

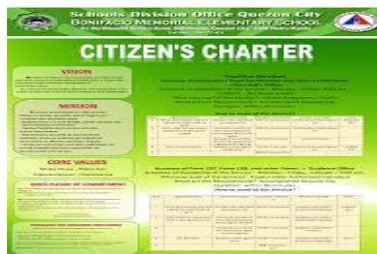
Assessing Civil Officers' Knowledge and Capacity on APA, CC, GRS, NIS and RTI to ensure Good Governance for Better Public Service Delivery in Public Administration in Bangladesh



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Acknowledgement

First of all, we would like to acknowledge the Platforms for Dialogue (P4D) and Cabinet Division authority for selecting BPATC as a partner organization to conduct this very special base line survey research to identify civil servants current and required knowledge on Social Accountability tools such as: APA, CC, GRS, NIS and RTI to nurture as a means of good governance or transparency and accountability in public administration for better service delivery to obtain government initiatives and achieve vision 2021 and 2041. Secretary Cabinet Division and Team Leader of Platform for Dialogue (P4D) have shown a keen interest on this research, where Rector and Secretary to the government Mr. Md. Rakib Hossain has given a continuous support and cooperation along with research team members for completion of research work in time. P4D Team Leader Mr. Arsen Stepanyan has given his wisdom in developing research instrument (survey questionnaire) and time to time he has given inputs to increase research quality. We do acknowledge P4D training consultant Mr. Md. Saidur Rahman has put his sincere effort from the inception of this research project and always given his academic input in developing this piece of work and also British Council research personnel given their editing effort. The heart of this research work contributors are the civil servants, they have given their valuable input during surveying questionnaire. Research Team acknowledged their sincere effort and this kind of support made this report a good one. This report is evaluated by Dr. Rizwan Khair (Professor, North South University & Retired Joint Secretary), who worked for Bangladesh Civil Service as a career Civil Servant and also worked for BPATC in different capacity on deputation. Another potential evaluator, Professor Mostafa Saroar (Department of Urban and Regional Planning), KUET and worked in different development projects as an expert. He is expert in quantitative research. Research Team also acknowledged his contribution for enhancing quality of this research report.

Finally, we extended our sincere gratitude and love to all the contributors, BPATC and Cabinet Division personnel, who have given their valuable time and academic attachment to finalize this research report. Especially, Research Team acknowledged European Union and British Council for financial support of this research work.

ABSTRACT

Social Accountability tools are given priority to practice in public administration for better public service delivery, citizen participation, engagement, increasing civil officer efficiency, citizen grievance remedies, citizen entitlement and ensuring civil officer transparent and accountability. This study is explored to identify the civil servant current and required knowledge on Annual Performance Agreement (APA), Citizen Charter (CC), Grievance Redress System (GRS), National Integrity Strategy (NIS) and Right to Information (RTI) act for ensuring good governance (GG) or transparency and accountability in public administration; examined the impact or influences of social accountability tools on good governance or transparency and accountability in public administration; and finally policy suggestions are drawn from the study findings. To obtain those objectives, the study adopted a quantitative research approach along with open ended questions to find out some challenges in terms of civil servants and focal point officers to implement those tools in public administration for better public service delivery. This study is basically a base line survey of social accountability tools which are practiced in public administration. According to literature and practices, tools are measured with some related items and item are checked its validity through Chronbach Alpha value. Test result revealed that all the Social Accountability (SA) tools items are highly associated. Thus, result confirmed that SA items are much consistence and valid for measurement. Ordinal scale is used to measure dependent and independent variables. Descriptive statistics results revealed that civil servants knowledge on social accountability tools are more required than current level of knowledge. The study has two regression models and both models are statistically significant relationship with good governance or transparency and accountability. From the model 1, APA, CC and GRS have positive and significantly influenced with dependent variable (GG). And model 2, identified APA, CC, GRS and Performance Factor (PF) Attitude of civil servant have impact on good governance (dependent variable). Other variables are also have relationship with dependent variable, but not significant. Respondents are identified a number of SA tools challenges/obstacles civil servants perspective from open ended questions findings to practice or implement social accountability in public administration. Civil servants are having inadequate

knowledge on those tools and lack of awareness from citizen point of views is the major challenges. They have also identified lack of training. Thus, public sector training institute should arrange or include training module on those social accountability tools with mainstream of training programmes for civil servant. Building awareness of citizen, more orientation and publicity are required. The study has limitation with qualitative results and triangulation of respondents' response.

Keywords: APA, CC, GRS, NIS, RTI, Civil Servant Performance, Good Governance, Bangladesh

List of Contributors

Md. Rakib Hossain ndc, Rector, Bangladesh Public Administration Training Centre (BPATC) & Secretary to the Government of Bangladesh. He had shown a keen interest of this research work. From the very beginning of this research work titled “*Assessing Civil Officers’ Knowledge and Capacity on APA, CC, GRS, NIS and RTI to ensure Good Governance for Better Public Service Delivery in Public Administration in Bangladesh*” he has given continuous inputs and guideline to make this research report a quality one. Before completion this research work under his leadership, he organized one research validation workshop with BPATC faculty, officials from Ministry of Public Administration, Cabinet Division and Platforms of Dialogue (P4D) as well Team Leader, P4D, Mr. Arsen Stepanyan. Second National level research report findings were disseminated with Ministry/Policy level high officials, mostly Ministry of Public Administration, Cabinet Division, Training Organization (BCSAA), P4D Personnel, University Professors & selected BPATC faculty. Mr. Rakib Hossain incorporated those feedback received from audience into main report for updating the quality of research report. Mr. Hossain has an excellent academic attainment. He earned his Bachelor with honors and Master Degrees from the University of Dhaka in 1982 and 1983 respectively. He obtained his second Masters in Public Administration from the University of Canberra, Australia in 1993. In 2015, he joined the National Defence College and completed one-year National Defence Course with having a Masters in Security and Development Strategy (MSDS) from University of Professional (BUP), Dhaka.

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Mohammad Munir Hossain, Additional Secretary of the Government and Member Directing Staff (MDS) of BPATC. He was designated convener of P4D working Team Cell. Throughout the P4D work activities, he has shown a remarkable leadership guideline to fulfill this work. He

has also equally given his contribution in organizing research validation workshop and other policy issues to complete the P4D activities as per agreement.

Dr. Md. Zohurul Islam, Director, BPATC and Focal Point for P4D, BATC. Dr. Islam has given a lion share of contribution to complete this research report. Dr. Islam developed a research instrument (questionnaire survey tool), and questionnaire survey were administered by Dr. Islam and along with some faculty member from BPATC & P4D cell members as well. He worked with literature review specially on conceptual framework; Focal Point section (APA, CC, GRS, RTI, NIS) and Civil officers' performance factors as well. Data Analysis, interpretation along with discussion of research methodology chapter (Chapter-3), Data Analysis chapter (Chapter-4), and Conclusion chapter (chapter-5) are completely written by Dr. Islam. He is a permanent faculty member of BPATC. He did his PhD from Asian Institute of Technology (AIT, Thailand), School of Management; his research interest areas are: HRM, business and social research, public sector management, public administration and training & development.

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Mr. Md. Mokhlesur Rahman, Deputy Secretary to the Government, working in Cabinet Division and involved in P4D Project as DPD. He was closely associated with this research work and given academic input to complete this work.

Preface

Bangladesh has now become a role model for other developing countries for its rapid development and economic growth, particularly its economic management emphasizing on the utilization of local resources with prudent use of foreign assistance. The political leadership supported by democratic processes have endowed with an atmosphere to launch Visions guided by perspective plans and signposting with Global Agenda 2030, Vision-2041, and also with an ultimate goal of Bangladesh Delta Plan, 2100. Under dexterous economic management and strong political leadership of the present government, Bangladesh has been achieving a decade of 7 percent GDP growth which has lead to fulfill the vision 2021. In continuation of it, the vision 2041 seeks to eliminate extreme poverty and upper Middle-Income Country (UMIC) status by 2031, and High-Income Country (HIC) status by 2041 with poverty approaching extinction. Two important vision underpin in Perspective Plan 2021-2041 a) Bangladesh will be developed country by 2041, with per capita income of over \$12,500 in 2020 prices, and fully in tune with digital world, and b) Poverty will be a thing of Past in Sonar Bangla. Hence in the next half century Bangladesh will experience an accelerated pace of change that will be ***Rapid and Transformational***. In order to cope up with this **transition**-in fact the transformational shifts, the strategy of public service delivery is must along with an initiative of reviewing current policies, formulation & adoption of new policies & strategies, and particularly, the changing of mindset of public servants. Therefore, in practicing more the citizen centric and pro-people service delivery, the government is determined to develop its public administration focusing on capacity building of the civil servants and tools to develop in easing public service delivery for enhanced cliental satisfaction.

Public Administration practices in Bangladesh, particularly, the procedure, rules and regulations are, in fact, inherent practices from the British Colonial Administration. Even after independence in 1971, no remarkable or significant paradigm shift in Public Administration was seen and hence, the service delivery process was not satisfactory by the majority of the citizens. The rule of law could not be practiced as per its mandates. Although the New Public Management (NPM) practice was introduced in simplifying the public service delivery. Human Resource Management was also emerged to reduce more rule oriented administration to humanitarian Public Administration. Later on Total Quality Management (TQM) came to satisfying citizens by providing quality goods and services. In the year 2000, Public Administration Reform Committee (PARC) recommended to introduce Good Governance practices as a means of public service delivery and minimize corruption in administration. By 2007 Bangladesh government has introduced Citizens Charter in government offices for public service delivery to make Civil Servants accountable to the citizens. In the same year in 2007, government also introduced Grievance Redress System (GRS) to address citizen dissatisfaction and to ensure quality service

delivery, and welcoming feedback to enhance Civil Servants quality. To ensure transparency and accountability of Civil Servants, government has enacted Right to Information (RTI) Act in 2009. On the other hand, corruption free society is our constitutional requirement, maintaining rule of law is also the commitment from government perspective. The Constitution of Bangladesh delineated the fundamental objectives of the State is to establish Democracy and Social Justice where the society will be ‘free from exploitation in which the rule of law, fundamental human rights and freedom, equality and justice will be secured for all citizens’. Hence, the government has underscored importance on the highest integrity through promotion of good governance and simultaneously prevention of corruption in all its parts as well as affairs of the State.

Therefore, Bangladesh Government has initiated the National Integrity Strategy (NIS) in 2012. Subsequently, civil servants’ performance measurement is most important in ensuring transparency and accountability and also increasing efficiency in government delivery of services. The Bangladesh Government has adopted Annual Performance Agreement in 2014-2015. Now it is equally important to identify the knowledge or skill or attitude for the Civil Servant for using these social accountability tools. As an initiative by Cabinet Division, a project named Platforms for Dialogue with British Council under financial assistance of European Union. Under an agreement with P4D, Bangladesh Public Administration Training Centre (BPATC) has organized a TOT course for faculties on APA; formulation of a training module on APA; trained 401 young Civil Servants and also trained 150 experienced and practitioner public sector officials at Divisional and District level.

Most importantly, BPATC has a research work under P4D program. The research title is *“Assessing Civil Officers’ Knowledge on APA, CC, GRS, NIS and RTI to Ensure Good Governance for Better Public Service Delivery in Public Administration, Bangladesh”*. A robust research methodology has taken up for this work, quantitative and qualitative methods are applied here. The report consists of five chapters. Chapter-1 includes introduction, project (P4D) objectives, problem statement, research objectives and questions with organization. Chapter-2 that has explained with literature and the concept of social accountability tools along with conceptual framework. Chapter-3 has illustrated a research methodology along with research models specification. This research study model-One has shown the relationship among the Social Accountability (SA) tools with Good Governance (GG); study model-Two has added one more variable (Civil officer attitudinal factor) along with SA tools and GG. Chapter-4 has focused on data analysis, interpretation in quantitative and qualitative perspective. The heart of this report is basically chapter-4; this chapter has explained in detail of Civil Servant current and required knowledge on SA tools and Good Governance. Knowledge differences in terms of gender perspective and working places have shown here as well. Finally, chapter-5 has given focuses on conclusion and recommendations along with policy implications.

Lastly, I believe that this research report is a foundation for the next research to update Civil Servants competencies and a guideline for future research arena of academicians and public

administrator practitioner as well. Public Sector Training Institutions can get an idea for redesign their training programme especially in the areas of Social Accountability and Good Governance. In Public Administration office, every office is have a Focal Point of Social Accountability Tool, their role is not well defined, from this research finding Focal Point role can be reshaped and enhanced their (Focal Person) capacity with providing logistics and managerial support.

Md. Rakib Hossain, ndc
Secretary to the Government of Bangladesh & Rector,
Bangladesh Public Administration Training Centre

List of Abbreviation and Acronyms

ADB - Asian Development Bank

AL - Awami League

ANOVA – Analysis of Variance

APA - Annual Performance Agreement

APAFP – APA Focal Point

APAMS - APA Management Software

APER – Annual Performance Evaluation Report

BCS – Bangladesh Civil Service

BIAM- Bangladesh Institute Administration & Management

BMC - Budget Management Committee

BNWLA – Bangladesh National Woman Lawyers’ Association

BPATC – Bangladesh Public Administration Training Centre

BPR – Business Process Reengineering

BPSC - Bangladesh Public Service Commission

BRAC – Building Resources Across Communities

CC - Citizens’ Charters

CCFP- Citizen’s Charter Focal Point

CD- Cabinet Division

CMT- Course Management Team

CSO- Civil Service Officer

DIU- Daffodil International University

e- filing- Electronic Filing

e- governance – Electronic Governance

EU - European Union

EUD- European Union Delegation

FP- Focal Point

FTC- Foundation Training Course

FY- Fiscal year

G2C – Government to Citizen

G2G- Government to Government

GG- Good Governance

GGP - Good Governance Present

GoB - Government of Bangladesh

GRO - Grievance Redress Officer

GRS - Grievance Redress System

HR – Human Resources

HRD – Human Resource Development

ICT - Information and Computer Technology

ID- Identity Document

IFP – Integrity Focal Point

JICA – Japan International Cooperation Agency

KPI – Key Performance Indicator

MBF- Ministry Budget Frameworks

MOPA- Ministry of Public Administration

NCGP – National Committee on Government Performance

NGO – Non Government Organization

NIAC - National Integrity Advisory Committee

NIIU – National Integrity Implementation Unit

NIS- National Integrity Strategy

OECD- The Organisation for Economic Co-operation and Development

P4D - Platforms for Dialogue

PAPA – Present Annual Performance Agreement

PARC- Public Administration Reform Committee

PCC – Present Citizens’ Charters’

PER- Performance Evaluation Report

PF – Performance Factor

PFA - Performance Factor Attributes

PFA – Performance Factor Attributes

PGRS – Present Grievance Redress System

PNIS – Present National Integrity Strategy

PRTI – Present Right to Information

Q-Q – Quantile Quantile

RTI - Right to Information

RTI FP – Right to Information Focal Point

SA- Social Accountability

SD- Standard Deviation

SDG- Sustainable Development Goals

SMART- Specific, Measurable, Achievable, Realistic, and Timely

SOP - Standard Operating Procedure

SPSS - Statistical Package for Social Science

TIB- Transparency International Bangladesh

TOR - Terms of reference

TOT – Training of Trainers

UK- United Kingdom

UNCAC- United Nations Convention against Corruption

USA- United States of America

VIF - Variance Inflation Factor

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Chapter 1

Introduction

1.1 Background Information

1.1.1 Introduction to P4D

Platforms for Dialogue (P4D) is a three-year programme funded by the European Union (EU) and implemented by the British Council, in partnership with the Cabinet Division of Bangladesh. P4D aims to harness, promote, and affect the collaborative dialogue between civil society and the Government of Bangladesh (GoB), ensuring the participation of the most marginalized groups in society. Therefore, P4D would strengthen inclusion and participation in decision making and accountability mechanism in Bangladesh. P4D has established in partnership between the Cabinet Division of GoB and the European Union Delegation (EUD) with a value of Euro 13 million. P4D started in February 2017 and ended in June 2020.

Bangladesh has made remarkable progress in economic and social development since its independence in 1971. Now it recognizes the need to strengthen governance systems, to decentralize and increase citizens' participation, to promote further inclusiveness in Bangladesh's growth, and to consolidate the democratic process.

1.1.2 Overall Objective of P4D

The overall objective of P4D is to strengthen democratic ownership and improve accountability mechanisms in Bangladesh. To achieve its objectives, P4D is organised around three converging Result Areas:

Result Area 1: *"CSOs' ability to influence government policy and practice raised through better accountability to and more effective representation of citizens' interests";*

Result Area 2: *"Accountability and responsiveness of government officials raised through enhanced capacity building of decision makers and engagement with CSOs";*

Result Area 3: *"New tools and policy platforms for more effective dialogue between citizens and government are developed and utilised".*

1.1.3 Key Instruments of P4D to Improve Governance and Accountability

P4D supports GoB to advance its commitments made in the 7th Five Year Plan to improve government services through strengthened accountability and engaging citizens and civil society in decision-making using the policy instruments of the National Integrity Strategy (NIS), the Right to Information Act (RTI), Citizens' Charters (CC), the Grievance Redress System (GRS) and Annual Performance Agreement (APA). P4D also supports the EU's Roadmap for Engagement with Civil Society in its development partner countries.

The P4D uses five Social Accountability Tools to attain its objective. The tools are the National Integrity Strategy; Right to Information Act; Grievance Redress System; Citizen Charter and Annual Performance Agreement. These tools are endorsed by Cabinet Division to ensure transparent and accountable Public Administration and combat corruption in Bangladesh.

1.1.3.1 The National Integrity Strategy (NIS)

The National Integrity Strategy (NIS) is an important Social Accountability tool for better public service delivery. It is a commitment from the Bangladesh Constitutions point of view to establish rule of law and a corruption free society. Very common corruption wears down the institutional capacity of governments and mostly ruins democratic values, discourages investment, undermine fair competition, increase business operational costs, damage corporate image, divert essential public resources away from their rational uses and damages development efforts which all together impose direct costs on society and enhance the suffering of the mass people.

Therefore, practicing integrity in Public Administration is an important tool in establishing good governance at all of society including government, politics, and public-private sectors. The National Integrity Strategy (NIS) was adopted in 2012 to establish good governance. The NIS has emphasized integrity practice in ten state and six non-state institutions, among which Public Administration is one of the very important institutions. However, there is a lack of an overall review of how and to what extent it has been implemented in Public Administration after eight years since the adaptation of NIS (Rouf, 2019, TIB). Therefore, concerns for ethics and standards in public life and strategies to control corruption are now almost global and central to democratic governance and management of public services (OECD, 1999 & 2000; Hoddes et al., 2001). The Perspective Plan 2021 of Bangladesh has given high importance to prevention of corruption and promised to launch a movement in this regard. Therefore, Bangladesh took NIS seriously; as part

of the implementation of NIS, a thorough process of a wider consultation with relevant stakeholders was done.

1.1.3.2 The Right to Information (RTI) Act

In Bangladesh, the Right to Information (RTI) Act was enacted in 2009 to increase transparency and accountability, decrease corruption and establish good governance. As per the RTI Act citizens have the right to demand and receive access to information from the public institutions. The present government is working to achieve Vision 2021-2041. To achieve this vision it is essential to ensure good practices of governance at all levels of the society. In the same vein, good governance requires transparency and accountability at the workplace for satisfying citizens, clients or service recipients. Platforms for Dialogue (p4d) defines RTI as a Social Accountability tool for ensuring transparency and accountability in public administration, which will ensure better service delivery and the end result is to satisfy citizens (GoB, 2019). Finally, the implementation of the RTI Act can facilitate the establishment of equity in society, remove disparity, and increase awareness among people.

Based on RTI Act 2009 and Information Commission initiatives and with the support from Cabinet Division, all ministries, and divisions along with subordinate offices formulated guidelines for the dissemination of information in light with the RTI Act. Specially, in public sector offices, there is an RTI focal point. To sensitize government employees, the components of the RTI Act have been incorporated in training curricula. The training organization provides RTI act related knowledge and good practices to the civil servants of the Public Administration who are engaged with public service delivery functions.

1.1.3.3 Citizen Charter (CC)

Citizen Charter (CC) is also another Social Accountability tool for better service delivery and client satisfaction. Citizen Charter ensures transparency and discipline in Public Administration for service delivery. So, CC plays a vital role in providing information related services, increase citizen participation in public service delivery and makes the civil servants accountable. CC is introduced in Public Administration in 2000 as per the recommendation of the Public Administration Reform Committee. Later on 21st May 2007 Cabinet Division has published a circular to implement Citizen Charter in the ministries/divisions/departments/organizations. Subsequently, this CC has been included in the Secretariat Instructions, 2014 (GoB, 2019).

Therefore, to ensure transparency and accountability in the state organizations, the formulation of CC has been ensured in the ministries/departments and subordinate offices under the direct supervision of the Cabinet Division as per approved format by the committee on the Government Performance Management. It is noted that actions related to CC have been included as mandatory strategic objectives in the Annual Performance Agreement (APA).

1.1.3.4 Grievance Redress System (GRS)

To ensure transparency and accountability, the Grievance Redress System (GRS) was introduced in Bangladesh as an effective method like other countries in the world. So, GRS is one of the most important Social Accountability tools in Public Administration for quality service delivery towards the citizen and strengthening good governance in Bangladesh. Providing quality services to the public within the shortest possible time, without any kind of harassment and to develop civil officers' positive mindset with self-motivation for rendering services were the principal objectives of GRS. Therefore, citizens' satisfaction has to be addressed by the civil officers, when they are coming to public offices for getting service or product. In that case, civil officers must be competent with GRS knowledge and its process for implementing GRS as a tool for service delivery and satisfying citizen. Therefore, training, orientation or seminar-workshops arranged by the training organizations or own organization can sensitize their employee to understand GRS and its practices in the office. By 2015 GRS was hosted by the Cabinet Division in both languages (English and Bangla), and by 2018 GRS was online. Therefore, now citizens can submit their grievances electronically. In that case, citizens must be aware of GRS, and they have to be sensitized as well.

1.1.3.5 Annual Performance Agreement (APA)

Annual Performance Agreement (APA) is also an important Social Accountability tool. Cabinet Division defined, APA as a modern and effective method of ensuring government transparency and accountability. The principal objectives are: to achieve result oriented Public Administration (ministry); and to evaluate the overall performance of the ministry/division in fair mode at the end of the financial year. So the contract is usually done between ministry/division and head of the organization for one year.

Annual Performance Agreement is a driving force for the government to implement the development programmes. So, APA is set basically based on the organization's vision-mission

and strategy. Therefore, APA will subsequently ensure the achievement of the Vision 2021, the target of the 7th Five Year Plan and targets of SDGs. Thus, the APA is playing an effective role as a tool for achieving the goals set out by the government of Bangladesh. Civil officers are working in public officers, so organizational performance completely depends on them. Therefore, civil officers must understand APA and its format and practices so that Bangladesh can achieve the targets of Vision 2021. For that civil officers must undergo training or capacity development programme to enhance their capability.

1.1.4 The Role of BPATC in P4D

The Bangladesh Public Administration Training Centre (BPATC) is one of the four civil service training institutes in Bangladesh that received support from P4D to build the capacity of teaching and research staff. The other three institutes are Bangladesh Civil Service Administration Academy (BCSAA), National Institute of Local Government (NILG) and National Institute of Mass Communication (NIMC). P4D supports BPATC to design and deliver training programs for civil servants on Social Accountability policies/tools like National Integrity Strategy (NIS), Implementing the Right to Information (RTI) Act, Citizen's Charters (CC), Government Redress System (GRS) and Annual Performance Agreement (APA), as well as strategic communication.

In this connection the BPATC performs the following specific roles:

- BPATC has arranged a three day TOT for faculty development on APA;
- BPATC has prepare a handout on APA as a training module;
- BPATC has organized APA workshop for 400 civil servants/civil official, who have undergone training at BPATC in different courses;
- BPATC has arranged APA workshop with divisional and district level officials at different four divisions; and
- BPATC has worked on a research project related to Social Accountability tools and building capacity for civil officials.

After nomination of participants- civil servants by Cabinet Division (CD), BPATC is responsible for inviting resource persons for TOT, organizing the training, arranging logistics

(including food & accommodation) and paying training allowances to the training participants and trainers as per P4D policy and prior agreement with the project.

1.2 Problem Statement and the Empirical Basis of this Study

Social Accountability is a process of constructive engagement between the citizens and the government to check the conduct and performance of the civil servants, politicians and service providers as they use public resources to provide services. Two key stakeholders drive Social Accountability--the citizens who are the direct recipients of public services and the government officials who serve the people.

The World Bank identified 21 Social Accountability (SA) tools that are extensively used in different countries. Among them, the Government of Bangladesh (GoB) has adopted five tools i.e. National Integrity Strategy (NIS)-2012, the Right to Information (RTI) Act-2009, the Citizen's Charters (CC)-2007, the Grievance Redress System (GRS)-2008 and the Annual Performance Agreement (APA) (2014-2015) to ensure public participation in government decision-making and service delivery process. The implementation of these tools enhances transparency and accountability in government service delivery through engaging the citizens. But, the reality is different in our country. Both the government officials and the citizens, in general, are not considerably aware of using these tools due to the knowledge gap. Training, awareness and understanding of the tools for public service delivery are not adequately sensitized for the civil officers (Islam, 2019).

A number of services are provided from the government offices and government officers are responsible to render those services towards the citizen. Thus, citizens' satisfaction is dependent on government officials' level of performance and their attitude for rendering goods or services for the clients.

As Civil officers are agents for delivering services towards the citizen they require knowledge on those Social Accountability tools, which are enacted by the government. Through the capacity building of the civil officers as an approach of training and orientation on those tools, civil officer knowledge will be enhanced. In this area, public sector training institutions can play a vital role to enhance civil officer knowledge on those particular issues. Government officers who did not receive much training on those issues can receive knowledge on them and provides better

services towards the citizen. Exclusive study on civil officers' knowledge assessment, capacity development, challenges of adopting Social Accountability tools to ensure good governance in Public Administration is rarely found.

1.3 Objectives of the Study

Bangladesh government has taken initiatives to minimize corruption and ensure accountability and transparency in public service delivery for the highest level of citizen satisfaction. Cabinet Division developed five tools for ensuring Social Accountability, which will ultimately ensure accountability and transparency in public administration. As a catalyst public sector officials are responsible to utilize those tools at the office. Therefore, objectives of the study are:

- (i) to identify the knowledge gap of the public or cadre officials on APA; CC; GRS; NIS and RTI for ensuring Social Accountability;
- (ii) to examine the impact of those five tools on Social Accountability; and
- (iii) to offer suggestions and recommendations for policy implications as well as managerial functions.

1.4 Significance of this Study

In accordance with SDG objectives, very high importance is given to inclusive governance to achieve SDG by 2030. And there is a link with inclusive governance and Social Accountability tools. Social Accountability tools are the mechanisms combating corruption and ensuring accountability & transparency in public administration.

Social Accountability tools such as RTI, Citizen Charter, Grievance Redress System, National Integrity Strategy, and Annual Performance Agreement are being utilized in the public offices for better service delivery and ensuring accountability and transparency in the Public Administration system. Platforms for Dialogue (P4D) along with Cabinet Division, British Council are working together to promote Social Accountability tools in public administration. Thus, civil society representatives and civil servants have vital a role to implement those tools as an approach for inclusive governance. Utilization of those tools and their application in Public Administration requires new knowledge and input from civil servants as well from public sector officials for fulfilling the government's vision. Understanding of those Social Accountability

tools is important for civil servants, public sector officials and civil society representatives as well, as it is derived from developed countries' practices. It is important to develop a knowledge depository of Social Accountability tools in Public Administration practices for a transparent governmental system in Bangladesh.

In order to increase civil servants' knowledge on those SA tools, a systematic approach is to be adopted in Public Administration as other fields of public sector management does. Therefore, public organizations are now expected to apply SA tools as a strategic approach for Public Administration in service delivery and develop civil or public officials' competency for sustained competitive advantages. For better management of public offices, it is necessary to design training courses to increase the knowledge and competencies of civil officers.

However, in a nutshell, as per Public Administration Reform Committee (PARC) recommendation in 2000, Citizen Charter ensures transparency and discipline in public service delivery. Citizen Charter has been included in government performance management as strategic objectives in Annual Performance Agreement (APA) to minimize the dissatisfaction from the citizens' point of view as a recipient of government quality services from the public offices. . Therefore, the government introduces GRS to improve quality service delivery to the citizens within a minimum possible time and without harassment. Here also, GRS has a key role of the Annual Performance Agreement of different ministries/departments/agencies of the government. Moreover, in 2009 Right to Information was enacted to establish the ownership of the people. So, the RTI Act can be an important tool for ensuring transparency and accountability in Public Administration at all levels of society.

Training institutions have the legacy to organize training sessions on RTI to increase mass awareness to provide the citizen with the information applied for. Eventually, government civil servants are also given training on RTI concept and its application as a tool for ensuring good governance. In the year 2012 with a view to ensuring good governance, exterminating corruption, and upholding integrity in Public Administration government had formulated the 'National Integrity Strategy'. Both sides of the coin (organizations and civil servants) are responsible to manage and utilize those tools as a means of good governance or Social Accountability for quality products or services. Therefore, efficiency is required from the civil servants or public sector officials. Thus, the government introduced an approach called 'Annual

Performance Agreement’ (APA) which is a measurement tool for organizational performance. Hence, the study findings would unveil how the civil servants or public officials understand the five Social Accountability tools and apply these tools for ensuring good governance in public administration.

1.5 Scope and Limitation of the Study

This study explored five Social Accountability tools developed and practiced by Cabinet Division, with the support from Platforms for Dialogues, British Council. By using those service delivery tools, civil officers have a role in ensuring transparency and accountability in public offices for rendering quality services towards citizen’s satisfaction. Thus, this study focused only to identify the present level of knowledge on those issues and explored the required level of knowledge. It does not study the knowledge and level of satisfaction of the service recipient citizen or other stakeholders.

