

Training and Job Satisfaction for Organizational Effectiveness:

An Empirical Study on Bangladesh Civil Service Officers

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Executive Summary

Civil Service is the most important workforce of Bangladesh public sector. Where, civil servants are the agents of government for service and goods delivery to the citizen. Therefore, job satisfaction and motivation of civil servants should be analyzed, as government initiatives are implemented by that civil workforce. There is a very limited work on job satisfaction and training of Bangladesh Civil Service. Therefore, this type of research would enable the interested quarters to understand the situation of job satisfaction of civil servants in Bangladesh. Moreover, it is very much essential to identify the factors which influence organizational effectiveness in this area.

In this study job satisfaction of civil service was measured with fifteen variables that are related to their career development, performance and reward, financial benefit, and job security. Same as job dissatisfaction is measured with fifteen items. As an independent variable training and development is also measured with fifteen items. On the other hand dependent variable i.e. organizational effectiveness is measured with fifteen questionnaire items.

The objectives of this study was to find out job satisfaction-dissatisfaction impact at work place, which links to organizational effectiveness; to find out the role of training and development and its impact at work place, which links to organizational effectiveness; to find out the relationship among the variables, which have impact on organizational effectiveness; and finally to identify some key factors which will be given policy guideline for organizational effectiveness. The results of this study revealed that job satisfaction-dissatisfaction has impact on organizational effectiveness. Job dissatisfaction found negative impact on organizational effectiveness. Correlation results revealed that the variables have significant relationship with organizational effectiveness.

This study report consists of five chapters. These are: chapter one has illustrated the research background, research problem, research objectives, research questions and research limitation. Chapter two has explained the past literature review and research hypotheses formulation. Chapter three has dealt with research methodology of this study that includes research philosophy, qualitative and quantitative research approaches and variables measurement. Chapter

four is about data analysis, data presentation, results and findings of this study. Chapter five consists of recommendations, conclusion, implications and limitation.

For this study empirical data is collected from primary sources through questionnaire survey and literature has been developed from secondary sources. Officers ranging from Joint secretary to Assistant secretary or equivalent levels were the respondents for this study. Purposive sampling method was used for this study. Scale variables were used for data collection. Valid 202 sample respondents were from 17 different cadres of Bangladesh civil service. Reliability test (Cronbach's alpha) has been done for validating the measured items of each variable.

Statistical Package for Social Science (SPSS) tools is used for data analysis. Respondents' demographic data is analyzed with frequency distribution. Independent variables pattern is analyzed with descriptive statistics. Descriptive results revealed that mean value is satisfactory level in job satisfaction and training & development items. And Chi-square results found that the calculated chi-square value is smaller than the Tabular chi-square value, the null hypotheses are accepted. Pearson's correlation results revealed that variables have significant relationship.

Exploratory factor analysis method was used to identify the dimension of organizational effectiveness. Principal Component Analysis (PCA) was performed to identify the factors which have significant loading factors. PCA extracted three factors and this approach reduced 25 items to 45 items. These three factors are job satisfaction, job dissatisfaction and training & development. Moreover, KMO and Bartlett's test was performed to identify the pattern of correlations and this test results revealed that PCA is suitable for this study. Therefore, factor analysis is considered as appropriate technique for analyzing factor loading.

Analysis of variance (ANOVA) result indicates that the variables have significant relationship with organizational effectiveness. The regression model is composed with independent variables such as 'job satisfaction', 'job dissatisfaction' and 'training & development'. In this model, the correlation coefficient is 0.445 and positive significant relationship. The R-square is 0.198, where the R-square adjusted about 19% of total variance explained.

The formulated hypothesis (H1) states that job satisfaction has positive relationship with organizational effectiveness in the civil service of Bangladesh. Job satisfaction in Bangladesh Civil Service has positive effect on organizational effectiveness with coefficient 0.251 ($p < .01$). The next hypothesis (H2) explains that job dissatisfaction has negative relationship with organizational effectiveness in the civil service of Bangladesh. Study results found that job dissatisfaction has negative effect on organizational effectiveness with coefficient -0.173 ($p < .05$). The third hypothesized (H3) stated that training & development has positive relationship with organizational effectiveness in the civil service of Bangladesh. Study results found that training and development has positive impact on organizational effectiveness with coefficient 0.268 ($p < .01$). This result revealed that training itself has 27% of total variance explained.

Study findings show that job satisfaction and T&D are the most important factors for organizational effectiveness in Bangladesh Civil Service. Training and Development is the core tool for Human Resource Development. Therefore, training and development should be given special consideration on civil service development. The study results found that job satisfaction and T&D have significant impact on organizational effectiveness. Thus, simply providing good work environment, good salary, autonomy of work, good career path of civil servant, leadership quality would be effective elements for organizational effectiveness. Supportive leadership could inspire their employee to do better work with a congenial working environment.

Table of Content

Acknowledgement (draft)	i
Authors Affiliation	ii
Executive Summary	iv
Introduction	1
1.1 Background	1
1.2 Problem statement	3
1.3 Research Questions	5
1.4 Research objectives	5
1.5 Research limitation	5
1.6 Structure of the study	5
Literature Review and Hypotheses Development.....	6
2.1 Job satisfaction.....	6
2.2 Job dissatisfaction	7
2.3 Training and Development	7
2.4 Organizational effectiveness.....	8
Methodology	10
3.1 Research Philosophy	10
3.2 Positivism	11
3.3 Phenomenology	11
3.4 Realism	12
3.5 Qualitative/ Quantitative Approach	13
3.6 Data Collection Procedure.....	16
Data Analysis, Results and Discussion	19

4.1 Data Analysis Methods/tools	19
4.2 Respondent Profile	19
4.3 Data Normalization Results	21
4.4 Scale Reliability	24
4.5 Descriptive pattern of job satisfaction in Civil Service on organizational effectiveness.....	24
4.6 Descriptive pattern of job dissatisfaction in Civil Service on organizational effectiveness	26
4.7 Descriptive pattern of Training and Development in Civil Service on organizational effectiveness	27
4.8 Factor analysis	28
4.9 Sampling adequacy test by using KMO and Bartlett's Test.....	29
4.10 Principal Component Analysis	29
4.11 Relationship among the variables.....	32
4.12 ANOVA/Model Summary on organizational effectiveness	32
4.13 Independent variables impact on dependent variable	33
4.14 Job Satisfaction Factors for organizational Effectiveness	34
4.15 Test of Hypotheses.....	36
Recommendations and Conclusion	39
5.1 Recommendations	39
5.2 Conclusion	40
5.3 Implications	41
5.4 Limitation	41
References	42



List of Table

Table 4.1: Demographic profile of the respondents (N=202)	19
Table 4.2: Cronbach's Alph Relibility for variables	24
Table 4.3: Descriptive statistics of job satisfaction items	25
Table 4.4: Descriptive patter of job dissatisfaction items.....	26
Table 4.5: Descriptive pattern of training & development items.....	27
Table 4.6: KMO and Bartlett's Test	29
Table 4.7: Result of PCA with VARIMAX Rotation on 25 variable items	30
Table 4.8: Correlation among the variables	32
Table 4.9: ANOVA/Model Summary	32
Table 4.10: Coefficients for independent variables with organizational effectiveness.....	33
Table 4.11: Variance Explained and Eigenvalues	34
Table 4.12: Job satisfaction Factors for organizational effectiveness	35
Table 4.13: Summary Results of Hypotheses H1 to H3.....	36

List of Figure

Figure 4.1: Q-Q plot for Job satisfaction.....	21
Figure 4.2: Q-Q plot for job dissatisfaction.....	22
Figure 4.3: Q-Q plot for training & development	23
Figure 4.4: Q-Q plot for organizational effectiveness	23

Chapter 1

Introduction

1.1 Background

Bangladesh Civil Servants are playing a rigorous tough job for fulfilling the governmental initiatives. The administrative set up of Civil service is up to the root level of Bangladesh. Where, government personnel are involved in any development activities. The history of Bangladesh civil service is not new, it originated from British Colonial era. Some significant changes have taken place in respect of structure but the influence of colonial legacy is very much prevalent in this machinery (Cooke, 2001)

Public administration throughout the globe, are undergoing massive changes. Newer concepts are replacing older ones. For example, New Public Management has replaced traditional public administration. On the other hand New Public Management is being replaced by Public Value Management (Stoker, 2006). But the new concepts have little impact on the Bangladesh Public Administration (Hughes, 1998). However, Morshed (1997) observes that after the independence of Bangladesh, the administrative structure has been organized and shifted in various phases. The major features of those phases were:

1972-75

This period was characterized as re-organization or reconstruction of economy and quest for a suited civil service system for the sake of a secular nation. The fundamental developments of this period are: Introduction of grading system; Political conflict among the civil servants; Declaration of the Interim Recruitment Policy, emphasis on freedom fighters; Introduction of laws to remove civil servants at will; and Setting up PSCs.

1975-82

There was emphasis on amalgamation of the cadre of Circle Officer (CO) and EPCS (I) and restructuring of services based on the recommendations of National Pay and Services Commission (NPSC). Some of the armed forces officers were deputed to the civil service.



Senior Service Pool (SSP) was created and recruitment policy was changed. The major features of this period are: Amalgamation of EPCS (II) with EPCS (I); National Pay and Service Commission (NSPC); Appointment of Retired and in service military officers in BCS Cadres.

1982-1996

The major development was decentralization of administration through the creation of 'Upazila'. The newly introduced system was abolished in 1992. The infiltration of military officers into the civil service was increased

1996-

The new regime tried to reinstate upazila system but the reborn of upazila remained unfulfilled. Public Administration Reforms Commission (PARC) was formed. The commission submitted a comprehensive report to enhance the service delivery capacity and job satisfaction level of the civil servants. But most of the recommendations excepting few remained ignored (Bangladesh Observer, 2005).

