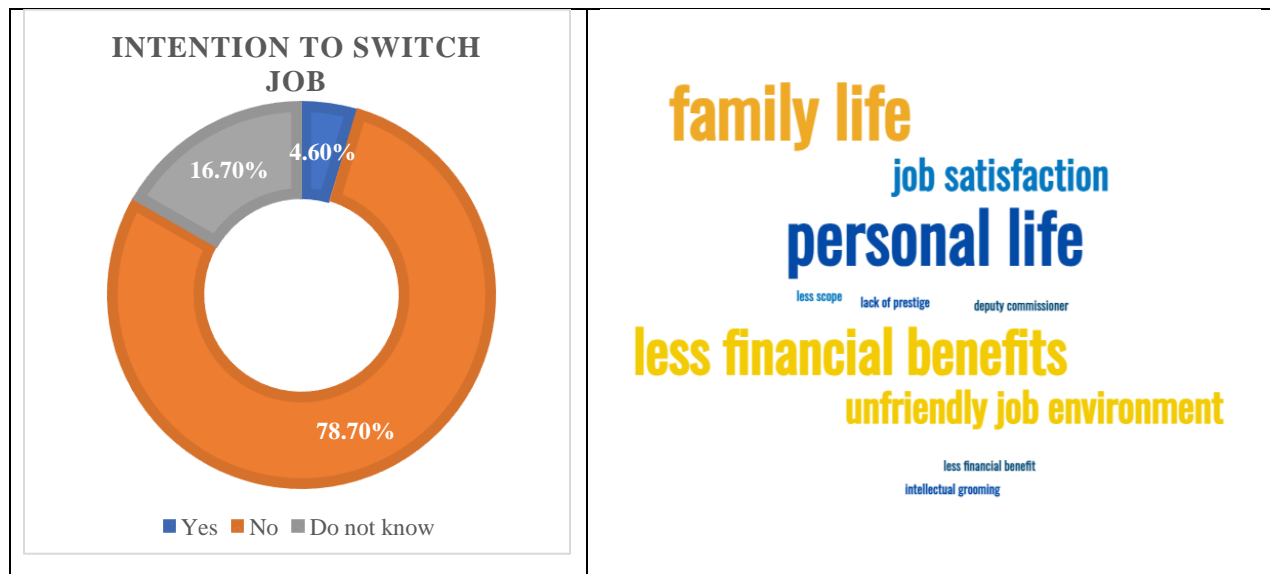


Figure 4.32 Further Intention to Switch Cadre and Reasons

#### 4.5.3 Presence of Inter Cadre discrimination

Inter cadre disparity is one of the most talked about issues among government officials. According to Bangladesh Public Service Commission (BPSC), there are 26 cadres in Bangladesh Civil Service, and discrimination persists there regarding promotion, authority, and other facilities among the cadres. Other than a few cadres, including administration, police, and foreign affairs remaining cadre officials are not promoted on time. In our study, about 52% of young civil servants disagree with inter-cadre discrimination in BCS. About 30% of young civil servants agree with the discrepancy among different cadres, where as about 18% are unsure about inter-cadre differences.

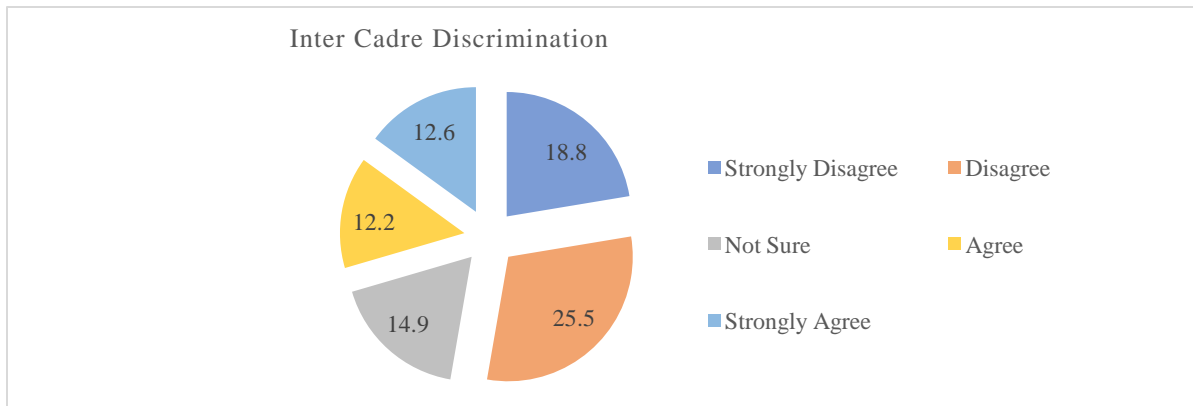


Figure 4.33 Inter Cadre Discrimination

#### 4.5.4 Existence of Slow Career Progress

Career progress is significant for a profession. Employees can be demotivated without robust career development opportunities, ultimately impacting organizational performance negatively. The study reveals that 35.5% of young civil servants disagree with slower career progress in BCS. About 46.4% agree with slower career progress, where as about 18.10% still determine the sluggish career of BCS.

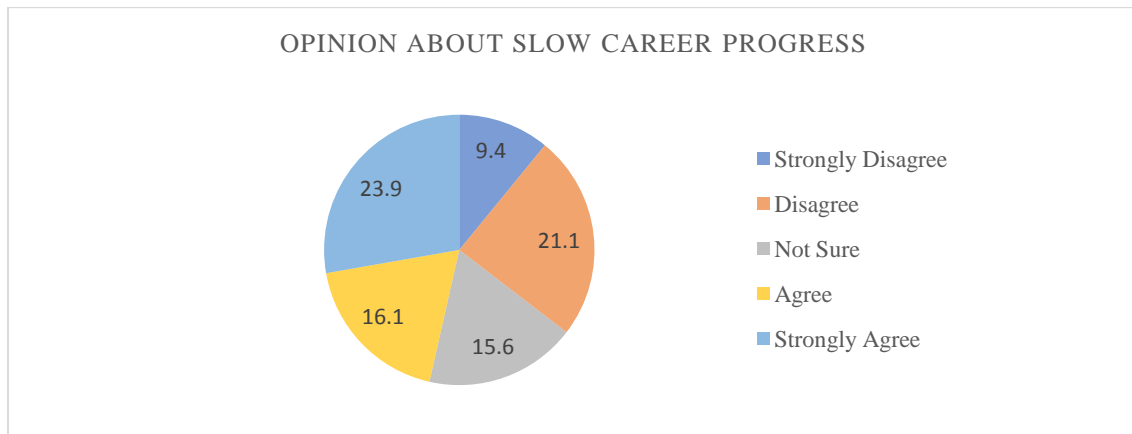


Figure 4.34 Existence of Slow Career Progress

### 4.6 Reasons for joining Civil Service-Descriptive Analysis

#### 4.6.1 Descriptive Statistics on Joining in Civil Service

Respondents were asked why they have chosen the civil service. A number of components are given them to measure. Respondents' opinion is measured with five-point Liker scale, mean and standard values are calculated and presented in the following Table. Result revealed that apart from 'financial benefit' and 'enough financial benefit' scored less mean value compared to other components of reasoning for join in civil service. The highest score of mean value is in 'prestige' reason. 'Honor (3.85)' got high mean value, revealed that they are joining in civil service due to 'honor'. Another one component scored high mean value 'secured (3.74)', compare to other sector job security, public sector job is more secured. Some other components are also equality import and got almost same mean value which are: good promotion, intrinsic motivation, independent authority to do work, and social status. Thus, descriptive statistics result revealed that apart from financial benefit, civil servant are joining in civil service due to many reasons which are presented in the following Table and they got more than average mean value.

Reason in Joining	Mean	Std. Deviation
Q1. Financial benefit	2.85	1.068
Q2 Enough financial benefit	2.83	1.019
Q3 Prestige	3.94	.831
Q4 Honor	3.85	.851
Q5 Secured	3.74	.939
Q6 Good promotion	3.33	.923
Q7 Intrinsic Motivation	3.71	.868
Q8 Independent	3.82	.945
Q9 Society status	3.65	1.047

#### 4.7 Factor Related to Job Performance: Descriptive Statistics

##### 4.7.1 Job Knowledge Descriptive Statistics

Job knowledge is more important for performing job. Job knowledge is measured with the five components, which are listed in the following Table. Respondents have given their opinion with five scale, and values shows that mean values are closer with each other component and result found that mean value is average, but not high mean value. Result revealed that respondents understanding job knowledge is still not high.

Job Knowledge Items	Mean	Std. Deviation
Recognizing the goal of the job	2.65	.784
Understanding the function of the job	2.76	.768
Concepts and techniques relating to the job	2.72	.763
Knowledge on file management	2.79	.798
Familiarity with office manner and etiquettes	2.92	.828

#### 4.7.2 Planning of Work Descriptive Statistics

Planning of work is important factor for civil service job performance. This factor is measured with two items, which are listed in the following Table. Result depicts that planning of work items scored average mean values, not high. Therefore, mean value revealed that civil servants are not very good in planning their work and responsibilities to obtain the goal of the job. The result of mean value is less due to the respondents were very new at job and work.

Planning of work items	Mean	Std. Deviation
Detailing a plan of the responsibilities required to achieve the goal of the job/cadre.	2.75	.816
Scheduling of one's assignment to meet deadlines	2.70	.813

#### 4.7.3 Ability to Achieve Result: Descriptive Statistics

Organizational result-oriented work ability and behavior are important for measuring job performance. Ability to achieve result component is measured with some items, which are measured with a number of items. All the items are scored with average mean value. Result revealed that respondent competency is not high that much to achieve organizational result.