1.6 Organization of this Study

This report consists of five chapters. Chapter one describes background information of P4D and Social Accountability tools, problem statement and empirical basis of the study, study objectives, significance of the study, and scope & limitation. Chapter two summarizes and analyses relevant literature and clarifies the concepts of APA, CC, NIS, GRS and RTI and presents the conceptual framework. Chapter three explains the study methodology. Chapter four illustrates data analysis and findings. Finally, chapter five gives a summary of this study, offers recommendations as well as discusses the directions for future work.

Chapter 2

Literature Review and Concept Development

2.1 Conceptual Over View of Social Accountability Tools

In Public Administration public officials are accountable for their performance and actions when they are rendering services towards the citizen. Thus, civil officers are personally accountable to the citizen and organizations, which has an impact of their actions on the wider community. Therefore, social responsibility has a linked with individual accountability.

According to UNDP definition of ‘Social Accountability’-‘accountability can be understood a relationship between two bodies, in which the performance of one is subject to oversight by another. In the context of public administration domain social accountability mechanisms need to be place-‘answerability’ defined as the obligation of public officials to inform and explain what they are doing, and ‘enforcement’, defined as the ability to impose sanctions on those who violate their mandate. On the other hand, in a democracy the main instrument those citizens can use to hold the legislative accountable.’ Hence, civil servants are responsible to ensure citizens satisfaction by providing goods and services in public administration.

World Bank had developed 21 accountability tools for ensuring good governance. Here, Bangladesh Government is working with five accountability tools for ensuring good governance in public administration. These five tools are: Annual Performance Agreement; Citizen Charter; Grievance Redress System; Right to Information and National Integrity Strategy. The main objective of those tools is to ensure citizens’ services and citizens participation in decision making process. Thus application of social accountability in public administration is to help government officials and community representatives to respect the wider citizens.

2.1.1 Background History of Annual Performance Agreement (APA)

The present government is committed to transform Bangladesh into a developed nation by 2041 and ensure good governance by establishing efficient, effective, and accountable administration. To materialize the dream of making *Sonar Bangla* APA has been introduced since the 2014-2015 fiscal year. APA is one of the most important Social Accountability tools which can measure the

quantity and quality of the services/activities accomplished by an organization in a financial year. Public Administration Reform Commission 2000 submitted a set of recommendations including APA in their report to ensure transparency and accountability of the government organizations in Bangladesh. National Integrity Strategies 2012, Sixth Five Year Plan, Public Finance and Management Act 2009, section 10(5), Public Service Act 2018, institution based evaluation, Sec- 20, etc are the legal basis of APA. Before the implementation of APA, functions, and activities of the public offices were not quantified and measured, there was no time-bound target, no link between policy objectives and resource utilization. Vision, mission, key performance indicators, strategic objectives, etc were absent. As a result, every organization and office used to work in its own style. Public services were not prompt, not easy, and quick rather procrastinated. Public sector officials always gave importance to maintain processes and procedures. Process lingers services harasses service recipients to a great extent. Members from civil society raised questions about the performance of government officials. Citizens expressed their dissatisfaction with public service delivery. In order to improve public service delivery, the government of Bangladesh has introduced APA from ministry to field level offices. In the inception, 48 ministries/divisions signed APA in the year 2014-2015. Department/ corporations signed APA in the following fiscal years. Currently, more than 4000 public offices are signing APA to improve performance. Like Bangladesh a significant number of foreign countries adopted performance agreement or performance contracts or any other agreement like APA long back. For example, USA, Australia, Malaysia, Bhutan introduced performance agreement, Brazil introduced result agreement, Canada, Indonesia, and Kenya introduced performance contract, Denmark and France introduced contract, India introduced result framework document, the UK introduced framework agreement, Philippine introduced performance contract, New Zealand introduces annual performance agreement and Bangladesh introduced annual performance agreement. Enhancing efficiency, ensuring accountability and transparency to utilize scarce resources effectively to achieve the visions of the government are main objectives of APA.

2.1.2 Understanding Performance Management and APA

Performance management is a process of managing the activities efficiently and effectively that can meet the goals of an organization and the employees. It emphasizes efficiency, effectiveness and accountability. Performance depends on capacity and commitment. Capacity comes from competency, resources and opportunities whereas competency consists of knowledge, skills,

behavior and personal attributes. Performance is measured by performance an indicator periodically which has a unit of measurement. At the end of the year, it is visible by the result and the result shows success or failure. Success leads to reward and failure leads corrections to the performers which are essential in performance management. So, Performance is more than actions and activities. It can be the result of one single or a number of actions and activities. For example, completion of the foundation training course (FTC) is performance but to complete FTC- nominating participants by Ministry of Public Administration, arranging classroom with audio visual system, making course management team (CMT), preparing schedules, conducting the class session, monitoring and evaluation etc are also needed.

APA is a yearly contract signed between the head of an office and head of the next higher office in which both parties are committed to doing certain works/activities to achieve specific objectives. The SMART action plan for APA implementation includes monitoring and evaluation strategies of the works.

APA improves the correlation between planning and implementation and coordination between various government agencies. APA also creates benchmark competition among public agencies and enterprises. It also creates an enabling public policy environment for other downstream reforms and fair impression about public enterprise performance. The objectives of APA are to facilitate the government activities from process- orientation to result-oriented, to ensure accountability, to bring dynamism in public service delivery, to perform the job in a planned way, to assist in implementing the visions of the government.

APA consists of an overview of the organization, three sections, and three attachments. Recent achievements, problems, challenges and future plan of an organization are described in the overview. Section 1 consists of vision, mission, strategic objectives, and functions of the organization. Section 2 is for ministries/ divisions in which the outcome/impact of the activities stated. Section 3 consists of strategic objectives, and its weight, activities, performance indicators, unit of measurement, real achievements of the previous two years, targets of the year, projection of the next two years. Although APA is a one-year contract but it has 5 years' information. All acronyms are attached in attachment one, attachment two for activities, performance indicators, implementing unit and measurement systems. It mentioned that strategic

objectives (mandatory) for all the offices in the public sector are determined by the Cabinet Division (CD).

2.1.3 Mapping APA with organizational functions

APA is time-bound, target-based and performance-oriented. Ministries/divisions would write the functions and prepare APA based on Schedule 1 of the Rules of Business that states the Allocation of Business of the government of the People's Republic of Bangladesh. APAs should be aligned to the strategic objectives and priorities stated in the Ministry Budget Frameworks (MBF), the vision of the government i.e. Vision 2021, perspective plan, Five-Year plan, Agenda 2030, vision 2041, Delta Plan 2100, special initiatives by honorable Prime Minister, the electoral manifesto of the government and announcement/agenda as spelled out by the Government from time to time. For instance, one of the electoral commitments is to make Public Administration efficient and accountable. In line with the manifesto, MOPA determines its mission statement. Accordingly, affiliated departments/ organizations like BPATC, BCS Administration Academy, BIAM Foundation set strategic objectives to achieve the targets of MOPA. To achieve the strategic objectives, appropriate activities for the Ministry/Division should be identified. All activities listed in the APA should be based on the budgetary allocations for the financial year. The directorate/ departments/ attached department/ subordinates offices/ autonomous/ semi-autonomous bodies/ corporations set APA targets in line with the targets of ministries/divisions for attaining their strategic objectives. Ministries/ divisions and department prepare strategic objectives for 75 marks and rest 25 marks for mandatory strategic objectives approved by the National Committee for Government Performance Management.

2.1.4 KPI of APA

Section 2 contains the key performance indicator of the ministry/division. Ministry/division produces outcome/ key performance indicators whereas departments/ corporations produce outputs indicators. Ministry/division determines the impact that is key performance indicators depending on the achievements of the strategic objectives of the ministry/division with its attached departments and agencies. KPI should be in the form of a descriptive statement.

2.1.5 Measurement criteria

Section 3 consists of strategic objectives and its weight, activities, performance indicators, unit of measurement, the actual achievements of the previous two years, five scale determinants

targets for the current year, projection of the next two years. The strategic objective is the heart of APA. Every organization wants to achieve short, medium, and long-term development objectives through the implementation of certain policies and programs. Strategic objectives should be set in line with the vision, mission, functions, and outcome of the organization.

Visions of the government, SDGs, Perspective Plan, Five Year, etc. have to be taken into account. A set of activities, which can be measured by performance indicators and unit of measurement, is undertaken to achieve a strategic objective. These are arranged according to priority and weight. Strategic objectives are SMART i.e. specific, measurable, achievable, realistic and time-bound. Ministry/division and corporation set strategic objectives for 75 marks and field-level offices set strategic objectives for 80 marks. 25/20 marks for mandatory strategic objectives for ministry/ department and field level office respectively which is determined by the Cabinet Division.

2.1.6 The procedure of APA Monitoring-evaluation

APA team is supposed to arrange monthly review meetings and discuss the implementation progress of the month. APA Focal Point prepares and preserves meeting minutes for showing their performance as proof. At the end of the first three months, the organization has to prepare a quarterly report and compare between targets and achievements. Budget Management Committee (BMC) arranges meeting with implementing departments and sections of the ministry/division for monitoring and evaluation on a quarterly basis. BMC gives feedback and guidance to ensure the achievement of the targets. The half-yearly report has to be sent to the Technical Committee of Government Performance Management. At the end of the year, the APA team would verify the authenticity of the final report in persons and collect relevant papers. The technical committee examines the final report with relevant papers and sends it to the expert pool. After reviewing expert pool BMC would approve it and send it to the Cabinet Division.

Figure 2. 1: APA monitoring at a glance



APA Management Software (APAMS) system introduced by the Cabinet Division is an effective monitoring tool for APA implementation. Signed APA has to be submitted in the system through the respective website of the ministries/ divisions. Quarterly achievements have to be uploaded in the system for monitoring and evaluation. At the end of the year, all Ministries/Divisions review and prepare a performance evaluation report (PER) in the prescribed format. This report will be required to be finalized by the 1st of August each year. PER is to be reviewed by an expert pool consisting of former Secretaries to GOB, distinguished academicians, former Heads of Govt. Departments/Agencies and private sector domain experts. Independent Evaluation Committee submits the Performance Evaluation Reports to NCGP. NCGP examines Performance Evaluation Reports and submits the consolidated report to the Honorable Prime Minister.

2.1.7 APA challenges

The traditional mindset of public officials is a big challenge to implement APA. During the preparation of APA, everyone should set targets which are challenging but achievable. But the reality is that most organizations set their targets which are routine jobs, easy to achieve. Still, they are reluctant to do time-bound work. Challenges of APA can be seen in many dimensions such are: the shortage of skill; inconsistency of the work; coordination gap between organizational vision-mission and APA objectives; sub-standard personnel performance; weak monitoring system by the authority of the organization; and evaluation system of APA.

2.1.8 APA Focal Point (FP)

APA Focal point plays an important role in the APA team who performs all the administrative work of APA. With the consent of the APA team leader, s/he invites meetings for the preparation of APA. Arrange a monthly meeting, review the progress. S/he preserves the user ID and password of APAMS software. Regularly updating the website regarding APA is also a core function of Focal Point (FP). Coordination with higher authority including Cabinet Division regarding APA is his/her responsibility. More in details the FP of APA functions are illustrated below:

2.1.9 Focal Point of APA: Activities

Activities of Focal Points for effective implementation of APA

- a) Coordinating and aligning the institutional mission and objectives of APA;
- b) Intensive monitoring and extending assistance, if needed, the APA activities of the subordinate Organizations;
- c) Inspire others by setting examples of best practices;
- d) Enhancing the capacities of the Focal Points, easing the access to the superiors and consolidating the support of the superiors for APA;
- e) Ensure the internal auditing carried out regularly;
- f) Expansion of e-governance / e-filing practices;
- g) Formulating the action plans and taking decisions in the application of bottom-up approach;

- h) Ensuring that the Focal Points are not transferred on short terms, and organizing visits and training abroad for gaining experience good practices;

2.1.10 Roles of APA Focal Point (APA FP)

APAFP is requested to conduct the following activities at the initiation, formulation of activity plan, and implementation stages.

➤ Initiation

- a) Organize APA Committee meeting;
- b) Disseminate the APA concept and contents and increase awareness by organizing
 - Seminar, workshop, training for his/her organization
 - Seminar, workshop, training for subordinate organizations
 - Stakeholder meeting
- c) Gather good practices and share those practices within his/her organization and subordinate organizations; and
- d) Report the good practices to Cabinet Division

➤ Formulation of the activity plan

- a) Draft APA work plan by following the template developed by Cabinet Division;
- b) Estimate the necessary budget to realize APA work plan and formulate the annual APA budget plan for the coming fiscal year;
- c) Submit the draft work plan with the budget plan to APA Committee and get approval;
- d) Disseminate the approved work plan within his/her organization;
- e) Upload the work plan on the organization's website;
- f) Submit the work plan to Cabinet Division; and
- g) Request subordinate organizations to formulate APA work plan

➤ Implementation

- a) Implement the decisions of APA Committee;

b) Implement his/her own initiative

- Identify an issue
- Analyze the causes of the issue
- Formulate a proposal
- Gaining support from colleagues and senior officers
- Resource mobilization
- Collective action

c) Promote implementation

- Identify initiatives of colleagues related to APA
- Provide necessary support, i.e., technical advice, resource mobilization
- Promote the implementation of accountability tools such as Business Process Reengineering, Grievance Redress System, NIS, Internal Audit, and E-government. In case there is another focal point for the Grievance Redress System in certain organizations, the roles of APAFP are to report the progress of GRS to APA Committee.

d) Monitoring

- Monitor compliance with existing rules and regulations and report to APA;
- Fill out the quarterly monitoring sheet that is designed by Cabinet Division;
- Submit the draft sheet to APA Committee;
- Organize the Ethics Committee meeting and report the progress of the previous quarter and issues in the meeting;
- Disseminate the monitoring results and countermeasures for those issues, which APA Committee decides to take, within his/her organization, while uploading the results to the website;
- Submit the quarterly monitoring sheet authorized by APA Committee to Cabinet Division; and

- Participate in the focal point workshop organized by Cabinet Division and share the progress.

➤ **Coordination with Cabinet Division**

- a) Send reports and returns to Cabinet Division;
- b) Seek advice and guidance in respect of any APA related problem if it could not be solved by ministry and division under the existing system.

2.2 Citizen Charter

2.2.1 Introduction

Improved public service delivery and accountability have increasingly appeared to be important issues in public sector management. In recent years, especially after the 1980s, citizens have become more demanding as Public Administration struggles to become more socially responsive (Kundo, H. K. (2018), Islam, M. S. (2018)). Such a demand has emerged due to the prevalence of inefficiency of the traditional system of Public Administration and management. From the need for modernizing government initiatives, several countries introduced different programmes to empower the citizens to get equitable and accountable delivery of public service. For example, Citizen Charter (the UK in 1991), Service Charter (Australia in 1997), Service Standards Initiatives (Canada in 1995), Client charter (Malaysia in 1993), Citizen Charter (India in 1997). The Government of Bangladesh introduced the “Citizen Charter” in 2008 at the local council level (Ahsan & Huque, 2016). In any country, Transparency, Accountability and Responsiveness are the three essential aspects of Good Governance. Thus, Citizen Charter initiatives emerged as a response to ensure good governance, protecting the trust between the service provider and its users.

2.2.2 Citizen Charter

The Citizen Charter is a response at the aim of solving the problems that a citizen encounters daily while dealing with public service providers. The Charter is the **declaration of commitment to lead in service to customers** of the department. It declares the standards for various services offered by the organization or department of the public sector.

As Citizen Charter is funded by citizens through taxes, they have the right to expect a quality of service that is responsive to their needs at a reasonable cost. The Citizen Charter is a written

declaration, which represents a systematic effort to focus on the commitment of the organization towards its citizens concerning its standard of services, information, choice and consultation, non-discrimination and accessibility, grievance redress, courtesy and value for money (Islam, 2018). This includes expectations of the organization from the citizen for the accomplishment of the commitment of the organization.

The Citizen Charter is a written voluntary declaration by service providers that focus on the standards of service delivery, availability of choice for consumers, avenues for grievance redress and other related information. Thus, a Citizen Charter is **an expression of understanding** between the service providers and the citizens about the nature of services that the organization obliged to provide.

The Citizen Charter programme was first launched in 1991 in the United Kingdom as a national program by the Conservative Government of John Major. After that, this initiative influenced several countries such as Belgium, France, Canada, Australia, Malaysia, Spain, and India. The aim of the initiative was constantly improve the quality of public services for the people of the country so that these services appeared as a response to the needs of the users (Islam, 2018). The objective of the Citizen Charter is to empower the citizen in relation to public service delivery.

2.2.3 21st Century Public Administration and Citizen Charter

One of the challenges in getting services from the public sector is the availability of relevant information and access to the services (Ahsan and Huque, 2016). Without these facilities, citizens are unable to take advantage of public services. In developing countries, making citizens aware of the availability of services and ways for access to getting services and providing those with networks according to their preferences have remained neglected. This has created an adverse impact on the quality of public service delivery.

Why Citizen Charter is significant in the public sector? Public services are defined as those services which are mainly, or completely, funded by taxation. As such, they can differ markedly from commercial private-sector services in a number of ways. These differences need to be both acknowledged, because of their potential implications for the development of improved delivery systems. Most typically, public services would include the following areas of public management: central and local government, the health authorities, education, defense, justice/home affairs and non-commercial semi-state organizations. The definition of public

service can vary both through space and over time. Public services bodies, small or large, at the national level are responsible, either directly or indirectly, for handling the vast majority of contacts with the general public (Humphreys, 1998). Some scholars prescribe private sector efficiency as the remedy for public sector ills. But the objectives and constraints of the public sector are totally different from the private sector. For instance, public services do not normally operate for financial profit (Humphreys, 1998).

Scholars want to stress that the principles of fairness and equity are most important when we come to examine the concept of quality in public administration. Definitely, efficiency and cost-effectiveness are key elements, but unlike his/her counterpart in the private sector, the public sector customer or client seldom has the choice of an alternative competitive supplier. For the public sector, organizational culture is an important issue as different culture prevails internally within the public service system. This can place demands upon the management of public service delivery systems which are not characteristics of the private sector (Humphreys, 1998 & Connolly, 1994).

2.2.4 Role of civil servants for CC

A citizen's charter is a written agreement between the citizens and the service provider. Detailed description of services to be delivered and relevant instructions are to be given about the service. Civil officers are responsible for rendering services towards the citizens. Public Administration ensures citizen participation in delivering services, where civil officers are accountable to provide services.

2.2.5 Citizen Charter and public service delivery

In public sector management, improved public service delivery and accountability have emerged as crucial issues now a day. For this, scholars have started to evaluate different initiatives, for instance, Citizen Charter, for providing more in the public sector. To be specific, the Citizen Charter specifies all necessary information about the available services of the organization to the people. Its expected outcome was improving the performance of public officials and enhancing trust in local government institutions by the citizens (Islam, 2018). As Citizen Charters are the tools of empowering the people, the governments of developing countries are increasingly stirring to adopt them (Ahsan and Huque, 2016).

In the era of 1990, a transformation was plotted in the British civil service via scrutiny exercises, financial management initiative, the formation of executive agencies, and the proclamation of citizen's charters. An interesting example of this transformation was the British passport service.

Before 1991, the passport services were provided by the Passport Office, known for its slow and uncommunicative service and a somewhat remote and austere image. It processed over 3.5 million passports a year and handled thousands of inquiries. In 1998 the passport service was computerized and in 1991 the Passport Office was turned into an executive agency called the Passport Agency. The agency was able to meet the targets by processing applications within 10 working days (20 in peak demand period), quicker response to letters and a three percent reduction in overall cash operating unit cost (Paul, 2008).

The government of India took initiatives in 1997 under the programme of "An Action Plan for Effective and Responsive Government" adopted at the Centre and State levels. One of the targets was to formulate Citizen Charters starting with those sectors that have a large public interface (for example, Railways, Telecom, Posts, Public Distribution Systems). These Charters highlighted on the standards of service with time limits, avenues of grievance redressed.

The Government of Malaysia issued Guidelines on the Client's Charter in 1993 to support government agencies to prepare and implement the Client's Charter to deliver output in accordance with specified standards of quality. The Malaysian system of Client's Charter closely follows the UK model. The concept of 'service recovery' focuses on restoring the trust and confidence of the client in a proactive manner (Sharma, 2001).

The Citizen Charter is insufficient to improve public services even in Britain. It was initiated to improve standards, quality, value and choice. It has remained a declaration of citizens' rights for the consumption of some public services; however, it has not led to increased public control over the government. Studies on Citizen Charter implication expressed that evidence for improvement in local government indicates successful trends from earlier programs. The central issues of responsiveness and public involvement have not been addressed in the Citizen Charter (Connolly, 1994). This is the case of Britain itself. Further, in some countries, there has been remarkable progress in Citizen Charter or similar services in different names.

In Bangladesh, there has been a change in delivering public services since 2008 at the introduction of the Citizen Charter. The concept of Citizen Charter is the straight outcome of the

recommendations agreed by the Public Administration Reform Commission (PARC) in 1997. The Commission was mandated to recommend policies, programmes and activities to improve the efficiency, accountability and transparency in public organizations. In 2007, the government adapted the Citizen's Charter in government offices for the first time. In 2008, the Secretariat Instruction of Bangladesh has given well-detailed instruction to formulate and publish Citizen's Charter.

However, Ahsan and Huque (2016) explored that the introduction of the Citizen Charter in Bangladesh had minimal impact due to the shortage of publicity campaigns that resulted in low awareness among the citizens. This top-down approach resulted in lack of interest among the stakeholders and further contributed to the ineffectiveness of the Charter. The study also stated that citizens found it difficult to access the services and were dissatisfied with their quality. The study concluded that poor implementation strategies and practices in developing countries resulted in the unhappiness of the people and the ineffective performance of the local government. Another study showed that in the case of land administration at the local government, most of the service recipients are ignorant about the charter even after eight years of its introduction. Also, the Charter is largely producer dominated and its aim is far away to achieve in reality (Kundu, 2018).

2.2.6 Practices of Citizen's Charter in public offices-an example

The Union Ministry Personnel Public Grievances and Pensions in its efforts to provide more responsive and citizen-friendly governance coordinated the efforts to formulate and operationalise Citizen's Charters. The States of Andhra Pradesh and Gujarat became the most active participants in this concept by incorporating the charter in many departments and local bodies. The two case studies given below provide a clue to the increasing adherence to citizen-friendly governance in both these states. The case study of the Regional Transport Department, Hyderabad, has been documented in a study done on Citizen's Charters by the Indian Express. The case study on Jan Sewa Kendras in Vadodara and Ahmedabad has been documented by the General Administration Department, Government of Gujarat.

2.2.7 Citizen's Charter in all Municipalities/Corporations in Tamil Nadu - a case

The Government of Tamil Nadu and Commissionerate of Municipal Administration have formulated Citizen's Charter for urban local bodies. The Charter of each local body

provides that if grievances are not redressed in time as stipulated in the Charter, citizens are entitled to bring it to the notice of the officers concerned and also to the Commissionerate whose telephone numbers have been indicated in the Charter. Instructions are also issued to all the Executive Authorities of Corporations for collecting a fine of Rs.50/- per day per job from the staff concerned of the Corporation and given to the affected public concerned (for example, for the delayed issue of license/permission/certificates).

2.2.8 Focal Point of CC

Activities of Focal Points for effective implementation of CC

- a) Coordinating and aligning the institutional mission and objectives of CC;
- b) Intensive monitoring and extending assistance, if needed, the CC activities of the subordinate Organizations;
- c) Inspire others by setting examples of best practices;
- d) Enhancing the capacities of the Focal Points, easing the access to the superiors and consolidating the support of the superiors for CC;
- e) Ensure the internal auditing carried out regularly;
- f) Expansion of e-governance / e-filing practices;
- g) Formulating the action plans and taking decisions in the application of bottom-up approach;
- h) Ensuring that the Focal Points are not transferred on short terms, and organizing visits and training abroad for gaining experience good practices.

2.2.9 Roles of Citizen's Charter Focal Point (CCFP)

CCFP is requested to conduct the following activities at the initiation, formulation of activity plan, and implementation stages.

➤ Initiation

- a) Organize CC Committee meeting
- b) Disseminate the CC concept and contents and increase awareness
 - Seminar, workshop, training for his/her organization
 - Seminar, workshop, training for subordinate organizations
 - Stakeholder meeting

- c) Gather good practices and share those practices within his/her organization and subordinate organizations
- d) Report the good practices to Cabinet Division

➤ **Formulation of the activity plan**

- a) Draft CC work plan by following the template developed by Cabinet Division
- b) Estimate the necessary budget to realize CC work plan and formulate the annual CC budget plan for the coming fiscal year
- c) Submit the draft work plan with the budget plan to CC Committee and get approval
- d) Disseminate the approved work plan within his/her organization
- e) Upload the work plan on the organization's website
- f) Submit the work plan to Cabinet Division
- g) Request subordinate organizations to formulate CC work plan

➤ **Implementation**

- a. Implement the decisions of CC Committee
- b. Implement his/her own initiative
 - Identify an issue
 - Analyze the causes of the issue
 - Formulate a proposal
 - Gaining support from colleagues and senior officers
 - Resource mobilization
 - Collective action
- c. Promote implementation
 - Identify initiatives of colleagues related to CC;
 - Provide necessary support, i.e., technical advice, resource mobilization;
 - Promote the implementation of accountability tools such as Business Process Reengineering, Grievance Redress System, NIS, Internal Audit, and E-government. In case there is another focal point for Grievance Redress System in certain organizations, the roles of CCFP are to report the progress of GRS to CC Committee.
- d. Monitoring
 - Monitor compliance with existing rules and regulations and report to CC;

- Fill out the quarterly monitoring sheet that is designed by Cabinet Division;
- Submit the draft sheet to CC Committee;
- Organize the Ethics Committee meeting and report the progress of the previous quarter and issues in the meeting;
- Disseminate the monitoring results and countermeasures for those issues, which CC Committee decides to take, within his/her organization, while uploading the results to the website;
- Submit the quarterly monitoring sheet authorized by CC Committee to Cabinet Division;
- Participate in the focal point workshop organized by Cabinet Division and share the progress.

➤ **Coordination with Cabinet Division**

- a. Send reports and returns to Cabinet Division;
- b. Seek advice and guidance in respect of any CC related problem if it could not be solved by ministry and division under the existing system.

2.2.10 Implementation challenges of CC

- The understanding gap in the concept of CC;
- Formulation of the Citizen Charter;
- Traditional bureaucratic procedures for service delivery;
- Shortage of manpower;
- Inadequate number of trained staff in government offices;
- Less focus on citizen services;
- Inadequately trained personnel;
- Shortage of awareness campaign to the clients.

Citizen Charter is relatively a recent issue in the academic domains of public management. Therefore, not a very rich literature exists about Citizen's Charter and its theoretical setting in developing country's context, especially for Bangladesh. Among a very few studies, some analyses its effectiveness from selective service delivery issues and some examine its

performance from selective institutional case studies. As a result, there is a vacuum in existing literature in exploring this issue with regard to prevailing administrative practices in Bangladesh. Therefore, from the scholars' point of view, there is a need for a thorough academic study to explore various features of citizen's charter and to improve its effectiveness in Bangladesh.

2.3 Grievance Redress System (GRS)

2.3.1 Background

In 2008, the government of Bangladesh (GoB) set Vision 2021 to bring some markable changes in the governance system. Ensuring democracy, people's participation and a corruption-free society are few targets to be fulfilled within 2021. Thus, in that year, GoB introduced Grievance Redress System (GRS) in all government ministries and offices as a key tool to achieve these aims. The GoB also accepted the 'Target 2030' or Sustainable Development Goals (SDGs) in the year 2016 to pursue holistic development for this country, for example bringing 'peace and justice (Goal no. 16)' is one of the 17 goals. In keeping this, GRS can also play a vital role. This system empowers the citizens to get an opportunity to resolve complaints, grievances, disputes and conflicts wherever they arise in interactions between the public and government officers.

2.3.2 GRS in Bangladesh

The election manifesto of Awami League (AL) for 9th national election 2008 was named as 'A charter for Change' where the nation became familiar with the term Digital Bangladesh. Now, we have easy access to internet facilities and can also access any public office through their websites. In the charter of 2008, AL fixed a target as 'Effective Action against Corruption' where it stated, citizens' charter would be displayed in every public office to help the citizens to be aware about their rights and empower them with the access to information. If the service seeker becomes dissatisfied with the service or does not get service as stated in the charter s/he can apply to GRS Focal Point. Furthermore, not being satisfied s/he even can apply to concerned ministry. Bangladesh now has a distinct website to apply to higher officers online.

Above mentioned charter also included, the discretionary power of officials would be curtailed, and opportunities for corruption would be eliminated or minimized through widespread computerization. Thus, GRS becomes a vital tool of ensuring transparency, responsiveness, accountability and people's participation in the governance system.

2.3.3 The process followed in GRS - a tool for good governance

To equalize a grievance a person can apply both online and offline. Online methods include applying through the GRS website, e-mail, e-file (e-nothi), and call centres (help-line). The offline method is the traditional one. Anyone can apply to any office by ensuring her/his physical presence or by sending an application through the mailing address. Everyone has to follow or use a designated format to complain. Online system allows users to file complaints either anonymously or by being registered. Then it is about the responsibility of a grievance redress officer or focal point (FP) to resolve. Generally, s/he will resolve the complaint within 40 days, and if there is any matter to investigate s/he will get 20 days more to complete the task. If the citizen becomes dissatisfied with the decision of the grievance redress officer s/he can file an appeal. In the appeal segment, the citizen should get the solution within 20 days. The full tenure for grievance redress cell is 60 days.