Job satisfaction is one of the key components for effectiveness of organizational effectiveness. Last study revealed that Bangladesh civil servants are low paid. The promotion is done most abruptly with political affiliation. Thus, the merit system is getting spoil as the criteria for career growth.

Job satisfaction is initially derived from job environment (Hoppock, 1935) that deals with employees' physical and psychological feeling at work place. Subsequently, many concepts and definitions have been developed on job satisfaction. Herzberg's two factor theory is one of the popular thoughts for understanding job satisfaction at work place (Herzberg, 1959). Anonymous factors may affect on employees' job satisfaction.

Bribbin (1972) has identified job satisfaction as feeling of work itself, supervisors, working groups, organizations, even family life as well. Seal and Knigh (1988) has identified psychological point of view that job satisfaction is the process of emotional or evaluation from employee's perspective as well as job itself.

Civil Service is the most important workforce of Bangladesh public sector. Where, civil servants are the agents of government for service and goods delivery to the citizen. Therefore, job satisfaction and motivation should be analyzed, as government initiatives are implemented by that civil workforce. There is a very limited work on job satisfaction and training of Bangladesh Civil Service. Therefore, this type of research would enable the interested quarters to understand the situation of job satisfaction of civil servants in Bangladesh. Moreover, it is very much essential to identify the factors which influence organizational effectiveness in Bangladesh Civil Service.

Training has identified as a tool for human capital. These human capitals consist of skill, knowledge and aptitude for efficient civil servants and are potential administrative operative elements (Islam, 2010; Ang & Hosie, 2006). Thus, training and development are among the major functions of human resource development, by which civil servants can perform in an efficient manner. In the same vein, Lee (2008) has stated that there is no alternative for training at workplace to make the organization effective.

1.2 Problem statement

In countries like Bangladesh, most of the prevailing laws and management practices were introduced by the British colonial regime 50 to 100 years ago. The bureaucrats of such countries claim with pride that they practice the colonial system introduced by the British rulers. Unfortunately they fail to realize that the age old laws and systems have become obsolete and therefore need to be modified (Hughes, 1998). Bangladesh achieved independence in 1971 after a nine month long bloody war with the Pakistani occupation forces at the cost of three million lives. Parliamentary form of government was introduced after independence and it was changed to a presidential form in January 1975. There was change of power through bloody coups in August and November 1975. Until 1991 military and quasi military regimes opted for presidential form. Parliamentary form of democracy was restored with the return of democracy in 1991 (Sobhan, 1993).

Literature reveals that job satisfaction of the employees is one of the most important determinants of job satisfaction. Job satisfaction is a complex issue that consists of factors i.e. the work itself (interesting tasks, opportunities for learning, chance to accept responsibility), pay (wage and salary), promotion opportunities (advancement), supervision and co-workers



(Luthans, 2003). Unfortunately, the present administration is unable to fulfill the expectations of the people of Bangladesh. There are several reasons for these circumstances, for example recruitment, placement and promotion decisions are often made on the basis of political affiliation instead of professional expertise and seniority. Civil service members are low paid compared to most of the private and multinational organizations. Although the role of civil servants is very much important to reduce poverty, improve law and order situation, reduce population growth rate, increase educational rate, increase health service for the poor people eventually achieving even national development.

In particular, Bangladesh Civil Service is very much centralized, less accountable, low paid, unethical at work place, more individualistic than collective, non-transparent and rent seeking (Kim and Monem, 2008). Apart from those problems, the training imparted to the civil servants is not up to the desired level for various reasons. For example, recruitment is not made according to the capacity of training institutions. Nevertheless, new entrants are not getting training in time. There is a 'back log' due to lack of training institutions' capacity in terms of physical facilities and of efficient trainers (Mustakim, 2001). Level of dissatisfaction is also high, like as the growth of individual career promotion in public organizations rarely takes place in time. Moreover, promotion is non-transparent. That results in the civil servants' dissatisfaction at work place. The civil servants have very little scope to produce innovative ideas. Therefore, the civil servants are losing their spirit of innovative idea. Even though, when ever they do good work, are not evaluated and rewarded. On the other hand, poor performance is not given punishment. These bundles of dissatisfactions de-motivate civil servants. As a result, organizational as well national goals are not achieved.

It is argued that the effectiveness of any organization is determined by its ability to provide better service to the society/stakeholders. Changing management mindset from 'command and control' to embrace a greater degree of freedom, flexibility and collaboration is a vital pre-condition to organizational effectiveness. The vital components of organizational effectiveness include management values, high-performance work practices, physical working environment and enabling technology (CIPD, 2008).



1.3 Research Questions

The research questions of this study are as follows:

- a) Are job satisfaction and dissatisfaction related to organizational effectiveness? If so to what extent does it influence organizational effectiveness?
- b) Is there any relationship between training and development with organizational effectiveness? If so to what extent does it influence organizational effectiveness?

1.4 Research objectives

The objectives of this study are as follows:

- a) to find out job satisfaction-dissatisfaction impact at work place, which link with organizational effectiveness;
- c) to find out the role of training and development and its impact at work place, which link with organizational effectiveness;
- d) to find out the relationship among the variables, which have impact on organizational effectiveness; and
- e) to identify some key factors which will give policy guideline for organizational effectiveness.

1.5 Research limitation

This study is covered only Bangladesh Civil Service personnel at different levels, who had undergo training programs at Bangladesh Public Administration Training Centre. The time frame for data collection has been taken from November-December, 2010 and January-February, 2011. Cadre or position comparison has not done in this study.

1.6 Structure of the study

This study report consists of five chapters. Chapter one dealt with introduction of this study. Conceptual literature, concept and constructs are discussed in Chapter two. Research methodology of this study is described in Chapter three. Data analysis, study results and discussion is presented in Chapter four. Recommendations and conclusion is reported in Chapter five.



Chapter 2

Literature Review and Hypotheses Development

2.1 *Job satisfaction*

Job satisfaction is an important factor for organizational effectiveness. A bulk of factors may result in organizational effectiveness and in civil service job satisfaction is one of them. However, it has been defined in many ways. Some of the thoughts from different authors are mentioned below:

Locke (1976 quoted in Dunnette, 1996) has identified job satisfaction as a positive emotional condition that originates from one's job experiences. Later on, Spector (1997) has mentioned that job satisfaction is that how people feel about their jobs and its different characteristics. Locke (quoted in Luthans, 2002:230) has identified five jobs that are mostly representing as important characteristics. These are: the work itself; pay; promotion opportunities; supervision and coworkers. However, these are the influential factors for job satisfaction. In the same vein, Robbins (2005) has argued that job satisfaction is a collection of feelings that individual holds towards his or her job.

As a work behavior job satisfaction indicators can be employees' feeling in many ways such as job itself (Harzbarg, 1959), financial and non-financial incentive, career development, and so on.

Rain et al. (1991) have stated that there is a positive relationship between job satisfaction and life satisfaction. That indicates employee who are satisfied with life will lead to be satisfied with the job and employees who are satisfied with their job will tend to be satisfied with life.

Iffaldano and Muchinsky (1985) have stated that there is no strong linkage between satisfaction and performance. But most of the people assumed that there is a positive and significant relationship between job satisfaction and performance. Therefore, best conclusion is that there is a relationship among job satisfaction and performance (Luthans, 2002).



Thus, we hypothesized:

H1: Job satisfaction has positive relationship with organizational effectiveness.

2.2 Job dissatisfaction

Very commonly, job dissatisfaction is defined as reverse treatment of job satisfaction. This term is also related with employee job attitude that explain employees' behavior. The cause of dissatisfaction may be lack of work autonomy, inadequate benefit, less scope of career development within organization, less pay, fire from job, control by supervisor and some other issues. All those lead to absenteeism and less productivity or organizational effectiveness.

Thus, we hypothesized:

H2: Job dissatisfaction has negative relationship with organizational effectiveness.

2.3 Training and Development

In disguise, on the job training was prevalent during the early stage of civilization in the form of teaching hunting and cultivation to the junior members of the cult. Move forward tens of thousands of years to mediaeval Europe, and the first universities were founded for training in the professions of the priesthood and the law, and apprenticeships were established by the guilds for training young craftsmen. But the realistic starting point must be the Industrial Revolution, when the factory system brought large groups together and true international competition in manufactured goods began. This had two consequences: employers needed to train their employees to make production more effective; and the realization grew among governments that that the quality of workforces was an important factor in the growing competition for trade (Cannell, 2009).

Moreover, training and development is strategically a vital tool for increasing efficiency to cope up with changing business environment as proactive demand is indeed to serve the citizen (Thang, 2004). For example, training refers to a planned effort by the organization to facilitate employees' competencies such as knowledge, skill and behavioral attributes that are essential for successful job performance. While, training is focused on helping improve employees' current

job, to get prepare of new technology, to develop work design and to meet up customer demand (delivering goods and services).

It is evident that from 1950s governments throughout the started considering their intervention in training seriously. A number of public sector training institutions were set up during this period. Day by day, government expenditure in training is increasing (Cannell, 2009).

Civil Service training and development is most important for their performance. Training and development is the core function of Human Resource Management (Vlachos, 2008). To make the civil servant efficient, it is crucial for delivering goods and services to the citizens in the changing business world in an efficient manner. Even technological innovation and pressure of globalization require new skills and knowledge for performing their tasks and jobs in a better manner (Islam & Siengthai, 2010). However, training refers to employees' job related competencies such as knowledge, skill and behavioral attitude of employees for organizational success. Moreover, training focuses on improving employees' current jobs and to adopt with new technology and the pattern of work. Empirical studies find that training has highly significant impact on organizational performance (Islam & Siengthai, 2010; Apospori, et al. 2008; Bartel, 1994).