Ability to achieve result items	Mean	Std. Deviation
Achieving targets	2.83	.758
Following up the systems	2.82	.769
Coordinating with departments	2.89	.805
Organizing/using resources (financial backing, material, personnel) towards achieving the goal.	2.77	.818

#### 4.7.4 Senses of Responsibility: Descriptive Statistics

Sence of responsibility matter on individual job performance. Here, this variable is measured with two items, they are measured with five-point scale, finally mean value is calculated. All the



items scored average mean value, this result revealed that civil servants sense of responsibility is not high. But, high sense of responsibility is required to perform job performance by using minimum supervision or to do work independently and also willingness to take decision is required for job performance.

Sence of Responsibility	Mean	Std. Deviation
Ability to work independently/with minimum supervision	2.67	.877
Willingness to take a decision	2.75	.900

#### 4.4.5 Maintaining Discipline: Descriptive statistics

The respondents were measured the organizational discipline issues with mean value. These two discipline items scored mean value 3.03 and 2.95 respectively. Result revealed that the respondents are new at office, they have understanding with organizational discipline, but not much as they are new. Even, sense of discipline at office scored 2.95 mean value, revealed that though they have sense of discipline, but mean value is not high, due to less tenure at office environment.

Maintaining Discipline	Mean	Std. Deviation
Ability to maintain organizational discipline	3.03	.717
Sense of discipline at office	2.95	.778

#### 4.7.5 Teamwork and Cooperation: Descriptive Statistics

Public administration offices do prefer to work with team culture and cooperation with each other as well with departments or sections. In public administration relationship work behavior is prevailed every office. Thus, this variable is measured with five different items and study calculated mean value based on respondent responses. All the items scored more than average mean value, not high mean value. Thus, respondents understanding of team work and cooperation is not much high as they are new in office and work culture. But, they do feel that

teamwork and cooperation are important elements for work culture and achieved organizational goal or purposes. The mean value is presented in the following Table.

Items	Mean	Std. Deviation
Ability to communicate with Supervisor	2.96	.820
Work with peers and subordinates;	2.94	.803
Participate in meetings	3.01	.777
Ability to handle conflicts	2.94	.796
Degree of involvement in a team	2.97	.792

#### 4.7.6 Problem Solving Approach: Descriptive Statistics

Civil servants' problem-solving skill is much crucial in public administration for discharging services. Also, problem solving skill has got an extra competency of civil servants. In this study problem solving approach is measured with two items, they are: ability to seek alternative, this item is scored 2.87 mean value and able to identify the problem, this item is scored 2.87 mean value (both are same value), result revealed that new joined civil servants are less capacity in identifying the problem as well to see the problem in alternative approach.

Items	Mean	Std. Deviation
Ability to seek alternatives to solve a problem	2.87	.760
Able to identify the problem	2.87	.753

#### 4.7.7 Service Delivery: Descriptive Statistics

Civil servant service delivery is one of the core components of job performance. Civil servants' performance is measured with his or her service delivery outcome. In this study, service delivery seen with three items, which are listed in the following Table. Civil servants are delivering service with honesty, ethically and in time and mean scored is 3.12 more than average value. Through service delivery, their profession development increased. This profession development scored 3.06 as mean value, which revealed that they are developing professionalism through

service delivery towards the client. However, the mean value is not that much high, therefore civil servants must practice more with honesty, ethically and timely along with maintaining professionalism, when they are delivered services to the client.

Items	Mean	Std. Deviation
With honesty, ethical values and in time	3.12	.814
Eager to professional development	3.06	.842
Maintaining work-life balance	2.61	1.014

Job performance factors items are related to work-oriented characteristics behavior, role, responsibility, duty and work behavior as well. Respondents are very new and still they have less understanding about job and its nature. Result found that mean score are less, thus revealed that respondents have less understanding about their job and their responsibilities.

## 4.8 Qualitative Data Analysis

### 4.8.1 FGD findings

The study intended to examine the trend of the socio-economic status of BCS officers. This research gathered qualitative data through Focus Group Discussions (FGD) and interviews. Participants in the FGD included supervisory officers of the 35th to 38th BCS batch officers. Four Focus Group Discussions were held, three at the divisional level and one at the ministry level. Each FGD had eight to twelve respondents in total. The FGD with Ministry of Public Administration staff had 14 officials present. Additional information was acquired by interviewing the supervising and newly appointed officers from batches 35 to 38 of the BCS. Twenty interviews were conducted.

Depending on the cadre, there are differences in the jobs. Each cadre has distinct goals and a corresponding work breakdown. The administration cadre has to perform one type of work, and the Police cadre performs another activity. In contrast, the Taxation or Family Planning or Custom cadre performs different types of works. It is observed that there are many similarities

between the tasks of administration and police cadres. However, all cadres do share some common functions.

#### 4.8.2 Common Task of Different Cadres

##### **BCS Administration:**

The administrative department must accomplish a number of responsibilities. In the collectorate, an officer has to perform various tasks, including administrative, protocol management, mobile court, public examination responsibility, organize and participate in various meetings, and s/he has to work in various branches of the collectorate. The respondents opined on the additional activities of Administration cadre officials who have gathered 2.5 to 4 years of experience from BCS batch 35th to 38th. After being posted as AC Land, s/he was given the charge of the first independent office. For instance, the Assistant Commissioner of Land must be entrusted with tasks connected to land management. S/he works in revenue management also.

The Upazila Nirbahi Officer (UNO), in particular, coordinates the activity of all Upazila departments. UNOs must carry out vital government tasks, including handling disaster assistance, distributing aid, keeping an eye on the market to control commodities prices, overseeing land management-related tasks, etc. The UNO must collaborate with the officers from other departments, politicians, and local government officials. Furthermore, entry-level administration department officers must attend court and perform various administrative tasks in the collectorate.

##### **BCS Co-operative:**

Working in a co-operative cadre means working with people. They have to collaborate with various individuals, including farmers, fishermen, laborers, office employees, owners of apartments, transport workers, and transport owners. Everyone must be involved in the effort. When employees first join the co-operative cadre, they are assigned to register co-operative societies. At the initial stage, one must oversee the functioning of the co-operative society and connect with the general public. One of the supervisors at Mymensingh Division opined that only one person working in the co-operative cadre is from the 35th to 38th BCS batch. This

young officer is a Dhaka University graduate. He mentioned that many co-operative cadre officials are from Agricultural University, and several officers are from BUET.

Rural development is the foremost priority of the co-operative cadre. The primary responsibility of the co-operative cadre is to look after the activities of co-operative societies, supervise the registration process, and inspect and monitor the activities. Monitoring instruments include yearly audits and legal compliance. Other initiatives are investigating and resolving disputes as required, disbursing loans, and approving co-operative projects. As Assistant Registrar, they have been appointed in the district as a DDO. S/he is in charge of the upazilas and oversees these.

### **BCS Family Planning:**

In the Family Planning Department, there are many different tasks to do. The range of the work of this family planning office is wide. Officers visit every home in their neighborhood to discuss family planning issues and make a list of options. This department has 65,000 employees in all. Several field workers are available in this service. Workers in the field knock door to door of. Roughly 23 different categories of data are gathered from the general population. According to the supervisors' calculations, the public provides roughly 23 different sorts of information. It is necessary to maintain this information in the registries. However, counseling individuals about family planning and its varied (seven different) techniques is the primary task of the job. A new officer must undergo several trainings, for example, counselling. Only some of them have this ability. Consequently, specific training is needed for the newly recruited officers. The supervisors monitor the activities and conduct various meetings and seminars to make people aware.

### **BCS Police:**

Crime detection and prevention are the two primary tasks of the police cadre. At the initial stage, the same action is taken by every newly recruited officer. Officers from the 35th to 38th BCS batch now work as Assistant Superintendent of Police (ASP). Their primary duty is to keep an eye on crime. The Circle ASP is in charge of overseeing the case investigation at the police station. Supervising the investigation at the crime site accounts for 60% of police duties. Several departments in the district, including Detective Branch, the Police Bureau of Investigation, and

the Criminal Bureau of Investigation, also carry out this activity. Additionally, other responsibilities for new officers include managing force mobility and administrative activities. An ASP is used for force mobility or management when shifting the force from one location to another, especially in big districts. Under the direction of their seniors, ASPs also collect data and complete relevant tasks related to traffic Management and other management tasks, including budgeting, anti-terrorism, militant surveillance, and cyber-related operations.

Moreover, SP Maymensingh emphasized that the circle ASP is a pillar of the district's criminal administration throughout his/her tenure management there. In essence, they serve as officials in charge. They create a connection in the District between SP and Officer in Charge. The case for District-Level Work Closure, investigation, proactive work to prevent crime, owns the Metro, and works as the Team Leader. At the district level, grooming is conducted after training. S/he then performs preventive, criminal administration, and investigation work throughout the district as part of a circle. S/he closely monitors each case and is designated as the officer in charge of carrying out proper investigation and crime detection work with the SP office at the level of the police station and makes a connection.

### **BCS Customs:**

From the FGD in Khulna, it was found that the Customs office works out of six different customs offices in Khulna, one of which is responsible for collecting excise VAT and handling VAT collection. There are twelve commissioners and twelve offices in the division. Under the guidance of officials, these offices are used to levy and collect VAT and duties on a variety of items as necessary. Their primary pursuit is this. In addition to this, they speak with the Ministry on a regular basis and strive towards higher goals. As per PPA, PPR, and other legislation, they buy for these offices, each of which is distinctive. Division's AC/DCs handle specific DDO accounts, such as the UNO office, which they manage together with all operations. Gather all of the division's VAT and customs, then transfer the money to the commissioner, who will collect it again.