For the website based or uploaded complaint, the complainant will get a tracking number through SMS and/or e-mail. In the traditional system, the complainant can be notified about the acknowledgment by SMS, email or mail. The tracking number will help to know about the last status of her/his complaint.

All these procedures ensure an effective governance system. GRS helps to achieve a few pre-conditions of good governance by the following manner:

- GRS ensures G2G communication. Field offices can also be answerable to the central administration. Because any public staff can submit if s/he has a grievance against anyone within her/his own office. Thus, the right coordination and directions between different government organizations can be maintained.
- GRS ensures G2C communication. If anyone becomes dissatisfied with any government service as a citizen, s/he can show her/his grievance and makes any public officials accountable.
- Primarily, citizen comes to know about the GRS from an organization's Citizen Charter where the information displayed ensure transparency, for example; the name of the service, the method to serve, necessary documents and place to get those, cost of the service and the method to pay, tenure to provide the service, name, designation and phone number of a responsible officer.

- Public officials can be service-focused for the GRS guideline. It can foster the establishment of an effective internal system of preventing corruption and other irregularities.

As a whole, the above mentioned points help the government to build strong institutions throughout the country which can also help to fulfill the second last target of SDGs by ensuring institutional integrity and social justice.

2.3.4 GRS-minimize institutional grievances

GRS is a formal-institutionalized method with specific roles, rules and procedures to resolve complaints, grievances, disputes or conflicts systematically. It provides an effective avenue for expressing concerns and achieving remedies for the public, and promotes a mutually constructive relationship between government and the citizen.

The grievances are redressed by the focal point officer in every ministry, division or agency by whom Cabinet Division monitors the overall progress of GRS and provides directions for speedy disposal. FP will ensure the awareness about available grievance procedures by the staff members of the concerned body and the complainant. S/he will monitor all grievances to be addressed and resolved fairly, impartially and transparently. S/he will provide appropriate recommendations for a proper resolution to the grievance. And finally, s/he will keep the record relating to complaints and settlements.

Cabinet Division is maintaining an effective control system by ensuring monthly reports from all ministries and divisions.

Moreover, a taskforce has been created to oversee the whole mechanism where an official equivalent to Joint Secretary of the Cabinet Division acts as Chairperson. The members meet every 6 months to take stock of the progress of the system. By following all these steps, GRS ensures institutional strength and also minimizes grievance.

2.3.5 Knowledge on GR Officer (GRO)

GRO is an officer being appointed from the existing workforce. According to the guideline, every ministry and division ‘will appoint one GRO and one Appeal Official for every department, organisation, other offices for receiving service-related complaints and for handling their redressal’. In the field level, every workforce unit appoints one GRO and by maintaining

hierarchy the appeal officer is appointed at the divisional level. And by this process appeal officer will be at a hierarchical level.

Still, Bangladesh is not in a position to functionalize everything perfectly what is in the written document. Few surveys have identified that GRS which is mentioned in citizens' charter sometimes does not work properly.

2.3.6 GRS practices in public offices

In Bangladesh, most of the public offices are not interested to follow GRS. However, some offices started to arrange GRS. They do it in different modes such as open discussions, closed-door meetings, fixing grievance box in office premises, review meetings, etc, One to One meeting, public hearing, and Meet with Boss day. With the instructions of Cabinet Division field level offices arrange hearing on GRS. Besides, the cabinet has opened online GRS recently. Cabinet Division also kept the option to file an objection or complaint on their website. So that anyone can report their dissatisfaction or opinion about government services. After submitting the complaint, the latest status of complaint remedies will be communicated through SMS and e-mail. Thus, one can also know about update information by logging in. However, if someone files a complaint as anonymity, he/she will not get any further information about the complaint. Moreover, the Cabinet has disclosed a telephone number and email address to receive any sort of queries and provide prompt service.

Besides, government organization, GRS is widely followed by private organizations and NGOs. But only 15 out of the 2,388 registered NGOs working in Bangladesh maintain a GRS. The standard administrative procedures of most of these NGOs follow the Harassment and Sexual Harassment Policy of Bangladesh. Four NGOs (BRAC, Acid Survival Foundation, *Aparajeyo Bangladesh*, BNWLA) maintain hotline services for receiving complaints. Only one NGO (Dnet) maintains an online GRS with a proper tracking system and login information. One NGO (*Naripokho*) maintains a Facebook page where complaints can be sent. One can submit complain in many ways like:

- **Anonymous submission:** Grievance redress systems provide options for submitting complaints anonymously where complainants choose to keep their identity hidden. These complaints are entertained based on the evidence attached as well as documentation.

Since complainants do not provide contact information such as emails in this type of complaint submission, they do not receive any notifications or alerts through email.

- **Offline submission:** Grievance redress systems accommodate complaints submitted manually at citizen service booths located at the gates of the Secretariat. . Authorized personnel at the gates, with proper administrative access to the GRS software, receive complaints directly from the complainants, enter the details into the GRS, generate acceptance slips for the users, and forward letters to the GRO of the ministry concerned. With the information printed on their acceptance slips, complainants have the option to track their complaints on the GRS website

2.3.7 Capacity requirement for GR officer

It is the most important part of handling GRS. Those who are assigned to tackle grievance must possess some special qualities. They should have analytical power and easy understanding capacity to someone's grievance or problem. They should have strong physiological fitness and a sense of humour. They should have enough patience to deal with different types of people with various problems. They should have interactive power with general people with very cool mind. They should have experience in the common problem of societal phenomena for those people who face suffering or anxiety.

2.3.8 Obstacle of GRS

One of the major obstacles to start and implement GRS in public and private offices is the ignorance of common people. Due to lack of publicity, a large number of citizens as well as service seekers do not know that office had GRS where they can file their complaints. Lack of awareness and courage of common people lead them unwilling to practice complaint or grievance submitting or sharing with their boss. Besides, lack of availability of using online facilities discourages them to share their issues/ suffering/ harassment.

2.3.9 Relationship with GRS and public service delivery

There is an incompatible relationship between GRS and public service delivery. If public service delivery works successfully then ultimately the rate of grievance will decrease. On the other hand, if people do not get public service properly, the volume of grievances among citizens will increase.

2.3.10 Functions of Focal Point

- (a) Coordinating and aligning the institutional mission and objectives of GRS;
- (b) Intensive monitoring and extending assistance, if needed, the GRS activities of the subordinate Organizations;
- (c) Inspire others by setting examples of best practices;
- (d) Enhancing the capacities of the Focal Points, easing the access to the superiors and consolidating the support of the superiors for GRS;
- (e) Ensure the internal auditing carried out regularly;
- (f) Expansion of e-governance / e-filing practices;
- (g) Formulating the action plans and taking decisions in the application of bottom-up approach;
- (h) Ensuring that the Focal Points are not transferred on short terms, and organizing visits and training abroad for gaining experience good practices; and
- (i) Ensure online GRS management and monitoring online grievances.

Though the initiatives taken by the GoB to develop a centralized GRS under the Cabinet Division is praiseworthy, the success of the system depends on its development in a way that incorporates strategic and crucial components described in this report. A successful GRS would rely upon robust research of existing successful examples and should be activated after considering necessary inputs and feedbacks from all stakeholders from the government, NGOs, and the private sector. For better public service and public satisfaction, GRS should be practiced more widely.

2.4 National Integrity Strategy (NIS)

2.4.1 Background history of NIS in Bangladesh

The government of Bangladesh has considered the perspective plan of Vision 2021, Vision 2041 and Delta plan 2100 for the development and consequently thought it is indispensable to advance the governance, and predominantly wipe out corruption from the society. National Integrity Strategy as a policy document was approved by the Cabinet in October 2012 to prevent corruption through the institutionalization of integrity in institutions and spheres of the society. It was a constructive response of Bangladesh to the United Nations Convention Against Corruption (UNCAC) in 2007 , Cabinet Division, 2019). With this accession to the UNCAC as

an impulsion, the Government of Bangladesh formulated its National Integrity Strategy (NIS). It was constructed on the dream that efficiently working of the institutions that can lead to elevate the state of development of Bangladesh with the confidence of integrity makes institutions effective. The drafting of the NIS was done by the Institute of Governance Studies (IGS) of BRAC University with support from the Asian Development Bank (ADB). The IGS in collaboration of the government held 61 consultation sessions both in and outside Dhaka before completing the first draft in 2009. It was also published on the website of Cabinet Division for public opinion. After a series of consultations and revisions, the Cabinet finally approved the NIS in 2012.

2.4.2 NIS strategy

The government of Bangladesh formulated its National Integrity Strategy (NIS) as a comprehensive good governance strategy to prevent corruption and improve national integrity in all spheres of life. The National Integrity Strategy has identified 10 State Institutions and 6 Non-state Institutions for the implementation of its action plans for the prevention of corruption and ensuring integrity (Cabinet Division & JICA, 2017). The 10 state institutions consist of the executives and the public administration, the parliament, election commission, Public service commission, attorney general, anti corruption commission, local governments, the judiciary, and comptroller and auditor general, and the latter consists of political parties, industrial and commercial institutions of the private sector, education institutions, NGOs and civil society, the media, and families (Cabinet Division, 2012). The NIS introduced in Bangladesh is not a single example in the world. Both developing and developed countries have taken up such a policy measure to establish good governance in their respective countries e.g. New Zealand and the Netherlands.

2.4.3 Understanding NIS by the civil officers

The civil officer of Bangladesh needs to really comprehend the NIS to develop the image of the country and to progress as a developed nation by 2041. It is presumed that NIS can create self-belief and keep spotless if the civil officers practice heart and soul. In fact, there should be standard operating procedures (SOPs) of planning and implementation of NIS and that needs to be morally realized and understood by the civil officers. In a survey report of JICA, 97.4% of the

interviewed officials answered that they know about the NIS and 43.6% reported that they know it 'good' (Cabinet Division and JICA, 2017).

2.4.4 NIS-vision; mission; committee and its scope

The vision of the National Integrity Strategy is a happy and prosperous “Shonar (Golden) Bangla” and the mission is to establish good governance in the state-run institutions as well as societies. With the approval by the Cabinet, a National Integrity Advisory Committee (NIAC) has been shaped with the Prime Minister as its Chair. The Executive Committee, its subsidiary agency is to preside over these institutions. The Finance Minister chairs the Executive Committee. The Executive Committee supports the NIAC in performing its duties (Cabinet Division and JICA, 2017). Moreover, at each ministry level, national integrity strategy unit has been created. There is a plan for the establishment of the Ethics Committee composed of the heads of the institutions at each government institution. National Integrity Implementation Unit (NIIU) was established under the Coordination and Reforms Wing of the Cabinet Division. The underlying purpose of the National Integrity Strategy is to provide a system of governance in all state and non-state institutions, constitutional authorities and statutory bodies concerned. Thus there will be a joint effort for the prevention of corruption and the promotion of integrity in the country which will ultimately generate trust among the citizen regarding public governance. There are numerous scopes of maintaining governance in Bangladesh as the country is one the lowest in world governance indicators index and other governance indices.

2.4.5 Linkages of Govt. Institution and NIS

The national integrity strategy creates linkages, coordination and communication among the institutions. It has mandatorily created a channel to give feedback on action plans, monitoring and implementation status of NIS through reporting to the concerned controlling organizations and the National Integrity Implementation Unit (NIIU) by the Integrity Focal Point (IFP) of subordinate offices. This has also opened a monitoring mechanism of the superior offices and thereby expected to establish good governance in public offices. Moreover, the national integrity strategy compasses an opportunity to apply good practices of other institutions through the linkages of government organizations. Hence, it has taught the practices of NIS among government officers. The strategy has encouraged the government officers with the introduction

of NIS award for them and it is believed that it will bring positive attitude towards government officers regarding fair working practices.

2.4.6 Role of Focal Point

According to the provision of the national integrity strategy each ministry, division, and the selected organizations formed the Ethics Committee to promote the NIS implementation in their respective sectors. The committee is to be headed by the head or second highest official of each institution. Integrity Focal Point (IFP) is appointed by one of the members of the Ethics Committee of the institution. The IFP is expected to coordinate intra-organizational activities and cooperate with the National Integrity Implementation Unit (NIIU) in the Cabinet Division of Bangladesh. The major roles of the IFP are to identify success achievement, to formulate an action plan, to designate a person to implement an action plan of NIS, to monitor the implementation status and report to the concerned ministry, division, organization and the national integrity implementation unit of Cabinet division.

2.4.7 Activities of Focal Points for effective implementation of NIS

- (j) Coordinating and aligning the institutional mission and objectives of NIS.
- (k) Intensive monitoring and extending assistance, if needed, the NIS activities of the subordinate Organizations.
- (l) Inspire others by setting examples of best practices
- (m) Enhancing the capacities of the Focal Points, easing the access to the superiors and consolidating the support of the superiors for NIS
- (n) Ensure the internal auditing carried out regularly
- (o) Expansion of e-governance / e-filing practices
- (p) Formulating the action plans and taking decisions in the application of the bottom-up approach
- (q) Ensuring that the Focal Points are not transferred on short terms, and organizing visits and training abroad for gaining experience good practices

2.4.8 Roles of Integrity Focal Point

IFP is requested to conduct the following activities at the initiation, formulation and implementation stages of NIS work plan.

➤ **Initiation**

- a. Organize Ethics Committee meeting
- b. Disseminate the NIS concept and contents and increase awareness
- c. Seminar, workshop, training for his/her organization
- d. Seminar, workshop, training for subordinate organizations
- e. Stakeholder meeting
- f. Gather good practices and share those practices within his/her organization and subordinate organizations
- g. Report the good practices to Cabinet Division

➤ **Formulation of the activity plan**

- a. Draft NIS work plan by following the template developed by Cabinet Division
- b. Estimate the necessary budget to realize NIS work plan and formulate the annual NIS budget plan for the coming fiscal year
- c. Submit the draft work plan with the budget plan to the Ethics Committee and get approval
- d. Disseminate the approved work plan within his/her organization
- e. Upload the work plan on the organization's website
- f. Submit the work plan to Cabinet Division
- g. Request subordinate organizations to formulate NIS work plan

➤ **Implementation**

- a. Implement the decisions of the Ethics Committee
- b. Implement his/her own initiative
 - Identify an issue
 - Analyze the causes of the issue
 - Formulate a proposal
 - Gaining support from colleagues and senior officers
 - Resource mobilization
 - Collective action
- c. Promote implementation
 - Identify initiatives of colleagues related to NIS
 - Provide necessary support, i.e., technical advice, resource mobilization

- Promote the implementation of accountability tools such as Business Process Reengineering, Grievance Redress System, Right to Information, Internal Audit, and E-government. In case there is another focal point for Grievance Redress System in certain organizations, roles of IFP is to report the progress of GRS to Ethics Committee

d. Monitoring

- Monitor compliance with existing rules and regulations and report to the Ethics Committee
- Fill out the quarterly monitoring sheet that is designed by the Cabinet Division
- Submit the draft sheet to the Ethics Committee
- Organize the Ethics Committee meeting and report the progress of the previous quarter and issues in the meeting
- Disseminate the monitoring results and countermeasures for those issues, which Ethics Committee decides to take, within his/her organization, while uploading the results to the website
- Submit the quarterly monitoring sheet authorized by Ethics Committee to Cabinet Division
- Participate in a focal point workshop organized by Cabinet Division and share the progress.

➤ **Coordination with Cabinet Division**

- a. Send reports and returns to Cabinet Division
- b. Seek advice and guidance in respect of any NIS related problem if it could not be solved by ministry and division under the existing system

2.4.9 Obstacles and Challenges

There are several obstacles and challenges to the National Integrity Strategy in Bangladesh. The competency, shouldering the responsibility to serve the citizen, independent decision making, and better understanding and coordination with the political government are the mentionable challenges of NIS. Other major challenges include:

- Making effective of the financial oversight committee and establishing a responsible relationship between the parliament and the executives.

- Creating the trust of the general people on the judiciary is another challenge.
- Maintaining independence of election commission and free from the influence of the political party in power.
- Recruit public servants on the basis of merit and nonpartisan is another challenge.
- Working independently of the anti-corruption commission is a difficult task.
- Lacking enthusiasm of the local representatives to collect local revenue and proper planning and implementation are the obstacle in local government.
- Creating sense and exercising of democracy within and among political parties.
- Solving the problem in the financial sector especially the culture of bank loan default by the private sector is a big challenge.
- Maintaining family bondage and moral learning in the family (Cabinet Division, 2012).
- Providing quality and demand-driven education in both private and public sectors.

2.4.10 Link NIS with public service delivery

The linking of NIS with public services originates both from the demand side (citizens demand) and supply-side (realization and providing services by the government officials). With the analysis of issues and proposals for adopting policies, the public organization can provide improved public services to the citizen.

2.4.11 Combating with public sector corruption

The government of Bangladesh has declared zero-tolerance against corruption in vision 2021 and vision 2041 to build not only a prosperous but also an esteemed nation in the world. The concept of governance combines ideas of political authority, management of economic and social resources, as well as the capacity of governments to formulate prudent policies and their implementation in an effective, efficient, and equitable manner. Bangladesh has taken policies on good governance and anti-corruption. It has introduced several measures to increase its accountability and transparency, such as the right to information, grievance redress system, public hearing. However, its effectiveness has not been fully realized. Bangladesh needs to develop long term anti-corruption strategy, awareness and motivate citizens, political personnel

and public officials, creating a sense of abhorrence of corrupt persons, providing incentives for best performance. Hence, the NIS teaches us to find out the gray areas and how to wipe away the gray areas to combat corruption and establish good governance in the society as a whole.

2.5 Right to Information Act 2009

2.5.1 Introduction of RTI

The right to information is indispensable for transparency and accountability of every nation. There are countries that made law regarding the right to information in different names but for similar purposes. The Constitution of Bangladesh in article 39 ensures the right of the citizen to have freedom of expression and to get information from public offices though it is unambiguously acknowledged. With the demand by the NGOs and civil societies to curb corruption from the government offices the Care Taker Government of Bangladesh in 2008 passed the Right to Information Ordinance that was first drafted in 2002 by Bangladesh Law Commission and the second draft was made in 2006 by an NGO namely *Manusher Jonno* Foundation. Afterward, the elected Awami League Government came to power in 2008 and endorsed the Right to Information Ordinance to Right to Information Act 2009 which was enforced from 1 July 2009 (Imtiaz Ahmed Sajal, 2015).

2.5.2 Understanding RTI by the civil officers

The civil officers of Bangladesh need to clearly understand the Right to Information Act and accordingly behave proactively to disclose the information to citizens or provide the information on demand by the citizen. After introducing the RTI the Government of Bangladesh, NGOs and Civil society organizations provided training to the public officials. It is assumed that almost all the civil officers understand the provisions of the RTI Act and their role to play for providing information to citizens. They also know the provision of punishment if they fail to provide information within the stipulated date and timeframe specified in the Act. Although some civil officers are still reluctant to disclose and provide information to citizens, as per the law, every public office has appointed a designated officer as an information officer to give information to the citizen on demand. However, it is also believed that all the citizens do not know their right to get information from the public offices though it is open in the government organization web portal. Sometimes it is often seen that citizens demand unnecessary and huge documents so that the civil officers remain occupied. Hence the public officials need to comprehend that the right

to information is one step of fighting against corruption and bringing transparency and accountability that demonstrate good governance in public service in Bangladesh.

2.5.3 RTI Act 2009 and its application in Bangladesh

This act allows any citizen to have access to any public information. There are prescribed procedures to obtain information from any public office. Such disclosure of information, data and document is aimed to enhance the transparency of governance. However, the Act does not keep provision for releasing information related to state security, defense and classified information/documents of intelligence agencies and some cases that of anti-corruption commission.

2.5.4 Procedure for information distribution

The procedure for information distribution under the RTI has been stated obviously in the act. Every office of the government and non-government office require appointing an information officer, an alternative officer and the appellate officer. With this provision of law, all the government offices need to complete the appointment, upload and regularly updated the information in their respective organizational website. Hence, as per the law, if any citizen applies for information in a prescribed form or without form to get documents or information, it is obligatory to provide information for all government, autonomous, statutory and other institutions that are constituted or run by the government or foreign funding. According to the law, there is a list of 20 exemptions which are mainly related to guarding the state security, international relation and commercial secrets, etc. Moreover, the RTI Act refers that information may be refused or rejected basically with earlier permission from the Information Commission.

2.5.5 RTI & information hosting in web

However, the RTI act has the provision of publishing information proactively both online and offline though it is not mandatory to publish online. The list of information includes decisions, activities, policy-related documents, and reasons for their adoption. Every organization needs to publish a report on an annual basis enclosing information about its structure and activities, rules and regulations, conditions on accessing services and information. The authority should provide the information within 20 days and it can take 30 days if more than one agency is concerned. If the authority is unable or decides not to give the information, it must be informed to the requester within 10 days. If the authority remains silent it is assumed that the citizen's request is discarded.

The organization may impose a reasonable fee for seeking the information and it must be published in the official gazette. The fees must not be exceeded of the actual cost of reproducing the documents and information and can also provide the documents without a fee.

2.5.6 Appeal procedure for RTI

The requester may appeal to the appellate authority at the concerned office if refused or rejected to obtain the information. The government also formed the independent information commission headed by Chief Commissioner and two Commissioners appointed by the President. The independent information commission knobs the appeals against rejection refusal decisions, administrative silence, imposition of unreasonable fees, incomplete, misleading or false information and other violations of the RTI Act and protects the citizen to have the right information that ensures good governance in the society (Division, Cabinet, 2019).

2.5.7 Benefit and disadvantages obstacles

The benefits of introducing the RTI Act and enforcing are many folds. It is presumed that the RTI as a tool can ensure accountability and transparency in public administration. Moreover, proper implementation of the RTI Act can make the possible establishment of equity and justice in the society, remove disparity and above all, raise awareness among people. The disclosure of information may reduce corruption in public offices. If the information is available people get to know their rights and where to get the services. Actuality, the RTI Act promulgated for empowering people through ensuring the free flow of information which is playing a tremendous role in ascertaining good governance in Bangladesh. Besides the advantages of RTI in establishing accountability and transparency, there are some obstacles to the RTI act implementation. Some of the officials are reluctant to provide information thinking that it might reduce their power, open their responsibilities to the citizens and prevent making money in both public and non-profit organizations. Moreover, another obstacle to providing services is the lack of manpower and frequent transfer of public officials.

2.5.8 Civil officer knowledge on RTI and requirement for developing capacity on RTI

The civil officers of Bangladesh are aware and acquired knowledge about the RTI act through training, workshop, and other ways. The development of the capacity of civil officers on RTI requires more training, seminar, workshop and understanding the need of the law and thereby sensitization on curbing corruption and the establishment of good governance in the society. It is

noteworthy to mention that the role of the focal point or the information officer to provide information or documents to the requesters is very crucial. Moreover, the quality of the information hinges on the eagerness and expertise of the designated officers.

2.5.9 Link RTI with public service delivery

Public service delivery is one of the main functions of government offices in every state and Bangladesh is not exceptional in this regard. It depends on the innovative systems and shouldering of responsibilities by the public officials. It is often blamed that there is a lack of standard operating procedures in public offices. Therefore, the public officials have been delivering their services in their own way and it varies upon the power and personal communication of the service seekers for example in the financial sectors the service varies and powerful men misuse the public fund. Hence, RTI is very essential for effective public service delivery and establishing good governance and ensuring equality in society.

2.5.10 Focal Point of RTI

Activities of Focal Points for effective implementation of RTI

- a) Coordinating and aligning the institutional mission and objectives of RTI;
- b) Intensive monitoring and extending assistance, if needed, the RTI activities of the subordinate Organizations;
- c) Inspire others by setting examples of best practices;
- d) Enhancing the capacities of the Focal Points, easing the access to the superiors and consolidating the support of the superiors for RTI;
- e) Ensure the internal auditing carried out regularly;
- f) Expansion of e-governance / e-filing practices;
- g) Formulating the action plans and taking decisions in the application of bottom-up approach; and
- h) Ensuring that the Focal Points are not transferred on short terms, and organizing visits and training abroad for gaining experience good practices.

2.5.11 Roles of RTI Focal Point

RTI FP is requested to conduct the following activities at the initiation, formulation of activity plan, and implementation stages.

➤ **Initiation**

- Organize RTI Committee meeting
- Disseminate the RTI concept and contents and increase awareness
- Seminar, workshop, training for his/her organization
- Seminar, workshop, training for subordinate organizations
- Stakeholder meeting
- Gather good practices and share those practices within his/her organization and subordinate organizations
- Report the good practices to Cabinet Division

➤ **Formulation of the activity plan**

- Draft RTI work plan by following the template developed by Cabinet Division
- Estimate the necessary budget to realize RTI work plan and formulate the annual RTI budget plan for the coming fiscal year
- Submit the draft work plan with the budget plan to the Ethics Committee and get approval
- Disseminate the approved work plan within his/her organization
- Upload the work plan on the organization's website
- Submit the work plan to Cabinet Division
- Request subordinate organizations to formulate an RTI work plan

➤ **Implementation**

- a. Implement the decisions of the RTI Committee
- b. Implement his/her own initiative
 - Identify an issue
 - Analyze the causes of the issue
 - Formulate a proposal
 - Gaining support from colleagues and senior officers
 - Resource mobilization
 - Collective action
- c. Promote implementation
 - Identify initiatives of colleagues related to RTI

- Provide necessary support, i.e., technical advice, resource mobilization
- Promote the implementation of accountability tools such as Business Process Reengineering, Grievance Redress System, NIS, Internal Audit, and E-government. In case there is another focal point for the Grievance Redress System in certain organizations, roles of RTI FP to report the progress of GRS to the NIS Committee.

d. Monitoring

- Monitor compliance with existing rules and regulations and report to RTI
- Fill out the quarterly monitoring sheet that is designed by Cabinet Division
- Submit the draft sheet to RTI Committee
- Organize the Ethics Committee meeting and report the progress of the previous quarter and issues in the meeting
- Disseminate the monitoring results and countermeasures for those issues, which RTI Committee decides to take, within his/her organization, while uploading the results to the website
- Submit the quarterly monitoring sheet authorized by RTI Committee to Cabinet Division
- Participate in a focal point workshop organized by Cabinet Division and share the progress.

➤ **Coordination with Cabinet Division**

- Send reports and returns to Cabinet Division
- Seek advice and guidance in respect of any RTI related problem if it could not be solved by ministry and division under the existing system

2.6 Civil officer Competency

Through a rigorous process, civil servants/officers are selected by the Constitutional body called the Bangladesh Public Service Commission (BPSC). But, of course, they entered into service with academic knowledge only, where skills and attitudes are most concerned in Public Administration for rendering services towards its client (citizens). Therefore, citizenship behavior attributes of civil servants are most important. These types of attributes are called

‘competency’. Competences refer to the range of skills, which are satisfactorily performed. It is also related to behavior and attitude (Bhattacharyya, 2012).

According to Hogg (1989) ‘competencies are the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another’. Later on, Parry (1996) presented a more detailed definition of competency synthesized from the suggestions of several hundred experts in HRD - a ‘cluster of related knowledge, skills, and attitudes that affects a major part of one’s job, that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved via training and development’.

2.7 Civil officer Performance Factors at work

Civil officers must have *knowledge of the job* including concepts and techniques required and their applications, know-how of the latest trends, development and innovations in the field of public administration. The second factor of civil officer performance is *planning of work*, scheduling of one’s assignments in order to meet deadlines, the setting of well-defined targets; concentration on task priorities, ability to anticipate problems and take corrective action. This is all about planning of work. S/he not only has to make a list of work to do but also learn to give priorities to the more important course of action. The next one is the *ability to achieve the result*, which can be described: utilization and productivity of subordinates resources; target achievement; follow-up system and coordination with departments; coping with sustained work pressure; quick response to special jobs; keeping superior and subordinates informed about relevant jobs, problems and results. *Sense of responsibility* is another performance factor to handle on given assignments independently or with minimum supervision. Throughout in career life a civil officer has to *maintain discipline* and punctuality. He or she should have developed the ability to *get along with people; manage the workforce, to work in a team and cooperate ; identify oneself with the organization; facilitate the development of subordinates; and ability to diagnosis and solve the organization problem* (Bhattacharyya, 2012).

2.8 Summary and Conceptual Framework

To ensure good governance and make civil servants accountable to the citizens five Social Accountability tools are being used in Bangladesh Public Administration as a means of public service delivery. Throughout the literature, Social Accountability tools have been discussed. The tools are Annual Performance Agreement (APA), Citizen Charter (CC), Grievance Redress System, National Integrity Strategy (NIS) and Right to Information (RTI). The basic objectives of those tools are citizen participation in Public Administration and make efficient civil service for quality service delivery.

Literature stated that Annual Performance Agreement is a driving force for the government to implement the development programmes. Thus, APA is playing an effective role as tool for achieving SDG goals and country vision by 2041 as well.

State organizations are ensuring transparency and accountability by formulating Citizen's Charter in the ministries/departments and their subordinate offices under the direct supervision of the Cabinet Division. Citizen's Charter is a written agreement between the citizens and the service provider (public offices and civil servants). Thus, to ensure citizens want is the duty of civil officers as well. In a nutshell, civil servants are accountable to the citizens. Therefore, attitude matter on service delivery towards the citizens.

Right to Information is a tool for ensure accountability and transparency in Public Administration. Bangladesh Government is working in order to achieve Vision 2021-2041 and for that RTI is essential to ensure good governance at all levels of society. Thus, perfect implementation of the Right to Information Act can facilitate establishment of equity in the society and remove disparity.

GRS ensure to improve quality service delivery to the citizen in a possible time without any harassment. A space for the citizen should be there, to raise grievances on the quality of services or products or service providing processes. Even if the raised grievances are not logical or realistic, still an effective platform for demanding redress creates an opportunity for mitigation of citizens' dissatisfaction.