Thus, we hypothesized:

H3: Training and Development have positive relationship with organizational effectiveness.

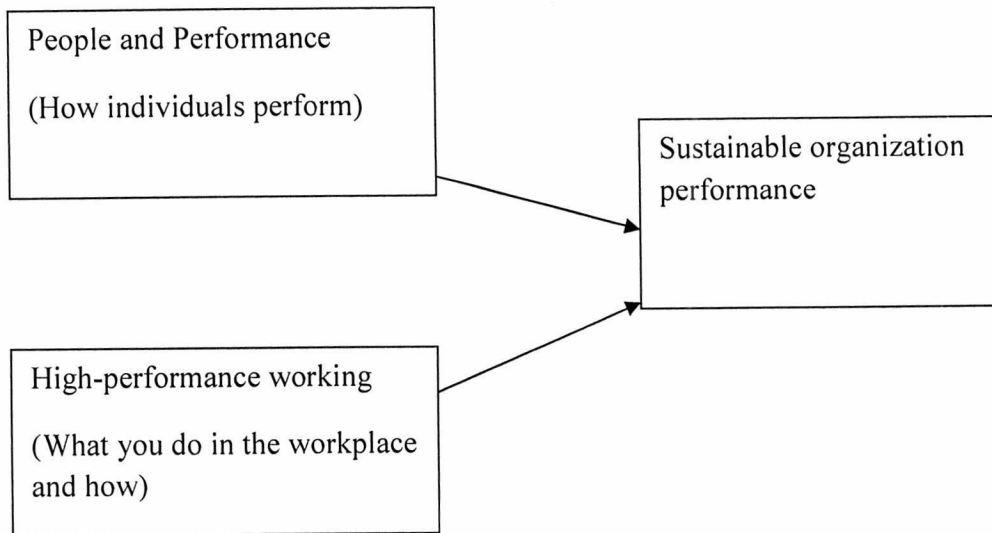
2.4 Organizational effectiveness

Organizational effectiveness is used as an indicator for organizational performance. Organizational performance or effectiveness is the integrated of inputs (resources), transformation process (organization) and outcomes (goods/services). Organizational effectiveness is the precondition to employees' satisfaction. Moreover, organizational effectiveness depends on a quality management through training and development (Schermerhorn et al. 2005).

Miller and McCartney (2010) argue that organization performance is one of the indicators of organizational effectiveness. Successful organizations sustain their performance over time



irrespective conducive or volatile environment. A recent research has identified leadership, engagement and organizational development as the key themes of performance. According to them the drivers of organizational performance (effectiveness) are:



Source: Miller and McCartney (2010). *Sustainable Organizational Performance*. (Available at www.cipd.uk accessed on 03/04/2011).

Thus, importance is given on organizational effectiveness in the context of civil service job satisfaction. Civil servants' job satisfaction and training are integral components for achieving organizational effectiveness. The role of civil servant has also been challenged, because of globalization, technological advancement and the paradigm shift of administrative reform (Stavrou-Costea, E. 2004; WB, 1997). In the same vein Dessler (2000) has reported that the nature of work, the trend of diversified workforce, legal issues, employee relations, training and development are the potential factors for organizational effectiveness. Finally, the importance of people cannot be underestimated regarding organizational effectiveness (De Waal, 2006).



Chapter 3

Methodology

3.1 Research Philosophy

The term 'research' is firstly and mainly considered a way of articulating and supporting knowledge claims although it is also acknowledged as an important means of adjudicating between competing knowledge claims (Radford & Goldstein, 2002). It is argued that as 'research' means different things to different people; it is difficult to define this term in a well-accepted manner. However, it is suggested that research is a - process of enquiry and investigation; it is systematic and methodical in nature; and research helps to increase knowledge (Amaratunga *et al.*, 2002). It is argued that research enables researchers to convince a skeptical audience about the validity and accuracy of their findings (Sumser, 2001).

The essence of the term 'philosophy' lies in the questioning of basic fundamental concepts and the need for accepting a meaningful and clear understanding of a particular field. The discipline of philosophy can be used to enable research to be viewed in a certain manner, direction, through the use of particular accepted approaches (e.g. positivism, interpretism). These "accepted" approaches are useful to the research professional because: the approach is a bridge-hood for clearly communicate with the stance of the research; it allows others (readers/audience) to understand the context quickly; and it provides a means for articulating the results of that particular research clearly (Burke, 2007).

It is evident in the relevant literature that social research is guided by a number of distinct perspectives/philosophies including positivism, symbolic interactionism, ethno methodology, realism, idealism and phenomenology. The differences between these perspectives/philosophies lie in their theoretical background, substantive interest and so on (Knorr-Cetina, 1981). The existence of various approaches in the arena of research philosophy is often termed 'problematic' although it is argued that each combination of approaches can effectively provide further insights into the investigation as these differences reflect/represent alternative combinations of political

and value considerations existing in the world and practiced by people from various sections (May, 1993).

3.2 Positivism

The advocates of positivist philosophy argue that the researcher should operate remotely from the social world in order to maintain objectivity in methodologies while evaluating phenomena. It is believed that human behaviour can be explained in terms of cause and effect (Stiles, 2003). In order to ensure perfection in analysis, the search of positivism is for causal explanations and fundamental laws which generally reduce the whole to simplest possible elements (Easterby-Smith, 1991; Remenyi *et al.*, 1998). The positivist researchers aim to construct a set of generisable set of instruments which serve the purpose of developing universal knowledge (Evered & Louis, 1991). In support of positivism, it can be said that this philosophy aims to generate clear results and ensure generalisability and reliability. The opponents of this approach argue that it is limited in that it only refines and extends the issues which are already known. As a result, the critical features not embodied within the quantitative perspective may be systematically overlooked (Easterby-Smith *et al.*, 1991). It is also argued that the application of this method may result in less useful and probably even questionable results compared with other research

3.3 Phenomenology

It is revealed that the successful use of positivism in a number of natural sciences inspired social scientists to adopt the positivist approach with the emergence of social sciences during the end of the nineteenth century (Capra, 2002; Hussey & Hussey, 1997). But in course of time, argument against positivism started coming from social scientists. They argued that physical sciences deal with objects which are outside people. On the other hand, social sciences are concerned with action and behaviour, generated from within the human mind. Therefore, it is impossible to separate the interrelationship between the investigator and what was being investigated. This debate has paved the way for the application of the phenomenological paradigm in the social sciences. Compared with the “top-down, outside-in” research approach of the positivist paradigm, the research approach of the phenomenological paradigm is a “bottom-up, inside-out” one. From the above argument, it could be suggested that positivism enables the researcher to get

an overview and consider the broad structure of decisions. On the other hand, phenomenology is effective to find out information about the behaviour of the decision maker from the microlevel (Mangan *et al.*, 2004).

3.4 Realism

The emergence of the realistic perspective has taken place with an aim to get the optimal benefit/outcome from research. The supporters of phenomenology argue that people's behaviour is influenced by their understanding of the social world. Therefore knowledge must come from inside. In contrast, the realist considers that knowledge 'coming from inside' may be "partial or incomplete" (May, 1993). They argue that it is necessary to explain observations from the social world through the use of theoretical frameworks for determining the underlying mechanisms that influence people's actions. A mixed approach is favoured by the advocates of realism. For collecting rich and subjective data semi-structured interviews or group observation are applied. Deductive methods like questionnaires are also used (Stiles, 2003).

Thus, the realist perspective incorporates both the social environment and its underlying structures. It also enables researchers to conduct investigation both subjectively and objectively. Realism is a combination of both inductive and deductive qualities with an aim to examine and explain underlying mechanisms of a particular phenomenon (May, 1993). It is suggested that the adoption of realistic perspective can reveal dimensions and knowledge obscured by separation of truth from virtue, facts from values and theory from practice. These conditions are usually demanded by the positivism and phenomenology perspectives. Thus realism provides an element of unification by offering a philosophical bridge-hood between the positivist and phenomenologist perspectives (Symons, 1994).

Considering the above argument, the relative merits and demerits of various perspectives (positivism, phenomenology and realism) and the nature of the research topic and population, realism is selected as the philosophy of this research. Such selection has enabled the researcher to use two effective methods of data collection i.e. questionnaire and interview at the same time.

3.5 Qualitative/ Quantitative Approach

The two significant approaches in research method are quantitative and qualitative. Both qualitative and quantitative approaches were used in this research. It is observed that organization and management researchers have been using qualitative methodologies since a long been (Cassell & Symon, 2006). It is argued that defining qualitative research is not very straightforward or easy task as it might seem. Although, it might be assumed that research without the use of number or statistical procedures are called qualitative research (Cassell *et al.*, 2006). It is observed that the findings of qualitative enquiry remain tentative until and unless they undergo test (Hyde, 2000). The subsumed nature of various approaches within the auspices of the term 'qualitative' is the main reason behind such assumption about this approach (Symon *et al.*, 2000). It is argued that such diversity is exacerbated in management research precisely because of the multi-disciplinary (Brown, 1997), and interdisciplinary nature of this approach. Qualitative research is in various forms and uses throughout the world. For example, the considerable diversity that exists within qualitative research in Europe has been outlined. It is suggested that it is very difficult to meet the challenge originated from the diverse nature of this approach. Qualitative approach very often gives a deep insight into the cultural richness (which is not to say relativity) of the scientific enterprise (Knoblauch *et al.*, 2005). Qualitative research is conducted through a close and/or prolonged contact with a "field" or life situation. These situations are normally "banal" or normal. They reflect the day to day life of individuals, groups, societies, and organizations (Miles & Huberman, 1994). Recently, Management research experts have argued that qualitative techniques provide "powerful tools" (Gummesson, 2000) for the management and organization researcher (Boje, 2001; Lee, 1999; Prasad & Prasad, 2002). Increasingly qualitative research can be found in all the domains that cover the diverse organization and management field. It is argued that qualitative approach is an array of interpretative techniques that try to describe, decode, translate and in other words come to terms with the meaning rather than frequency of certain naturally occurring social phenomena (Smith *et al.*, 2003). The strengths of qualitative methods are: its focus on naturally occurring, ordinary events in natural settings; qualitative data are rich and holistic with strong potential for revealing complexity; they are typically collected over a sustained period that makes it powerful for studying any process; their inherent flexibility; their emphasis on people's "lived experience";

their “perceptions, assumptions, prejudgments, presuppositions” (Van Manen, 1977). The other strengths of qualitative data include: their strong potential for testing hypotheses; and qualitative data are useful when there is a need to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting (Amaratunga *et al.*, 2002). The disadvantages of qualitative approach are: data are huge in terms of volume; the analysis might be complex in nature; classification record may take a long time; its flexible nature may prolong the research (Richards & Richards, 2000).