### **BCS Forests:**

Assistant Conservator of Forest Khulna opined that after joining the cadre, they undergo a 45-day orientation program. After completing this orientation, they spend one year working in the

field, where most of their tasks are field-related. Conservators also oversee development works like establishing campgrounds, ranges, etc., at various locations. Their primary focus is forest conservation work, but they also afforest when necessary. Following this one-year programming, the forest cadre officer is assigned to their ultimate posting at the upazila level as Assistant Forest Officer and/Conservator of Forest.

### **BCS Taxation:**

When someone joins the Taxation Cadre, they get departmental training in the Tax Academy right away. Following that training, they are sent to one of the Tax Zones, where they are assigned to one of the stations of commission or circles. Each DDO office is represented by a circle. Since taking over again, they have been doing a variety of odd duties because they are Assessing Officers. They must do some assessments. In order to prepare them for this work, they get theoretical and practical training. The officials initially make mistakes when starting as Assessing Officers since they are inexperienced. After enrolling, they have increased their motivation or function as a motivating element.

The speciality of the Taxation Cadre is that once they join, they work as office leaders, which motivates them to work more. They assess the income tax as soon as they enter the circle. Second, they are granted some executive powers under the Income Tax Act in the District where they are placed. They exercise these powers in accordance with the law, although occasionally, they must get the consent from the Joint Commissioner/Additional Commissioner/Commissioner to carry out this task. Additionally, the official must coordinate bill vouchers, write letters, and conduct all other circle-related activities as a DDO. In other words, a Taxation Cadre officer needs to execute all the responsibilities immediately after joining as a junior officer. In addition to acting as the DDO, the duties of a tax officer include managing support staff, performing administrative work, dealing with other governmental bodies, etc.

### **BCS Ansar:**

An officer joined the Ministry of Home Affairs upon his graduation from BCS. When he first joined, training at Sakhipur's Ansar Academy was arranged for him. They receive a Master's Certificate in Home and Security and one-year training there. Following training, they are assigned to units at the district or battalion level, depending on where they completed their

training. They are Assistant Directors when they join BCS Ansar on the entrance label and Assistant Commander when they join the district. Their primary responsibility is to ensure the area's security or an organization's. Ansar officials work along with police officials to maintain law and order situation. They also perform protocol duties in different events.

### **BCS Food (General):**

Assuring food security is our primary responsibility. To achieve this, food officials mainly engage in field administration. To maintain food security, they oversee logistics, buying, auditing, training, and other aspects of the food supply. At the field level, officers from this cadre coordinate with local administration, audit officials, and law enforcement authorities to materialize government programs. They must also provide a protocol to the senior government officials and political representatives.

**Summary of Common Task:** The administration cadre is responsible for carrying out essential government tasks, including disaster relief, market monitoring to control commodities prices, land-related work, and other duties. One of the significant responsibilities of this cadre is to cooperate with local government officials, lawmakers, judges, and officers of the many departments. Similarly, police officials are responsible for maintaining law and order in the locality. They also have the responsibility to distribute relief during a disaster. Officials from BCS Food carry out the task of government food supply program. They also work on food security. The taxation cadre focuses on collecting tax from the people and industry to enhance the government revenue. Most of the cadre officials have to perform the role of DDO. The typical tasks of all cadre are found as maintaining **coordination** with other offices, working on food or relief distribution, protocol management, taking the responsibility of financial management as DDO, organizing meetings, and preparing different reports. Finally, all cadres focus on the organization's human resource management.

### 4.8.3 Service Incentives that Motivate

After completing their HSCs, most of the brilliant students from science group in Bangladesh try out for the medical and BUET (engineering programmes). Following that, they attempt general universities. This is the prevailing pattern. Only a very tiny percentage of students choose to



transfer from engineering or medical to general universities. These physicians and engineers are in the lead when it comes to post-graduate employment when they learn from their mentors or observe firsthand how general university students who major in general studies join the police or administration and occasionally advance up the professional ladder.

Data from FGD depict that the government invests in physicians and engineers, particularly, to specialise in one field (medical or technical). In hospitals, doctors are more in demand than engineers, who may utilise their skills in infrastructure development projects like building roads and highways. Agriculturists are making significant strides in the agriculture sector of the country. However, an engineer in the public service feels hurt when they observe that common university students are ahead of them while they are behind. Because they formerly pursued engineering or medicine on merit, it makes them feel socially inferior. If they succeed in their roles as well, specialised group/technical group members will be less likely to join the general cadre.

In reality, everyone is attracted to job opportunities in the administration, police, or general cadre, including physicians, engineers, agriculturalists, etc. The main work of administration and police in the general cadre is related to administration. It is evident that students from the technical background are perceived to have a sense of superiority over others. As a result, they frequently fall behind and struggle to fit in with the general cadre. Many of them are also unsatisfied with the quality of the service.

Thus, Students from technical backgrounds, particularly physicians and engineers, are compelled to join the general cadre due to the desire to be at the centre of decision-makers, authority, and societal status. At first, there isn't much of a change in their performance. While working, however, it might be difficult for many people to make quick decisions. Some people have trouble communicating with others. As a result, after joining the public service, s/he starts to doubt his decision, feels unsatisfied whenever a difficulty presents itself especially when he must perform a number of tasks, and finally starts to doubt why s/he decided to come. Therefore, discontent eventually has an impact.

The main factors that influence doctors and engineers to select the civil service are summarised as follows:

#### 4.8.4 Social Incentives

##### ***Social Perception:***

According to FGD in Khulna, the top preferences of BCS are said to be BCS Foreign, Administration, Police, Customs, and Taxation. However, individuals who were brilliant students in the '90s tended not to desire to attend BCS. Many of them desire to travel overseas, while others intend to attend BCS. And now since the salary is good, the jobs are secure, the social status has improved, acceptance is higher, injustice is rampant, kids can stay abroad (e.g. foreign cadre), and many other positive attributes, people want to come to BCS more. What occurs after entering BCS, one of the FGD participants stated his dissatisfaction with that

*“Many of us, in my opinion, are unable to uphold the moral principles we brought with us when we enlisted in the cadre service.”*

As a result, if one wants to, there is a lot of room for injustice in this service. However, in every cadre service there are several opportunities.

##### ***Social Status:***

Social and economic factors are some of the causes of the presence of technical background holders such as, physicians and engineers in the general cadres of civil service. People in Bangladesh desire to live their lives comfortably, thus they aspire to join a certain organisation, such as the government including the army, or the police. They want to get a stable job. In reality, everyone gets attracted to job opportunities in the administration, police force, or the general cadres, including physicians, engineers, agriculturalists, and others.

One of the participants from FGD, Khulna shared an example. He stated that

*“As an example, consider today's FGD. While I am from the 22nd batch, my fellow colleague is from the 20th batch. I work for the police department, but he is in the family planning cadre. I have a car that the government has provided me for work-related reasons. His honour would be impacted even if he didn't obtain a car. Given his seniority inside the public service, he should be given the accolade by the other authorities. In the environment of our company, this is feasible. He is far away, but if he were here, he wouldn't be disappointed since I would be at the head table. People comparing what they receive is an additional issue. Unlike me, he is a member of the family planning cadre. For*

*business-related reasons, the government has provided me with a car. His honour was unaffected whether he received a car or not. He should be given the accolade by the other authorities because he is a senior member of the civil service. In our workplace's environment, this is feasible. Even if I am at the head table, he would not be disappointed if he were present even though he is a long way away. Comparing what one receives is still another issue.*

The general cadre of BCS attracts a lot of individuals due to their socio-economic position, for example, receiving respect from the public, exercising authority, enjoying financial rewards, etc. He added that the scope of promotion in the cadres of their own profession, such as doctors and engineers, seems to him to be limited, even if the societal value is strong and the apparent rewards are significant.

### **Job Security:**

Job security is a different issue, as mentioned by the FGD participants. I have observed that several individuals have lost their private sector jobs as a result of covid. Numerous large businesses also struggled to provide employment guarantees. Due to the lack of job stability, Doctor Engineers are attracted towards BCS.

Fulfilling pupils' dreams is another factor. Doctors, engineers, and others may have dreamt of working in administration while they were students. When the opportunity arises, they want to take advantage of this.

#### 4.8.5 Economic Incentive

### **Salary Structure:**

Increased salary structures, in the opinion of FGD respondents, are a major factor in the trend towards BCS. Almost all of the respondents said that general and technical university students are rushing to join BCS as of 2015. Why do students prefer BCS most? In response to this question, FGD participants from Khulna, Mymensingh, Rajshahi and the Ministry revealed that each cadre has various opportunities. Previously people used to show interest to join a few chosen cadres, such as foreign, administration, police, customs, and tax. But now, because of the lucrative salary structure, people want to join all cadres. Almost all the respondents stated that

students are drawn to it more because of the lucrative wage structure and narrowing down response of the wage gap between private and public jobs, particularly in BCS. One of the respondents mentioned that

*“We were discussing the 35–38 BCS background. I consider the pay structure to be a major issue. In order to attract outstanding individuals to BCS and build a strong bureaucracy for the nation, the wage structure was enhanced in 2015. Then, every student - from general universities to institutions of technical education - is enthusiastic about BCS. By doing this, people who work in different occupations attend BCS as well. Moreover, focus on other tasks is prone to decline. However, individuals who graduated from universities between 1995 and 2000 had a stronger preference for corporate jobs. There was a chance to work morally because the salary was higher. However, the private sector is rapidly lowering its bar for ethical behavior. As a result, there is an increased tendency for people to apply for government jobs and BCS.”*

- Respondent’s view at the Ministry

Another FGD report asserted that the government increased civil servants’ salaries. Additionally, it has a lot of benefits. One of the respondents opined that

*“Take the use of a car as an example. In society, it creates value. Other members of society treat a UNO's use of a vehicle with dignity. raises his social status. An upazila engineer, on the other hand, is not benefiting from his position in that way and is unable to focus on society in that manner. These benefits are not also provided to other Civil Service Engineering Corps employees. It's even worse with doctors. They are not given a sitting area, personal desk, or chair and table even after a year of employment.”*

Thus, increased pay, automobile amenities, comfortable office furniture, etc., serve as incentives to enter the civil service. The reality is that due to the salary scale, the focus on other tasks also tend to decline.