NIS means to have behavioral excellence influenced by morality and honesty. NIS at individual level, it means dutifulness and honesty, as well as good character. There is no alternative to

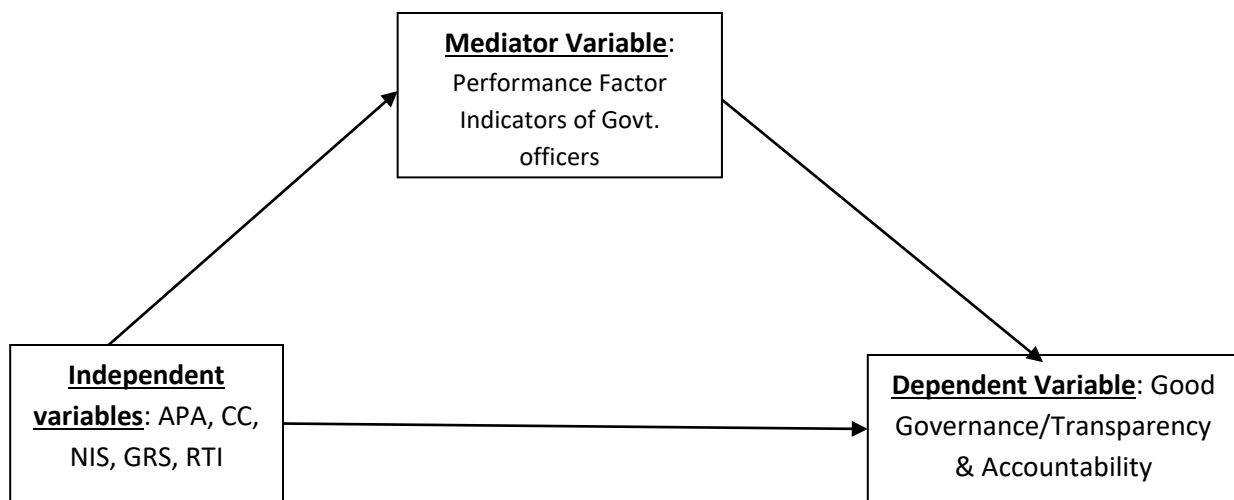
implementing the National Integrity Strategy for consolidating good governance in the society as well as in the state. Thus civil officers have to show their honesty, when they are rendering services for the citizens in Public Administration.

Finally, Civil officer performance factors have positive link with Social Accountability tools to ensure good governance in Public Administration. Civil officers' performance, operational excellence and overall helping attitude are more essential for ensuring good governance and to make citizens satisfaction in Public Administration.

Subsequently, based on the literature review and concept on five Social Accountability tools and civil officer performance factors a conceptual framework has been developed for this study on ensuring good governance in Public Administration for service delivery to the citizens.

Conceptual Framework:

Figure 2.2: Conceptual Frame work



Chapter-3

Research Methodology

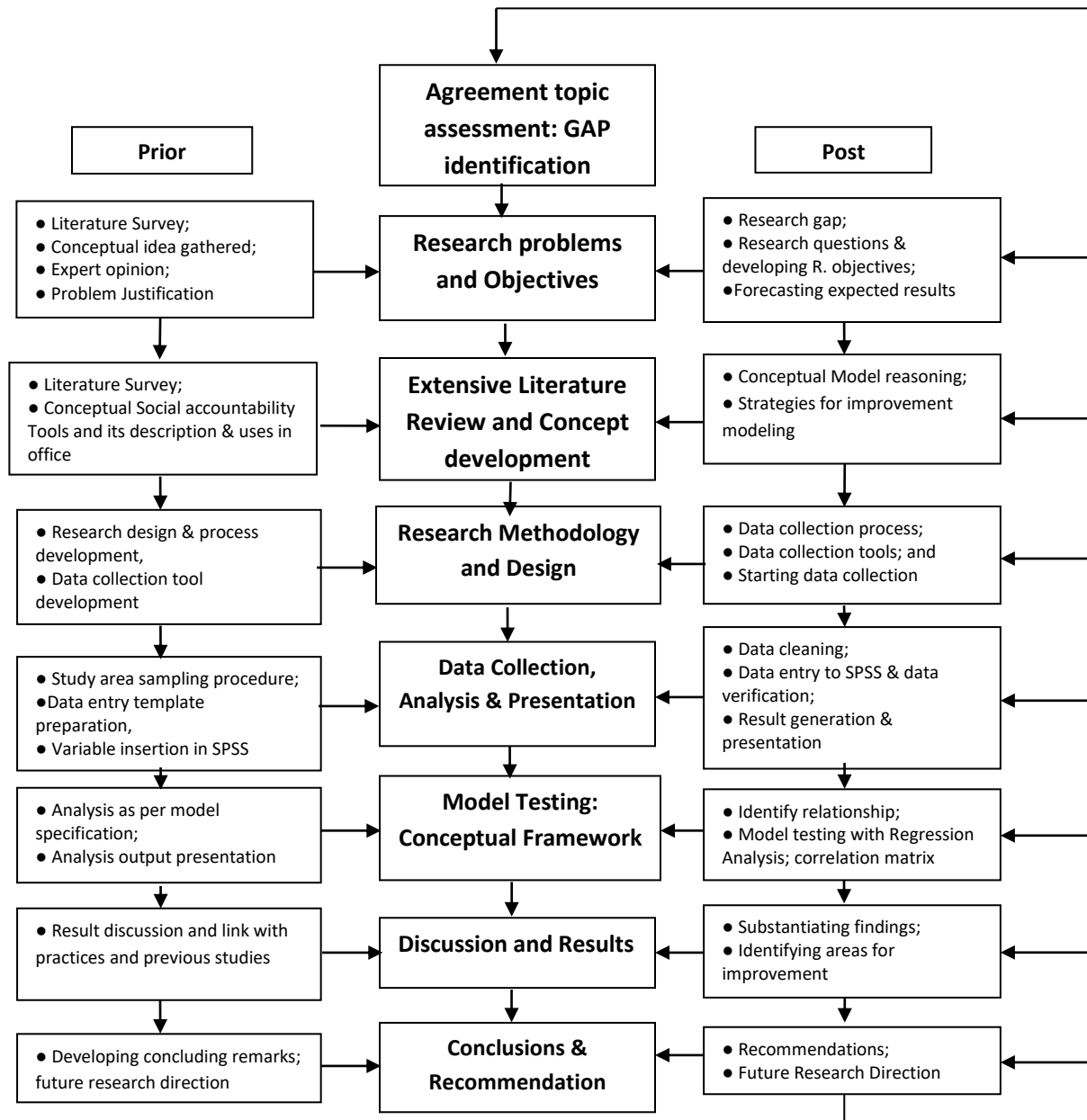
3.0 Introduction

The research methodology is a road map or pathway; it is the way the researcher conducts his or her research. Following the road map researcher formulates problem and research objectives and presents results from the data achieved during the study period. In this research, the researcher used both qualitative and quantitative methods of inquiry. In both approaches, a survey questionnaire is used which is structured and open-ended as well. Filled-in questionnaires were entered into SPSS software and analyzed. To obtain the research objectives, data reliability, validity, data normality, and descriptive statistics, inferential statistics- ANOVA, Regression, multivariate correlation, and Mann Whitney U test are used. For qualitative data, a thematic approach is used to get the output.

3.1 Research Design

Research design provides an appropriate framework of steps that to be adopted for this study to obtain its data and information to make decisions (Aaker, Kumar, George 2000). For this study, we employed a mixed method of research. To collect vital information and data of key variables such as ‘Citizen Charter’; ‘Right to Information’; ‘Grievance Redress System’; ‘National Integrity Strategy’; ‘Annual Performance Agreement’; ‘Performance factor Indicators; and ‘Social Accountability/good governance tools’ structured questionnaires were used. It is hypothesized that the implementation of theses Social Accountability tools would ensure transparency, accountability and better public service delivery in Public Administration an open-ended checklist/interview guide was used to collect information about the challenges a civil servant encounters while working with these Social Accountability tools. The whole process of this research study is presented in the following Figure 3.1.

Figure 3.1 : Research framework



3.2 Study Area

This study focused on the central level of Public Administration offices and local level Public Administration offices. Thus, the study area covered Ministry level, District level and Upazila (sub-district) level public office officers. Thus respondents were homogeneous in terms of their basic occupational orientation. This kind of homogeneity while choosing the sample is preferred by Fraenkel and Warren (2002) and Sileyew (2019).

The data collection was conducted from March 07, 2020 to March 08, 2020.

3.3 Data Sources

Primary data sources: A trust-worthy research report is basically dependent on empirical data sources. Therefore, carefully collected primary data and the results derived from descriptive and inferential statistical analyses could offer the opportunity for appropriate decision making with a high level of confidence. These types of decisions are often trusted which offer policy and managerial implication for a longer horizon.

Secondary data Sources: For this study, to develop conceptual framework/research design and research protocol/questionnaire appropriate range of literature and diverse sources of data and information were reviewed/consulted. Therefore, a number of published documents, books, journals, government notice, guidelines, government web pages in different ministries, departments, districts web portal and Upazila web portal are used as sources of secondary data and information. The Cabinet Division's published materials and project documents of Platforms for Dialogue project are also used for this research.

3.4 Population and Sampling Frame

Population and Sample Size

This study considers a multistage random sampling from a population (civil servants) working at both central and local/field levels of Public Administration who previously attended a two-day workshop on Social Accountability tools namely, NIS, GRS, CC, APA and RTI. However, the sample size was not determined by using the usual statistical formula. In the initial stage of sample selection, the number of samples will be drawn from different levels (i.e. Ministry, District, Upazila etc.) following a purposive sampling technique. But the persons interviewed as samples were selected randomly. The break-up of the number of respondents is as follows:

Table 3. 1 Distribution of the respondents across various levels

Respondent from various levels	Number (frequency)	Per cent
Ministry	60	20.3
District	171	58.0
Upazila	64	21.7
Total	295	100.0

Source: Field survey 2020

3.5 Questionnaire Design

This study used a survey questionnaire to gather data from the respondents. A questionnaire survey is a very important and easy tool for data collection. Researchers do prefer a self-administered questionnaire as a survey tool, due to ease in quality data collection for obtaining research objectives. Quality data renders results that are interpretable and general. For this study, both open-ended and close-ended questions are designed as per research objectives and variable concerned using a simple and meaningful language. The questionnaire consists of several major elements such as demographic information, Annual Performance Agreement, Citizen Charter, Grievance Redress System, National Integrity Strategy, Right to Information, Civil Officer Performance Factor Assessment, and good governance/Social Accountability tools for combating corruption.

3.5.1 Consultation meeting for developing a survey questionnaire:

BPATC has an agreement with Platforms for Dialogue Project undertaken by the British Council, funded by European Union and operationalised by Cabinet Division. As per BPATC agreement, there is a research component titled with: ‘Assessing civil officer current and required knowledge and capacity assessment on NIS, RTI, APA, GRS, Citizen Charter (CC) to combat corruption for ensuring transparency, accountability and better public service delivery (as a means of Social Accountability tools practices) in public administration. Therefore, we had a number of meetings with Cabinet Division’s responsible officers (most notably Mr. Moklesur Rahman, Mohammad Azizul Haque, Mohammad Mamun), British Council Project personnel (such as Mr. Arsen Stepanyan, Team Leader, Mr. Md. Saidur Rahman, Training Specialist) to develop survey protocols, instruments/questionnaires to obtain required data and information.

3.5.2 Questionnaire Scale:

For the study purpose, we used Rensis Likert’s (1932) a five-point scale for measuring different statements/attributes/items of investigating variables. Therefore, the respondents expressed their agreement or disagreement with each statement in a 5-point Liket scale; responses range from: Most Required to Least Required (5 to 1); for some variables: Highly Satisfactory to Unsatisfactory (5 to 1).

3.5.3 Questionnaire administered

Pilot questionnaires were administered at Bangladesh Public Administration Training Centre with the trainees' of Department of ICT (Information and Computer Technology), who had undergone 2 days special training on Social Accountability Tools (such as: APA, CC, NIS, GRS and RTI). Pilot was done due to confirmation and modification of full-scale questionnaire survey. Based on the result/ feedback regarding the questionnaire from the trainee a plan was chalked out to revise the questionnaire. Finally with very few modifications we administered full-scale questionnaire survey with 295 entry-level government officials, who have work experience at ministry level, district level and Upazila level government offices. And they are the practitioner and user of Social Accountability tools for service delivery. The respondents have also received 2 days of workshop mode training on those Social Accountability tools (such as APA, CC, NIS, GRS and RTI).

3.6 Study Variables

In the literature chapter, the researcher had discussed and conceptualized a conceptual framework that deals with a list of variables. This study investigated a range of variables such as: Independent variable; Mediating variable and Dependent variable. Apart from those, the study used demographical variables such as: respondent designation; their office address; workplace; the name of cadre; academic attainment; service length and gender.

3.7 Variables items and scale measurement

3.7.1 Independent Variables

Annual Performance Agreement (APA): APA variable is measured with 13 items. These are: Understanding APA; formulating APA; APA mapping; organizational vision-mission & indicator of APA; APA monitoring & evaluation; AP measurement; APA outcome & impact; KIP for APA; APA challenges; Training for APA; APA software; APA alignment with org. goal; and APER. Those items of APA are developed by the Cabinet Division (Cabinet Division, 2017). The response rate is measured with a 5-point Likert scale ranging from 1 to 5, the least requirement to most required. Those items association is tested through Cronbachs' Alpha value, and found items have a very high association (0.910).

Citizen Charter (CC): CC variable is measure with 14 items. Those are understanding 21 second Century public administration; understanding CC; the role of the civil servant; citizen wants & service; simplification of CC; civil service awareness of CC; civil service training on CC; citizen knowledge; help desk; CC format; quality standard citizen service; list of citizen benefit; civil officer accountability; and understanding vision-mission, citizen services-official services-internal services. The response rate is measured with 5-point Likert scale ranging from 1 to 5, least requirement to most required. Those items association is tested through Cronbachs' Alpha value, and found items have a very high association (0.793).

Grievance Redress System (GRS): This GRS variable is measured with 10 items. Those are: understanding GRS tools; web-based GRS; GRS scope & nature; knowledge on GR officer, appeal officer, grievance management cell its coordination; knowledge on appeal officer; knowledge on grievance redress cell; knowledge on verification of grievance; the role of cell member secretary; role of district and upazila grievance officer; and knowledge on public staff and official grievance. The response rate is measured with a 5-point Likert scale ranging from 1 to 5; least requirement to most required. Those items' reliability association is tested through Cronbachs' Alpha value, and found items have a very high association (0.817).

National Integration Strategy (NIS): This NIS variable is measured with 7 items. Those are: knowledge on NIS; understanding NIS strategy; knowledge on NIS vision; NIS mission; NIS committee; government institution & NIS; NIS-govt-Non-Govt institutions. The response rates are measured with 5-points Likert scale ranging from 1 to 5, the least requirement to most required. Those items' reliability association is tested through Cronbachs' Alpha value, and found items have a very high association (0.776).

Right to Information (RTI): RTI is also an independent variable and measured with 10 items. The variable items are: understanding RTI & its application; objectives of RTI; RTI act; RTI action; subject matter of RTI; procedure for information distribution; info circulation & web site hosting; application procedure for getting info; appeal procedure for RTI; and RTI implementation steps. The response rate is measured with a 5-point Likert scale ranging from 1 to 5, least requirement to most required. Those items' reliability association is tested through Cronbachs' Alpha value, and found items have a very high association (0.811).

3.7.2 Mediating Variable

Performance Factor: In this study, we used the mediating variable to identify and explain the relationship between independent and dependent variables through the inclusion of the third hypothetical variable known as mediating variable. Therefore, mediation variable is that links the independent and dependent variables. Here, '*Performance Factor Assessment*' (Bhattacharyya, 2012) of a civil officer is defined as mediating variable. We discussed about mediating variable in detail in chapter 2 with a conceptual framework. This variable is measured with 10 items. Those are: knowledge of the job; planning of work; ability to achieve results; sense of responsibility; maintaining discipline; getting along with people; teamwork and cooperation; identification with organization; development of subordinates and approach to problem-solving. The response rate is measured with 5 point-Likert scale ranging from 1 to 5, 'Unsatisfactory to Excellent'. Those items reliability association is tested through Cronbachs' Alpha value, and found items have a very high association (0.831).

3.7.3 Dependent Variable

Social Accountability tools/Good governance practices: This dependent variable is measured with 17 relevant items related to Social Accountability tools or good governance practices in government offices for better service delivery (Cabinet Division 2019). The items are: accountability in public offices; transparent public offices; responsive; equitable to all; efficient; rule of law; participatory decision-making; consensus oriented; address RTI; eNothi management; grievance redress system; practice KPI for employee assessment; Citizen Charter practices; social media uses; eMobile court; BPR; and innovation for service delivery. The response rate is measured with a 5 point Likert scale ranging from 1 to 5, 'Unsatisfactory to Excellent'. Those items reliability association is tested through Cronbachs' Alpha value, and found items have a very high association (0.945).

3.8 Data Analysis Methodology

Data analysis method follows the different stages listed in the following sections. The data analysis part answered the problem statement part raised basic questions and answered the research questions as well. Besides, based on research objectives several statistical analyses were performed for this study according to the conceptual framework and its variables.

3.8.1 Quantitative Data Analysis

Quantitative data for this study were obtained through questionnaires survey among the respondents. Data were analyzed based on data nature, mostly we used SPSS (Statistical Package for Social Science), excel, office word format and other tools. Therefore, this study focuses on numerical and quantitative data analysis.

Questionnaire items were coded as per variable's statements discussed in survey questionnaires. Code symbols are given with the comfortability of the researcher. Thus, questionnaire items were coded into numeric form like as pre-coded (Wong 1999). In line with data analysis, exploration of the data has been presented with descriptive statistics and graphical presentation.

3.8.2 Qualitative Data Analysis

In the questionnaire survey, we also used some open-ended qualitative format of questions. Those will be analyzed by using a thematic approach. The results of this thematic approach have been incorporated in chapter four (data analysis & discussion) in the relevant sections.

3.9 Reliability of Data

The reliability of measurement explains the level of consistency and bias-freeness of the instrument used for this study (Sekran & Bougie, 2010). For this study variable items consistency is checked by using Cronbach's Alpha test individually and by the group as well (Cronbach 1951). Cronbach's alpha is a measure of variable items' internal consistency. It is also considered a measure of scale reliability. For this study, we used an ordinal and nominal scale. The reliability coefficient of 0.70 and above is considered "acceptable" in most research situations (Tavakol & Dennick 2011; Hair et al. 2010). The reliability of individual grouping variable items is shown in the following Table 3.2.

Table 3.2: Reliability Test Results as per variable

Variable	Number of items	Cronbach Alpha
APA	13	.910
CC	14	.793
GRS	10	.817
NIS	7	.776
RTI	10	.811
Performance Factor	10	.831
GG/Social Accountability	17	.945

3.10 Validity

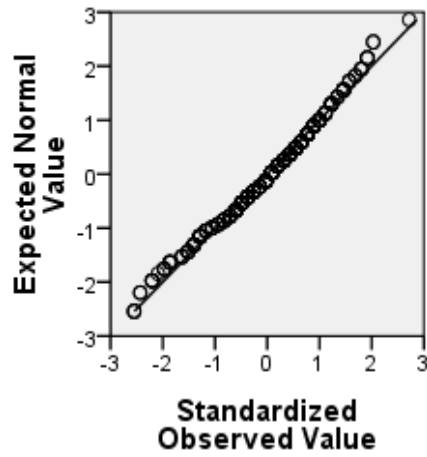
In this study, the construct was developed through literature review and expert opinion. Experts are the practitioners, who work with concerned ministry and projects. Researchers also used measurement instruments to eliminate uncertainties by using appropriate work and concepts for clarification of construct (Hamed, 2016). As Social Accountability tools have been used by the civil servants, therefore, their constructive opinions along with expert opinion from Platforms for Dialogue (P4D) personnel has helped us to develop the measuring instruments and questionnaire items.

3.11 Data normality

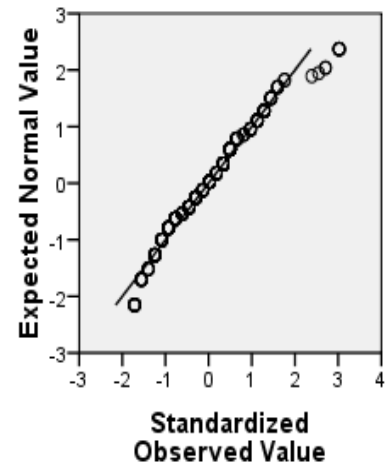
The goodness of data set distribution is checked for this study with Q-Q plot as graphical presentation. This shows whether the data came from populations with a common distribution (Pallant, 2007). Data normality test Q-Q results show that for this study, the data set is normally distributed. The result of the normality test is given in the following figures.

Figure 3. 2: Q-Q Plot for data normality test

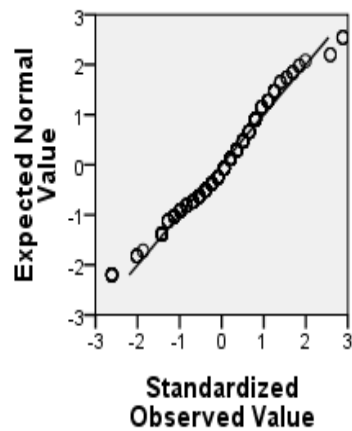
Normal Q-Q Plot of PAPA



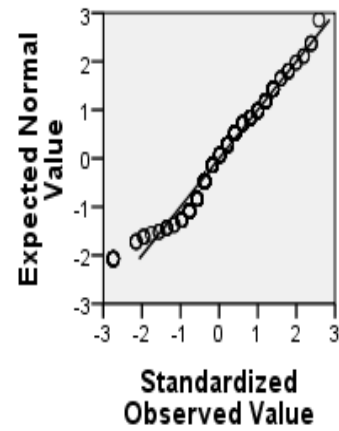
Normal Q-Q Plot of PCC



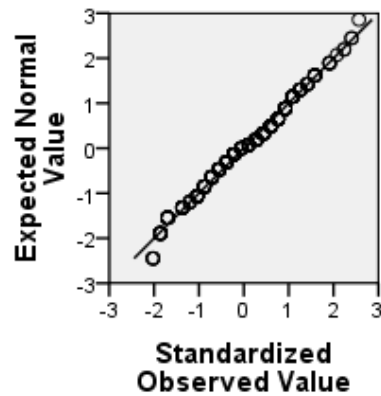
Normal Q-Q Plot of PGRS



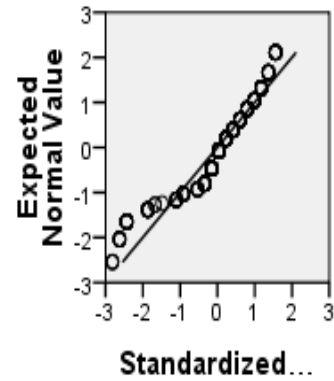
Normal Q-Q Plot of PNIS



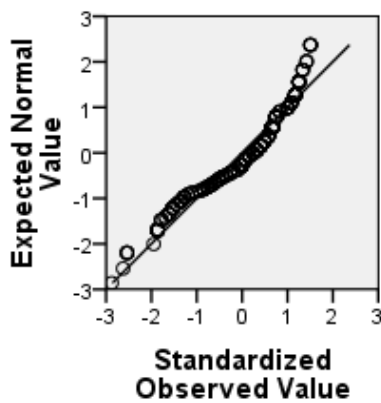
Normal Q-Q Plot of PRTI



Normal Q-Q Plot of PFA



Normal Q-Q Plot of GGP



3.12 Study Model Specification

In this study, we have a set of variables such as independent variables, dependent variable and mediating variables. The model specification refers to which independent variables are to be included and excluded to determine the regression equation. For this study, we have specified 2 regression models.

Model 1:

$$Y = \alpha + \beta_1 X_1 + \epsilon$$

$$Y_{SA} = a + \beta_1 PAPA + \beta_2 PCC + \beta_3 PNIS + \beta_4 PGRS + \beta_5 PRTI + e \dots \dots \dots (1)$$

Model 2:

$$Y_{SA} = a + \beta_1 PAPA + \beta_2 PCC + \beta_3 PNIS + \beta_4 PGRS + \beta_5 PRTI + \beta_6 FPA + e \dots \dots \dots (2)$$

Model Variable identification:

SA=Social Accountability

PAPA=Annual Performance Agreement

PCC=Citizen Charter

PNIS=National Integrity Strategy

PGRS=Grievance Redress System

PRTI=Right to Information

FPA=Factor of Performance Appraisal

In the second model one variable is added as ‘moderating’ variable which is called ‘FPA-Factor of Performance Appraisal of civil servant. This variable is added to find out civil servant performance in practicing good governance in public administration as they are working for rendering goods and services towards the citizens.

Chapter 4

Data Analysis, Result and Discussion

4.1 Demographic Data

This study has presented quantitative and qualitative data analysis results. Study respondents demographic data were presented in figure and tables; where descriptive statistical analyses results were and presented through mean, standard deviation, correlation and Mann Whitney U Test as well. Model summary results were represented with ANOVA, Regression and Coefficient results. Multiple counted data analysis results were present in a tabular format.

4.1.1 Respondents' workplace

A total of 295 respondents were surveyed under this study. Among the respondents, most of the respondents are working at the district level offices (58%), the second-highest 21.7% are working at Upazila level offices, young officers mostly not deputed in ministry level (20.3%). Anyway, entry-level officers have the scope to work in these three levels of the government offices. Thus, this study has given views from different levels of offices. In the following Figure 4.1 and Table 4.1 respondents' workplace frequency distribution is presented.

Figure 4. 1: Pie chart shows the distribution of respondents by their workplaces

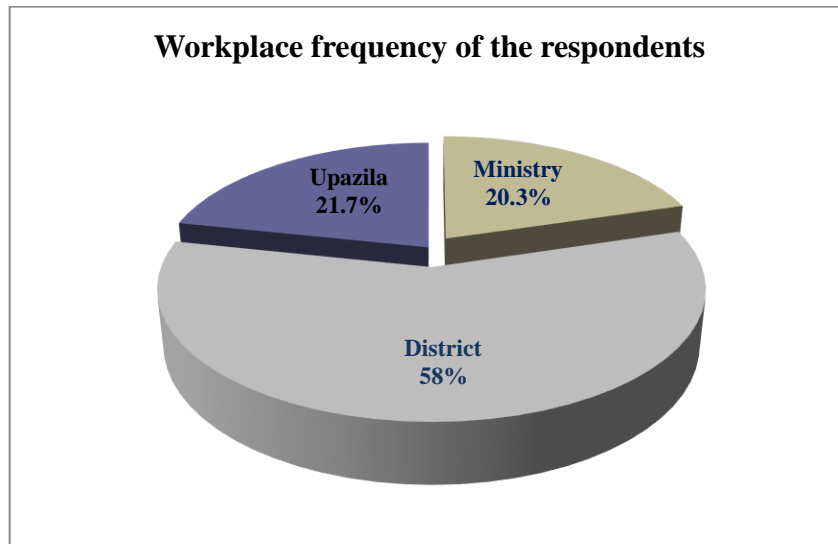


Table 4. 1: Distribution of respondents by their workplace

Workplace	Frequency	Percent	Valid Percent	Cumulative Percent
Ministry	60	20.3	20.3	20.3
District	171	58.0	58.0	78.3
Upazila	64	21.7	21.7	100.0
Total (N)	295	100.0	100.0	

4.1.2 Respondents' cadre distribution and designation

Respondents are from 15 different cadres of Bangladesh Civil Service. Among the respondents, the highest representation is from administration cadre (33.6%), followed by agriculture cadre (16.9%), and the roads & highway cadre (9.8%). The distribution of respondents based on 15 different cadres of Bangladesh Civil Service is presented in the following Table.

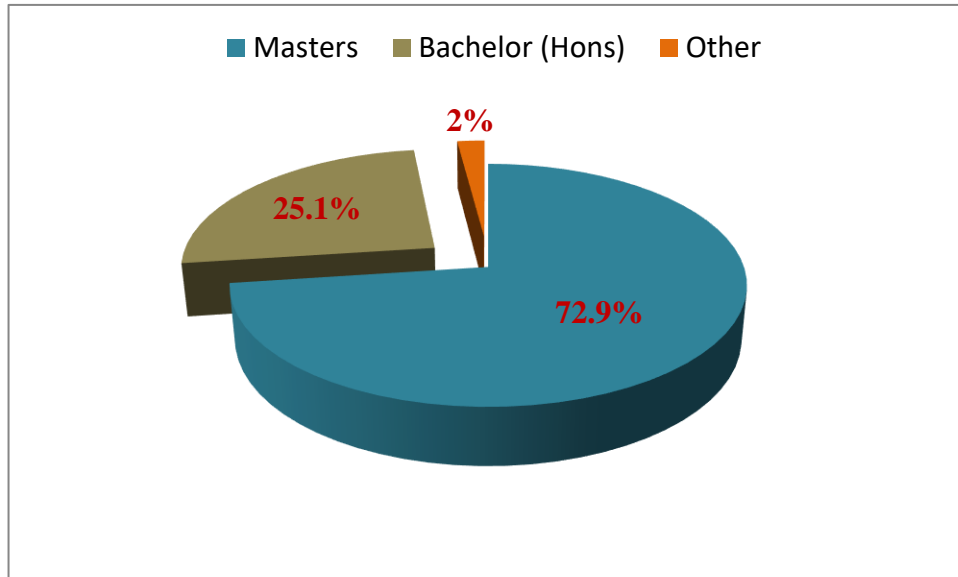
Table 4. 2: Distribution of respondents by their cadre and designation

Cadre	Designation	Frequency	Percent
Administration	Assistant Commissioner	99	33.6
Foreign	Assistant Secretary	11	3.7
Police	Assistant Superintendent of Police	8	2.7
Tax	Assistant Commissioner of Taxes	13	4.4
Audit	Audit and Accounts officer	5	1.7
Livestock	Upazila livestock officer	14	4.7
Roads & Highway	Assistant Engineer	29	9.8
Fisheries	Upazila fisheries officer	20	6.8
Food	Assistant controller of food	3	1.0
Agriculture	Upazila Agriculture officer	50	16.9
Railway	Assistant Executive Engineer	6	2.0
Cooperative	Assistant Registrar	2	.7
Family-Planning	Upazila Family Planning Officer	1	.3
Public works	Assistant Engineer	27	9.2
Information	Assistant Radio Engineer	7	2.4
Total		295	100.0

4.1.3 Academic qualification of the respondents

In general the respondents have a high level of academic qualification. . Most of them received master's degree (72.9%), and technical cadres received a Bachelor (Hons) degree. Although insignificant but some of them received more advanced degrees. Apart from these, they have received various training on skill development.