In qualitative research, case study is an important method for collecting data. It includes interviews, observation and field studies. They are aimed to reconstruct and analyse a case from a sociological perspective. It is argued that case studies are more expensive (Hamel, *et al.*, 1993). Interview is stated as the main road to multiple realities (Stake, 1995). To get a good interview is not so easy because a researcher may not ask the right questions. However, interview is still considered important because, it enables the researcher to probe deeply to uncover new clues, open up new dimensions of problems and to secure accurate inclusive accounts which are based on personal experience (<http://healthlinks.washington.edu/howto/measurement/glossary/>). The interviewer should understand what the interviewee wants to say and what he or she does not want to say (Smith *et al.*, 2003).

On the other hand, a large proportion of organizational research can be described as showing many characteristics of quantitative research. The ingredients of this approach closely resemble a 'scientific' approach for conducting research. According to this model a theory about some aspect of organizational functioning is the starting point for a study (Bryman, 1992). Quantitative approach has the following advantages: scope for comparison and replication; observer is independent from the subject to observe; objective measurement of the subject to be observed; it is more reliable and valid compared with qualitative techniques; more effective to measure descriptive aspects etc. (Easterby-Smith, 1991).

However, it is argued that quantitative approach often fails to ascertain deeper underlying meanings and explanations, even when significant, reliable and valid. This type of research is effective in measuring variables such as a quantitative assumption regarding construction process capability. However, the accuracy of quantitative research in measuring and explaining

physiological and motivating factors, employees' capability, etc. is always questioned. Moreover, in most cases, quantitative approaches tend to take a "snapshot" of a situation that is to measure variables at a specific moment in time (Amaratunga *et al.*, 2002).

The most important methods for the quantitative approach are survey method and experiment. It is argued that the survey method is used to gather data by asking a set of pre-formulated questions (Orestein, *et al.*, 1978). The advantages of surveys are: easy to collect data from a large sample; attitudes, values, beliefs can be investigated; standardised and easily manageable; not time and money consuming etc (Converse & Presser, 1986). Disadvantages of surveys are: cannot study complex social phenomena effectively; respondents may not answer honestly; they may not be aware of the research reasons (http://en.wikipedia.org/wiki/Survey_research).

Questionnaire (part of survey method) is used for collecting data; a set of written questions which calls for responses from the client; may be self-administered or group-administered (<http://healthlinks.washington.edu/howto/measurement/glossary/>). The advantages of questionnaires are: low cost; easy to get information; respondents' anonymity; less pressure for immediate response; free from interviewers' bias etc .The disadvantages are: problems of data quality; low response rate; poor quality of questionnaire; problems of sequencing; literacy problem etc (Gillham, 2000).

It is argued that there are a number of key distinctions between quantitative and qualitative methodologies. These are: the operational strategy of quantitative methodologies is to describe the general characteristics of a population, and to ignore the details of each particular element examined. A large and representative sample might be drawn from the population of interest, the behavior and characteristics of that sample might be measured by applying appropriate tool(s), and there might be an attempt to construct over all/comprehensive generalizations regarding the population in a quantitative approach of research. In some cases, a number of the individual elements of the population might not match the behaviors and character of this aggregated profile of the population. Even no one single element matches the generalized character of the population. Still, quantitative research aims to describe the general and to ignore the particular. Therefore it is possible to have the overall view of a large population through quantitative approach to research (Hyde, 2000).

On the other hand, the focus of qualitative methodologies is on particular rather than aggregate. Instead of seeking to reach a general profile regarding the population of the study, the qualitative approach has to provide conclusions compulsorily with recognition for the particulars of every case. In a qualitative approach, the researcher is allowed to have an in depth study on the relevant issues in. The collection of data is not limited to predetermined categories. Therefore, it is possible to produce a huge volume of elaborated data on a small number of individuals if the researcher follows qualitative approach (Patton, 1991).

From the above argument, it is evident that both qualitative and quantitative approaches contain some strengths as well as weaknesses. Many researchers have suggested that qualitative and quantitative approaches of research should be considered complementary to each other (Amaratunga *et al.*, 2002). It is also argued that in fact qualitative and quantitative methodologies should not be considered antithetic or divergent. Rather they are convergent because both the two approaches aim to analyze the same event from different dimensions. These dimensions may apparently seem to be divergent but their underlying unity can be visible if the entire event is observed deeply. Factors likely to play the key role regarding the planning and implementation of research include the researcher's situational contingencies and objectives (Das, 1983). However, this study is based on quantitative method rather qualitative approach.

This study has conducted through structured questionnaire survey among the civil servants, who have undergone training program in Bangladesh Public Administration Training Centre. The obtained data is analyzed and discussed in terms of civil servants' job satisfaction-dissatisfaction, training & development and organizational effectiveness. The data was analyzed by using SPSS (statistical package for the social science) 11.5 windows version.

3.6 Data Collection Procedure

3.6.1 Target Population: For this study the targeted population was drawn from the trainees who are undergone various training program in Bangladesh Public Administration Training Centre and officers who are working in BPATC as deputation.

3.6.2 Sampling Procedure: A structured questionnaire was administered during November- December, 2010 and January- February, 2011. A total of 331 questionnaires were

distributed, and 202 valid questionnaires were received with the response rate of 61.02%, which is satisfactory. In this study a purposive sampling method was used for data collection.

3.6.3 Variables Measurement

Job satisfaction

Contemporary literature (Coomber & Barriball (2007) reveals that job satisfaction is caused by a number of issues and these were measured with 15 items such as: 'secure job'; 'financial benefit'; 'prestigious job position'; 'leading position'; 'independent position'; 'every chance to apply ideas in work'; 'no work after normal working hour'; 'job performance is measured'; 'good performance is rewarded'; 'pension plan'; 'friendly working environment'; 'chance for leadership development skills'; 'have career prospects'; 'chance for further higher education'; and 'possibility for developing professionalism'. These questionnaire items are developed by University of Minnesota (1977). The response format was measured by a five-point scale ranging from '1' Strongly Disagree to '5' Strongly Agree.

Job dissatisfaction

It is evident in the contemporary literature that job dissatisfaction is caused by many factors such as 'monotonous work'; 'inflexible and tight work'; 'inconvenient work schedule'; 'feel that work is pointless'; 'senior/boss is interfering'; 'boss is unconcern'; 'fear for failure of work'; 'poor employee-supervisor relationship'; 'tense work atmosphere'; 'excessive duties and responsibilities'; 'workload makes mental exhausts'; 'not considered innovative ideas'; 'no autonomy at work'; 'risk taking works are not rewarded'; and 'leaders do not motivates employee'. The response format was measured by a five-point scale ranging from '1' Strongly Disagree to '5' Strongly Agree.

Training and Development

Experts have argued that the following factors are the outcome of effective training and development: 'training increases work knowledge and behavior'; training decreases absenteeism'; T&D enable knowledge transfer'; 'T&D enhances leadership quality'; 'T&D increases administrative work'; 'T&D increases interpersonal skill'; 'T&D increases work

productivity'; 'T&D increases adaptability with changing environment'; 'T&D decreases work pressure'; 'T&D is the benchmark for employee development'; 'increases job satisfaction and employee morale'; 'increases innovative and strategic thinking'; 'increases employee motivation'; 'reduces employee turnover'; 'T&D is for career development'. The response format was measured by a five-point scale ranging from '1' Strongly Disagree to '5' Strongly Agree.

Organizational Effectiveness

Literature reveals that organizational effectiveness is determined through 'the task itself'; 'quality employees with passion'; 'consistent communication'; 'understanding organizational policy'; 'opportunity for employees' growth'; 'customer value'; 'empowered employee for decision making'; 'recognition'; 'transparent promotion policy'; 'use of Information and Communication Technology'; 'relationship with action and word'; 'have continuous quality improvement'; 'organizational vision linked to national vision'; 'Annual Confidential Report followed for employee growth'; 'training is highly valued for coping with changing environment'; 'supportive supervisor'; and 'service delivery to the citizens. The response format was measured by a five-point scale ranging from '1' Strongly Disagree to '5' Strongly Agree.

Chapter 4

Data Analysis, Results and Discussion

4.1 Data Analysis Methods/tools

Data were analyzed using descriptive statistics of the project the respondents' profile as well as general patterns of variation of job satisfaction-dissatisfaction, training & development and organizational effectiveness. Descriptive statistics mean, standard deviation, chi-square, the KMO, PCA, multiple regression, ANOVA and correlation was conducted. And data was analyzed with SPSS statistical tools. Data was tested with normality and variables were tested with Cronbach Alpha reliability.