Another point to consider is labour market realities. On this issue, one of the respondents argued that as salary rises, so do opportunities; more diverse and competent people will join the service. There is no way to turn undetermine it. He mentioned, “If I inquire as to why the 'quota' system was not explained before 2015. Because of the rise in pay scale in 2015, more skilled people are

moving to BCS” Another argument was found that “when the chance arose in BCS, he believed that because I had strong academic results, I should also be considered for this position. In India, for example, IS is dominated by Indian Institute of Technology students. At the same time, IIT students are becoming CEOs of large corporations. But they do not live in the age of technology. They do honours from IITs.

#### 4.8.6 Professional incentives

##### *Promotion scope in different cadres*

All the FGD results highlighted that in general, doctors, and engineers are perceived on the most talented people in the nation, but there is no assurance that they will go to the top of their cadre. Even if they are skilled, they might still lose the highest position in their cadre, so they search for alternatives. One of the participants viewed that colleagues in his batch who are doctors, engineers, or agriculturists at any level, find it frustrating to leave their own cadre and go to the general cadre since their advancement is less in their own cadre. Whereas, people who come to the general cadre, notably administration, and police, may easily climb up to the top position. This **professional frustration** creates professional disparity. And while socially they are less accepted than others, the Police and Administration Cadres are valued by society. The participant provided the example of his elder brother.

*“my elder brother was an officer in the 8<sup>th</sup> BCS, who was promoted to the post of professor three months before retiring, a third-grade position despite having a degree from Dhaka Medical college”.*

The other cadre officials, especially the technical cadre, can't ascend too far due to pyramidal structure. Additionally, they are not treated with respect, yet organisations like UNO and AC Land report on them. This makes them less committed and less dedicated to the job.

*“Because of the existing inequality in different cadres (for opportunities, power etc.), everyone prefers Foreign, Administration, Police, Customs, and Taxation cadres, the most. But why is this inequality? This inequality arises when we cannot forget or rise above our own cadre identity as mere government officials. If we can work above our cadre by becoming top bureaucrats then this inequality existing among our various cadres will be removed. Again,*

*doctors and engineers are the most talented in the country, generally but they cannot reach the highest position of their cadre, there is no guarantee.”*

From the FGD, it is clear that the general cadre is the profession of choice because of disparities in advancement opportunities and power dynamics between the general cadre and technical cadre.

The technical and other cadre officials except administration and police also have a very limited scope for advancement. And it appears that the posts are locked down, making it impossible for them to advance no matter how skilled they are. Although they are extremely competent, but they quit their career and move into other fields like foreign, administration, police, customs, and taxation cadres because they are not receiving the recognition, money, and power that people constantly seek.

#### ***Facilities in the Work Environment:***

The civil service offers several advantages from the subordinate employees, especially for Police, Administration Taxation and Custom cadre officials. For instance, an AC (land) employs a vehicle. His social esteem is raised by it. An upazila engineer, on the other hand, does not enjoy such benefit from his position in that way and is unable to focus on society in that manner. The other civil service engineers as a whole do not receive such advantages either. Even worse is the state of the physicians. They are not given a sitting area, personal desk, or chair and table. Increased pay, automobile amenities, comfortable office furniture, etc., serve as incentives to enter the public service.

Another result from the FGD was that it is quite natural to have different amenities depending on the nature of the profession. A youngster wishes to join the army, air force, or navy but just not in their division because there is no disparity inside them. Although there are different divisions within the army and other forces, there is no inequality within them. Therefore, if we follow the example and guarantee equitable opportunities in the cadre service, we can ensure that everyone has access to the same advantages. As a result they will feel satisfied with their work. Due to the nature of the job, there will be certain variances, and everyone has come to accept that. Examples include police vehicles, firearms, automobiles for UNO and AC Land, and foreign postings etc.

Conversely, when a physician or engineer observes the progress of his/her BCS-affiliated friends, the respondents viewed. Afterwards, they can evaluate. They speak to things like pay scales, educational options, and other facilities. It takes more effort to obtain a scholarship for a doctor or engineer because they have fewer opportunities in their field. However, people who are in BCS, particularly those who work in administration or law enforcement, find it quite easy to pursue higher education. In contrast to the private sector or any other job, everything has limitless prospects. Thus, the doctors' and engineers' outward displays of indignation have been observed. Therefore, doctors and engineers have been hired in large numbers in all of the most recent BCS examination.

“Why do we fall behind while working in them? Because of this frustration, they are moving to BCS general cadre” argued by a respondent. The primary concern is not what will occur during the BCS service. But the students from technical backgrounds think that joining BCS service has been a wise decision for them.

### ***Scope for Higher Studies***

As a result of all the current government efforts, government employees now have a greater opportunity to obtain higher degrees. In general, our country doesn't offer many opportunities for doctors or engineers to continue their education. Therefore, individuals obtain a better degree if they work in the administration or the police. an opportunity to study at a renowned university abroad. Then, in the middle of their professions, doctors or engineers arrive and discuss whether they should continue their study abroad or go back to Bangladesh. In order to avoid the red tape, he intends to take advantage of this early in his career by studying abroad mostly in Europe or America. They have the option to transfer permanently while still advancing in their jobs.

### ***Evaluation System of BCS:***

A key result from the FGD was that individuals with science or technical backgrounds had an advantage in scoring higher in the BCS examination because of the examination system. Due to the BCS Syllabus, some students from science background perform well in Mathematics or other science-related topics while others perform poorly. This is a result of the curriculum, how marks are distributed among the many courses and the nature of the

questions. Students who study technical or scientific fields therefore have a significant advantage over those who study general courses such as, Sociology, Public administration, History, etc. But in this instance, everyone should be guaranteed an equal platform. Unfortunately, general subject students do not have as much opportunity to apply their knowledge (subject-wise) as technical students have when they transfer to the general cadre.

FGDs revealed that comparatively, persons with backgrounds in social science do better in decision-making because they have a greater understanding of people and the social environment and **are more able to interact with people**. The FGDs also revealed that if we look further back, we can discover that practically all CSPs have backgrounds in the arts and have taken judgements and worked very diligently in the civil service. However, monitoring is required to make sure of quality service delivery. Therefore, representation from every discipline is also required, respondents of FGD opined.

Furthermore, another FGD revealed that the PSC Syllabus and examination method must be reviewed once more. Higher Mathematics is reportedly covered in the BCS test. Since the 35th BCS marks in Higher Mathematics and Science have been higher, whereas questions in General Mathematics were posed even 10 years earlier. As a result of Higher Mathematics and Science questions, students from technical backgrounds or those who have studied science discipline appear in BCS more than individuals studying general subjects. One of the respondents described his junior colleague's experience with the BCS examination. He shared the junior colleague's speech as-

*“I received a 98 in Mathematics since I studied science, however, my buddy who studied Public Administration or Sociology had a 70 or 75 in Mathematics. So in only one topic, he was 20-25 points behind me.”*

### ***Recruitment Criteria/Process***

FGD participants from Rajshahi and Khulna stated that recruitment of cadre service may be done similarly to the army, where everyone will pass but who will receive whatever cadre will be selected by the related organisation and not by himself.



### *Inequalities in Workplace*

In general, students enter occupations with the recommendation of seniors from family and friends after graduating from university. As time went on, they began to comprehend the organization and grasp reality. There are various forms of discrimination in private employment, semi-public employment, and independent bodies. The students were compelled to choose BCS as their future profession due to the discrimination. Furthermore, students who work in various fields for the first three years are unaware of any discrimination or privation. The majority of new recruits then have nothing to do when the age requirement for BCS or government work is reached. And those who comprehend change employment and apply for BCS jobs. In reality, a professional's expectations for his career are not in line with reality.

*"Before joining the civil service, I studied professional topics, then worked for five years. In Bangladesh, there are 5 professions: doctor, engineer, nurse, lawyer, and pharmacist. Generally, pupils join the job without understanding it; choose the position. I pay attention to what my seniors advise. Now, I can understand the reality. When my promotion or increment time comes, we would realize that we were treated unfairly when applying for promotions. We don't understand the position I've arrived at isn't the best one for me until we fall."*

- One of the respondents' view of FGD at the Ministry.

Another respondent echoed this claim and stated that workplace inequality is a significant problem. In BCS, a career can be readily achieved. But, students who have joined organizations other than BCS grow frustrated. Despite getting the best possible education, they have no prospect of moving up in their careers.

Second, moral reflection or equity in prospects for advancement or employment in the private sector is lacking. In private employment, reaching sales targets and developing personal ties are more essential than merit. Additionally, doing this requires a lot of unethical labour. Both private banks and pharmaceutical firms fall within this category, as well.

Some other considerations are as follows.