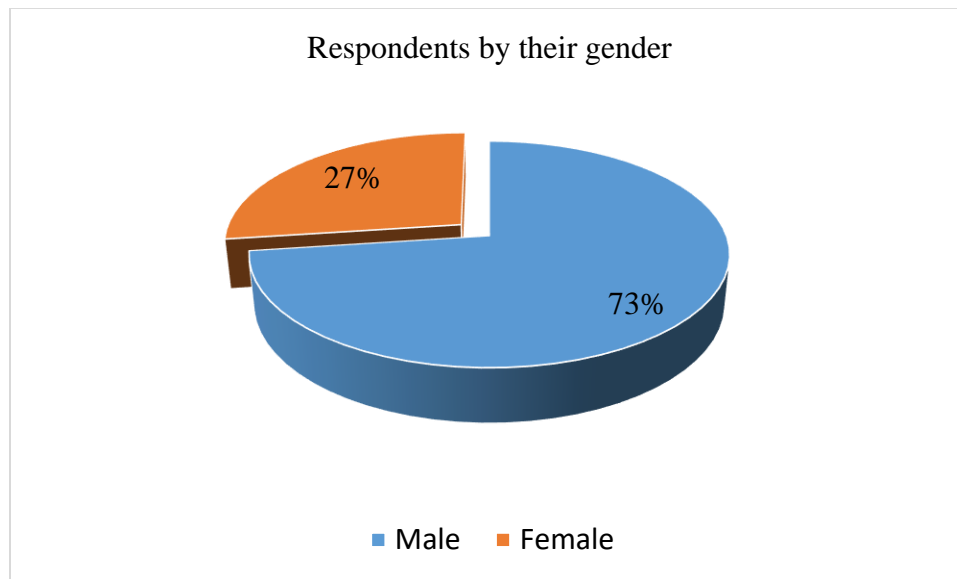
Figure 4. 2: Distribution of respondents by their highest level of academic qualification



4.1.4 Gender distribution

Among the respondents, it is found that 27% are female and rests of the respondents are male (73%). In the real sense, the male is more than female at the office.

Figure 4. 3: Distribution of respondents by their gender



4.2 Annual Performance Agreement

Annual Performance Agreement is one of the Social Accountability tools, which is measured with 13 relevant items. Items coefficient is tested with Cronbach's Alpha value and found an overall association among items is very high (.910). Later on, the individual association is also tested through Cronbach's alpha and the result is presented and found that the result is also closer to 1, which confirmed high association (Hair et.al. 2010). This test is important to see whether APA components are valid indicators to measure organizational performance, as Public Administration is using this tool to measure organizational performance. From this analytical result, the study has confirmed that APA measuring items are useful and authentic for measuring organizational performance.

Table 4. 3: APA items Reliability Statistics

Cronbach's Alpha APA (overall)	Cronbach's Alpha
Number of items (13)	.910
APA items (Individuals)	Cronbach's Alpha if Item Deleted
Understanding APA	.904
Formulating APA	.900
Mapping APA with organizational activity	.902
Design organizational vision-mission, objectives, and indicator for APA	.902

APA monitoring and evaluation	.897
Annual Performance and Measurement	.900
APA outcome and impact	.903
KPI for APA	.901
APA Challenges	.903
Capacity (Training) for APA	.906
APA software (APAMS)	.907
Alignment of APA with organizational goal	.902
Knowledge on Annual Performance Evaluation Report (APER)	.909

4.2.1 Civil officers present level of knowledge of APA (Present APA)

The following table shows that the respondents' present level of knowledge on APA items is very modest. None of the items of APA have a high mean value. The mean is calculated based on the average of the data, which is the sum of all the observations divided by the number of observations. Here, the mean is described as the value that represents the centre of the data. All the variable items have got average value. In a scale of 5 the mean score of respondents' present level of understanding of APA is (3.20); mean score for organizational Vision-Mission is (3.04); the rest of the APA items got less than (3.0). Results revealed that at present the surveyed government officers lack in APA knowledge. Data normality result (Skewness-Kurtosis) shows that data are normally distributed. Result found that data are not skewed (skewness less than 3). Thus, the opinion received from 295 respondents is from a normally distributed sample.

Table 4. 4: Descriptive statistics the respondents' present level of knowledge of APA

APA Present	Mean	Std. Deviation	Skewness		Kurtosis	
Items	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding APA	3.20	.893	-.080	.142	-.020	.283
Formulating APA	2.75	.935	-.041	.142	-.295	.283
Mapping APA with organizational activity	2.70	.926	-.012	.142	-.522	.283
Design Org Vision-Mission, objectives and indicator for APA	3.04	.972	-.306	.142	-.036	.283
APA monitoring and evaluation	2.71	.953	-.100	.142	-.486	.283
Annual Performance and Measurement	2.77	.909	-.177	.142	-.599	.283
APA outcome and impact	2.86	.870	-.201	.142	-.109	.283

KPI for APA	2.61	.963	.120	.142	-.558	.283
APA Challenges	2.70	.948	.081	.142	-.603	.283
Capacity (Training) for APA	2.38	.961	.116	.142	-.644	.283
APA software (APAMS)	2.25	.988	.169	.142	-.992	.283
Alignment APA with organizational goal	2.63	1.051	.182	.142	-.456	.283
Knowledge on Annual Performance Evaluation Report (APER)	2.66	1.207	.337	.142	-.750	.283

4.2.2 Bivariate Correlation Matrix

The correlation matrix table was drawn within the APA variable components. It is important to identify the relationships among components to measure organizational performance. The Pearson correlation result is performed through using SPSS software tool among the APA variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01). Therefore, APA measuring components are highly significant for organizational performance or as a tool for Social Accountability.

Table 4. 5: Bivariate correlation among APA variable items (Present APA)

items	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	.645**	.594**	.583**	.487**	.480**	.459**	.407**	.343**	.221**	.191**	.346**	.308**
2	.645**	1	.723**	.580**	.572**	.544**	.469**	.508**	.372**	.280**	.380**	.412**	.348**
3	.594**	.723**	1	.513**	.551**	.542**	.430**	.515**	.353**	.298**	.357**	.420**	.276**
4	.583**	.580**	.513**	1	.568**	.539**	.485**	.406**	.468**	.300**	.262**	.441**	.357**
5	.487**	.572**	.551**	.568**	1	.648**	.555**	.587**	.478**	.468**	.398**	.490**	.461**
6	.480**	.544**	.542**	.539**	.648**	1	.536**	.524**	.490**	.375**	.398**	.440**	.368**
7	.459**	.469**	.430**	.485**	.555**	.536**	1	.537**	.482**	.379**	.320**	.395**	.319**
8	.407**	.508**	.515**	.406**	.587**	.524**	.537**	1	.511**	.399**	.425**	.448**	.371**
9	.343**	.372**	.353**	.468**	.478**	.490**	.482**	.511**	1	.512**	.349**	.495**	.368**
10	.221**	.280**	.298**	.300**	.468**	.375**	.379**	.399**	.512**	1	.516**	.467**	.323**
11	.191**	.380**	.357**	.262**	.398**	.398**	.320**	.425**	.349**	.516**	1	.449**	.376**
12	.346**	.412**	.420**	.441**	.490**	.440**	.395**	.448**	.495**	.467**	.449**	1	.566**
13	.308**	.348**	.276**	.357**	.461**	.368**	.319**	.371**	.368**	.323**	.376**	.566**	1

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

4.2.3 Civil officers required level of knowledge of APA

With the same APA variable, items/components are measured as required knowledge or competence level of government officers to discharge their duties and responsibilities. Results revealed that the level of required knowledge on APA as per the mean value scored is high for all

variable items (see Table 4.6 below). The mean results revealed that government officers need to increase their level of knowledge on APA. From the present level of knowledge as it is presented in Table 4.4, and Table 4. 6 there is a significant difference within the present and required level of knowledge of APA.

Table 4. 6: Descriptive statistics of required knowledge on APA (RAPA)

Items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding of APA	4.56	.757	-1.965	.142	4.369	.283
Formulating APA	4.46	.836	-1.787	.142	3.226	.283
Mapping APA with organizational activity	4.43	.738	-1.340	.142	2.269	.283
Design organizational vision-mission, objectives and indicator for APA	4.47	.773	-1.584	.142	2.684	.283
APA monitoring and Evaluation	4.56	.748	-1.835	.142	2.960	.283
Annual Performance and Measurement	4.58	.659	-1.816	.142	3.805	.283
APA outcome and Impact	4.57	.681	-1.635	.142	2.437	.283
KPI for APA	4.59	.673	-1.523	.142	1.452	.283
APA challenges	4.48	.782	-1.261	.142	.394	.283
Capacity (Training) for APA	4.56	.635	-1.225	.142	.732	.283
APA Software (APAMS)	4.59	.626	-1.347	.142	1.062	.283
Alignment APA with organizational goal	4.47	.759	-1.534	.142	2.656	.283
Knowledge on Annual Performance Evaluation Report (APER)	4.29	.916	-1.111	.142	.472	.283

4.2.4 Mean Difference: actual/present Vs required level of knowledge on APA

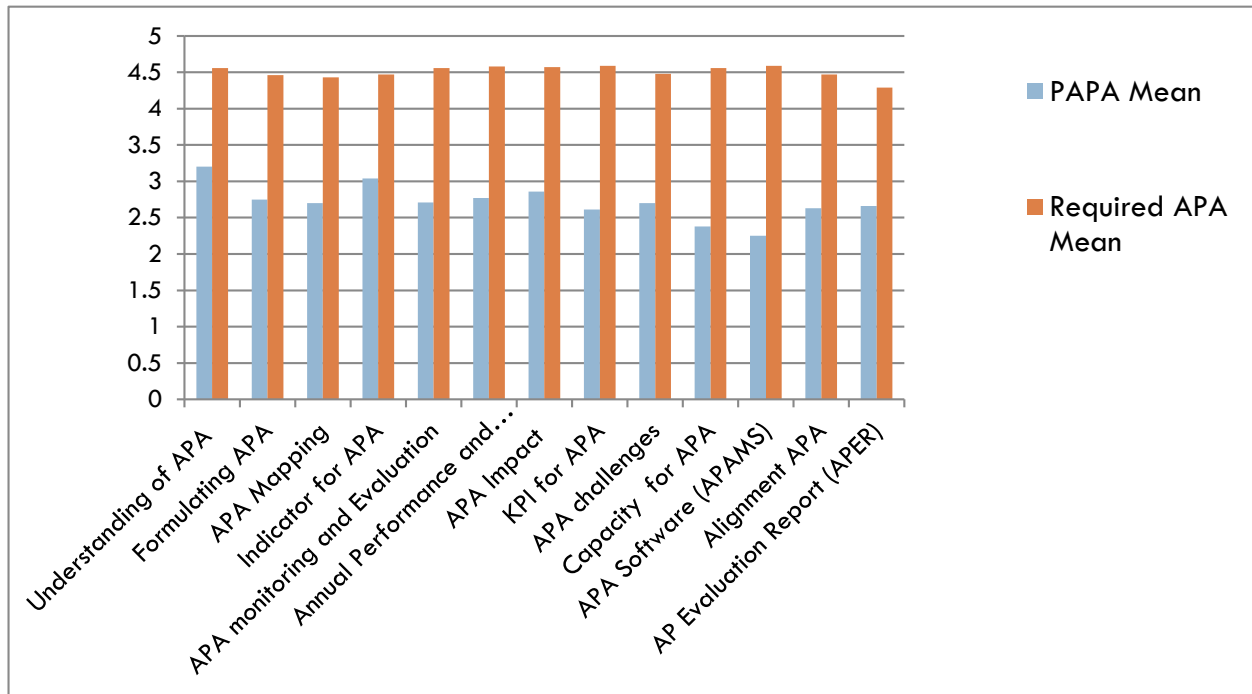
The following Table shows the current and required level of knowledge the respondents on APA. Results revealed that there is a gap between the present/current level of knowledge and the required level of knowledge on APA. Government officers have acknowledged that the knowledge they have currently on APA, is not enough to discharge their duties and they also identified their required level of knowledge on APA. Therefore, civil servants must increase their

knowledge and understanding of APA as a tool for Social Accountability to make public administration transparent and accountable. Finally, the results confirmed that civil servants must receive training or orientation on APA and its practices in public administration. The same values are also graphically presented in the figure No 4.4 below.

Table 4. 7 : Gap between the current/present and required level of knowledge on APA

Items	PAPA Mean	Required APA Mean	Mean Difference (GAP)
Understanding of APA	3.20	4.56	1.36
Formulating APA	2.75	4.46	1.71
Mapping APA with organizational activity	2.70	4.43	1.73
Design organizational vision-mission, objectives and indicator for APA	3.04	4.47	1.43
APA monitoring and Evaluation	2.71	4.56	1.85
Annual Performance and Measurement	2.77	4.58	1.81
APA outcome and Impact	2.86	4.57	1.71
KPI for APA	2.61	4.59	1.98
APA challenges	2.70	4.48	1.78
Capacity (Training) for APA	2.38	4.56	2.18
APA Software (APAMS)	2.25	4.59	2.34
Alignment APA with organizational goal	2.63	4.47	1.84
Knowledge on Annual Performance Evaluation Report (APER)	2.66	4.29	1.63

Figure 4. 4 : Mean gap between required and present level of APA knowledge



4.2.5 Man Whitney U Test within APA components and gender

For this study, both male and female respondents were chosen from different government offices. This study then tried to understand the knowledge difference between male and female officers, thus Mann Whitney U test was performed to find out the differences. Results confirmed that basically there is no significant difference in regard to the knowledge gap on APA components between male and female officers.

Results revealed that civil servant is more or less a homogenous group; as Bangladesh Public Service Commission recruited them through a common competitive examination and they were given a common platform for training and orientation and posted at the entry-level positions. Therefore, they are equally aware with government norms, culture and official circular. Finally, it can be said that there exists -insignificant knowledge difference among the male and female officers on APA.

Table 4. 8 : Gender Mann Whitney U Test

APA component	Gender	N	Mean Rank	Sum of Ranks
Understanding APA	Male	215	150.13	32279.00
	Female	80	142.26	11381.00
	Total	295		
Formulating APA	Male	215	147.23	31653.50
	Female	80	150.08	12006.50
	Total	295		
Mapping APA with organizational activity	Male	215	150.22	32298.00
	Female	80	142.02	11362.00
	Total	295		
Design Org Vision-Mission, objectives and indicator for APA	Male	215	150.92	32447.00
	Female	80	140.16	11213.00
	Total	295		
APA monitoring and Evaluation	Male	215	145.07	31191.00
	Female	80	155.86	12469.00
	Total	295		
Annual Performance and Measurement	Male	215	148.17	31857.00
	Female	80	147.54	11803.00
	Total	295		
APA outcome and Impact	Male	215	149.81	32208.50
	Female	80	143.14	11451.50
	Total	295		
KPI for APA	Male	215	147.03	31611.00
	Female	80	150.61	12049.00
	Total	295		
APA Challenges	Male	215	145.02	31180.00
	Female	80	156.00	12480.00
	Total	295		
Capacity (Training) for APA	Male	215	148.93	32019.00
	Female	80	145.51	11641.00
	Total	295		
APA software (APAMS)	Male	215	145.96	31380.50
	Female	80	153.49	12279.50
	Total	295		
Alignment APA with organizational	Male	215	145.97	31384.50

goal	Female	80	153.44	12275.50
	Total	295		
Knowledge on Annual Performance Evaluation Report (APER)	Male	215	146.33	31460.50
	Female	80	152.49	12199.50
	Total	295		

Group variable: Gender; p = not significant

4.2.6 Mann Whitney U Test based on workplace

APA component competency measurement was also performed among the civil service cadre officers working at District level offices and officers working at the Ministries. Though the APA knowledge gap is not significant, but in many cases, it has been found that APA know-how and its application among district-level officials are quite higher than ministry level officers. It needs to be noted here that APA has been in operation since 2016, and now it is very much practiced in district-level offices. District level officers are working at the grass root level and operational level as well. Thus they are very much aware of it. Though it is difficult, to generalize to decide who has most understanding of APA, as the study, confirmed there are no significant differences between ministry or district level officers regarding knowledge on APA.

Table 4. 9 : Knowledge gaps in APA of Ministry –District level officers

APA Component	Respondent workplace	N	Mean Rank	Sum of Ranks
Understanding APA	Ministry	60	104.38	6262.50
	District	171	120.08	20533.50
	Total	231		
Formulating APA	Ministry	60	107.72	6463.50
	District	171	118.90	20332.50
	Total	231		
Mapping APA with organizational activity	Ministry	60	113.90	6834.00
	District	171	116.74	19962.00
	Total	231		
Design Org Vision-Mission, objectives and indicator for APA	Ministry	60	119.23	7154.00
	District	171	114.87	19642.00
	Total	231		
APA monitoring and Evaluation	Ministry	60	105.10	6306.00
	District	171	119.82	20490.00
	Total	231		

Annual Performance and Measurement	Ministry	60	120.68	7240.50
	District	171	114.36	19555.50
	Total	231		
APA outcome and Impact	Ministry	60	110.05	6603.00
	District	171	118.09	20193.00
	Total	231		
KPI for APA	Ministry	60	115.38	6922.50
	District	171	116.22	19873.50
	Total	231		
APA Challenges	Ministry	60	116.03	6962.00
	District	171	115.99	19834.00
	Total	231		
Capacity (Training) for APA	Ministry	60	112.67	6760.00
	District	171	117.17	20036.00
	Total	231		
APA software (APAMS)	Ministry	60	112.43	6746.00
	District	171	117.25	20050.00
	Total	231		
Alignment APA with organizational goal	Ministry	60	117.02	7021.50
	District	171	115.64	19774.50
	Total	231		
Knowledge on Annual Performance Evaluation Report (APER)	Ministry	60	109.45	6567.00
	District	171	118.30	20229.00
	Total	231		

Group variable: Workplace-Ministry & District

4.3 Citizen Charter

One of the major Social Accountability tools is the Citizen Charter (CC). In this study, the variable Citizen Charter is measured with 14 items/components. The item's coefficient is tested by Cronbach's Alpha as a whole and found result the Alpha value is 0.793. Later on, the individual association is also tested through Cronbach's alpha and the result is presented in the following Table. It is found that result is more than 0.70, which indicates they have relationship at the satisfactory level (Hair et.al., 2010). This test is much important to identify CC components, as Public Administration is using this tool to measure client satisfaction. Every public office practices CC for citizen service delivery. This analysis has confirmed that CC

components are valid. The study confirmed that CC measuring items are much useful and authentic for service delivery as a tool for Social Accountability. Individual CC items reliability result is presented in the following Table 4.10.

Table 4. 10 : CC items individual Reliability

Variable items	Cronbach's Alpha if Item Deleted
Understanding 21nd Centure Public Administration	.794
Understanding Citizen Charter	.792
Role of the civil servant	.774
Want of citizen, and service of the citizen	.772
Simplification of Citizen Charter for service delivery	.759
Civil service awareness of Citizen Charter	.772
Civil service training on Citizen Charter	.777
Citizen knowledge on Citizen Charter	.787
Understanding of help desk for Citizen Charter	.773
Understanding of Citizen Charter format (2017)	.778
Knowledge on Ensuring quality standard of citizen services	.778
Knowledge on list of citizen benefit from office	.778
Civil officer accountability on service delivery	.789
Understanding vision, mission, citizen services, official services, and internal services	.804

4.3.1 Civil officers present level of knowledge of Citizen Charter (Present CC)

The following table shows that the mean value of respondent's current/present level of knowledge of CC items is more than average. In the scale of 5, respondents understanding of CC is rather low in few dimensions of CC such as 'civil service training on Citizen Charter (2.92)'; 'citizen knowledge on Citizen Charter (2.87)'; 'help desk understanding (2.94)'; and 'quality standard citizen (2.93). Results revealed that government officers have an overall high level of CC knowledge as required for performing service delivery. .

Data normality result (Skewness-Kurtosis) shows that data are normally distributed. Result found that data are not skewed (skewness is less than 3). Thus, the opinion received from 295 respondents is not skewed.

Table 4. 11: Descriptive Statistics on CC (Present)

Items	Mean	Std. Deviation	Skewness		Kurtosis	
Variable items	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding 21st Century Public Administration	3.58	.983	.166	.142	-.994	.283
Understanding Citizen Charter	3.56	.949	.252	.142	-.989	.283
Role of civil servant	3.31	.898	.573	.142	-.392	.283
Want of citizen, and service of the citizen	3.15	.804	.546	.142	.054	.283
Simplification of Citizen Charter for service delivery	3.07	.874	.625	.142	-.156	.283
Civil service awareness of Citizen Charter	3.05	.883	.282	.142	-.095	.283
Civil service training on Citizen Charter	2.92	.827	.255	.142	-.149	.283
Citizen knowledge on Citizen Charter	2.87	.763	-.102	.142	.126	.283
Understanding of help desk for Citizen Charter	2.94	.812	.003	.142	.312	.283
Understanding of Citizen Charter format (2017)	2.88	.756	.622	.142	.185	.283
Knowledge on Ensuring quality standard of citizen services	2.93	.766	.310	.142	.245	.283
Knowledge on list of citizen benefit from office	2.98	.760	.502	.142	.035	.283
Civil officer accountability on service delivery	3.18	.938	.363	.142	-.551	.283
Understanding vision, mission, citizen services, official services, and internal services	3.44	1.076	.131	.142	-1.116	.283

4.3.2 Correlation among the variable items with CC variable items

Correlation matrix table was drawn within the CC variable components. It is important to identify the relationships among components to measure organizational performance as a champion of service delivery for the citizen. The Pearson correlation result was performed using SPSS software tool among the CC variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01 and 0.05). Therefore, CC measuring components are highly significant with citizen-centric Citizen Charter as a Social Accountability tool in public administration.

Table 4. 12: Correlation matrix among the CC measurement components

Sl.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	.598**	.456**	.456**	.251**	.077	.106	.100	.094	.012	.008	-.043	-.019	-.192**
2	.598**	1	.534**	.440**	.339**	.130*	.065	-.036	-.010	.205**	.142*	-.027	-.135*	-.238**
3	.456**	.534**	1	.505**	.547**	.305**	.197**	.018	.135*	.278**	.236**	.174**	-.008	-.073
4	.456**	.440**	.505**	1	.434**	.352**	.284**	.093	.151**	.258**	.201**	.250**	.172**	-.066
5	.251**	.339**	.547**	.434**	1	.484**	.408**	.234**	.319**	.358**	.349**	.397**	.142*	.164**
6	.077	.130*	.305**	.352**	.484**	1	.518**	.313**	.385**	.239**	.197**	.291**	.161**	.132*
7	.106	.065	.197**	.284**	.408**	.518**	1	.421**	.382**	.105	.281**	.187**	.149*	.142*
8	.100	-.036	.018	.093	.234**	.313**	.421**	1	.470**	.063	.147*	.224**	.165**	.123*
9	.094	-.010	.135*	.151**	.319**	.385**	.382**	.470**	1	.381**	.282**	.373**	.323**	.258**
10	.012	.205**	.278**	.258**	.358**	.239**	.105	.063	.381**	1	.461**	.386**	.225**	.192**
11	.008	.142*	.236**	.201**	.349**	.197**	.281**	.147*	.282**	.461**	1	.371**	.250**	.246**
12	-.043	-.027	.174**	.250**	.397**	.291**	.187**	.224**	.373**	.386**	.371**	1	.344**	.269**
13	-.019	-.135*	-.008	.172**	.142*	.161**	.149*	.165**	.323**	.225**	.250**	.344**	1	.476**
14	-.192**	-.238**	-.073	-.066	.164**	.132*	.142*	.123*	.258**	.192**	.246**	.269**	.476**	1

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

*, Correlation is significant at the 0.05 level (2-tailed).

4.3.3 Civil officers required level of knowledge of CC

Knowledge requirement on CC is measured with the same CC variable items (14), and components mean value is presented in the following Table. Results revealed that respondents/civil servants need more understanding of the CC components. Therefore, it can be said that knowledge on CC is required more for discharging civil servants' role and responsibility. Finally, it is expected that in the 21st century Public Administration would be more citizens centric, which requires more competent civil servants for service delivery. And mean result (Table 4.13) has confirmed it.

Table 4. 13: Knowledge required on CC

Variable items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding 21 st Century Public Administration	4.01	1.072	-.677	.142	-.753	.283
Understanding Citizen Charter	4.11	1.029	-.829	.142	-.499	.283
Role of civil servant	4.36	.885	-1.313	.142	.975	.283
Want of citizen, and service of citizen	4.39	.884	-1.374	.142	.978	.283
Simplification of Citizen Charter for	4.52	.777	-1.844	.142	3.638	.283

service delivery						
Civil service awareness of Citizen Charter	4.55	.677	-2.009	.142	6.355	.283
Civil service training on Citizen Charter	4.53	.708	-1.737	.142	3.987	.283
Citizen knowledge on Citizen Charter	4.41	.684	-.808	.142	-.253	.283
Understanding of help desk for Citizen Charter	4.49	.777	-2.015	.142	5.190	.283
Understanding of Citizen Charter format (2017)	4.54	.717	-2.127	.142	6.241	.283
Knowledge on Ensuring quality standard of citizen services	4.54	.717	-1.793	.142	3.327	.283
Knowledge on list of citizen benefit from office	4.52	.714	-1.807	.142	4.093	.283
Civil officer accountability on service delivery	4.33	.950	-1.636	.142	2.398	.283
Understanding vision, mission, citizen services, official services, and internal services	4.02	1.175	-.964	.142	-.236	.283

4.3.4 Mean Difference: actual/present Vs required level of knowledge on CC

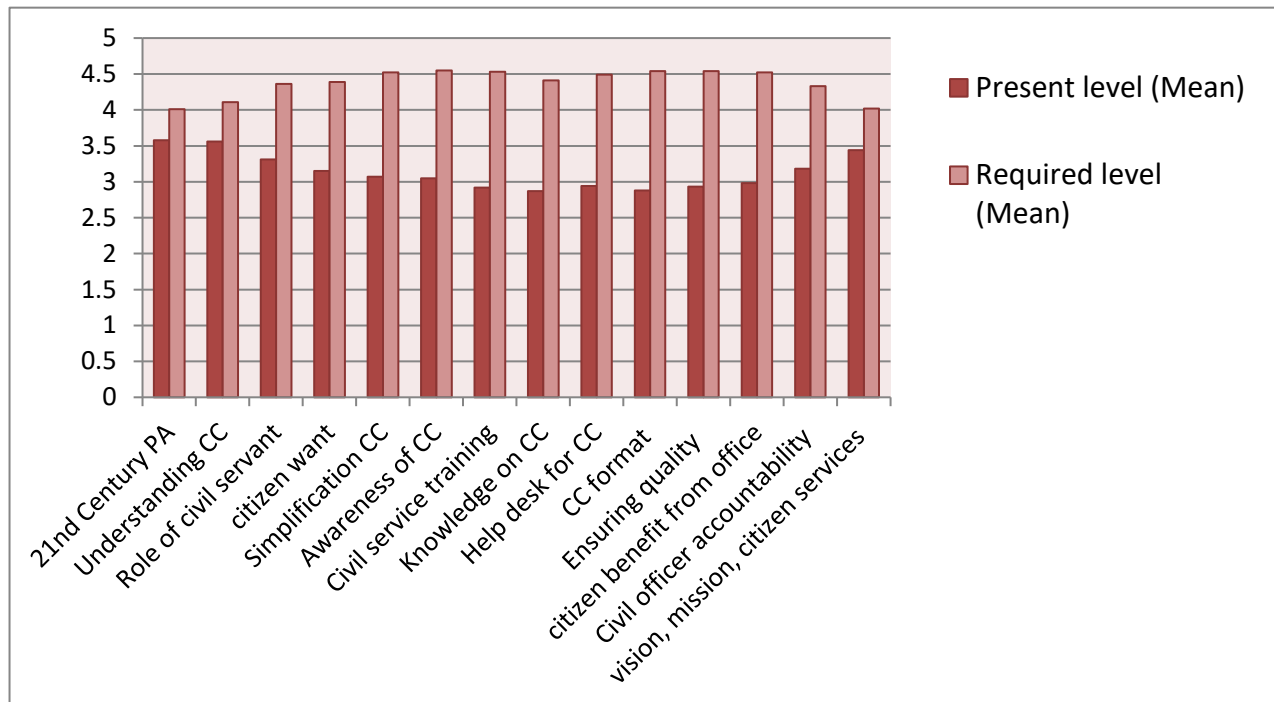
The following table shows current/present and required level of knowledge on CC. Results revealed that there is a gap between the present level of knowledge and the required level of knowledge on CC. Government officers understood that the knowledge they have on CC currently, is not enough to discharge their duties and they also identified their required level of knowledge on CC. Gap results revealed that understanding on CC and its components need to give more emphasis. Therefore, civil servants must increase their knowledge of CC as a tool for Social Accountability to make transparent and accountable public administration. Finally, the result confirmed that civil servants must receive adequate training or orientation on CC and its practices in public administration. Same values are also graphically presented in the figure.