4.2 Respondent Profile

The demographic characteristics of this study are presented in the Table 4.1. According to cadre distribution, the administration cadre representation was 41.1% more than the others cadres. The second highest representation is from agriculture cadre (13.9%). Among the respondents Assistant Secretary/equivalent level officers were the highest (72.8%), the second highest representation of respondents was from Deputy Secretary level. It was found that the majority of the sample has less than five years length of service (71.8%). In the sample, there are more male (84.2 %) than female (15.8%). Finally, married respondents were more in number (79.7%) than their single counterparts (17.8%).

Table 4.1: Demographic profile of the respondents (N=202)

Cadre distribution	Frequency	Percent
Administration	83	41.1
Foreign	2	1.0
Tax	2	1.0
Accounts	3	1.5
Agriculture	28	13.9
Fisheries	17	8.4



Cadre distribution	Frequency	Percent
Livestock	5	2.5
PWD	9	4.5
Railway	5	2.5
Information	3	1.5
Police	22	10.9
Others	23	11.4
Total	202	100.0
Position in service	Frequency	Percentage
Assistant Secretary/Equivalent	147	72.8
Senior Assistant Secretary	2	1.0
Deputy Secretary	35	17.3
Joint Secretary/Equivalent	18	8.9
Total	202	100.0
Length of service	Frequency	Percent
Less than 5	145	71.8
5-10	3	1.5
15-20	10	5.0
20 and above	44	21.8
Total	202	100.0
Gender	Frequency	Percent
Male	170	84.2
Female	32	15.8
Total	202	100.0
Marital status	Frequency	Percent

Cadre distribution	Frequency	Percent
Single	36	17.8
Married	161	79.7
Others	5	2.5
Total	202	100.0

4.3 Data Normalization Results

Data normality test was performed by SPSS through Q-Q plot. The variables Q-Q plots test results are presented in the following graph.

Q-Q plot for job satisfaction

The figure revealed that job satisfaction data is normally distributed. The graphical comparison between the dotted line of actual data and the diagonal line supplies an assessment of the normality of a variable distribution. If a distribution normal, the line of actual data fits closely the diagonal line.

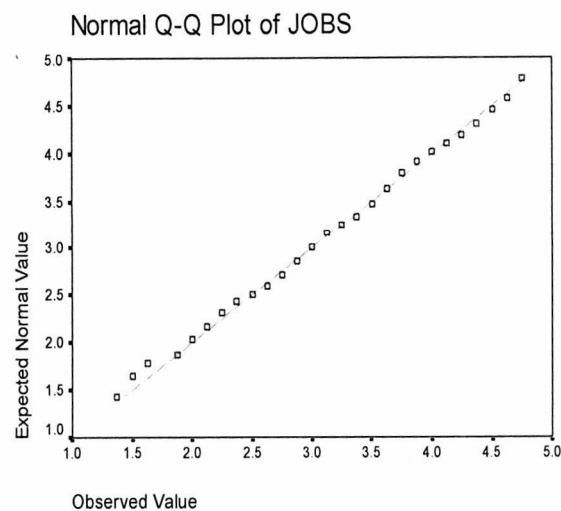


Figure 4.1: Q-Q plot for Job satisfaction

Note: JOBS=Job satisfaction

Q-Q plot for job dissatisfaction

The figure revealed that job dissatisfaction data is also normally distributed. The graphical comparison between the dotted line of actual data and the diagonal line supplies an assessment of the normality of a variable distribution. If a distribution normal, the line of actual data fits closely the diagonal line. Here, the line of actual data fits close with the diagonal line.

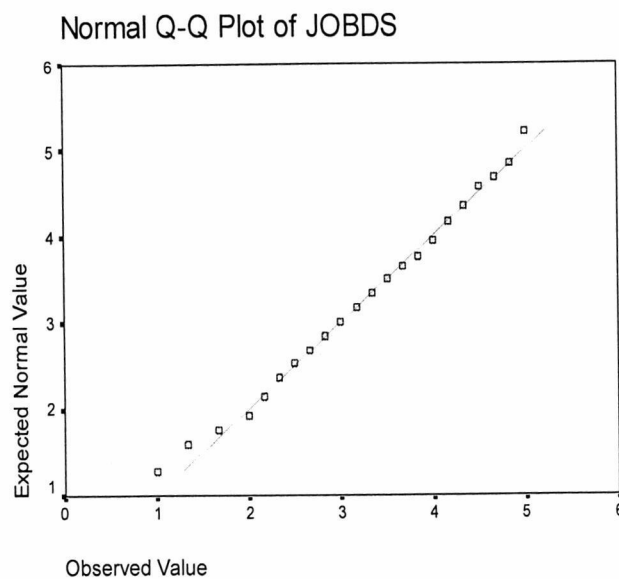


Figure 4.2: Q-Q plot for job dissatisfaction

Note: JOBDS=Job dissatisfaction

Q-Q plot for Training & Development

The figure revealed that training and development data is normally distributed. The graphical comparison between the dotted line of actual data and the diagonal line supplies an assessment of the normality of a variable distribution. If a distribution normal, the line of actual data fits closely the diagonal line. Here, the line of actual data fits normally the diagonal line.

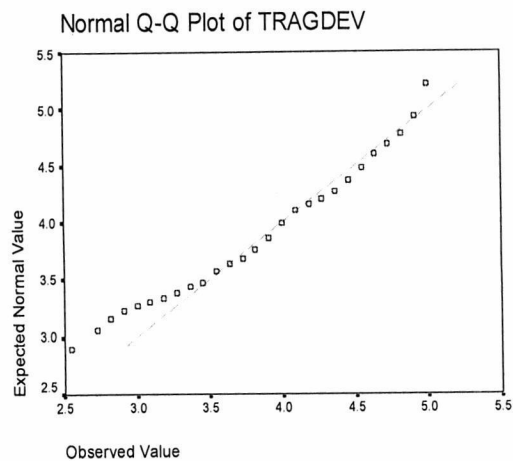


Figure 4.3: Q-Q plot for training & development

Note: TRAGDEV=Training and Development

Q-Q plot for organizational effectiveness

The figure revealed that organizational effectiveness data is normally distributed. The graphical comparison between the dotted line of actual data and the diagonal line supplies an assessment of the normality of a variable distribution. If a distribution normal, the line of actual data fits closely the diagonal line. Here, the line of actual data fits normally the diagonal line.

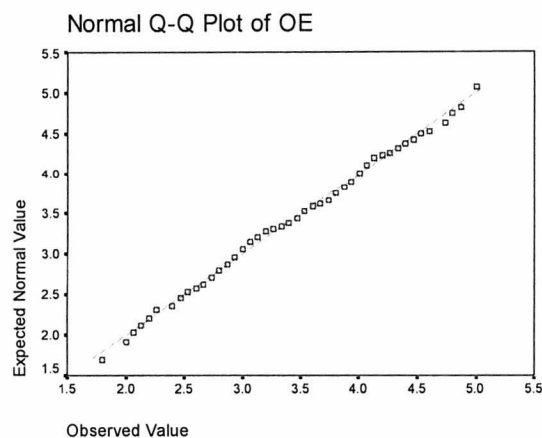


Figure 4.4: Q-Q plot for organizational effectiveness

Note: OE=organizational effectiveness

4.4 Scale Reliability

Reliability reflects the consistency of a set of items variables scale by measuring the concept in particular. It identifies the individuals differences concerning the level of agreement and disagreement of the concept studied. In this study, reliability measurement is important to verify the variables consistencies through job satisfaction, job dissatisfaction, training and development and organizational effectiveness. The value of Cronbach's alpha for these variables are reported in the following Table 4.2. This value is acceptable and standard which satisfies the requirement (Hair, et al., 2006; Nunnally, 1978).

Table 4.2: Cronbach's Alpha Reliability for variables

Variable/Factor	Items	Cronbach's Alpha
Job satisfaction	15	.8264
Job dissatisfaction	15	.8207
Training & Development	15	.8569
Organizational effectiveness	15	.8935

4.5 Descriptive pattern of job satisfaction in Civil Service on rganizational effectiveness

One of the independent variable of organizational effectiveness in Bangladesh Civil Service was job satisfaction. This variable is measured with fifteen items. The descriptive value of this variable was computed as mean, standard deviation, chi-square and correlation among the variables with organizational effectiveness.

Mean and standard deviation value of these items were not all satisfactory. Some of the mean values were satisfactory. The standard deviation values were high. Among the fifteen items 'financial benefit', 'independent position', autonomy of idea', 'no work after normal hour', 'reward for good performance 'are scored less mean value, while others are scored high mean value.

Job satisfaction is an independent variable of this study. The descriptive value of this variable is measured with chi-square. Chi-square (χ^2) results reveal that the statements were measuring for job satisfaction at Bangladesh Civil Service. Job satisfaction variable is measured with fifteen items. Chi-square results found that the calculated chi-square value is smaller than the Tabular chi-square value, the null hypothesis is accepted. The result of the chi-square test shows that job satisfaction in Civil Service has a highly significant relationship with organizational effectiveness (Table 4.3).

Table 4.3: Descriptive statistics of job satisfaction items

Variables	Mean	Std. Deviation	Chi-square χ^2	df	Sig.
My job is secure	3.63	1.144	86.812	4	.000
Financial benefit is good compared to workload	2.27	1.315	60.277	4	.000
I do feel better as holding a prestigious position	3.72	.980	105.673	4	.000
I do feel that I am in a leading position	3.34	1.100	54.485	4	.000
I do feel that my position is an independent	2.70	1.084	56.515	4	.000
I have every chance to apply my ideas in the work	2.84	1.122	40.228	4	.000
No work after normal working hours	2.36	1.306	55.079	4	.000
My job performance is measured	3.03	1.205	30.030	4	.000
Reward is given for accomplishment or good performance	2.42	1.337	36.465	4	.000
I am well with organizational pension plan	3.13	1.105	54.535	4	.000
Friendly working environment	3.22	1.000	78.545	4	.000
Have chance to develop leadership skills	3.58	.960	94.188	4	.000
Have career prospects	3.40	1.066	83.446	4	.000
There is possibility for further higher education	3.50	1.125	83.446	4	.000
Have possibility of developing professionalism	3.60	.973	66.663	4	.000

Note: N=202, $p \leq .01$

4.6 Descriptive pattern of job dissatisfaction in Civil Service on organizational effectiveness

Mean and standard deviation of job dissatisfaction was measured with fifteen items. All the items of dissatisfaction mean scored were satisfactory level. Thus, revealed that civil servants in Bangladesh are dissatisfied. Very few items scored less mean value.