1. Opportunities in civil services. Opportunities in the civil service have increased. A positive note also mentioned that in the government sector, there is a greater opportunity to help people.
2. Relocate to another country. The job market in other countries has also transformed. International competitiveness has also risen. The number of jobs available in the United Kingdom and America has decreased. Travelling overseas is becoming less popular. That is the explanation.
3. The examination syllabus is a consideration. However, other respondents illustrated a good sign of moving to BCS. They claimed that people believe there is less opportunity to engage in such unethical work in government positions, such as BCS, Therefore, doctors, and engineers are coming to BCS for a better work environment.

#### 4.8.7 Motivational incentives

##### ***Role of Media:***

The involvement of the media is significant. In social media, TV, and movies, general cadre works are highlighted a little more. A message among the young people then spread from there. They are attracted through the media.

#### 4.8.8 Performance in the Workplace

There is a gap in job execution ability between individuals with general backgrounds and those with technical backgrounds in the workplace. Deputy Inspector General (DIG) of Police, Mymensingh and Khulna viewed that a trend can be noticed among the current young generation that they always want to be in a position of authority. They perceive that the administration cadre and police are at the hub of power. It is also a matter of fact that newspapers and other media outlets have reported it in this way. Additionally, it is clear that politicians mistreat the members of other cadres, respondents stated. And they want to join the group that controls the majority of the power. They join these cadres, in my opinion, because they think they can open doors. Further, the younger generation believes they can seize and create this opportunity. Supervisors

observed that this is why the younger join the cadres those are close to power and authority generation.

From their experience as supervising officers, the FGD respondents opined that there is a difference in job execution ability in the workplace between individuals with general backgrounds and those with technical expertise. They stated that certain variances are seen in the workplace. For example, one of the supervising officers of the Cooperative department mentioned:

*“I was in charge of the office two or three times. I observed that the academic result of the new entrances was fantastic, but the work performance did not match his/her result. I worked with an engineer in my cadre as well as I worked with UNO who has an engineering background. I observed that the administration cadre officials very often have to take quick decisions to manage the public unrest or provide public service immediately. The way that the technical background people handled this matter occasionally made me feel uneasy. I asked them why they came here (general cadre). The challenges are there; if agronomists or engineers or physicians come to general cadre, and I do not feel it is appropriate for them to come here (general cadre).”*

In addition to those with technical backgrounds, administration increasingly includes economic cadres as well, Respondents again highlighted that. After merging the Economic Cadre, they're getting field work now. One of the Divisional Commissioners opined that the arrangement is only temporary. This problem will no longer exist. After the merger of Economic Cadre, they are being given fieldwork. In reality, they performed diverse tasks inside the ministry in a different environment. However, their job routine is now altered as they travel into the field and work in the collectorate. They weren't accustomed to deal with conflicts or appear in mobile courts, but that is what they now have to do. Due to the fact that they lack this transitional experience, they will first find it difficult to change. For instance, people with a technical background, particularly physicians and engineers, have a similar educational mindset and are developed in that way, but when they enter the general cadre, they find it difficult to adapt in the beginning. As they grew up in one type of environment, they are now moving to a different type of environment. One of the Deputy Commissioners mentioned, for instance, that

*among 35 UNOs, of which 5 are with engineering backgrounds. According to the posting, it appears that they have no work experience and have never worked in the service. Therefore, they must prepare for their present work through training. To get them in shape, they must receive training from a training institution. Additionally, they must receive on-the-job training to improve.*

*- Statement from a Deputy Commissioner*

Respondents mentioned that an entry-level officer has a lot of responsibilities, therefore if s/he is unable to complete them, the service will face difficulties. Values pick up several engrained customs from the Assistant Commissioner through observing them in action. It is a process of learning by doing, which perhaps those who have merged lack. There are many decisions that the administration and police officials, especially in law-and-order crises, have to take judgements promptly. It can not be taught through any training or conventional system of learning. Something is learnt via demonstrations; other things are done by their own thoughts. This is where a gap in capacity is initially observed.

#### 4.8.9 Decision Making

People with technical backgrounds, such as those in medicine, engineering, or dentistry, take much time making decision. Additionally, people who study general courses like sociology, public administration, law, and English can make conclusions swiftly. Because there is a significant distinction between general studies and technical studies. Because of this, their thinking patterns are different. General studies are able to comprehend social concerns clearly and simply since they are connected to people and society. However, it takes some time for those with a technical background to get orientated with the civil service. Practice has shown that people with general backgrounds can pick up information more rapidly, where as people with technical backgrounds perform more slowly and are less competitive than people with general backgrounds.

He has a lot of responsibilities, therefore if he can't fulfil them, it will be problematic for the service. Vellus picks up several engrained customs from the Assistant Commissioner through observing them in action. which perhaps those who have merged lack. By doing, people learn.

Many things, during in law and order crises officers concerned have to take judgements promptly, it will not be taught in any training session, rather things are learnt via demonstrations, other things are done by thinking on your own. In this regard significant difference is found between the people with general and technical background.

#### 4.8.10 Communication Skill with Citizen

Aside from three professionals with technical backgrounds in general work, we also have physicians and other generalists present. But those with technical backgrounds do poorly in terms of performance. There is no labour done by them. They believe themselves to be clever, yet they are not appreciated here. As a result they are unable to perform better. We deeply regret their plight.. In addition, none of our physicians are given a seat. Their workplace does not exist. They accept their pay, stay here, and work in private as a result since I can't give them a working or living environment.

## Case Analysis

### Box 1: Case of Mr. Md. Raihanul Kabir (Agriculture Extension Officer)

*I am Md. Raihanul Kabir. Jhinedah District in Bangladesh is where I was born and raised. I went to Bangladesh Agriculture University to study. As a post-graduate student after receiving my degree from the university, I entered the Agriculture Cadre with my appeared certificate. Although Bangladesh's agriculturists are making significant contributions, they have the same disadvantages as BCS (Health). I have experienced that there is a lot of discrimination in terms of their occupations, living situations, vehicles, and other facilities. I did not have a car or any vehicle and I had to go to the fields and deal with people all the time. They don't get recognition, attention, or a place in decision-making even when they do exceptionally well or contribute significantly. I did a great job and enjoyed working in my agriculture cadre. On the other hand, society does not value the farmer. I joined the Ansar for that reason. Regarding their jobs, housing arrangements, automobiles, and other amenities, there is a lot of prejudice. The agriculturist must regularly interact with people and travel to fields, yet they lack a car. Despite exceptional performance or a valuable contribution, they receive no respect, no acknowledgement, or a decision-making position. My performance in my agriculture cadre was excellent, and I liked working there. However, the agriculturists are not respected in society the way other few (elite) cadres are. It is why I joined the Ansar cadre in 2014 and spent the next eight years posting there. I am doing well here also. However, I have still a dream of applying my academic knowledge in my professional field.*

## Result of Qualitative data

Figure 4.35 Incentives that Motivates to Join in BCS General Cadre

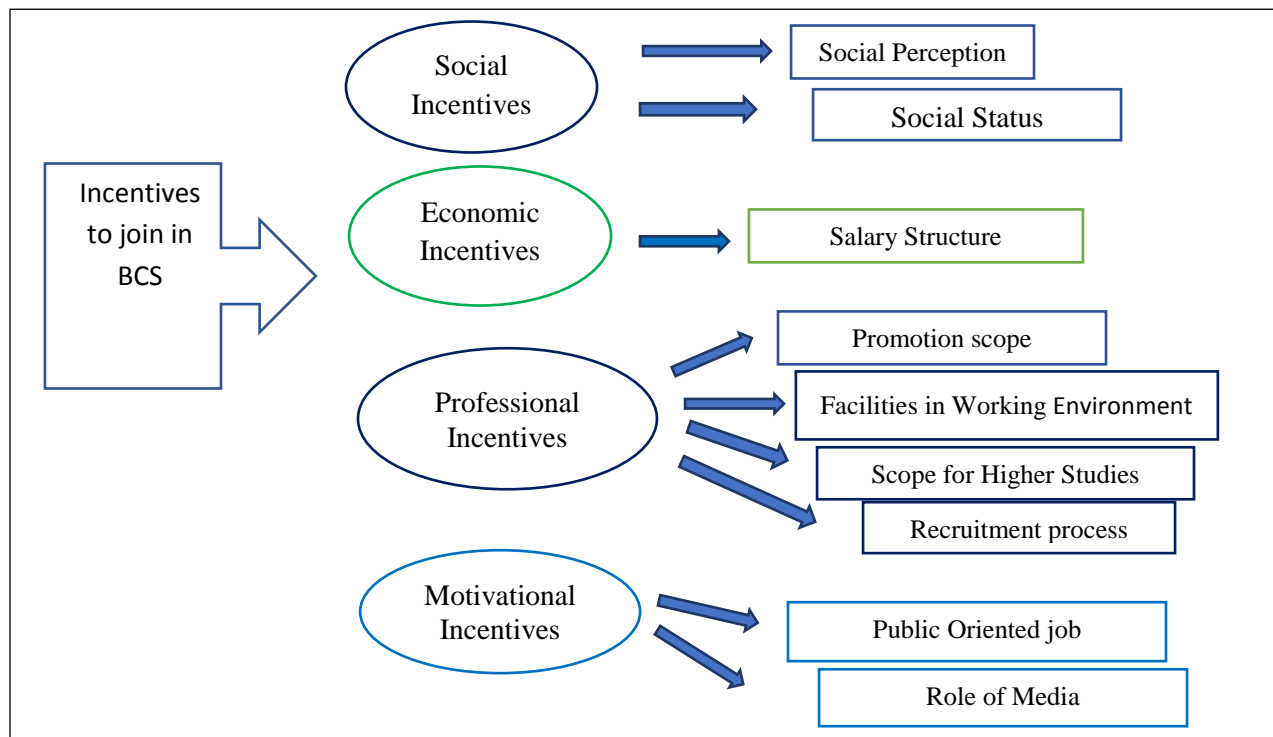
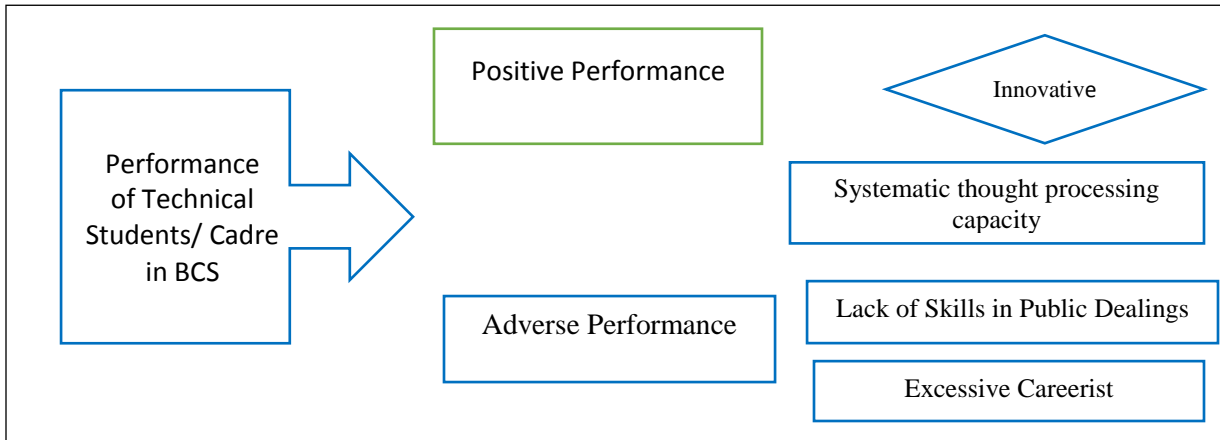