Table 4. 14 : Gap between the present and required level of knowledge on CC

Variable items	Present level (Mean)	Required level (Mean)	GAP (mean difference)
Understanding 21st Century Public Administration	3.58	4.01	0.43
Understanding Citizen Charter	3.56	4.11	0.55
Role of civil servant	3.31	4.36	1.05
Want of citizen, and service of citizen	3.15	4.39	1.24
Simplification of Citizen Charter for service delivery	3.07	4.52	1.45
Civil service awareness of Citizen Charter	3.05	4.55	1.5
Civil service training on Citizen Charter	2.92	4.53	1.61
Citizen knowledge on Citizen Charter	2.87	4.41	1.54
Understanding of help desk for Citizen Charter	2.94	4.49	1.55
Understanding of Citizen Charter format (2017)	2.88	4.54	1.66
Knowledge on Ensuring quality standard of citizen services	2.93	4.54	1.61
Knowledge on list of citizen benefit from office	2.98	4.52	1.54
Civil officer accountability on service delivery	3.18	4.33	1.15
Understanding vision, mission, citizen services, official services, and internal services	3.44	4.02	0.58

Graphical Presentation of GAP

Figure 4. 5: Graphical presentation on CC present and required level of knowledge



4.3.5 Mann Whitney U Test

Grouping variable with Gender and CC

In civil service, both male and female officers are working in the same offices with the same working environment. Civil servants are also receiving the same training from different public sector training institutions. Thus, it is assumed that they are equally qualified. Here, in this study, CC is measured with 14 items. This study has then performed Mann Whitney U Test to identify the comparison rank between-group (gender: male & female) and results revealed that there is no significant difference in the knowledge gap between male and female civil servants on CC.

Table 4. 15 : Mann Whitney U Test with Gender and CC components

Ranks				
CC items	Gender	N	Mean Rank	Sum of Ranks
Understanding 21 st Century Public Administration	Male	215	148.69	31968.00
	Female	80	146.15	11692.00
	Total	295		
Understanding Citizen Charter	Male	215	150.11	32274.00

	Female	80	142.32	11386.00
	Total	295		
Role of civil servant	Male	215	144.37	31039.50
	Female	80	157.76	12620.50
	Total	295		
Want of citizen, and service of citizen	Male	215	148.69	31968.50
	Female	80	146.14	11691.50
	Total	295		
Simplification of Citizen Charter for service delivery	Male	215	144.76	31122.50
	Female	80	156.72	12537.50
	Total	295		
Civil service awareness of Citizen Charter	Male	215	147.20	31647.50
	Female	80	150.16	12012.50
	Total	295		
Civil service training on Citizen Charter	Male	215	150.51	32359.00
	Female	80	141.26	11301.00
	Total	295		
Citizen knowledge on Citizen Charter	Male	215	150.55	32368.00
	Female	80	141.15	11292.00
	Total	295		
Understanding of help desk for Citizen Charter	Male	215	146.35	31464.50
	Female	80	152.44	12195.50
	Total	295		
Understanding of Citizen Charter format (2017)	Male	215	142.84	30710.00
	Female	80	161.88	12950.00
	Total	295		
Knowledge on Ensuring quality standard of citizen services	Male	215	144.09	30979.00
	Female	80	158.51	12681.00
	Total	295		
Knowledge on list of citizen benefit from office	Male	215	141.77	30480.00
	Female	80	164.75	13180.00
	Total	295		
Civil officer accountability on service delivery	Male	215	148.77	31986.00
	Female	80	145.92	11674.00
	Total	295		
Understanding vision, mission, citizen	Male	215	143.22	30793.00

services, official services, and internal services	Female	80	160.84	12867.00
	Total	295		

Groping variable: Gender; and $p < .01$

4.3.6 Mann-Whitney U Test within CC and workplace (Ministry-district)

The following table compares workplace and CC components. It is found that according to mean rank there is no significant difference between ministry level and district level civil servants' knowledge gap on Citizen Charter. Still, in many cases, district-level civil servants have high mean value on CC components compared to ministry level official's knowledge. On the other hand, in some cases, a ministry-level officer possesses high mean value regarding CC components. Mann-Whitney U Test result is presented in Table 4.16 below. In this study, there was another group having Upazila office as a workplace. The study did not show that result. Study results revealed that CC practices at the local level (District) mostly, and who are working at the District level offices they have more knowledge on CC than ministry level officials.

Table 4. 16 : Mann-Whitney U Test Result for workplace and CC

Ranks				
	Respondent workplace	N	Mean Rank	Sum of Ranks
Understanding 21 st Century Public Administration	Ministry	60	110.02	6601.50
	District	171	118.10	20194.50
	Total	231		
Understanding Citizen Charter	Ministry	60	125.32	7519.50
	District	171	112.73	19276.50
	Total	231		
Role of civil servant	Ministry	60	120.81	7248.50
	District	171	114.31	19547.50
	Total	231		
Want of citizen, and service of citizen	Ministry	60	117.55	7053.00
	District	171	115.46	19743.00
	Total	231		
Simplification of Citizen Charter for service delivery	Ministry	60	113.90	6834.00
	District	171	116.74	19962.00
	Total	231		
Civil service awareness of Citizen Charter	Ministry	60	112.44	6746.50
	District	171	117.25	20049.50

	Total	231		
Civil service training on Citizen Charter	Ministry	60	120.77	7246.00
	District	171	114.33	19550.00
	Total	231		
Citizen knowledge on Citizen Charter	Ministry	60	105.73	6344.00
	District	171	119.60	20452.00
	Total	231		
Understanding of help desk for Citizen Charter	Ministry	60	109.92	6595.00
	District	171	118.13	20201.00
	Total	231		
Understanding of Citizen Charter format (2017)	Ministry	60	111.74	6704.50
	District	171	117.49	20091.50
	Total	231		
Knowledge on Ensuring quality standard of citizen services	Ministry	60	124.92	7495.00
	District	171	112.87	19301.00
	Total	231		
Knowledge on list of citizen benefit from office	Ministry	60	117.12	7027.00
	District	171	115.61	19769.00
	Total	231		
Civil officer accountability on service delivery	Ministry	60	124.12	7447.00
	District	171	113.15	19349.00
	Total	231		
Understanding vision, mission, citizen services, official services, and internal services	Ministry	60	113.71	6822.50
	District	171	116.80	19973.50
	Total	231		

Grouping: workplace; $p < .05$; $N = 231$

4.4 Grievance Redress System

GRS Reliability

One of the major Social Accountability tools is Grievance Redress System (GRS). In this study, the GRS variable was measured with 10 items/components. The items coefficient was tested by Cronbach's Alpha as a whole and found the Alpha value is 0.817. Later on, individual association was also tested through Cronbach's alpha and the result is presented in the following Table. The Alpha value is closer to 0.80, which indicates variable items have a high level of relationship (Hair et.al., 2010). This test is much important to see GRS components, as Public

Administration is using this tool to measure client satisfaction. Every public office is practicing GRS for citizen service delivery. This analysis confirmed that GRS components are valid. From this analytical result, the study confirmed that GRS measuring items are much useful and authentic for service delivery as a tool for Social Accountability to ensure good governance. Individual GRS items reliability result is presented in the following Table 4.17.

Table 4. 17: Items-total individual wise reliability

GRS variable items	Individual Cronbach's Alpha
Understanding of GRS as a tool for good governance	.803
Knowledge on web-based GRS Management	.799
Knowledge of GRS scope and nature (example: citizen, internal & institutional grievance)	.794
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	.778
Knowledge on appeal officer and its selection procedure	.790
Knowledge on the formation of grievance redress cell	.793
Knowledge on verification of grievance	.791
Role of cell and member-secretary	.794
Understanding the role of District and upazila grievance officer	.813
Knowledge on public, staff and official grievance	.844

N=295

4.4.1 Respondents' current/present level of knowledge of GRS (Present GRS)

The following table 4.18 shows that the present level of knowledge of the respondents on the GRS items. The respondents' current/present understanding of GRS in few dimensions such as 'understanding GRS as a tool for good governance (Score: 3.18)' and 'knowledge on web-based GRS management (Score: 3.10)' is high. The rest of the GRS items scored less than 3.0 mean value such as 'GRS scope & status (2.89)'; 'GRS management cell coordination (2.77)'; 'Appeal officer & selection procedure (2.57); and so on. Results revealed that government officers have an overall low level of GRS knowledge although they are required for performing service delivery (See Table 4.18).

Data normality result (Skewness-Kurtosis) shows that data are normally distributed. Results found that data are not skewed (skewness is less than 3) Thus, the opinion received from 295 respondents is not skewed.

Table 4. 18: Descriptive statistics of GRS variable items-Mean, SD and Normal distribution result

Variable items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding of GRS as a tool for good governance	3.18	1.310	.182	.142	-1.223	.283
Knowledge on web based GRS Management	3.10	1.198	.227	.142	-.917	.283
Knowledge of GRS scope and nature (example: citizen, internal & institutional grievance)	2.89	1.136	.348	.142	-.476	.283
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	2.77	1.134	.399	.142	-.412	.283
Knowledge on appeal officer and its selection procedure	2.57	1.034	.371	.142	-.105	.283
Knowledge on formation of grievance redress cell	2.46	.898	.723	.142	.786	.283
Knowledge on verification of grievance	2.46	.883	.149	.142	-.137	.283
Role of cell and member-secretary	2.53	.884	.250	.142	.217	.283
Understanding the role of District and upazila grievance officer	2.71	1.065	.407	.142	-.136	.283
Knowledge on public, staff and official grievance	2.94	1.313	.222	.142	-1.064	.283

4.4.2 Correlation matrix among the GRS variable items

The correlation matrix table was drawn within the GRS variables components. It is important to identify the relationships among components to measure organizational Social Accountability as a means of public service delivery. The Pearson correlation result is performed through using the SPSS software tool among the GRS variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01 & 0.05). Some of the variable items are not significantly correlated. However, GRS measuring

components are significantly correlated with Social Accountability for better service delivery in public administration. In the following table correlation matrix is presented.

Table 4. 19: Correlations matrix within GRS variable items

Variable items	1	2	3	4	5	6	7	8	9	10
1	1	.747**	.548**	.512**	.327**	.217**	.221**	.202**	.037	-.089
2	.747**	1	.568**	.545**	.361**	.242**	.224**	.195**	.025	-.098
3	.548**	.568**	1	.662**	.382**	.294**	.275**	.293**	.113	-.064
4	.512**	.545**	.662**	1	.570**	.416**	.421**	.442**	.209**	.052
5	.327**	.361**	.382**	.570**	1	.519**	.485**	.485**	.219**	.101
6	.217**	.242**	.294**	.416**	.519**	1	.685**	.540**	.412**	.185**
7	.221**	.224**	.275**	.421**	.485**	.685**	1	.573**	.416**	.315**
8	.202**	.195**	.293**	.442**	.485**	.540**	.573**	1	.469**	.224**
9	.037	.025	.113	.209**	.219**	.412**	.416**	.469**	1	.408**
10	-.089	-.098	-.064	.052	.101	.185**	.315**	.224**	.408**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

4.4.3 Respondents required level of knowledge in GRS

Knowledge requirement on GRS is measured with the same GRS variable items (10), and components mean value is presented in the following Table 4.20. Results reveal that respondents/civil officers need more understanding of GRS components. Therefore, we think that more knowledge of GRS is required for discharging civil servants' role and responsibilities. Finally, since it is expected that in the 21st-century Public Administration would be more citizens centric and address their grievance, it requires more competent and citizen sensitive civil servants for service delivery. The mean result of the knowledge requirement is presented in the following Table 4.20.

Table 4. 20 : Descriptive statistics of Required Knowledge level on GRS

GRS items	Mean	Std. Deviation
Understanding of GRS as a tool for good governance	3.81	1.218
Knowledge on web based GRS Management	3.88	1.228
Knowledge of GRS scope and nature	4.12	1.061
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	4.24	1.055
Knowledge on appeal officer and its selection procedure	4.42	.914
Knowledge on formation of grievance redress cell	4.55	.688
Knowledge on verification of grievance	4.52	.674
Role of cell and member-secretary	4.55	.712
Understanding the role of District and upazila grievance officer	4.45	.835

Knowledge on public, staff and official grievance	4.00	1.071
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4.4.4 Mean Difference: actual/present Vs required level of knowledge on GRS

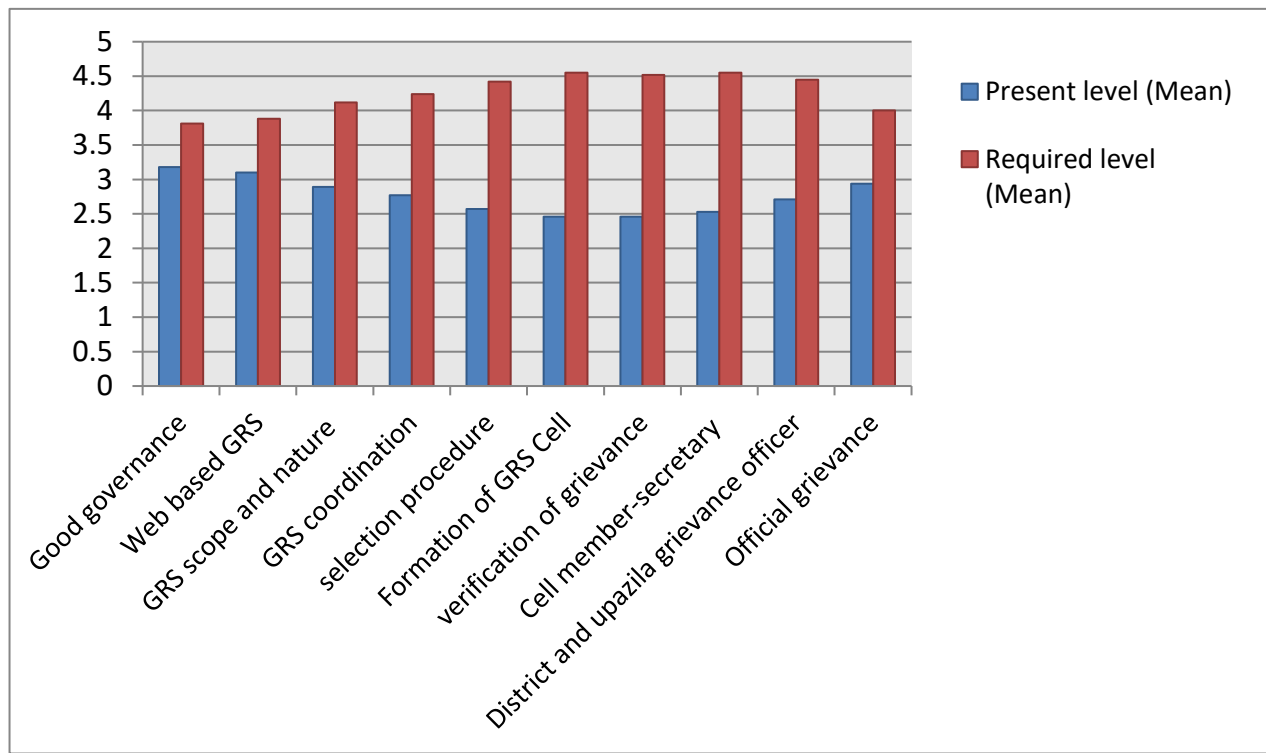
In the following table current/present and required level of knowledge on GRS is presented. Results revealed that there exists a gap between the present level of knowledge and the required level of knowledge on GRS. Government officers understood that the knowledge they have on GRS currently, are not enough to effectively discharge their duties and they also identified their required level of knowledge on GRS. Gap results revealed that understanding of GRS and its components got more emphasis. Therefore, civil servants should increase their knowledge on GRS as a tool for Social Accountability to make corruption free, transparent and accountable public administration. Finally, the result has confirmed that civil servants must receive training or orientation on GRS and its practices in Public Administration. The same values are also graphically presented in the figure no 4.6.

Table 4. 21: Mean difference between present and required level of knowledge on GRS

GRS items	Present level (Mean)	Required level (Mean)	GAP
Understanding of GRS as a tool for good governance	3.18	3.81	0.63
Knowledge on web based GRS Management	3.10	3.88	0.78
Knowledge of GRS scope and nature	2.89	4.12	1.23
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	2.77	4.24	1.47
Knowledge on appeal officer and its selection procedure	2.57	4.42	1.85
Knowledge on formation of grievance redress cell	2.46	4.55	2.09
Knowledge on verification of grievance	2.46	4.52	2.06
Role of cell and member-secretary	2.53	4.55	2.02
Understanding the role of District and upazila grievance officer	2.71	4.45	1.74
Knowledge on public, staff and official grievance	2.94	4.00	1.06

Graphical Presentation

Figure 4. 6 : Mean difference between the present and required level of knowledge on GRS



4.4.5 Mann-Whitney U Test with Gender group

In the case of group comparison this study has adopted Mann-Whitney test between two groups in terms of - male and female (grouping gender) with independent data. Non-parametric test Mann-Whitney U test was performed and found between the two groups in correspondence with GRS independent data items that do not have much rank difference ($p < .01$). Thus, civil officers, either male or female, have same knowledge on GRS understanding. In the following Table, Mann-Whitney U Test result is presented.

Table 4. 22: Knowledge difference between Male and Female with GRS variable items

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Understanding of GRS as a tool for good governance	Male	215	149.75	32197.00
	Female	80	143.29	11463.00
	Total	295		
Knowledge on web based GRS Management	Male	215	148.60	31949.00
	Female	80	146.39	11711.00
	Total	295		

Knowledge of GRS scope and nature (example: citizen, internal & institutional grievance)	Male	215	148.82	31996.00
	Female	80	145.80	11664.00
	Total	295		
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	Male	215	147.37	31684.50
	Female	80	149.69	11975.50
	Total	295		
Knowledge on appeal officer and its selection procedure	Male	215	146.85	31572.00
	Female	80	151.10	12088.00
	Total	295		
Knowledge on formation of grievance redress cell	Male	215	145.87	31362.00
	Female	80	153.72	12298.00
	Total	295		
Knowledge on verification of grievance	Male	215	146.44	31485.50
	Female	80	152.18	12174.50
	Total	295		
Role of cell and member-secretary	Male	215	146.52	31501.00
	Female	80	151.99	12159.00
	Total	295		
Understanding the role of District and upazila grievance officer	Male	215	144.63	31095.50
	Female	80	157.06	12564.50
	Total	295		
Knowledge on public, staff and official grievance	Male	215	144.99	31172.50
	Female	80	156.09	12487.50
	Total	295		

N=295

4.4.6 Mann-Whitney U Test within Ministry-District level officers

Civil officers are working at the ministry (central) level and District (local) level as well. In This study Mann-Whitney U Test was performed within workplace grouping (Ministry-District) and GRS independent data and it has been found that according to mean rank there are not much variance with ministry level and district level of civil servants' knowledge gap with GRS items. Still, in many cases, district-level civil servants have high mean value on GRS components compared to ministry level officials' knowledge. On the other hand, in some cases, a ministry level officer possesses high mean value regarding GRS components. Mann-Whitney U Test result is presented in Table 4.23.

Table 4. 23 : Knowledge difference between Ministry and District level officers with GRS variable item

GRS items	Respondent workplace	N	Mean Rank	Sum of Ranks
Understanding of GRS as a tool for good governance	Ministry	60	116.06	6963.50
	District	171	115.98	19832.50
	Total	231		
Knowledge on web based GRS Management	Ministry	60	117.28	7037.00
	District	171	115.55	19759.00
	Total	231		
Knowledge of GRS scope and nature (example: citizen, internal & institutional grievance)	Ministry	60	112.79	6767.50
	District	171	117.13	20028.50
	Total	231		
Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	Ministry	60	118.88	7132.50
	District	171	114.99	19663.50
	Total	231		
Knowledge on appeal officer and its selection procedure	Ministry	60	122.98	7378.50
	District	171	113.55	19417.50
	Total	231		
Knowledge on formation of grievance redress cell	Ministry	60	123.77	7426.00
	District	171	113.27	19370.00
	Total	231		
Knowledge on verification of grievance	Ministry	60	121.28	7277.00
	District	171	114.15	19519.00
	Total	231		
Role of cell and member-secretary	Ministry	60	108.39	6503.50
	District	171	118.67	20292.50
	Total	231		
Understanding the role of District and upazila grievance officer	Ministry	60	120.08	7204.50
	District	171	114.57	19591.50
	Total	231		
Knowledge on public, staff and official grievance	Ministry	60	110.02	6601.00
	District	171	118.10	20195.00
	Total	231		

N=231

4.5 National Integrity Strategy (NIS)

NIS Reliability

One of the major Social Accountability tools is National Integrity Strategy (NIS). In this study, NIS variable is measured with 7 items/components. The items coefficient is tested by Cronbach's Alpha as a whole and found (Alpha value) 0.776. Later on, individual association is also tested through Cronbach's alpha and the result is presented in the following Table-4.24. We found that result is more than 0.70, which indicates variable items have a high and satisfactory level of relationship. This test is very important to see NIS components, as Public Administration is using this tool to measure client satisfaction. Every public office' practice NIS for citizen service delivery. This analysis confirmed that NIS components are valid. From this analytical result, study confirmed that NIS measuring items are much useful and authentic for service delivery as a tool for Social Accountability. Individual NIS items reliability result is presented in the Table 4.24 below

Table 4. 24: Items-total individual wise reliability

Items of NIS	Cronbach's Alpha if Item Deleted
Knowledge on understanding NIS	.729
Understanding NIS strategy for	.709
Knowledge on NIS vision	.722
Knowledge on NIS Mission	.721
Knowledge on NIS committee formation and its scope	.736
Understanding government institutions and NIS	.767
Understanding NIS and governmental (10) and non-governmental institutions (6)	.833

4.5.1 Descriptive Statistics on National Integrity Strategy (NIS)

Civil officers' Present knowledge status on NIS

NIS variable has been measured with seven variable items/components. Descriptive statistics were performed to find out mean and standard deviation along with data distribution patterns. Here, the present level of knowledge on NIS is identified and presented in the following Table 4.25. The measurement scale was 5. The mean results revealed that all NIS items scored average value, which indicates that civil officers have satisfactory knowledge at present on NIS. As Bangladesh government enacted NIS in 2012, thus, to some extend civil officers are oriented

with this concept. Still, they should understand more about this concept, as it is practiced in Public Administration for better service delivery. Finally, civil servants' knowledge needs to be enhanced on NIS concept and its practices in the office. Specially on 'NIS mission ',NIS committee and 'understanding NIS institutions'.

Data normality result (Skewness-Kurtosis) shows that data are normally distributed. Result found that data are not skewed (skewness less than 3).

Table 4. 25: Descriptive Statistics result on NIS (present mean value) variable items and Normality test result

Variable items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Knowledge on understanding NIS	3.39	1.161	-.065	.142	-.646	.283
Understanding NIS strategy for	3.24	1.119	-.054	.142	-.513	.283
Knowledge on NIS vision	3.01	1.153	.235	.142	-.600	.283
Knowledge on NIS Mission	2.98	1.062	.041	.142	-.164	.283
Knowledge on NIS committee formation and its scope	2.55	.924	.457	.142	.196	.283
Understanding government institutions and NIS	2.73	1.051	.444	.142	-.118	.283
Understanding NIS and governmental (10) and non-governmental institutions (6)	3.01	1.263	.266	.142	-1.090	.283

N=295

4.5.2 Correlation Matrix among NIS variable items

The correlation matrix table was drawn within the NIS variables components. It is important to identify the relationship among component items to measure organizational Social Accountability as a means of public service delivery. The Pearson correlation result was extracted through using the SPSS software tool among the NIS variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01 & 0.05). Some of the variable items are not significantly correlated. However,

NIS measuring components are significantly correlated with Social Accountability for better service delivery in public administration. In the following Table 4.26 correlation matrix is presented.

Table 4. 26: Correlation Matrix on NIS variable items

Variable items	1	2	3	4	5	6	7
1. Knowledge on understanding NIS	1	.785**	.548**	.500**	.452**	.208**	-.119*
2. Understanding NIS strategy for	.785**	1	.675**	.556**	.409**	.280**	-.040
3. Knowledge on NIS vision	.548**	.675**	1	.703**	.378**	.070	.084
4. Knowledge on NIS Mission	.500**	.556**	.703**	1	.573**	.236**	-.018
5. Knowledge on NIS committee formation and its scope	.452**	.409**	.378**	.573**	1	.412**	.118*
6. Understanding government institutions and NIS	.208**	.280**	.070	.236**	.412**	1	.448**
7. Understanding NIS and governmental (10) and non-governmental institutions (6)	-.119*	-.040	.084	-.018	.118*	.448**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

4.5.3 Respondent's required level of NIS Knowledge

Knowledge requirement on NIS has been measured with the same NIS variable items (7), and components mean value is presented in the following Table 4.27. Results revealed that respondents/civil officers need more understanding of NIS component. Therefore, it is said that knowledge on NIS is required more for discharging civil servants' role and responsibilities. Finally, in the 21st century, Public Administration would be more citizens centric and address NIS in government offices to combat corruption and public service delivery, which requires more competent civil service to discharge quality and responsibility in delivering services. The mean results of the knowledge requirement on NIS is presented in the following Table below

Table 4. 27: Required level of Knowledge on NIS Mean value

Variable items	Mean	Std. Deviation
Knowledge on understanding NIS	3.97	1.169
Understanding NIS strategy for	3.96	1.073
Knowledge on NIS vision	4.29	.977
Knowledge on NIS Mission	4.22	.911
Knowledge on NIS committee formation and its scope	4.51	.755
Understanding government institutions and NIS	4.38	.773
Understanding NIS and governmental (10) and non-governmental institutions (6)	4.14	.969

N=295

4.5.4 Mean Difference: actual/present Vs required level of knowledge on NIS

Knowledge GAP between Present and Required level of Knowledge on NIS

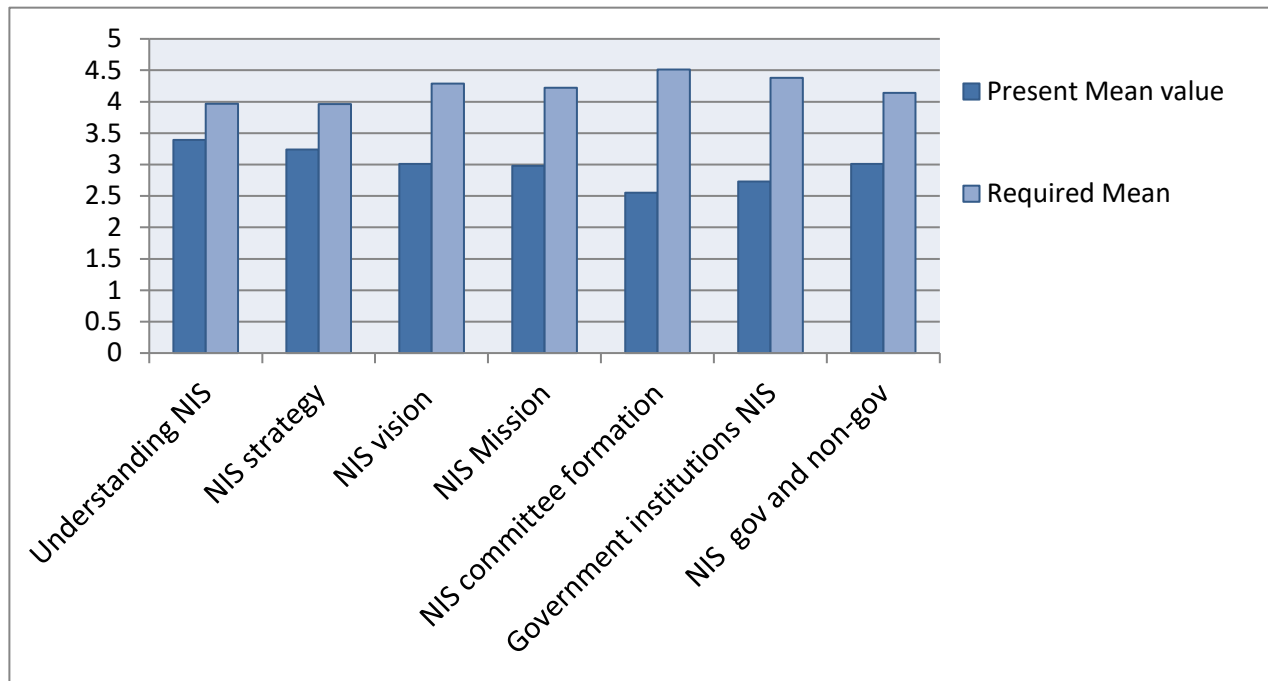
The following Table 4.28 shows the present and required level of knowledge on NIS. Results revealed that there is a gap between the present level of knowledge and the required level of knowledge on NIS. Government officers understood that the knowledge they have on NIS currently, is not enough to effectively discharge their duties and to minimize corruption at the workplace and they also identified their required level of knowledge on NIS. Gap results revealed that understanding of NIS and its components require more emphasis. Therefore, civil servants must increase their knowledge and understanding on NIS as a tool for Social Accountability to make corruption free, transparent and accountable public administration. Finally, the result has confirmed that civil servants must receive training or orientation on NIS and its practices in public administration. The same values are also graphically presented in the Figure 4.7.

Table 4. 28: GAP between Present and Required level of Knowledge on NIS

Variable items	Present Mean value	Required Mean	GAP
1. Knowledge on understanding NIS	3.39	3.97	0.58
2. Understanding NIS strategy for	3.24	3.96	0.72
3. Knowledge on NIS vision	3.01	4.29	1.28
4. Knowledge on NIS Mission	2.98	4.22	1.24
5. Knowledge on NIS committee formation and its scope	2.55	4.51	1.96
6. Understanding government institutions and NIS	2.73	4.38	1.65
7. Understanding NIS and governmental (10) and non-governmental institutions (6)	3.01	4.14	1.13

Graphical Presentation

Figure 4. 7 : GAP between Present and Required level of Knowledge on NIS



4.5.5 Mann Whitney U Test in NIS

Man Whitney U Test with Gender group in NIS

For group comparison, this study adopted the Mann-Whitney test between two groups - male and female (grouping gender) with independent data. Non-parametric test Mann-Whitney U test was performed and found that the two groups in correspondence with NIS independent data items do not have much rank difference ($p < .01$). Thus, civil officers either male or female, have same knowledge on NIS understanding. In the following table Mann-Whitney U Test result is presented.