Table4.4: Descriptive patter of job dissatisfaction items

Variables	Mean	Std. Deviation	Chi-square χ^2	df	Sig.
I do feel that monotonous work	2.83	1.191	28.594	4	.000
Work life is inflexible and tight	3.38	1.145	43.693	4	.000
Inconvenient work schedule	3.22	.999	72.901	4	.000
I do feel that work is pointless	2.69	1.149	49.436	4	.000
To me, senior/boss often is interfering	3.43	1.119	49.634	4	.000
To me, boss is unconcern	2.79	1.054	61.812	4	.000
I do have fear in failure of work	2.89	1.098	46.861	4	.000
I feel, organization has poor employee/supervisor relationship	3.23	1.149	55.376	4	.000
I do feel that work atmosphere is tense for employee	3.14	1.146	42.802	4	.000
Duties and responsibilities are excessive in this organization	3.37	1.195	32.851	4	.000
Workload makes mentally exhausts	3.48	1.071	72.010	4	.000
Innovative ideas are not considered	3.31	1.100	54.436	4	.000
No autonomy at work	3.33	1.053	57.950	4	.000
Risk taking works are not rewarded	3.84	1.048	95.129	4	.000
Leaders do not motivate employee	3.30	1.125	47.010	4	.000

Note: N=202, $p \leq .01$

Job dissatisfaction is also another independent variable of this study. This variable is measured with fifteen items. Chi-square (χ^2) results found that the calculated chi-square value is smaller than Tabular chi-square value. Chi-square results found that the calculated chi-square value is smaller than the Tabular chi-square value, the null hypothesis is accepted. The result of the chi-square test shows that job dissatisfaction in Civil Service has a highly significant relationship with organizational effectiveness.

4.7 Descriptive pattern of Training and Development in Civil Service on organizational effectiveness

Mean value of training and development items were measured with fifteen items. All the items of training and development were scored high mean value more than 3, revealed that training & development has significant impact on organizational effectiveness in Bangladesh civil service.

Training and development is also another independent variable of this study. This variable is measured with fifteen items. Chi-square (χ^2) results found that the calculated chi-square value is smaller than Tabular chi-square value. The null hypothesis is accepted. The result of the chi-square test shows that Training and Development in Civil Service has a highly significant relationship with organizational effectiveness.

Table 4.5: Descriptive pattern of training & development items

Variables	Mean	Std. Deviation	Chi- square χ^2	df	Sig.
I do believe training increased work knowledge and behavior	4.48	.859	287.505	4	.000
Training decreases absenteeism at work place	3.55	1.214	56.416	4	.000
Training and development enable to share knowledge transfer	4.36	.818	212.554	4	.000
Training and development increased leadership quality	4.45	.719	250.525	4	.000
Training and development increased administrative	4.39	.798	221.218	4	.000



Variables	Mean	Std. Deviation	Chi-square χ^2	df	Sig.
work (eg.:organizing, planning, written communication).					
Training and development increased interpersonal skill (sensitivity, conflict resolution, cooperation, oral communication	4.49	.693	170.713	3	.000
Training and development increased work productivity	4.38	.745	136.257	3	.000
T & D increased adaptability of changing environment & IT	4.39	.720	232.901	4	.000
T & D decreased workplace pressure	3.51	1.116	73.891	4	.000
Effective T&D is the benchmark for employee development	4.10	.841	156.218	4	.000
Increased job satisfaction and employee morale	3.78	.947	100.228	4	.000
Increased innovative and strategic thinking	4.07	.791	195.970	4	.000
Increased employee motivation	3.97	.791	104.772	3	.000
Reduced employee turnover	3.36	1.037	70.327	4	.000
T&D is link with career development	3.97	1.014	99.931	4	.000

Note: N=202, $p \leq .01$

4.8 Factor analysis

This study applied exploratory factor analysis method to identify the dimension for organizational effectiveness. In this approach principal component analysis was performed with 45 items related with job satisfaction-dissatisfaction and training & development items together. Principal component analysis (PCA) extracted three factors and this approach reduced twenty five items. All the items were significant loading factor.

4.9 Sampling adequacy test by using KMO and Bartlett's Test

KMO and Bartlett's test was performed with the data set to identify the pattern of correlations in the data that indicate, the factor analysis is suitable for this study. KMO ranges from 0 to 1 where greater value indicates high level of suitability. KMO value is. 0.796. Bartlett Test is significant, Chi-square 1993.953 with 300 degree of freedom, which is significant at the level of 0.05 (Table 4.6). Therefore, factor analysis is considered as appropriate technique for analyzing factor loading.

Table 4.6: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.796
Bartlett's Test of Sphericity	Approx. Chi-Square	1993.953
	df	300
	Sig.	.000

4.10 Principal Component Analysis

For this study exploratory factor analysis was performed by using principal component analysis (PCA). As recommended by Hair et al., (2006), factor loading greater than 0.30 are considered to meet the minimal level; 0.40 are considered more important; loading 0.50 above are considered highly significant. In this study, PCA loading cut-off point was used 0.465.

PCA reduced 25 items from 45 items which extracted three factors that explained 45.93 per cent of total variance (Table 4.6). Each factor was dominated by at least six items. Factor component was related to Training & Development (PC1) has highly significant loading. This factor accounts for 21.01% of total variance explained and has eigenvalue 5.561, which includes 'training increased work knowledge and behavior (.618)'; 'training & development enable to share knowledge transfer (.611)'; 'training & development increased leadership quality (.767)'; 'training & development increased administrative work performance (.560)'; 'training & development increased interpersonal skill (.807)'; 'training & development increased productivity (.780)'; 'T&D increased adaptability of changing environment & IT (.783)'; 'effective T&D is the benchmark for employee development (.643)'; 'T&D increased job

satisfaction and employee morale (.576)'; 'T&D increased innovation and strategic thinking (.707)'; 'T&D increased employee motivation (.619)'.

Factor component (PC2) was related to Job Satisfaction has highly significant loading. This factor accounts for 13.39% of total variance explained and has eigenvalue 3.238. In this factor the magnitude loading are: 'feel better as holding prestigious position (.550)'; 'leading position (.643)'; 'independent position (.595)'; 'apply new idea at work (.642)'; 'organizational pension plan (.572)'; 'developing leadership skill (.649)'; 'have career prospect (.717)'; 'possibility for higher education (.626)'.

Factor component (PC3) was related to Job dissatisfaction has highly significant loading. This factor accounts for 11.548% of total variance explained and has 2.684 eigenvalue. In this factor the magnitude loading are: 'inflexible & tight (.802)'; 'inconvenient work schedule (.723)'; 'tense work atmosphere for employee (.656)'; 'excessive duty and responsibilities (.625)'; 'workload makes mentally exhausts (.716)'; 'innovative ideas are not considered (.465)'.

Table 4.7: Result of PCA with VARIMAX Rotation on 25 variable items

Variable items description	Factors		
	1	2	3
Factor 1: Training & Development			
I do believe training increased work knowledge and behavior	.618	-.080	.043
Training and development enable to share knowledge transfer	.611	-.014	-.056
Training and development increased leadership quality	.767	.129	-.015
Training and development increased administrative work (eg.:organizing, planning, written communication).	.560	.158	.075
Training and development increased interpersonal skill (sensitivity, conflict resolution, cooperation, oral communication)	.807	.165	.095
Training and development increased work productivity	.780	.132	.102
T & D increased adaptability of changing environment & IT	.783	.048	.037
Effective T&D is the benchmark for employee development	.643	.094	.029

Variable items description	Factors		
Increased job satisfaction and employee morale	.576	.128	-.064
Increased innovative and strategic thinking	.707	.021	-.051
Increased employee motivation	.619	-.009	-.051
Factor 2: Job satisfaction			
I do feel better as holding a prestigious position	.136	.550	.079
I do feel that I am in a leading position	.035	.643	-.080
I do feel that my position is an independent	.063	.595	-.153
I have every chance to apply my ideas in the work	.096	.642	-.170
I am well with organizational pension plan	.028	.572	-.098
Have chance to develop leadership skills	.118	.649	-.065
Have career prospects	.046	.717	.043
There is possibility for further higher education	.026	.624	.217
Factor 3: Job dissatisfaction			
Work life is inflexible and tight	-.076	-.001	.802
Inconvenient work schedule	.035	-.050	.723
I do feel that work atmosphere is tense for employee	.067	-.153	.656
Duties and responsibilities are excessive in this organization	-.122	.158	.625
Workload makes mentally exhausts	.024	-.006	.716
Innovative ideas are not considered	.132	-.200	.465
Eighen value	5.561	3.238	2.684
Total variance explained	21.011	13.385	11.538
Cumulative variance explained	21.011	34.397	45.935
Cronbach's Alpha	.8817	.7846	.7857

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.



4.11 Relationship among the variables

Descriptive statistics Table 8 shows the correlation matrix among the dependent and independent variables. The Pearson two tailed correlation coefficient was used to find out the degree of association among the variables. The pattern of results revealed that job satisfaction and training & development variables are positive and significant relationship with organizational effectiveness, while job dissatisfaction has significant negative relationship with organizational effectiveness.