Figure 4.36 Performance of the Officials with Technical Background



## **Chapter 5**

### **Discussion**

Significant progress has been made regarding women's participation in the Bangladesh Civil Service (BCS). Though the under-presentation of women in Bangladesh's Civil Service continued at the beginning of independence. The situation has changed. In 2006 and 2009, the overall participation of women in BCS was only 14% and 21% respectively (UNDP, 2014). The average representation of women in the last three BCS (36-38) is promising (29.12%), though, in the general cadre, it is around 24%. However, they are still far behind than men; and women's average labor force participation rate is 42.67% (2023).

Urbanization and consumerist behavior of the people of the society often shape the family structure of a nation. As a key social institute, the family pattern of our society is turning into nuclear from the joint family, which is also vivid in our newly recruited civil servants family structure. Most of the newly recruited cadre officials belong to nuclear (63.3%) families; Only about 34% belong to joint families, mostly having 1 or 2 siblings(65%); Only 34% have more than two siblings.

So, most of them belong to the nuclear type families, which is persistent with the socio-economic progress of the country. However, on average, they have 5.2 family members, whereas in Bangladesh, the average family size is 4.26 (BBS, 2022).

A significant disparity is found based on the urban representation of civil servants. About 45% are from rural and 55% from urban areas. Later, they were found to spend their student lives in a metropolitan areas to benefit from the urban education amenities. Though 45% of the newly recruited civil servants hail from the village, most of them (about 83%) are educated in modern facility-based urban and semi-urban areas.

According to the Pew Research Center Analysis, almost 80% of young civil servants belong to a low-income family, having monthly income of 50,000 taka or less for a household of 4 members, equivalent to  $\leq$  \$9/day per person in PPP dollars. Only 15% are from middle-income families (having a daily income of \$10-20/day per person), and only about 5% are from upper-middle or higher-income families (having a daily income  $\geq$  \$21/day per person).



Most of the young civil servants are now from a science background, and only a few are from Commerce and Humanities. They enter the BCS by completing graduation (55%) and post-graduation (45%). Students from public universities are dominant over private universities in BCS. Almost 95% are from public universities, and only 5% are from private universities. However, the representation from private universities in BCS is increasing very slowly. Moreover, now a days, students with technical backgrounds (Engineering, Medical, Agriculture, and others) perform better than those with general education background in BCS. In the 37th and 38th BCS general cadre, students with technical backgrounds were 33% and 41%, respectively.

Moreover, students from educated families perform better in BCS. There is hardly any BCS officer whose parents have not completed secondary education (91% father and 75% mother). Over 50% of BCS officers' fathers have qualifications over graduation, and this rate is 20% for mothers.

The diversity in the newly recruited civil officers' parents' and spouses' professions is quite noticeable. Though most mothers are still engaged in home making, many are involved in public service, especially in teaching. The fathers are employed in the service sector, and public service dominates over private service. Their spouses have better educational qualifications and are primarily engaged in service (78%). Only 32% of the young civil servant's spouses are involved in home making and other activities.

Huge fluctuation is noticed in the finalizing aim in life of the newly recruited civil servants. In the early life only a few of them (23%) wanted to be civil servants, while most of them wanted to be doctors or engineers. However, after graduation, it changes a lot, and almost 46% of them fix civil service as a career, while 54% still have different visions. So, most of the young civil servants entered service what they did not intend to be a few years back. They also identify this approach of selecting civil service as a career inconsistent with their career plan of their early life.

The influence of peers, surroundings, teachers, and parents is also substantial in choosing aim in lives, academic subjects, or groups and cadres. In almost 44% cases, academic subjects were selected by peers, teachers, or parents, and in 70% cases, young civil servants willingly chose cadres, and 30% failed to choose the cadre by themselves. Besides, the

standard deviation between the desired cadre and the cadre appointed is also significant, which may instigate many newly appointed civil servants to retake the BCS examination along with other factors.

The last pay scale has drawn students' attention to public service to a large extent. The prestigious BCS examination is at the forefront of it and has been a sensation for fresh graduates actively searching to establish a career in civil service. Many factors inspire young employees to join BCS to be a part of the government and serve the mass people. Personal and professional statuses, financial benefits, social honor and prestige, job security, societal expectations, other service benefits, and the dream of being self-sufficient and independent are the most stimulating factors for fresh graduates to join civil service.

Relevancy of Academic Syllabus with BPSC Syllabus and Understanding Job Responsibility:

It has become extremely competitive as more people are willing to join civil service. As the competition is high, some factors help to be successful in the BCS examination. Subjects studied at the graduation level mean the syllabus may have some linkages with BCS examination performance. About 40% of successful candidates mentioned that the academic syllabus they studied was irrelevant to the BPSC examination syllabus, while 60% found it relevant. We also investigated performance in the BCS examination in line with academic attainment. So, there is no strong correlation between academic attainment and performance in the BCS examination.

On the other hand, while students are joining the civil service with a very competitive exam through a long, tiresome journey, they need a clear idea about the job responsibilities they are pursuing. Most of them stated that the overall benefits they receive do not fit with their job responsibilities, and most of them do not realize job responsibilities clearly before joining. Many factors can be responsible for this. In Bangladesh, students have minimal scope for placement or internship in the public sector after graduation and post-graduation. Students may know only the posh sides of the BCS from their seniors, peers, and surroundings, not the flip sides.

Most young civil servants (more than 80%) have previous job experience. As the recruitment process of BCS administered by BPSC is lengthy, candidates find it suitable to get themselves

involved in other jobs. Because candidates may not become successful in their initial attempt and retake the BCS examination recurrently.

Moreover, the presence of inter-cadre discrimination is another vital aspect of this study. Among different cadres of Bangladesh Civil Service, disparities continue regarding promotion, posting, authority, and other service benefits. Only a few cadres' officials, like administration, police, and foreign affairs, are promoted on time, and others need to catch up. About 30% of young civil servants agree with the discrepancy among different cadres, and a large number are also skeptical about inter-cadre differences. Besides, slow career progress is another demotivational factor that exists in BCS.

## Chapter 6

### Conclusion and Recommendation

The main objective of this research is to explore the impact of socio-economic status on BCS officials' job preferences. The study aims to explore the direction of some selected socio-economic indicators of newly recruited BCS officials, the coherence of cadre choice with service stimuli, and the association between academic disciplines and performance in the BCS examination.

The study followed the mixed method approach and mainly relied on primary data collected from the Ministry of Public Administration (MoPA), Bangladesh Public Service Commission (BPSC), and administering the questionnaire. In addition, there were some cases where qualitative analysis was relevant. Thus, this study applied both qualitative and quantitative methods. Data have been collected from the officers who have joined recently, Supervisors of the field officers, and officials from the Bangladesh Public Service Commission (BPSC), and data on the socio-economic status of the newly appointed civil servants have been gathered from Personnel Management Information System (PMIS) of Ministry of Public Administration (MOPA). Standardized statistical applications like MS Excel and SPSS have been used for quantitative analysis. All required data have been accumulated from relevant stake holders by applying various data collection tools, i.e., structured questionnaire survey, Focus Group Discussion (FGD), and Key Informant Interview (KII).

Significant progress has been made regarding women's participation in the Bangladesh Civil Service (BCS). The average representation of women in the last three BCS is promising (29.12%). However, they are still far behind than men; and lower than women's average labor force participation rate (42.67%) in Bangladesh (2023). The family pattern of our society is turning into nuclear from the joint family and most of the newly recruited cadre officials belong to nuclear families; only a few belong to joint families. However, on average, they have 5.2 family members, whereas in Bangladesh, the average family size is 4.26 (BBS, 2022). A significant disparity is found based on the rural-urban representation of civil servants. About 22% are from rural and 78% from urban areas. The highest number is from the Dhaka division

and the lowest is from Shylet division. Most of them spent their student lives in metropolitan areas to be benefited from the urban educational arrangements. About 80% of the young civil servants belong to low-income families, having an income of 50,000 taka or less for a household of 4 members, equivalent to  $\leq$  \$9/day per person in PPP dollars. Only 15% are from middle-income families (having income of \$10-20/day per person), and only about 5% are from high-income families (income  $\geq$  \$21/day per person).