Table 4. 29: Knowledge difference between Male and Female with NIS variable items

Variable items	Gender	N	Mean Rank	Sum of Ranks
Knowledge on understanding NIS	Male	215	149.05	32045.50
	Female	80	145.18	11614.50
	Total	295		
Understanding NIS strategy for	Male	215	148.47	31920.00
	Female	80	146.75	11740.00

	Total	295		
Knowledge on NIS vision	Male	215	148.11	31843.00
	Female	80	147.71	11817.00
	Total	295		
Knowledge on NIS Mission	Male	215	149.85	32217.00
	Female	80	143.04	11443.00
	Total	295		
Knowledge on NIS committee formation and its scope	Male	215	148.06	31833.50
	Female	80	147.83	11826.50
	Total	295		
Understanding government institutions and NIS	Male	215	147.27	31664.00
	Female	80	149.95	11996.00
	Total	295		
Understanding NIS and governmental (10) and non-governmental institutions (6)	Male	215	145.53	31288.00
	Female	80	154.65	12372.00
	Total	295		

N=295; p<0.05

4.5.6 Mann Whitney U Test on NIS grouping with workplace

Mann-Whitney U Test within Ministry-District level officers

Civil officers are working at the ministry (central) level and District (local) level as well. This study performed Mann-Whitney U Test to comparison with ‘Ministry’ and ‘District’ level official understanding and practices of NIS. It is found that according to mean rank it does not have much variance with ministry level and district level of civil servants’ knowledge difference with NIS items. Still, in many cases, district-level civil servants have high mean value on NIS components compared to ministry-level officials’ knowledge. On the other hand, in some cases, a ministry-level officer has high mean value regarding NIS components. Mann-Whitney U Test result is presented in Table 4.30 below.

Table 4. 30: Knowledge difference between Ministry and District level officers with NIS variable items

Ranks				
Variable items	Respondent workplace	N	Mean Rank	Sum of Ranks
Knowledge on understanding NIS	Ministry	60	106.35	6381.00

	District	171	119.39	20415.00
	Total	231		
Understanding NIS strategy for	Ministry	60	114.59	6875.50
	District	171	116.49	19920.50
	Total	231		
Knowledge on NIS vision	Ministry	60	100.02	6001.50
	District	171	121.61	20794.50
	Total	231		
Knowledge on NIS Mission	Ministry	60	99.45	5967.00
	District	171	121.81	20829.00
	Total	231		
Knowledge on NIS committee formation and its scope	Ministry	60	106.65	6399.00
	District	171	119.28	20397.00
	Total	231		
Understanding government institutions and NIS	Ministry	60	115.79	6947.50
	District	171	116.07	19848.50
	Total	231		
Understanding NIS and governmental (10) and non-governmental institutions (6)	Ministry	60	107.52	6451.50
	District	171	118.97	20344.50
	Total	231		

4.5.7 NIS with District and Upazila Knowledge comparison (Mann Whitney U Test)

Mann-Whitney U Test with NIS and workplace grouping

Civil officers are working at the District and Upazila level as well. This study performed Mann-Whitney U Test within workplace grouping (District and Upazila) and NIS independent data. It is found that according to mean rank it does not have much variance with district level and Upazila level of civil servants knowledge gap with NIS items. Still, in many cases, district-level civil servants have high mean value on NIS components compare to Upazila level official knowledge. Mann-Whitney U Test result is presented in Table 4.31.

Table 4. 31 : Knowledge difference between District and Upazila level officers with NIS variable items

Variable items	Respondent workplace	N	Mean Rank	Sum of Ranks
Knowledge on understanding NIS	District	171	118.23	20218.00
	Upazila	64	117.38	7512.00

	Total	235		
Understanding NIS strategy for	District	171	117.24	20048.50
	Upazila	64	120.02	7681.50
	Total	235		
Knowledge on NIS vision	District	171	118.02	20181.00
	Upazila	64	117.95	7549.00
	Total	235		
Knowledge on NIS Mission	District	171	118.96	20341.50
	Upazila	64	115.45	7388.50
	Total	235		
Knowledge on NIS committee formation and its scope	District	171	120.19	20553.00
	Upazila	64	112.14	7177.00
	Total	235		
Understanding government institutions and NIS	District	171	122.11	20881.00
	Upazila	64	107.02	6849.00
	Total	235		
Understanding NIS and governmental (10) and non-governmental institutions (6)	District	171	119.79	20484.50
	Upazila	64	113.21	7245.50
	Total	235		

N=235

4.6 Right to Information (RTI)

RTI Reliability

Another major Social Accountability tools is the Right to Information (RTI). In this study, RTI variable has been measured with ten variable items/components. The items coefficient is tested by Cronbach's Alpha as a whole and has been found as 0.811. Later on, individual association was also tested through Cronbach's alpha and the result is presented in the following Table 4.32. It has been found that result is more than 0.78, which indicates variable items have a high and satisfactory level of relationship. This test is much important to see RTI components, as in Public Administration this tool can be used to measure client satisfaction. Every public office practice RTI for citizen service delivery. This analysis confirmed that RTI components are valid and analytical result has confirmed that RTI measuring items are much useful and authentic for service delivery as a tool for Social Accountability. Individual RTI items reliability result is presented in the following Table 4.32.

Table 4. 32: Individual item s of RTI Cronbach's Alpha

RTI variable items	Cronbach's Alpha
Understanding of RTI very well and its application	.787
Objectives of RTI	.781
RTI Act 2009	.769
RTI and its action	.774
Subject matter of RTI	.788
Procedure for information distribution/delivery	.793
Information circulation and web site hosting	.795
Application procedure for getting information	.799
Appeal procedure for RTI	.808
Understanding RTI implementation steps	.836

4.6.1 Respondents' current/present knowledge RTI

The following Table 4.33 shows that the present status of RTI items which have scored less than the average mean value. In the scale of 5, respondents understanding of RTI regarding 'understanding RTI very well and its application gave a result of (3.49)'; 'objective of RTI (3.37)'; 'RTI Act (3.14)'; and understanding of RTI implementation steps (3.13) have all scored high mean value. The rest of the RTI items scored less than 3.0 as mean values. Such as 'procedure of RTI (2.87)'; 'RTI web hosting (2.77)'; 'getting information procedure (2.59); and so on.

Results revealed that government officers have an overall low level of RTI knowledge which they require for performing service delivery (See Table 4.33).

Data normality result (Skewness-Kurtosis) shows that data are normally distributed. Results indicated that data are not skewed (skewness is lower than 3).

Table 4. 33: Descriptive Statistics result on RTI present mean value and Normality test result

Variable items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Understanding of RTI very well and its application	3.49	1.075	-.127	.142	-1.132	.283
Objectives of RTI	3.37	1.129	.027	.142	-1.220	.283
RTI Act 2009	3.14	1.107	.123	.142	-.899	.283
RTI and its action	3.11	.959	.433	.142	-.610	.283
Subject matter of RTI	3.02	.837	.277	.142	-.329	.283

Procedure for information distribution/delivery	2.87	.786	.196	.142	-.394	.283
Information circulation and web site hosting	2.77	.709	-.104	.142	.412	.283
Application procedure for getting information	2.59	.876	.534	.142	1.193	.283
Appeal procedure for RTI	2.86	1.153	.590	.142	.305	.283
Understanding RTI implementation steps	3.13	1.249	.415	.142	-.818	.283

N=295

4.6.2 Correlation Matrix with RTI variable items

The correlation matrix table was drawn within the RTI variables components. It is important to identify the relationship among the components to measure organizational Social Accountability as a means of public service delivery. The Pearson correlation result was found by using the SPSS software tool among the RTI variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01 & 0.05). However, RTI measuring components are significantly correlated to Social Accountability for better service delivery in public administration. In the following, Table correlation matrix is presented.

Table 4. 34: Pearson correlation matrix of RTI variable items

Variable items	1	2	3	4	5	6	7	8	9	10
Understanding of RTI very well and its application	1	.811**	.575**	.499**	.363**	.251**	.340**	.289**	.107	-.155**
Objectives of RTI	.811**	1	.645**	.584**	.402**	.293**	.336**	.248**	.138*	-.115*
RTI Act 2009	.575**	.645**	1	.726**	.481**	.376**	.312**	.215**	.273**	.130*
RTI and its action	.499**	.584**	.726**	1	.506**	.393**	.356**	.239**	.207**	.170**
Subject matter of RTI	.363**	.402**	.481**	.506**	1	.547**	.455**	.346**	.102	.063
Procedure for information distribution/delivery	.251**	.293**	.376**	.393**	.547**	1	.532**	.370**	.209**	.083
Information circulation and web site hosting	.340**	.336**	.312**	.356**	.455**	.532**	1	.332**	.191**	.117*
Application procedure for getting information	.289**	.248**	.215**	.239**	.346**	.370**	.332**	1	.326**	.206**
Appeal procedure for RTI	.107	.138*	.273**	.207**	.102	.209**	.191**	.326**	1	.537**
Understanding RTI implementation steps	-.155**	-.115*	.130*	.170**	.063	.083	.117*	.206**	.537**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

4.6.3 Respondents' required level of knowledge of RTI

Descriptive Statistics on Required level of RTI Knowledge:

Knowledge requirement on RTI has been measured with the same RTI variable items with ten variable items/components, and components mean value is presented in the following Table 4.38. Results revealed that respondents/civil officers need more understanding of the components of RTI. Therefore, it is said that knowledge of RTI is required more for discharging civil servants' role and responsibility. Finally, it is expected that in the 21st-century Public Administration would be more citizens centric with practice RTI in government offices to combat corruption and ensure public satisfaction for service delivery, which requires more competent civil officers to enhance quality and responsibility in delivering services. The mean result of the knowledge requirement on RTI is presented in the following Table 4.35.

Table 4. 35: Descriptive Statistics of Required Knowledge on RTI

RTI variable items	Mean	Std. Deviation
Understanding of RTI very well and its application	3.95	1.200
Objectives of RTI	4.16	1.134
RTI Act 2009	4.31	1.009
RTI and its action	4.37	.956
Subject matter of RTI	4.46	.745
Procedure for information distribution/delivery	4.60	.549
Information circulation and web site hosting	4.62	.546
Application procedure for getting information	4.60	.573
Appeal procedure for RTI	4.62	.552
Understanding RTI implementation steps	4.48	.713

N=295

4.6.4 Mean Difference: actual/present Vs required level of knowledge on RTI

Knowledge GAP between Present and Required level of Knowledge on RTI

The following Table present current and required level of knowledge on RTI. Results revealed that there exists a gap between present level of knowledge and required level of knowledge on RTI. Government officers understood that currently the knowledge they have on RTI is not enough to perform their duties and to minimize corruption at the workplace and they also identified their required level of knowledge on RTI. Gap results revealed that understanding of RTI and its components got more emphasis. Therefore, civil servants must increase their

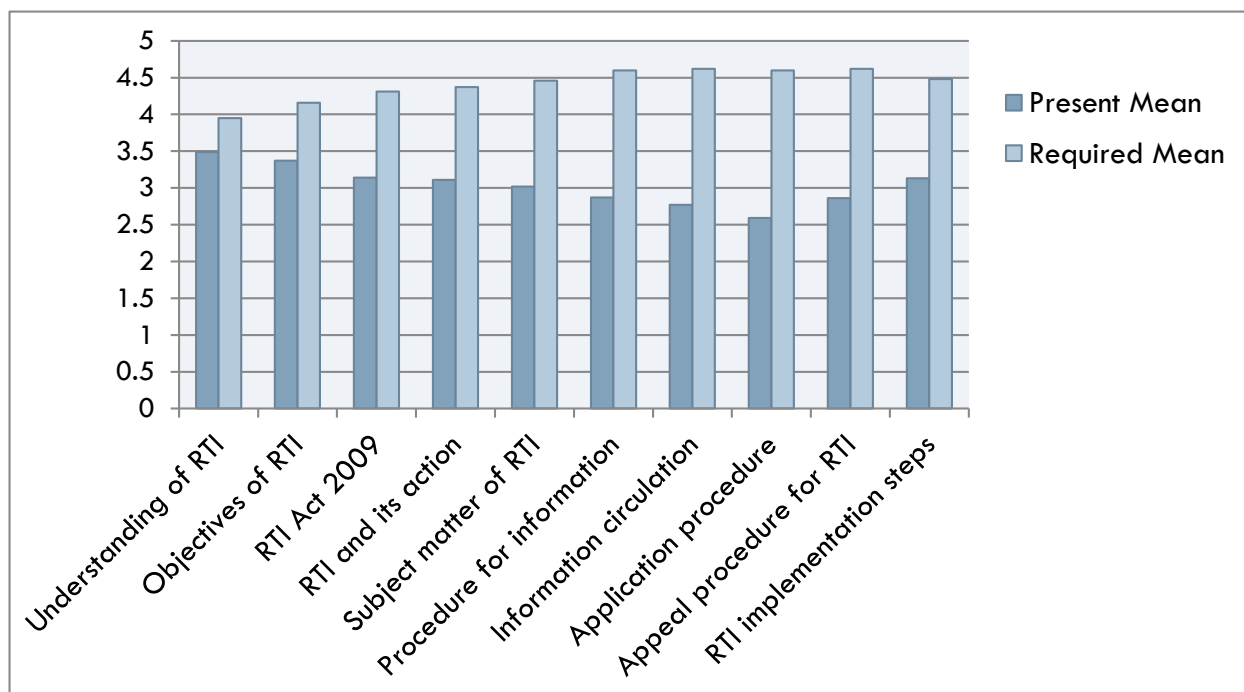
knowledge of RTI as a tool for Social Accountability to enable corruption free, transparent and accountable public administration. Finally, the result has confirmed that civil servants must receive training or orientation on RTI and its practices in public administration. The same values are also graphically presented in the Figure 4.8

Table 4. 36 : GAP between Present and Required level of Knowledge on RTI

RTI variable items	Present Mean	Required Mean	GAP
Understanding of RTI very well and its application	3.49	3.95	0.46
Objectives of RTI	3.37	4.16	0.79
RTI Act 2009	3.14	4.31	1.17
RTI and its action	3.11	4.37	1.26
Subject matter of RTI	3.02	4.46	1.44
Procedure for information distribution/delivery	2.87	4.60	1.73
Information circulation and web site hosting	2.77	4.62	1.85
Application procedure for getting information	2.59	4.60	2.01
Appeal procedure for RTI	2.86	4.62	1.76
Understanding RTI implementation steps	3.13	4.48	1.35

Graphical Presentation of GAP

Figure 4. 8 : GAP between Present and Required level of Knowledge on RTI



4.6.5 Mann Whitney U Test between Gender (Grouping) and RTI variable items

Man Whitney U Test with Gender group in RTI

In the case of group comparison, this study has adopted the Mann-Whitney test between two groups - male and female (grouping gender) with independent data. Non-parametric test Mann-Whitney U test was performed and found that the two groups in correspondence with RTI independent data items do not have much mean rank difference ($p < .01$). Thus, civil officers either male or female, have the same knowledge on RTI understanding. In the following Table Mann-Whitney U Test results is presented.

Table 4. 37 : Knowledge comparison between gender and RTI component

RTI variable items	Gender	N	Mean Rank	Sum of Ranks
Understanding of RTI very well and its application	Male	215	148.91	32016.50
	Female	80	145.54	11643.50
Objectives of RTI	Male	215	149.39	32119.00
	Female	80	144.26	11541.00
RTI Act 2009	Male	215	146.93	31589.00
	Female	80	150.89	12071.00
RTI and its action	Male	215	146.93	31589.00
	Female	80	150.89	12071.00
Subject matter of RTI	Male	215	147.20	31648.00
	Female	80	150.15	12012.00
Procedure for information distribution/delivery	Male	215	146.91	31586.50
	Female	80	150.92	12073.50
Information circulation and web site hosting	Male	215	142.47	30630.50
	Female	80	162.87	13029.50
Application procedure for getting information	Male	215	143.72	30899.00
	Female	80	159.51	12761.00
Appeal procedure for RTI	Male	215	146.13	31418.50
	Female	80	153.02	12241.50
Understanding RTI implementation steps	Male	215	145.75	31335.50
	Female	80	154.06	12324.50

N=295

4.6.6 Mann Whitney U Test with Ministry and District level official and their Knowledge on RTI

Mann-Whitney U Test within Ministry-District level officers

Civil officers are working at the Ministry (central) level and District (local) level as well. This study performed the Mann-Whitney U Test within workplace grouping (Ministry-District) and RTI independent data and found that according to mean rank it does not have much variance with ministry level and district level of civil servants' knowledge gap with RTI items. Still, in many cases, district-level civil servants have high mean value on RTI components compare to ministry level official knowledge. On the other hand, in some cases, a ministry-level officer has high mean value regarding RTI components. Mann-Whitney U Test result is presented in Table 4.38 below.

Table 4. 38: Knowledge difference between Ministry and District level officers with RTI variable items

RTI variable items	Respondent workplace	N	Mean Rank	Sum of Ranks
Understanding of RTI very well and its application	Ministry	60	117.14	7028.50
	District	171	115.60	19767.50
	Total	231		
Objectives of RTI	Ministry	60	116.71	7002.50
	District	171	115.75	19793.50
	Total	231		
RTI Act 2009	Ministry	60	112.28	6737.00
	District	171	117.30	20059.00
	Total	231		
RTI and its action	Ministry	60	106.68	6401.00
	District	171	119.27	20395.00
	Total	231		
Subject matter of RTI	Ministry	60	109.11	6546.50
	District	171	118.42	20249.50
	Total	231		
Procedure for information distribution/delivery	Ministry	60	112.93	6776.00
	District	171	117.08	20020.00
	Total	231		
Information circulation and web site hosting	Ministry	60	110.46	6627.50
	District	171	117.94	20168.50

	Total	231		
Application procedure for getting information	Ministry	60	99.37	5962.00
	District	171	121.84	20834.00
	Total	231		
Appeal procedure for RTI	Ministry	60	121.58	7294.50
	District	171	114.04	19501.50
	Total	231		
Understanding RTI implementation steps	Ministry	60	106.35	6381.00
	District	171	119.39	20415.00
	Total	231		

N=231

4.7 Performance Factor (PF) of the Officers' Measurement

Reliability on the performance factor

In this study, the Performance Factor (PF) of the civil officer variable was measured with 10 items/components. The items coefficient is tested by Cronbach's Alpha as a whole and found 0.831. Later on, the individual association was also tested through Cronbach's alpha and the result is presented in the following Table 4.39 and found that result is more than 0.80, which indicates variable items have a high and satisfactory level of items coefficient. This test is much important to understand civil officer's performance components, as Public Administration is using civil servant working performance as a factor for service delivery competencies in public administration. Individual performance factor items reliability result is presented in the following Table 4.39.

Table 4. 39: Individual items wise Cronbach's alpha result

Variable items	Cronbach's Alpha if Item Deleted
Knowledge of the job	.841
Planning of work	.823
Ability to achieve results	.814
Sense of responsibility	.807
Maintaining discipline	.810
Getting along with people	.805
Teamwork and cooperation	.805
Identification with organization	.812
Development of subordinates	.818
Approach to problem solving	.817

4.7.1 Descriptive statistics of indicators of civil officers' performance

Civil officer performance has been measured with 10 items/indicators. Measurement indicators are basically knowledge and skills in certain areas that are essential for civil officers to better perform office work/jobs. It is found that civil officers have scored high (more than 4 in a scale of 5) in nine indicators out of total ten (Table 4.40). Therefore, the study result revealed that they are (civil officers) competent to perform their day to day work. The study result also has indicated that civil officers have the capability to deliver services towards citizens and ensure accountability in Public Administration.

Table 4. 40: Descriptive statistics on civil officer performance factors

Variable items	Mean	Std. Deviation
Knowledge of the job	4.24	.770
Planning of work	4.25	.793
Ability to achieve results	4.34	.690
Sense of responsibility	4.34	.795
Maintaining discipline	4.31	.798
Getting along with people	4.04	.927
Teamwork and cooperation	4.22	.851
Identification with organization	4.12	.835
Development of subordinates	4.03	.882
Approach to problem solving	3.93	.979

N=295

4.7.2 Correlation Matrix within indicators of civil officers' performance

The correlation matrix table was drawn within the Performance Factor (PR) variable components. It is important to identify the relationships among the components to measure civil officers' performance status for operationalizing their duty and responsibility towards service delivery to citizens. The Pearson correlation result was performed through using SPSS software tool among PF variable items/components. Results revealed that variable components have a positive and significant relationship (level of significance 0.01 & 0.05) However, PF measuring components are significantly correlated with better service delivery in Public Administration. In the following Table, the correlation matrix is presented.

Table 4. 41: Correlations matrix within PF variable items

Variable items	1	2	3	4	5	6	7	8	9	10
Knowledge of the job	1	.513**	.253**	.155**	.147*	.154**	.094	.061	.044	.050
Planning of work	.513**	1	.511**	.278**	.350**	.302**	.307**	.289**	.048	.084
Ability to achieve results	.253**	.511**	1	.424**	.332**	.538**	.284**	.261**	.296**	.252**
Sense of responsibility	.155**	.278**	.424**	1	.483**	.408**	.544**	.355**	.393**	.411**
Maintaining discipline	.147*	.350**	.332**	.483**	1	.347**	.420**	.501**	.228**	.434**
Getting along with people	.154**	.302**	.538**	.408**	.347**	1	.486**	.487**	.506**	.273**
Teamwork and cooperation	.094	.307**	.284**	.544**	.420**	.486**	1	.433**	.363**	.505**
Identification with organization	.061	.289**	.261**	.355**	.501**	.487**	.433**	1	.342**	.364**
Development of subordinates	.044	.048	.296**	.393**	.228**	.506**	.363**	.342**	1	.538**
Knowledge of the job	.050	.084	.252**	.411**	.434**	.273**	.505**	.364**	.538**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

4.8 Good Governance Practices in Government Offices

Reliability of Social Accountable governance (Good Governance)

In this study, Good Governance (SA/GG) variable has been measured with 17 items/components. Good governance items coefficient was tested by Cronbach's Alpha as a whole and it was found that Alpha value is more than 0.945. Later individual association was also tested through Cronbach's alpha (result is presented in the following Table) and found that result is more than 0.940, which indicates variable items have a high and satisfactory level of items coefficient (Hair et.al., 2010). This test is very important to check if the indicator really can measure the Social Accountability or good governance. Individual items reliability result is presented in the following Table 4.42.

Table 4. 42: Reliability Chronbach's Alpha value on Social Accountable Good Governance

Items	Cronbach's Alpha if Item Deleted
Practices of accountability	.940
Govt.offices are transparent	.942
Very much responsive	.941
Equitable to all	.939
Efficient in service delivery	.941
Maintaining rule of law	.940
Participatory decision making	.941

Consensus (harmony) oriented	.941
Address RTI	.940
eNothi Management and Uses	.939
Practiced Grievance Redress System	.940
Practice KPI for employee appraisal	.941
Organizations do follow/practices Citizen Charter and list of services	.944
Uses of social media	.946
eMobile Court management	.943
Work process Simplification (BPR)	.942
Innovation for quick service delivery	.948

4.8.1 Descriptive Statistics on SA or GG practices in Public Administration

Social Accountability or Good Governance variable has been measured with 17 items. As per civil officers' self-rated responses, the finding suggests that the mean score in all the 17 items are just above 3 in a scale of 5. Thus results revealed that Public Administration in Bangladesh is using good governance or Social Accountability tools as a means of service delivery to satisfy citizens. The mean value and standard deviation results are presented in the following Table 4.43. The study results revealed that good governance or Social Accountability components are important for public service delivery.

Table 4. 43: Descriptive Statistics on Social Accountability or Good Governance Components

Items	Mean	Std. Deviation
Practices of accountability	3.46	1.002
Govt. offices are transparent	3.53	1.013
Very much responsive	3.57	.966
Equitable to all	3.63	.967
Efficient public administration	3.74	.932
Maintaining rule of law	3.63	.874
Participatory decision making	3.68	.885
Consensus (harmony) oriented	3.73	.907
Address RTI	3.55	.913
eNothi Management and Uses	3.58	.983
Practiced Grievance Redress System	3.47	.914
Practice KPI for employee appraisal	3.54	.921
Organizations do follow/practices Citizen Charter and list of	3.56	.901

services		
Uses of social media	3.44	.988
eMobile Court management	3.29	1.032
Work process Simplification (BPR)	3.39	1.057
Innovation for quick service delivery	3.37	1.005

N=295

4.8.2 Descriptive Statistics within major variables (dependent, independent and mediating variables)

For this study, major variables descriptive (mean and standard deviation) results are shown in the following Table 4.44. Results confirmed that civil officers are efficient and performance-centric as an agent for service delivery in Public Administration. Moreover, Social Accountability or good governance component scored high mean value as well; it revealed that Public Administration system of the country does practices good governance in public offices as a means of accountable and transparent service delivery. On the other hand, civil officer's present knowledge on Social Accountability tools such as NIS, APA, RTI, CC, and GRS did not score high mean value. Thus, results revealed that civil officers require training or orientation on those Social Accountability tools to make them more competent on those tools for delivering better service towards citizens. Major variables mean and SD value are presented in Table 4.44.

Table 4. 44: Descriptive statistics results on major variables (dependent and independent)

Variables	Mean	Std. Deviation
SA/GG	3.5384	.69799
PAPA	2.7119	.67225
PCC	3.1332	.45230
PGRS	2.7597	.67373
PNIS	2.9874	.72488
PRTI	3.0353	.60960
PFA	4.1814	.52614

4.8.3 Relationship between Independent variables and Mediating variable

Following the linkage among the independent variables and mediating variables as shown in the conceptual framework, we have performed a Pearson Correlation test. It was found that APA is not positively and significantly correlated to all variables except GRS. CC is significantly and

positively correlated to all variables, except PFA. RTI is significantly and positively correlated to all variables, except APA; GRS is significantly and positively correlated to APA and CC; NIS is significantly and positively correlated to CC and GRS; PFA has a significant relationship with NIS and RTI. Thus, the result revealed that variables are positively correlated to a limited extent and the problem of collinearity and multi-collinearity is nearly absent.

Table 4. 45: Correlation Matrix with independent and mediation variable

	APA	CC	GRS	NIS	RTI	PFA
APA	1					
CC	.041	1				
GRS	.176**	.632**	1			
NIS	.003	.398**	.530**	1		
RTI	-.051	.751**	.494**	.639**	1	
PFA	-.090	.087	.099	.165**	.148*	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

4.8.4 Regression Model 1: Entered variables

In model 1, Social Accountability/Good Governance is Dependent Variable and Independent variables are RTI; APA; GRS; NIS and CC (current level of civil officer knowledge).

Table 4. 46: Model of Entered variables

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	PRTI, PAPA, PGRS, PNIS, PCC ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: GGP			

Model Summary and ANOVA

The Regression model 1 is composed of independent variables such as ‘Right to information’; ‘Annual performance agreement’; ‘Grievance redress system’; ‘National integrity strategy’; ‘and ‘Citizen Charter’. This model is significant. Analysis of variance indicates that independent variables have a significant relationship with Social Accountability or good governance practices in public administration. The correlation coefficient between dependent and independent variables is 0.579, have a positive and significant relationship ($p < 0.05$). The R-square value is

(.335), where the adjusted R-square is (.324). The results indicate that this model has explained 32.4% of the total variance in good governance.

Table 4. 47: Regression Model and ANOVA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.579 ^a	.335	.324	.57395	29.161	.000

- a. Predictors: (Constant), PRTI, PAPA, PGRS, PNIS, PCC
- b. Dependent Variable: SA/GG

4.8.5 Independent variables effect on the dependent variable

The coefficient and collinearity results are shown in the following Table 4.48. The coefficient result revealed that CC and GRS have a positive and significant relationship with Social Accountability/good governance practices in public administration. Where Citizen Charter has explained 47.6% and grievance redress system has explained 28.1% of the total variance. The rest of the variables such as ‘National Integrity Strategy’ and ‘right to information’ have a relationship with good governance, but are not statistically significant.

For this study, the collinearity test is also performed to verify the presence of a multicollinearity. The tolerance value and the variance inflation factor (VIF) indicate that there is no multicollinearity problem in this study. Because tolerance less than 0.2 or .01 and VIF of larger than 4.0, are regarded as the potential indicators of multi-collinearity (Park, 2010).

Table 4. 48: Coefficient Result and Collinearity Test (effect of independent variables on the dependent variable)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.671	.282		5.929	.000		
	PAPA	-.219	.051	-.211	-4.270	.000	.943	1.061
	PCC	.476	.135	.309	3.521	.000	.299	3.344
	PGRS	.281	.073	.271	3.842	.000	.461	2.170
	PNIS	.037	.068	.038	.538	.591	.459	2.177
	PRTI	.027	.104	.024	.264	.792	.278	3.593

- a. Dependent Variable: GGP

4.8.4 Regression Model 2: Entered variables

In regression model 2, Social Accountability/Good Governance is Dependent Variable and Independent variables are: Right to information (RTI); Annual Performance Agreement (APA); Grievance Redress System (GRS); National Integrity Strategy (NIS), Citizen Charter (CC) and Performance Factor Attributes (PFA) of civil officer (present level of civil officer knowledge).