Table 4.8: Correlation among the variables

Variables	M	S.D	JOBS	JOBDS	T&D	OE
Job satisfaction (JOBS)	3.277	.675	1			
Job dissatisfaction (JOBDS)	3.316	.747	-.093	1		
Training & development (T&D)	4.260	.538	.200**	.022	1	
Organizational Effectiveness (OE)	3.488	.655	.320**	-.190**	.315**	1

** Correlation is significant at the 0.01 level (2-tailed).

4.12 ANOVA/Model Summary on organizational effectiveness

Analysis of variance (ANOVA) Table 4.9 indicates that the variables have significant relationship with organizational effectiveness. The model is composed with independent variables such as 'job satisfaction', 'job dissatisfaction' and 'training & development'. In this model, the correlation coefficient is .445 and positive significant relationship. The R-square is 0.198, where the R-square adjusted about 19% of total variance explained.

Table 4.9: ANOVA/Model Summary

Model	R	R Square	Adjusted R Square	F	Sig.
1	.445(a)	.198	.185	16.258	.000

a Predictors: (Constant), TRAGDEV, JOBDS, JOBS

b Dependent Variable: OE

4.13 Independent variables impact on dependent variable

In this study a simple regression was run to determine the variables' impact on organizational effectiveness. In the Table 10 the standardized coefficient results shown that job satisfaction has positive and significant impact on organizational effectiveness, which accounts for 25.1% of total variance explained ($p < .01$). Job dissatisfaction variable has negative and significant impact on organizational effectiveness. Training and development variable has positive and significant impact on organizational effectiveness that explained 26.8% of total variance ($p < .01$) Table 4.10.

Multicollinearity test was performed in this study and found that the tolerance is the proportion of the variable that is not accounted for by the other variables (Munro, 2005). Variance-inflation factor (VIF) is the reciprocal of tolerance. As suggested by Park (2010), Carlos et al. (2008) that a tolerance is less than 0.2 or 0.1 and VIF larger than of 4.0 are considered as the potential indicators of multicollinearity. In this study found that multicollinearity is not a problem.

Table 4.10: Coefficients for independent variables with organizational effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.802	.409		4.407	.000		
	JOBS	.243	.063	.251	3.838	.000	.950	1.052
	JOBDS	-.152	.056	-.173	-2.703	.007	.990	1.010
	TRAGDEV	.327	.079	.268	4.126	.000	.958	1.044

a Dependent Variable: OE

The coefficient result shows that job satisfaction has a positive relationship with organizational effectiveness. Similarly, training and development variable has positive impact on organizational effectiveness. While, job dissatisfaction revealed that it has negative impact on organizational effectiveness or organizational performance. Therefore, the formulated hypotheses of this study have been proven.

4.14 Job Satisfaction Factors for organizational Effectiveness

KMO and Bartlett's test was performed with the data set to identify the pattern of correlations in the data that indicate, the factor analysis is suitable for this study. KMO value is. 0.816. Bartlett Test is significant, Chi-square 832.644 with 105 degree of freedom, which is significant at the level of 0.05. Therefore, factor analysis is considered as appropriate technique for analyzing factor loading.

Factor analysis of 15 job satisfaction variables reduced 12 and identified 4 main factors through VARIMAX rotation. This satisfaction factors include 'secure job', 'performance and reward', 'prestigious position', and 'career prospect'. These factors account for 56.69 per cent of the variance in job satisfaction (Table 4.11) and the eigenvalue is more than 1.

Table 4.11: Variance Explained and Eigenvalues

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.596	30.640	30.640	4.596	30.640	30.640	2.420	16.135	16.135
2	1.614	10.763	41.403	1.614	10.763	41.403	2.393	15.952	32.087
3	1.248	8.322	49.724	1.248	8.322	49.724	2.024	13.494	45.581
4	1.045	6.966	56.691	1.045	6.966	56.691	1.666	11.110	56.691

Extraction Method: Principal Component Analysis.

Career development

The first job satisfaction factor is named as career development that accounts for most variance 16.13% with an eigenvalue of 4.59. The variables comprised of this factor are 'career prospect', 'prospect for higher education', 'professionalism', 'leadership skill'. All these variables have strong correlation coefficient.

Performance and reward

The second important factor related to job satisfaction is performance & reward that explained 15.95% of total variance with eigenvalue 1.61. In this factor the variables formed as 'reward for good performance', 'no work after working hour', 'job performance is measured'.

Table 4.12: Job satisfaction Factors for organizational effectiveness

Factors/Variables	Loading	Eigenvalue	% of variance
Career development		4.596	16.135
Have chance to develop leadership skills	.522		
Have career prospects	.826		
There is possibility for further higher education	.777		
Have possibility of developing professionalism	.683		
Performance and reward		1.614	15.952
I have every chance to apply my ideas in the work	.505		
No work after normal working hours	.617		
My job performance is measured	.535		
Reward is given for accomplishment or good performance	.819		
Prestigious position		1.248	13.494
I do feel better as holding a prestigious position	.732		
I do feel that I am in a leading position	.798		
Financial benefit		1.045	11.110
My job is secure	.667		
Financial benefit is good compared to workload	.745		

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Holding prestigious position

The third important factor is related to prestigious position. This factor is accounted for 13.49% of total variance explained with eigenvalue 1.24. This factor is composed with holding a 'prestigious position', and 'leading position'.

Financial benefit

Financial benefit is an important factor for job satisfaction. This factor accounts for 11.11% of total variance explained with eigenvalue 1.04. In this factor the variables formed as 'financial benefit is good', and 'secure job'. These two variables are with high correlation.

4.15 Test of Hypotheses

As mention in Chapter 2, there were three hypotheses formulated. In this chapter chi-square and simple regression were investigated the relationship and variables impact on dependent variable (organizational effectiveness). Coefficient Table 4.12 revealed that formulated hypotheses were accepted.

Table 4.13: Summary Results of Hypotheses H1 to H3

Sl. No.	Hypotheses	Beta	t	Sig.	Decision
1	Job satisfaction has positive relationship with organizational effectiveness	.251	3.838	.000	Accepted
2	Job dissatisfaction has negative relationship with organizational effectiveness	-.173	-2.703	.007	Accepted
3	Training & development has positive relationship with organizational effectiveness	.268	4.126	.000	Accepted

The above hypotheses testing results suggest that civil service job satisfaction has positive and significant relationship with organizational effectiveness. In contrast civil service job dissatisfaction has negative and significant relationship with organizational effectiveness. On the other hand, training & development has positive and significant relationship with organizational effectiveness. Thus, job satisfaction and training & development have positive impact on organizational performance as well as organizational effectiveness.

Results Discussion

The demographic data of this study indicate that there is lesser number of female officers in Bangladesh civil service than male. Among the respondents from different cadres, administration cadre is dominating in number. Length of service revealed that respondents are from entry level officers who are within five years in service. Representation from mid and senior level officers represent less in number.

In this study job satisfaction, job dissatisfaction and training and development variables are used for organizational effectiveness. These variables are analyzed by descriptive statistics such as mean, standard deviation, chi-square and correlation (Table 4.3, 4.4, & 4.4) suggested that it has significant relationship. Job satisfaction and training & development variables scored high mean value, approaching the highest possible score of 5. Therefore, it is found that most of the variables are significantly related to organizational effectiveness. Moreover, chi-square output reveals that all the variables have highly significant association. Since the calculated chi-square values for variables items statements are smaller than the tabular chi-square values, the null hypotheses are accepted.

The variables data normalization results reveal that dependent and independent variables data fits closely to the diagonal line. The graphical presentation has proven that data are normally distributed. Moreover, variables items consistency and variable reliability test was performed and found data consistency level is highly satisfactory and variables reliability reached satisfactory level. Therefore, KMO and Bartlett's test result supports (Table 4.6) this finding and finds all the variables and sampling have high level of significant consistencies.

Pearson's correlated results demonstrate that job satisfaction and training have strong significant relationship with organizational effectiveness. Regression analysis indicates that job satisfaction-dissatisfaction and training and development items account for 0.445, where the adjusted R-square is 18.5% which suggests that independent variables account for 18.5% of total variance on organizational effectiveness (Table 4.10).

The empirical results of this study support the hypotheses. This result can be explained that job satisfaction and training have positive relationship with organizational effectiveness. On the

other hand, job dissatisfaction has negative relationship with organizational effectiveness. In this study job satisfaction-dissatisfaction, training and development are measured with 45 variables items. Principal Component Analysis (PCA) extracted three core factors, these are also related to job satisfaction; job dissatisfaction and training & development. Thus, the hypotheses focus on 'job satisfaction', 'job dissatisfaction', and 'training & development' and organizational effectiveness.

The hypothesis (H1) states that job satisfaction has positive relationship with organizational effectiveness in the civil service of Bangladesh. Job satisfaction in Bangladesh Civil Service has positive effect on organizational effectiveness with coefficient 0.251 ($p < .01$) Table 4.10. The next hypothesis (H2) explains that job dissatisfaction has negative relationship with organizational effectiveness in the civil service of Bangladesh. Study results found that job dissatisfaction has negative effect on organizational effectiveness with coefficient -0.173 ($p < .05$) Table 4.10. Finally, it is hypothesized (H3) that training & development has positive relationship with organizational effectiveness in the civil service of Bangladesh. Study results found that training and development has positive impact on organizational effectiveness with coefficient 0.268 ($p < .01$) Table (4.10).