Now a days, the majority of civil servants have a science background, and only a few are from Commerce and Humanities. They join BCS by completing both graduation (55%) and post-graduation (45%). Most of them from public universities, and a few are from private universities, with a slightly increasing trend. In BCS, students with technical backgrounds (Engineering, Medical, Agriculture, and others) perform better than those with general education backgrounds (Arts, Social Science, etc.). The diversity in the newly recruited civil officers' parents' and spouses' professions is quite noticeable. Students from educated families perform better in BCS, and most BCS officers' parents have at least secondary education (91% father and 75% mother). Mothers are involved in public service, especially in teaching, though a large number are still engaged in home making. The fathers are primarily employed in the service sector, and public service dominates private service. Their spouses have better educational qualifications and are engaged mainly in the service sector. Only 32% of the young civil servant's spouses are involved in homemaking and other activities.

Another exciting finding of the study is that most of the newly recruited civil servants wanted to become something other than civil servants at the early stage of their lives. Most of them wanted to become doctors or engineers. However, after graduation, it changed a lot; most of the young civil servants entered service what they did not intend to be. We also identify this approach of selecting civil service as a career inconsistent with their earlier career plan. The peers, surroundings, teachers, and parents substantially influence their aim in life, academic subjects or groups, and cadres' choices. Besides, the standard deviation between the desired cadre for a candidate and the cadre s/he selected for is also high and ultimately instigating many newly appointed civil servants to retake the BCS examinations. The competition in the BCS examination has become very tough a number of factors may be helpful to be successful in the BCS examination. Subjects studied at the graduation level mean the syllabus may have some

linkages with BCS examination performance. About 40% of successful candidates mentioned that the academic syllabus they studied was irrelevant to the BPSC examination syllabus, while 60% found it relevant. We also investigated performance in the BCS examination in line with academic attainment. So, there is no strong correlation between academic attainment and performance in the BCS examination.

The last pay scale has drawn students' attention to public service to a large extent. The prestigious BCS examination is at the forefront of it and has been a sensation for fresh graduates actively searching to establish a career in civil service. Many factors inspire young employees to join BCS to be a part of the government and serve the mass people. Personal and professional statuses, financial benefits, social honor and prestige, job security, societal expectations, other service benefits, and the dream of being self-sufficient and independent are the most stimulating factors for fresh graduates to join civil service.

On the other hand, while students are joining the civil service with a very competitive exam through a long, tiresome journey, they need a clear idea about the job responsibilities they are pursuing. Most of them stated that the overall benefits they receive do not fit with their job responsibilities, and most do not realize job responsibilities clearly before joining. Many factors can be responsible for this. In Bangladesh, students have minimal scope for placement or internship in the public sector after graduation and post-graduation. Students may know only the posh sides of the BCS from their seniors, peers, and surroundings, not the flip sides.

Most of the young civil servants (more than 80%) have previous job experience. As the recruitment process of BCS administered by BPSC is lengthy, candidates find it suitable to get themselves involved in other jobs. Because there is a probability that candidates may not come out successful in their initial try and retake the BCS examination recurrently. Even, BCS syllabus should be need based in regard to cadre respective and their job responsibilities.

Moreover, the presence of inter-cadre discrimination is another vital aspect of this study. Among different cadres of Bangladesh Civil Service, disparities continue regarding promotion, posting, authority, and other service benefits. Only a few cadres' officials, like administration, police, and foreign affairs are promoted on time others need to catch up. About 30% of young civil servants agree with the discrepancy among different cadres, and a large number are also skeptical about

inter-cadre differences. Besides, slow career progress is another demotivational factor that exists in BCS.

In a nutshell, social status, wage scale, financial situation, etc. need to be rationalized across cadres to improve the situation. Before, only a few elite cadres, such as foreign, administration, police, customs, and taxation, were sought after by applicants.

Showing respect to all cadre officials is necessary. Furthermore, facilities and benefits have to be shared fairly across cadre officials according to their requirement and capacity. Additionally, each cadre should have a representative at the top level in the secretariate or policy-making team in order to guarantee equity within and among cadre services of Bangladesh. In this approach, disparity/ discrimination can be large extent.

#### Action Plan

The overall research objectives was as follows: To explore the influence of socio-economic background on the job preferences of BCS official.

Table 6.1 Action Plan Matrix

Key Findings	Recommendation	Action to be taken	Who's duty/role
Urban representatives are more in civil service due to entitlement with modern educational facility	Urban rural educational facility disparity needs to be addressed	Equal educational facility oriented policy is to be formulated & implemented	Policy maker
Intake in civil service officials are seen mostly from science group rather arts/humanities, business or social science background student	A generic syllabus is to be developed from BPSC or MoPA, where equal opportunity would be there for all group of academic students	Revised BCS written examination syllabus and other evaluation methods	BPSC and MoPA
Inconsistencies of aim in life, from childhood, young,	Service status and benefit is not equal in all cadre. Equal service benefit and	Clustering BCS cadre or minimize the benefit gap between	MoPA/Cabinet

graduation and finally in BCS cadre choice	opportunity is to be distributed among the cadre officials, or job analysis is to be reformulated Or minimize of cadre (in number) into clustering cadre	the cadre	
Newly joined in BCS officials are having with (80%) previous job experience	Recruitment and selection process would be shorten, so that freshers are having the scope to join in BCS with fresh knowledge and job behaviour mindset	Shorten time frame in BCS cadre officials, like maintain academic calendar or follow fiscal year duration for BCS examination	BPSC or MoPA
Disparity in job career like promotion, posting, authority and service benefit	Inter-cadre differences are to be addressed	Well structure career planning for all cadre officials policy plan to be formulated	Concerned Ministry
Motivation to join in BCS	Incentives are: Social, Economic, Professional and Motivational Incentives	Majors motivational approaches are to be segmented in different factors to join in BCS	MoPA

### Future Research

This research has given emphasis on civil service socio-economic attributes and its present empirical structure, who have joined in BCS from 35 batch to 38 batch of general cadre officials only. Though the robust approaches are adopted for this study, in future sample size and cohort can be extended to examine the greater picture of civil service socio-economic background. This study result confirmed that science academic background candidates are doing well in BCS examination and entered in civil service rather other academic background. Thus, BCS examination syllabus or academic issues are to be given focus on future study. New policy of BCS official recruitment has implemented from 40 BCS batch, where any sort of group preferences or quota system is ignored in this study. Therefore, a comparative study before and after quota system can be considered in future research. moreover, further research could be given focuses on candidates academic attainment in relation with cadre preferences.



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**Bangladesh Public Administration Training Centre**

**Savar, Dhaka**

**Research Title: Socio-Economic Status and Job Preferences:  
A Trend Analysis of BCS Officials**

**Survey Questionnaire**

[Bangladesh Public Administration Training Centre (BPATC) and Ministry of Public Administration (MOPA) have been jointly conducting a study titled **Socio-Economic Status and Job Preferences: A Trend Analysis of BCS Officials**. The aim of the study is to explore the influence of socio-economic background in the job preferences of BCS officials. To achieve the aim, the study identifies several objectives for example to explore the trend of some selected indicators of socio-economic status (SES) in recent (the year 2017 to 2021) BCS officials; to figure out the coherence of cadre choice with service incentives; to examine the association between subject studied at the graduation level and the BCS examination performance; and to determine the relationship between socio-economic status and job performance of the BCS officials. Distinguished officers of Bangladesh Civil Service are requested to response the questionnaire by giving their opinion. Your precious opinion will help the research team to conduct the study and that will ultimately contribute to policy decision of the government. It is assured that collected data from this questionnaire survey will only be used for research purpose. The identity of the respondent will never be disclosed. Thank you for your participation.]

**Section- 01: Demographic Information**

1.1 Please indicate your appropriate age category.

- 25 - 29
- 30 - 34
- 35 - 39
- 40+

1.2 How would you describe your current marital status?

- Single
- Married
- Widowed
- Divorced
- Separated

1.3 Please specify your gender.

- Male
- Female
- Others

1.4 Your cadre (General cadre only):

- BCS (Foreign Affairs)     BCS(Administration)     BCS (Police)     BCS (Taxation)
- BCS (Ansar)     BCS(Postal)     BCS (Police)     BCS (Audit & Accounts)
- BCS (Customs & Excise)     BCS (Family Planning)     BCS (Railway Transportation & Commercial)

1.5 Your BCS batch:

- 35th BCS     37th BCS
- 36th BCS     38th BCS

## Section- 02: Socio-economic Background of the Respondents

2.1 Your hometown located at:

- Capital City     Divisional Headquarters     District Headquarters
- Upazila Sadar     Village     Others
- Others

2.2 You spent most of the time in student life:

- Capital City     Divisional Headquarters     District Headquarters
- Upazila Sadar     Village     Others

2.3 Mention your educational Institution's name & address in the following category:

School:.....  
College:.....  
University: .....

2.4 Please mention your **father's** Profession:

- |  |  |
|--|--|
| <input type="checkbox"/> Public Service      | <input type="checkbox"/> Private Service |
| <input type="checkbox"/> Teaching Profession | <input type="checkbox"/> Business        |
| <input type="checkbox"/> NGO                 | <input type="checkbox"/> Bankers         |
| <input type="checkbox"/> Agriculture         | <input type="checkbox"/> Others .....    |

2.5 Your **father's** educational qualification:

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Secondary        | <input type="checkbox"/> M. Phil      |
| <input type="checkbox"/> Higher Secondary | <input type="checkbox"/> PhD          |
| <input type="checkbox"/> Graduate         | <input type="checkbox"/> Others ..... |
| <input type="checkbox"/> Post-graduate    |                                       |

2.6 Your **mother's** profession:

- |  |  |
|--|--|
| <input type="checkbox"/> Public Service      | <input type="checkbox"/> Private Service |
| <input type="checkbox"/> Teaching Profession | <input type="checkbox"/> Business        |
| <input type="checkbox"/> NGO                 | <input type="checkbox"/> Bankers         |
| <input type="checkbox"/> Agriculture         | <input type="checkbox"/> Homemaker       |

2.7 Your **mother's** educational qualification:

- |   |  |
|---|--|
| <input type="checkbox"/> Primary          | <input type="checkbox"/> Post-graduate |
| <input type="checkbox"/> Secondary        | <input type="checkbox"/> M. Phil       |
| <input type="checkbox"/> Higher Secondary | <input type="checkbox"/> PhD           |
| <input type="checkbox"/> Graduate         | <input type="checkbox"/> Others        |

2.8 Your Spouse Profession:

- |  |  |
|--|--|
| <input type="checkbox"/> Public Service      |  |
| <input type="checkbox"/> Teaching Profession | <input type="checkbox"/> Private Service |
| <input type="checkbox"/> NGO                 | <input type="checkbox"/> Business        |
| <input type="checkbox"/> Agriculture         | <input type="checkbox"/> Bankers         |
|  | <input type="checkbox"/> Homemaker       |

2.9 How would you specify your family structure?

- Nuclear family
- Joint family
- Other

2.10 Total number of siblings you have:

- |                            |                                      |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4           |
| <input type="checkbox"/> 2 | <input type="checkbox"/> More than 4 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> No sibling  |

2.11 How would you categorize your parent's average monthly income:

- Less than Tk. 20,000
- Tk. 20,000-Tk. 30,000
- Tk. 30,000 - Tk. 40,000a
- Tk 40,000 - Tk 60,000
- Tk. 60,000- TK 80,000
- TK 80,000 +

2.12 Your aim in life at Higher Secondary level of education:

- To be a Teacher
- To be a Doctor
- To be an Engineer
- To be a Businessman
- To be a Civil Servant
- Others .....

2.13 Your academic group at Secondary and Higher Secondary level:

**Secondary level:**

- Science
- Arts
- Business studies
- Others

**Higher Secondary level:**

- Science
- Arts
- Business studies
- Others

2.14 Who took the decision regarding your group choice/selection?

- You
- Parents
- Teachers
- Others

2.15 Please identify the discipline you studied at Undergraduate level (in broad):

- Arts
- Social Science
- Engineering Science
- Medical Science
- Biological Science
- Pure and applied Science
- Agriculture Science
- Computer-ICT Science
- Business Studies
- Others .....

2.16 Are you satisfied with your Undergraduate level of education? (Please see 2.15)

- Satisfied
- To some extent satisfied
- To some extent dissatisfied
- Dissatisfied

**2.17 Please give your opinion on the following items:**

[Read the following statements and give your opinion by following the scale ranging from 1 to 5, where 5=Willingly, 4= Parent’s Influence, 3= Teacher’s Advice, 2= Surrounding’s Suggestion, 1= Peers Influence]

Sl. No.	Statements	Willingly (5)	Parent’s Influence (4)	Teacher’s Advice (3)	Surrounding’s Suggestion (2)	Peers Influence (1)
1.	I have selected my academic discipline	5	4	3	2	1
2.	I choose the cadre service	5	4	3	2	1
3.	I left my previous job	5	4	3	2	1
4.	Slow career Progress	5	4	3	2	1
5.	Inter Cadre discrimination	5	4	3	2	1
6.	Lack of Job Security	5	4	3	2	1
7.	Insufficient financial service	5	4	3	2	1

2.18 What was your career choice/plan after graduation?

- To work in the field of my basic subject
- To pursue a foreign degree.
- To do a private job
- To do government job
- To be a civil servant
- To be a University Teacher
- Others.....

2.19 Was your career plan/choice consistent with your aim in life when you were a higher secondary/undergraduate level student?

- Consistent
- Inconsistent

2.20 The factors that influenced you to join in the civil service is:

- Social status
- Executive status
- Personal status
- Being a part of government
- Delivering service to citizen
- Other .....

2.21 Your previous job status

- Government organization
- Banking
- Private job
- Research job
- Business
- Teaching
- Switched from other cadre
- others

**Section- 03: Link between subject studied at the graduation level and performance in BCS examination**

3.1 To what extent your academic syllabus is linked with the BPSC examination syllabus?

- Very much
- To some extent
- Not at all

3.2 How do you see your BCS examination result in line with your academic attainment?

- Very much relevant
- Relevant
- Partially relevant
- Irrelevant

**Section-04: Coherence of cadre choice and service benefits**

4.1 Your first three (3) choices in the cadre list:

- 1.....
- 2.....
- 3.....

4.2 Do you have clear understanding regarding your current job responsibilities before joining?

- Yes
- No



4.3 Please identify your opinion by placing a tick in the appropriate category:

[Read the following statements and give your opinion by following the scale ranging from 1 to 5, where 5= Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree, 1= strongly Disagree]

Sl. No.	Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	Civil servant has outstanding financial benefits and privileges	5	4	3	2	1
2.	Current service provides enough financial benefits	5	4	3	2	1
3.	Professional prestige is at the highest level for a civil servant	5	4	3	2	1
4.	Civil servants are enjoying the highest level of honor in the society	5	4	3	2	1
5.	Civil service is highly secured	5	4	3	2	1
6.	One desired to be a civil servant because of good promotion system	5	4	3	2	1
7.	You dream to be a civil servant because of your intrinsic manner of being self-sufficient and independent	5	4	3	2	1
8.	You are independent and self-Sufficient which you achieved from your family	5	4	3	2	1
9.	Our societal expectations mostly force yourself to be a civil servant	5	4	3	2	1

4.4 Do you think your service benefit (Remuneration, fringe benefit, and others) are fitted with your job responsibilities!

- Relevant
  Benefit Less than service delivery  
 Benefit more than service Delivery
  Not sure

4.5 Do you have any intention to switch job?

- Yes  
 No  
 Do not know

4.6 If 'YES' then state, the reasons:

.....

.....

.....

.....

**5.1 How do you rate in the following items/questions with respect to measurement scale ranging from 1 to 4)?**

Sl. No.	Factors relating to job performance	Dissatisfactory (1)	Satisfactory (2)	Moderately Satisfactory (3)	Highly Satisfactory (4)
1.	<b><u>Knowledge of the Job</u></b>	1	2	3	4
	(i) Recognizing the goal of the job	1	2	3	4
	(ii) Understanding the function of the job	1	2	3	4
	(iii) Concepts and techniques relating to the job	1	2	3	4
	(iv) Knowledge on file management	1	2	3	4
	(v) Familiarity with office manner and etiquettes	1	2	3	4
2.	<b><u>Planning of work</u></b>				
	(i) Detailing a plan of the responsibilities required to achieve the goal of the job/cadre.	1	2	3	4
	(ii) Scheduling of one's assignment to meet deadlines	1	2	3	4
3.	<b><u>Ability to achieve results</u></b>	1	2	3	4
	(i) Achieving targets	1	2	3	4
	(ii) Following up the systems	1	2	3	4
	(iii) Coordinating with departments	1	2	3	4
	(iv) Organizing/using resources (financial backing, material, personnel) towards achieving the goal.	1	2	3	4
4.	<b><u>Sense of responsibility</u></b>				
	(i) Ability to work independently/ with minimum supervision)	1	2	3	4
	(ii) Willingness to take a decision	1	2	3	4
(iii)	<b><u>Maintaining Discipline</u></b>				
	(i) Ability to maintain organizational discipline	1	2	3	4
	(ii) Sense of discipline at office				
(iv)	<b><u>Teamwork and cooperation</u></b>	1	2	3	4
	(i) ability to communicate with Supervisor	1	2	3	4
	(ii) work with peers and subordinates;	1	2	3	4
	(iii) participate in meetings	1	2	3	4
	(iv) ability to handle conflicts,	1	2	3	4
	(v) degree of involvement in a team	1	2	3	4
(v)	<b><u>Identification with organization's goal</u></b> (sense of identification with organizational goal)	1	2	3	4
(vi)	<b><u>Approach to problem solving</u></b>				
	(i) ability to seek alternatives to solve a problem	1	2	3	4
	(ii) able to identify the problem				
(vii)	<b><u>Focused on service delivery</u></b>				
	(i) with honesty, ethical values and in time	1	2	3	4

	(ii) Eager to professional development	1	2	3	4
	(iii) Maintaining work-life balance	1	2	3	4

**5.2 Capacity Development:**

5.2.1 Mention the training programs you have already attended:

.....  
.....

5.2.2 Mention the name of Awards/Honors that you have received in job life:

.....  
.....

5.2.3 What is your future career plan?

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.....  
.....

5.2.4 During the job tenure, do you believe that you have made an exceptional contribution to society?

.....  
.....  
.....

5.2.5 What are the factors that hindered your job performance?

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5.2.6 Please indicate specific areas in which you feel the need to upgrade your skills through training programs:

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Thank You Very Much for Your Contribution and Participation in the Questionnaire Survey. cell:  
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