Chapter 5

Recommendations and Conclusion

5.1 Recommendations

For this study 45 variables items were measured through different approaches by using statistical tools. On the basis of analysis finding some of clustering components were identified. Study implication could be the best recommendation for this study. However, clustering components are given a suitable name as recommendations and these are follows:

Career development: One of the important indicators for job satisfaction in civil service is career development or individual growth. To some extent individual growth in civil service is still less and bias. Therefore, to make civil service more effective objective career planning is needed.

Performance based reward or promotion: Still now, length of service not efficiency is the criterion for promotion. Therefore, performance should be the best criteria for promotion.

Financial Benefit: Compared to other Asian countries, Bangladesh Civil Servants are given lesser financial benefits. Even, private sector salary structure is higher than public sector. Therefore, a balance salary structure would be considered for civil servants. There, effective employee motivation is needed to extract optimal performance from the civil servants.

Innovation: It has been found in this study results that civil servants are in secure level in their job. But they have very little scope for creativity and innovativeness. As a determinant of job satisfaction there should be job security in civil service. However, ample scope for innovativeness at workplace would enable them to render better service to the citizens.

Supervisor inconvenient: Supportive supervisor is very much helpful to extract better work from the staff. Lack of this has negative affect to make civil servants less effective. Moreover, it diminish employees' satisfaction. Cooperation and friendly business relationship is important to make the organization effective. Therefore, leadership behavior would be good practice to make leader-member relationship to get better results.



Exhausting workload: Considering the workload and work life, autonomy at work has been identified as an effective tool to save civil servants from being exhausted at work. It is necessary to make work life balance, increase financial incentive, give autonomy of work and welcoming innovative idea for workplace.

Training & Development: In this study, training and development is found to have significant impact on organizational effectiveness. Principal Component Analysis results found that training & development items have very high coefficient and significant. Same as regression coefficient *Beta* β results explained 26.8% of total variance indicates that it has itself 26.8% impact on organizational effectiveness. For enhancing professional knowledge, leadership quality, strategic thinking, adaptability of changing work environment and IT, motivation towards employees' innovative thinking training and development should be given more emphasis for organizational effectiveness.

5.2 Conclusion

In order to achieve economic development, administrative excellence and improved law and order situation in Bangladesh, an efficient corps of Civil Servants is indispensable. To a large extent, even national development depends on efficient civil servants. Effective and efficient civil servants can deliver service to the citizens in an efficient manner. Therefore, competent leadership behavior, motivation, skill and knowledge, better incentive and overall good practices of HRM for organizational effectiveness are needed in Bangladesh Civil Service.

This study aims to identify the relationship among job satisfaction-dissatisfaction, training & development. In the part of descriptive statistics the independent variables such as job satisfaction, dissatisfaction and training & development are measured with forty five items and chi-square statistics found it has association with organizational effectiveness. Later on principal component analysis results reduced 25 items with there core factor such as 'training & development', 'job satisfaction', and 'job dissatisfaction'. Coefficient results found that all the independent variables have a relationship. Based on empirical data analyses, job satisfaction and training & development variables are positive and have significant relationship with organizational effectiveness. On the other hand, job dissatisfaction has negative relationship with organizational effectiveness.

5.3 Implications

In this study the findings show that job satisfaction and Training & Development (T&D) are the most important components for organizational effectiveness in Bangladesh Civil Service. Training and Development is the core tool for Human Resource Development. There should be more emphasis on this issue. Appropriate and need based training for civil servant could be the indicators for job satisfaction. Moreover, need based training could give more output. The study results found that job satisfaction and T&D have significant impact on organizational effectiveness. Thus, good work environment, good salary, autonomy of work, good career path of civil servant, leadership quality would be effective elements for organizational effectiveness. Leaders should be able to inspire their employees to do better work in a congenial working environment.

5.4 Limitations

Survey based data have some causality between organizational effectiveness as dependent variable and some of independent variables such as job satisfaction-dissatisfaction, training & development. Even the sample has been drawn only from 17 cadres out of 28 cadres of Bangladesh Civil Service. Civil servants are working all over the country, but data has been collected from among the civil servants at Bangladesh Public Administration Training Centre who has undergone different training courses as trainees and working on deputation. In this study organizational effectiveness is measured with civil servants' job satisfaction-dissatisfaction and training & development. A number of other factors may affect organizational effectiveness. But those are not considered. Thus, longitudinal study and various parameters can be considered for getting a realistic picture of findings.

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Bangladesh Public Administration Training Centre
Savar, Dhaka

Title: Training and Job satisfaction for organizational effectiveness: An empirical Study on BCS officers

Questionnaire for BCS officers

[Bangladesh Public Administration Training Centre (BPATC) conducts compulsory training program for different level civil servant along with skill oriented training program for the civil servant in all 28 cadre. This questionnaire is designed for all level BCS officers. Respondents are humble requested to fill in the questionnaire.]

Please mention your cadre:

Please mention your rank/position in the service:

Please mention your length of service:

Marital Status: a) Single b) Married c) Other

Section I: The following statements ask you about your *Job satisfaction* in BCS cadre service. Please circle (O) only one number that best reflects your opinion on following 5 points scale statement. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Table 1

Job Satisfaction	Strongly disagree			Strongly agree	
1. My job life is secure.	1	2	3	4	5
2. Financial benefit is good compared to workload.	1	2	3	4	5
3. I do feel better as holding a prestigious position.	1	2	3	4	5
4. I do feel that I am in a leading position.	1	2	3	4	5
5. I do feel that my position is an independent.	1	2	3	4	5
6. I have every chance to apply my ideas in the work.	1	2	3	4	5
7. No work after normal working hours.	1	2	3	4	5
8. My job performance is measured.	1	2	3	4	5
9. Reward is given for accomplishment or good performance.	1	2	3	4	5
10. I am well with organizational pension plan.	1	2	3	4	5
11. Friendly working environment.	1	2	3	4	5
12. Have chance to develop leadership skills.	1	2	3	4	5
13. Have career prospects.	1	2	3	4	5
14. There is possibility for further higher education.	1	2	3	4	5
15. Have possibility of developing professionalism.	1	2	3	4	5

Section II: The following statements ask you about your *Job dissatisfaction* in BCS cadre service. Please circle (O) only one number that best reflects your opinion on following 5 points scale statement. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Table 2

Job Dissatisfaction	Strongly disagree			Strongly agree	
	1	2	3	4	5
1. I do feel that monotonous work.	1	2	3	4	5
2. Work life is inflexible and tight.	1	2	3	4	5
3. Inconvenient work schedule.	1	2	3	4	5
4. I do feel that work is pointless.	1	2	3	4	5
5. To me, senior/boss often is interfering.	1	2	3	4	5
6. To me, boss is unconcern.	1	2	3	4	5
7. I do have fear in failure of work.	1	2	3	4	5
8. I feel, organization has poor employee/supervisor relationship.	1	2	3	4	5
9. I do feel that work atmosphere is tense for employee.	1	2	3	4	5
10. Duties and responsibilities are excessive in this organization.	1	2	3	4	5
11. Workload makes mentally exhausts.	1	2	3	4	5
12. Innovative ideas are not considered.	1	2	3	4	5
13. No autonomy at work.	1	2	3	4	5
14. Risk taking works are not rewarded.	1	2	3	4	5
15. Leaders do not motivate employee.	1	2	3	4	5

Section III: The following statements ask you about *Training and Development (HRD)* in BCS cadre service. Please circle (O) only one number that best reflects your opinion on following 5 points scale statement. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Table 3

Training and Development (HRD)	Strongly disagree				Strongly agree
1. I do believe training increased work knowledge and behavior.	1	2	3	4	5
2. Training decreases absenteeism at work place.	1	2	3	4	5
3. Training and development enable to share knowledge transfer.	1	2	3	4	5
4. Training and development increased leadership quality.	1	2	3	4	5
5. Training and development increased administrative work (eg.:organizing, planning, written communication).	1	2	3	4	5
6. Training and development increased interpersonal skill (sensitivity, conflict resolution, cooperation, oral communication).	1	2	3	4	5
7. Training and development increased work productivity.	1	2	3	4	5
8. T & D increased adaptability of changing environment & IT.	1	2	3	4	5
9. T & D decreased workplace pressure.	1	2	3	4	5
10. Effective T&D is the benchmark for employee development.	1	2	3	4	5
11. Increased job satisfaction and employee morale.	1	2	3	4	5
12. Increased innovative and strategic thinking.	1	2	3	4	5
13. Increased employee motivation.	1	2	3	4	5
14. Reduced employee turnover.	1	2	3	4	5
15. T&D is link with career development.	1	2	3	4	5

Section IV: The following statements ask you about *Your organizational effectiveness* in BCS cadre service. Please circle (O) only one number that best reflects your opinion on following 5 points scale statement. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Table 4

Organizational effectiveness	Strongly disagree					Strongly agree				
	1	2	3	4	5	1	2	3	4	5
1. Quality employees with passion, less turn over.	1	2	3	4	5					
2. Consistent communication and well meaning strategy.	1	2	3	4	5					
3. Well understanding policy.	1	2	3	4	5					
4. Effective HRM system for employee satisfaction.	1	2	3	4	5					
5. Have opportunity for employees' advancement and growth.	1	2	3	4	5					
6. Have customer value.	1	2	3	4	5					
7. Empower employees for decision making authority.	1	2	3	4	5					
8. Have transparent promotion policy.	1	2	3	4	5					
9. Using Information Technology Effectively.	1	2	3	4	5					
10. Have consistency with words and action	1	2	3	4	5					
11. Organizations do believe on 'continuous quality improvement'.	1	2	3	4	5					
12. Organization is national vision oriented.	1	2	3	4	5					
13. Supportive supervisor	1	2	3	4	5					
14. Unbiased promotion system	1	2	3	4	5					
15. Organization assesses training need and organized need based training program to cope with changing work environment.	1	2	3	4	5					

Signature (optional):

Thank you very much for your kind cooperation.