Table 4. 49 : Entered variables in model 2

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	PFA, PCC, PAPA, PNIS, PGRS, PRTI ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: GGP			

Model Summary

The regression model 2 is composed of independent variables such as Right to Information (RTI); Annual Performance Agreement (APA); Grievance Redress System (GRS); National Integrity Strategy (NIS), Citizen Charter (CC) and Performance Factor Attributes (PFA) of civil officers (present level of civil officer knowledge) and the dependent variable is Social Accountability/Good Governance. This model is significant. Analysis of variance indicates that independent variables have a significant relationship with Social Accountability or good governance practices in Public Administration of Bangladesh. The correlation coefficient between dependent and independent variables is 0.625 and have a positive and significant relationship ($p < 0.05$). The R-square value is (.391), where the adjusted R-square is (.378). The result indicates that the model has explained 37.8% of the total variance in good governance.

Table 4. 50: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.625 ^a	.391	.378	.55049	.391	30.776	6	288	.000

a. Predictors: (Constant), PFA, PCC, PAPA, PNIS, PGRS, PRTI

b. Dependent Variable: GGP

Table 4. 51: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.957	6	9.326	30.776	.000 ^a
	Residual	87.275	288	.303		
	Total	143.232	294			

4.8.6 Independent variables effect on the dependent variable

The coefficient and collinearity results are shown in the following Table-4.52:.. The coefficient result revealed that CC, GRS and PF have a positive and significant relationship with Social Accountability/good governance practices in Public Administration practices of Bangladesh. Where, Citizen Charter explained 49.4%; Grievance Redress System explained 27% and performance factors explained 31.8% of the total variance. The rest of the variables such as ‘National Integrity Strategy’ and ‘Right to Information’ have a relationship, but are not significant.

For this study, a collinearity test was also performed to verify multiple correlations among independent variables. The variance inflation factor (VIF) indicates that there is no multicollinearity problem in this study. Because tolerance less than 0.2 and VIF of larger than 4.0 are regarded as the potential indicators of multi-collinearity (Park, 2010) which is not the case here.

Table 4. 52: Coefficient Result and Collinearity Test (effect of independent variables on dependent variable)

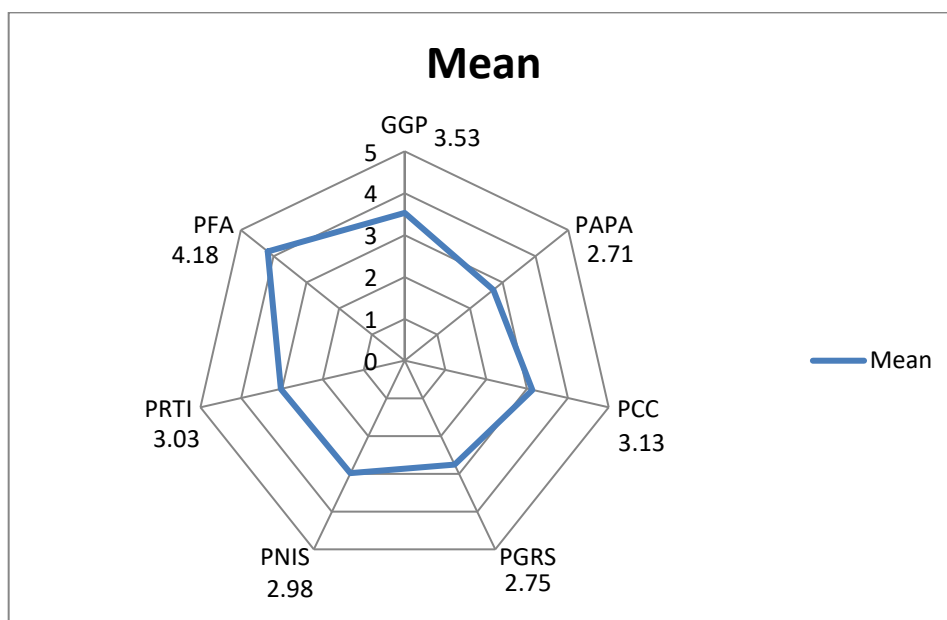
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
k1	(Consktant)	.401	.367		1.092	.276		
	PAPA	-.196	.049	-.189	-3.968	.000	.935	1.070
	PCC	.494	.130	.320	3.802	.000	.299	3.346
	PGRS	.270	.070	.261	3.844	.000	.460	2.172
	PNIS	.013	.066	.014	.200	.842	.457	2.188
	PRTI	.002	.100	.002	.024	.981	.278	3.601
	PFA	.318	.062	.240	5.114	.000	.961	1.041

a. Dependent Variable: SA/GGP

4.9 Radar Diagram with mean value (major variables) Present level of knowledge

The radar diagram presented below in Figure 4.9 shows the mean value of the present level of knowledge of major variables such as Good Governance (GG), Right to Information (RTI); Annual Performance Agreement (APA); Grievance Redress System (GRS); National Integrity Strategy (NIS), Citizen Charter (CC) and Performance Factor Attributes (PFA). Among all these variables Performance Factor Attributes (PFA) has the highest (4.18) mean value of the present level of knowledge while Annual Performance Agreement (APA) has the lowest (2.71) for the same. Annual Performance Agreement (APA), Grievance Redress System (GRS) and National Integrity Strategy (NIS) have a mean value of less than 3. According to the findings, it is clear that civil officers require more understanding of the discussed variables as Public Administration has been practicing them to ensure good governance and Social Accountability.

Figure 4. 9 : Radar Diagram with mean value (major variables) present level of knowledge



4.10 Challenges of Social Accountability Tools

4.10.1 Annual Performance Agreement (APA)

As per the 7th Five-year Plan and SDGs by 2030, every ministry/department/organizations have their own organizational mission and vision as well as strategies. Now, the government has taken initiatives of APA for all organization and head of the concerned department will enter into signed agreements on APA for every fiscal year. Government officers are responsible to sign

APA and formulate APA for every year. Thus, respondents were asked to identify some of the APAs challenges that they faced in the process of APA. Identified challenges are presented in Table 4.53 below. At the beginning stage, APA was within the Ministry, and now APA came down to local level of public administration. Therefore, knowledge of APA has become is a must for government officials. Respondents have given the emphasis on APA knowledge, and technical knowledge as well. Considering that APAMS (software of APA) has now been enacted, thus technical knowledge is required to implement APA in action. Therefore, a training programme on APA and orientation are more important to build up civil officers' capacity on APA. The respondents also identified the existing 'Training Programme on APA (137)' as challenges of APA. Training and orientation cannot itself fulfill the government objectives on APA, close monitoring and evaluation system are also required for APA output/outcome, the respondent identified managerial issues of APA (220). As APA is linked with the organization's objectives and strategies; it is also to be linked with job-specific issues, so that civil officers can design their work plan with APA. It is to be pointed out APA is not linked with the individual work plan or job description. Respondents have identified administrative complexity and work pressure as challenge for working with APA. The simplification of APA format is also complex to design a yearly work plan, though a less number of respondents have shown APA format as being complex (22). But, it is felt that APA format needs to be simplified as business process simplification. In line with capacity enhancement of the civil officers, respondents also mentioned 'Efficient HR (232)' as challenges of APA in Public Administration. Though a less number of respondents have identified 'low target setting' (14), it has a strong meaning. While setting APA targets, the organization does not pay attention to its organizational function and activities and aligned with APA. Therefore, a low target setting is a major challenge of APA. Some more challenges which are also relevant as identified challenges of APA are presented in Table 4.53.

Table 4. 53: APA Challenges

SL No:	Identified challenges of APA	Total number of Respondents	%	Rank
1.	Inadequate Knowledge on APA	287	97.29	1
2.	Technical Knowledge on APA (APAMS)	89	30.17	8
3.	Administrative Complexity and work pressure	100	33.90	6

4.	Managerial function (Monitoring, cooperation)	220	74.58	3
5.	Training Programme for APA	137	46.44	4
6.	HR requirement (efficient HR problem)	232	78.64	2
7.	Big data (information, data base info) management	131	44.41	5
8.	Political Challenges	62	21.02	10
9.	Internet service problem	42	14.24	14
10.	Budget Problem	55	18.64	12
11.	Low target setting	14	4.75	17
12.	Lack of proper infrastructure	61	20.68	11
13.	Lack of skilled employee	95	32.20	7
14.	Lack of proper guidance	44	14.92	13
15.	Difficult to formulate APA	22	7.46	16
16.	Lack of proper planning	31	10.51	15
17.	Natural calamities	77	26.10	9

Multiple responses to be counted; N= 295

4.10.2 Citizen Charter: Challenges (CC)

Service delivery instructions ensure citizen satisfaction as service recipient from government offices or officers. Civil servants are the agents to deliver services. Almost in every office, what kind of services is available, and how to get them and who is responsible to provide are mentioned in the Citizen Charter (CC) flow chart. As government is trying to make Public Administration citizen-centric, civil servants have to practice transparency and accountability in Public Administration. In both supply and demand side, a number of issues or challenges for CC are there. Using an open-ended questionnaire format, the respondents were asked regarding the challenges of CC. They have identified a list of challenges of CC which is presented in Table 4.54 below. In Table 4.54, it is seen that ‘lack of knowledge (145)’ has been identified as a major challenge of CC in respect to civil servant knowledge. The government has enacted CC in government systems back in 2007; and this has been incorporated in Secretariat Instruction in 2014. Thus, the result revealed that civil servants need to have more orientation and training on CC and its format. As per ranking, they identified ‘lack of awareness’ as the second big challenge of CC, this issue can be explained for both sides - ‘civil servant’ and ‘citizen’. Thus,

citizens must be aware of the Citizen Charter. This part is basically ignored in implementing CC. ‘Unwillingness’ (96) has been also identified as a major challenge of CC in regard to a civil servant. Therefore, civil officers’/servants’ attitudes toward citizens must be positive and of citizen-centric service delivery behavior. To enhance capacity of civil servants, a training module is to be incorporated in their training programme, as they identified ‘lack of training (92)’ as one of the challenges of CC. In the same vein, respondents have identified ‘lack of efficiency & sincerity (43)’ as a challenge of CC. Civil servants must show their work efficiency and sincerity in delivering services. Social Accountability tool like Citizen Charter makes the organization efficient and effective. On the other hand, ‘corruption (83)’ is also a challenge of CC, as identified by respondents. As per the Government of Bangladesh, Social Accountability tools are being used in Public Administration to prevent corruption in the service delivery process. Therefore, the best practices of CC can make corruption-free Public Administration. Moreover, there are many obstacles or challenges of CC identified by the respondents which are presented in Table 4.54.

Table 4. 54: Challenges of CC

SL No	Identified challenges of CC	Total number of Respondents	%	Rank
1.	Lack of knowledge	145	49.15	1
2.	Not organizational goal oriented	24	8.14	17
3.	Working pressure	90	30.51	5
4.	Less accountability & transparency	73	24.75	9
5.	Lack of awareness	107	36.27	2
6.	Corruption	83	28.14	7
7.	Lack of manpower	78	26.44	8
8.	Lack of logistics support	45	15.25	12
9.	Unwillingness	96	32.54	3
10.	Lack of efficiency & sincerity	43	14.58	14
11.	Less importance	24	8.14	17
12.	Lack of coordination	87	29.49	6
13.	Lack of training	92	31.19	4
14.	Lack of publicity	43	14.58	14
15.	Format of CC is unknown	39	13.22	16

16.	Lack of simplification	18	6.10	19
17.	Lack of technical knowledge	44	14.92	13
18.	Political issue	63	21.36	10
19.	Proper maintaining problem	47	15.93	11

Multiple responses to be counted; N= 295

4.10.3 Grievance Redressal System (GRS)

The main objectives of introducing Grievance Redressal System (GRS) are to improve the quality of service delivery to the public within minimum possible time, without any harassment and to develop the mentality among the public servants in case of rendering services towards the citizen. In this study, the respondents were asked to identify GRS challenges in Public Administration. In Table 4.55 below, identified challenges are presented. Among the challenges ‘awareness (185)’ scored the highest ranking. The Government has introduced GRS in Public Administration with a view to ensuring transparency and accountability and satisfying citizen through service delivery. But, civil servants are not fully aware of it.

In this regard, positive result may come out, if civil servants' performance is linked with the number of citizen grievances addressed by him/her. The second big challenge identified is ‘lack of knowledge (155)’ as per ranking; the result revealed that civil servants (entry-level) are not given much training or orientation on GRS. Therefore, young civil servants must be trained or oriented with GRS training. This qualitative result is similar to the quantitative result in this study. Respondents have identified ‘service delivery issue (135)’ as a challenge of GRS. A number of services delivered from government offices and field administration are also in a complete dilemma in delivering services towards citizens. Thus, a number of issues seem to arise when delivering services, because individual wants are also different. Citizens are also not that aware of GRS and its legal system. In the same vein, to address GRS and satisfy citizens, government offices require adequate manpower. But the Government offices often face a shortage of manpower. Therefore, the respondents have identified ‘lack of manpower (126)’ as a challenge of GRS. Results revealed that citizens are not willing to apply for their grievances (72). The core challenges also identified are ‘management’ challenges such as: ‘proper management (36)’; ‘monitoring (72)’; ‘lack of responsibility (66)’, and ‘lack of effective & efficient officer (11)’. ‘Political barrier (53)’ is also identified as a challenge of GRS in public administration. Insufficient information is also a challenge (88) of GRS. Results revealed that

GRS information is not sufficient for the citizens. Internal complexity has also been (25) identified as a challenge of GRS, for example, some work or job sometimes do not specify who is responsible for it.

Table 4. 55: GRS Challenges

SL No	Identified challenges of GRS	Total number of Respondents	%	Rank
1.	Lack of knowledge	155	52.54	2
2.	Citizen aren't willing to apply for GRS	72	24.41	8
3.	Lack of accountability	44	14.92	13
4.	Internal complexity	25	8.47	17
5.	Protection system	54	18.31	11
6.	Shortage of manpower	126	42.71	4
7.	Lack of awareness	185	62.71	1
8.	Lack of information	88	29.83	6
9.	Proper training facilities	74	25.08	7
10.	Lack of security	102	34.58	5
11.	Service delivery issue	135	45.76	3
12.	Lack of logistics support	35	11.86	16
13.	Lack of technical knowledge	66	22.37	9
14.	Grievance officers unimportance	14	4.75	21
15.	Lack of responsibilities	43	14.58	14
16.	Lack of effective and efficient officer	11	3.73	22
17.	Political barriers	53	17.97	12
18.	Lack of monitoring	61	20.68	10
19.	Fake complaints	24	8.14	18
20.	Lack of verification	19	6.44	19
21.	Lack of trust and sincerity	17	5.76	20
22.	Proper management	36	12.20	15

Multiple responses to be counted; N= 295

4.10.4 National Integrity Strategy (NIS)

Bangladesh Government has formulated National Integrity Strategy (NIS) in 2012 with a motive to establish good governance, rule of law, fundamental rights, political-economical and social equality, freedom, and justice for all citizens. To eradication of corruption or reduction of

corruption and upholding the integrity system in Public Administration is a prime need for good governance. Public officials working in Public Administration require upholding integrity. Good Governance practices in Public Administration face many challenges. Our qualitative study approach asked the respondents to identify some of the challenges of NIS in public offices where they are working and rendering services to citizens. A number of identified challenges are presented in Table 4.56 below. Among the challenges identified by the respondents according to ranking and number of respondents, ‘poor accountability & transparency (163)’ scored the first ranking. Results revealed that civil officers and the administrative system must be made accountable and transparent. This result has been confirmed as the respondents have identified ‘proper monitoring (128)’ as a challenge and scored the second ranking. Due to less efficient monitoring system Public Administration is facing an integrity crisis. Thus, building awareness is important through orientation and training. One of the key challenges of NIS is also ‘lack of awareness (113)’ and which ranked third. So, the study results revealed that due to the lack of awareness ‘corruption (84)’ is taking place in Public Administration. To prevent corruption in and ensure accountability and transparency civil officer’s willingness is necessary. ‘Lack of willingness (81)’ was identified by the respondents as a challenge and it scored the fifth position among the identified challenges. In Public Administration, civil officers’ honesty & integrity are required to be upheld as respondent identified ‘lack of integrity & honesty (76)’ as a challenge in this study. Satisfying all citizens, excellent service delivery and good practices of governance also require efficient civil servant/officer in Public Administration. The study results revealed that there is an inadequacy of efficient civil servants (53)’ in Public Administration for service delivery. More identified challenges are: ‘political intervention’; ‘poor law & order’; ‘cultural value’; ‘religious value/believe’; ‘traditional administrative system’; ‘no KPI/indicator’; ‘motivational issues (57)’; ‘promotional frustration’ and so on.

Table 4. 56 : NIS Challenges

SL No	Identified challenges	Total number of Respondents	%	Rank
1.	Corruption	84	28.47	4
2.	Intervention of political leaders	21	7.12	14
3.	Poor accountability and transparency	163	55.25	1
4.	Poor law and order	24	8.14	13
5.	Disobeying of religious culture	39	13.22	11

6.	Proper monitoring	128	43.39	2
7.	Traditional system	37	12.54	12
8.	Lack of awareness	113	38.31	3
9.	Inadequate of budget	75	25.42	7
10.	Lack of efficient civil officer	53	17.97	10
11.	Lack of willingness	81	27.46	5
12.	Responsibility to deliver service	16	5.42	15
13.	Lack of social value	68	23.05	8
14.	Lack of integrity & honesty	76	25.76	6
15.	Frustration about promotion system	15	5.08	16
16.	No defined indicator	11	3.73	17
17.	Ethical issue	9	3.05	18
18.	Motivational issue	57	19.32	9

Multiple responses to be counted; N= 295

4.10.5 Right to Information (RTI)

Bangladesh Government has enacted the Right to Information Act in 2009. The main purpose of this Act is to increase transparency and accountability, minimize corruption and establish Good Governance in Public Administration. The present Government is working in order to achieve Vision 2021-2041 and for that, it is essential to ensure good governance at all levels of society. It is to be noted that ensuring Good Governance is a precondition of accountability and transparency in Public Administration; and RTI is one of the key tools for ensuring accountability and transparency. This study explored to identify the challenges of RTI implementation in Public Administration. For the study purpose, respondents were asked to find out some major challenges of RTI in the context of civil servants and service delivery process. A number of challenges are identified by the respondents and these are presented in Table 4.57 below. According to the rank and number of respondents' responses, it was found that 'inadequate information (124)' is a big challenge for RTI implementation in ensuring accountability and transparency. Civil servants are the agents to implement RTI and practices of RTI in Public Administration as a tool for service delivery. Respondents replied that 'lack of RTI knowledge (116)' is a major challenge of RTI. Thus, civil officers must undergo more training or orientation on RTI, public sector training institutions should develop modules on RTI and organize training courses on RTI. In the same vein, 'lack of awareness (98)' has been identified

as a challenge; through proper training or orientation awareness can be built among the young civil servants or civil officers. To make them (civil servants) aware training programme or orientation training on RTI is a must. Here, respondents identified 'lack of training (74)' as a challenge of RTI understanding and its practices in Public Administration for ensuring accountability and transparency. Technical knowledge of RTI was equally given importance as a challenge. As RTI is an Act it requires legal knowledge. Therefore civil servants must know the legal perspective of RTI. Management challenges like monitoring, proper management, low salary, work pressure, coordination were also identified by the respondents.

Table 4. 57: RTI Challenges

SL No	Identified Challenges of RTI	Total number of respondents	%	Rank
1.	Lack of knowledge	116	39.32	2
2.	Lack of training	74	25.08	5
3.	Lack of monitoring	51	17.29	8
4.	Lack of accountability	68	23.05	6
5.	Corruption problem	46	15.59	10
6.	Proper management	33	11.19	15
7.	Work pressure	58	19.66	7
8.	Lack of information	124	42.03	1
9.	Political pressure	42	14.24	12
10.	Lack of coordination	35	11.86	14
11.	Lack of publicity	23	7.80	16
12.	Number of efficient officer	51	17.29	8
13.	Low salary	7	2.37	18
14.	Yellow journalism	43	14.58	11
15.	Lack of technical knowledge on RTI	84	28.47	4
16.	Lack of honesty	14	4.75	17
17.	Lack of awareness	98	33.22	3
18.	Absence of IT knowledge	39	13.22	13
19.	Lack of server storage	6	2.03	19

Multiple responses to be counted; N= 295

4.11 Identified Focal Point requirements or challenges in Social Accountability

4.11.1 Internal requirement and challenges

Nowadays, in every government office, as per Social Accountability tools, there is an assigned officer called Focal Point (FP). The role of FP has been presented in detail in the literature part. Here, empirical findings are explored and interpreted. In this study, respondents were asked through an open ended questionnaire. The questions broadly covered internal, external, political and technological requirements or challenges in public service delivery. Respondents identified a number of internal requirements or challenges. These are presented in Table 4.58. According to ranking and % value, ‘more training (47.46%)’ is required for the Focal Point Officer. The Focal Point Officer has to coordinate within the organization, SA alignment with organizational vision-mission, meeting call, coordinate with Cabinet Division, and so on. Thus, FP has to fully understand the SA tools and its implication with practices for public service delivery. The second issue of gathering knowledge (31.19%)’ was identified by the respondents. These two are laid in the same vein. The fact is that the number of FP who observe and monitors SA tools in a government office is only one; he or she has no helping hand. That is why respondents identified ‘manpower shortage (28.47%)’ as one of the most important requirements to the best practice of SA tools in government offices. Subsequently, some other identified requirements or challenges were: ‘skill development (24.07%)’, ‘infrastructure development (21.69%)’, ‘logistics support (20%)’, and so on.

Table 4. 58: Focal Point Internal Challenges/requirements

SL No.	Identified FP challenges/requirements	Total number of Respondents	%	Rank
1.	More Training	140	47.46	1
2.	Continuous implementation	43	14.58	9
3.	Gathering Knowledge	92	31.19	2
4.	Infrastructure development	64	21.69	5
5.	Work pressure	51	17.29	7
6.	Coordination	37	12.54	10
7.	Mindset to accept	13	4.41	15
8.	Emphasize on responsibilities	21	7.12	13
9.	Proper support service	17	5.76	14
10.	Skill development is required	71	24.07	4

11.	Budget issue	36	12.20	11
12.	Manpower requirement	84	28.47	3
13.	Logistics support	59	20.00	6
14.	Delegation of power	23	7.80	12
15.	Individual evaluation	48	16.27	8
16.	Categories of duties	9	3.05	17
17.	Enforcement	12	4.07	16

Multiple responses can be counted; N= 295

4.11.2 External requirements and challenges

Implementation of SA tools in Public Administration has a number of external challenges. Public Officers are to some extent aware of SA tools, but on the other hand, citizens are not at all aware of it and its practices in Public Administration. Respondents identified ‘citizen awareness (24.07%)’ as rank one. The second challenge or requirement identified was ‘office digitalization (14.92%)’; to make civil officers accountable towards the citizen, digitalization is a must. Implementation of SA tools in Public Administration requires everyone’s participation and cooperation. Respondent also identified ‘cordial cooperation (13.90%)’ as a requirement of Focal Point to deliver services. Results also revealed that corruption in Public Administration as a challenge (12.54%). Some more identified challenges of Focal Point are SA process (10.85%), manpower shortage (9.15%), the lack of service seeker awareness (5.08%), and misuse of power (4.75%) and so on in Public Administration service delivery.

Table 4. 59: External requirement or challenges

SL No.	Identified FP challenges/requirements	Total number of Respondents	%	Rank
1.	Citizen Awareness	71	24.07	1
2.	Understanding the process	32	10.85	5
3.	Cordial cooperation	41	13.90	3
4.	Manpower should be increased	27	9.15	6
5.	Need proper time management	23	7.80	7
6.	Corruption	37	12.54	4
7.	Service seekers aren’t aware at all	15	5.08	8
8.	Office digitalization is needed	44	14.92	2
9.	Misuse of power	14	4.75	9

10.	Interruption from other	7	2.37	10
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Multiple responses can be counted; N= 295

4.11.3 Political challenges

A number of Focal Point has identified political challenges/requirements and it is presented in Table 4.60 below. The first challenge or requirement identified by the respondent and scored rank 1 is ‘autonomy at work’ (17.27%). Results revealed that civil servants do not get autonomy or independence at office work and other interventions regarding decision making. Corruption was identified as ranking of 2 (15.59%) as a challenge of Focal Point in delivering services. Political negative intervention was also identified as a challenge (7.80%) for Focal Point. Some more challenges identified for the Focal Point of SA tools were: ‘political party preferences’, ‘political leader not aware of SA tools’, ‘mismanagement’, and so on.

Table 4. 60: Political challenges

SL No.	Identified FP challenges/requirements	Total number of Respondents	%	Rank
1.	Political negative intervention should be avoid	23	7.80	3
2.	Political party shouldn't take any preference	14	4.75	6
3.	Corruption should be removed	46	15.59	2
4.	Political leader aren't well informed	8	2.71	9
5.	Autonomy at work	51	17.29	1
6.	Mismanagement	23	6.78	4
7.	Free from corporate politics	18	6.10	5
8.	Influence on political party	13	4.41	7
9.	Political enforcement	6	2.03	11
10.	Free from local parties	11	3.73	8
11.	Unnecessary interruption	7	2.37	10

Multiple responses can be counted; N= 295

4.11.4 Technological challenges

Technological requirement or challenges for Focal Point of SA in Public Administration was identified by the respondents in this study. The identified challenges or requirements are presented in the following Table 4.61. The first requirement identified by the respondents was

‘training on ICT (28.14%)’. Now GRS and software-based APAMS SA tools are used. Thus, Focal Point should have ICT knowledge on SA tools and its use in Public Administration for service delivery. The second challenge identified was ‘knowledge on the online system (17.63%)’, as it is a requirement because SA tools are online-based both for public offices and citizens. Thus, knowledge is required on how to use SA tools online for delivering services towards the citizens. Therefore, an uninterrupted internet connection remains an urgent requirement as the respondents identified the need for ‘improvement in internet (15.93%)’ facility. Therefore, ICT infrastructure is important for online-based services. Next challenge or requirement is ‘IT professional development (12.20%)’, followed by ‘lack of electric device (7.12%)’, ‘internet speed (15.93%)’, ‘modern technology (8.14%)’ and so on.

Table 4. 61: Technological challenges

SL No.	Identified FP challenges/requirements	Total number of Respondents	%	Rank
1.	Training on ICT	75	28.14	1
2.	Knowledge on online system	52	17.63	2
3.	IT professionals development	36	12.20	4
4.	Improvement of internet speed	47	15.93	3
5.	Lack of electric device	21	7.12	7
6.	Low emphasize of those	3	1.02	13
7.	Low performance of BTCL	12	4.07	9
8.	Provide modern technology based utilities	24	8.14	6
9.	Efficient IT expert	18	6.10	8
10.	IT based Infrastructure development	8	2.71	11
11.	Database improvement	31	10.51	5
12.	Service update	9	3.05	10
13.	Independent server	6	2.03	12

Multiple responses cab be counted; N= 295

Chapter summary described that first of all this study demonstrates the respondent demographic characteristics. All the respondents are from public sector and they are career civil servants with high level of academic background. Respondents were distributed in three level of working place like as: Ministry, District and Upazila offices. Thus, it is a good combination of working

knowledge. Later on Social Accountability tools are measured with different items of variables. Descriptive statistical results are presented in this chapter. From the descriptive analysis it is found that civil servants have knowledge on those tools, but there is a deficiency between present and required level. Person correlation tables identified that respective SA tools are having a high relationship among the variable items. Mann Whitney U Test revealed that there is no difference in respect to gender and working place on their understanding of SA tools and good governance. The study has two model, ANOVA results confirmed that both model of good governance are significant. Apart from quantitative analysis, study underwent qualitative analysis as well. From the multiple response counted, study identified some of the challenges of SA tools and Focal Point challenges for ensuring good governance in public administration by using SA tools.

Chapter 5

Conclusion and Recommendation

5.1 Conclusion

Public Administration reform committee recommended good governance (PARC, 2000) to be practiced by public officers to ensure public service delivery. Therefore, civil officers have to be accountable and transparent. Here, Good Governance basically includes values and practices of legality, justice, the trust of laws and government procedures, institutional efficiency, civil officer efficiency, rule of law and so on. The present government has taken some initiatives to ensure accountability and transparency through using Social Accountability tools (APA, CC, GRS, NIS, & RTI) for better service delivery to citizens. The principal objective of SA tools is to ensure citizen engagement in public service delivery as well as to prepare accountable and transparent civil servants in Public Administration.

Bangladesh would like to be a developed country by 2041. And minimizing corruption and ensuring accountability & transparency in public service delivery are the highest level priority areas to achieve that goal. Cabinet Division of Bangladesh has developed five tools for ensuring Social Accountability, which will ultimately ensure accountability and transparency in Public Administration. As a catalyst public sector officials are responsible to utilize those tools at the office. Therefore, the objectives of this study were (i) to identify the knowledge gap of the public or cadre officials on APA; CC; GRS; NIS and RTI to ensure Social Accountability; and (ii) to examine impact of those five tools impact on Social Accountability and (iii) offer suggestions or recommendations by pointing out policy implications as well managerial functions. The study mostly depended on quantitative analysis, to a very limited extent on the qualitative approach as well. The study has emphasized to identify civil servants' capacity to practice those Social Accountability tools in Public Administration for ensuring public service delivery. Where, qualitative approach identified the challenges for civil officer and Focal Point (officer) perspective in their respective office or as a whole public administration.

In this study, a number of variables (SA related) measurement items are used and checked with Chronbach's alpha (reliability) and found items are coherent and consistent with a satisfactory level of the coefficient. This is one way to get validation of this study. Later on the descriptive

statistical results have confirmed that civil servants' competency, knowledge regarding SA tools were found to be less than the required level. Variables items correlation matrix proved that they are positively correlated with Good Governance practices in Public Administration. Irrespective of male or female it was found there is no competency difference among civil servants, as Mann Whitney U test results confirmed that there is knowledge difference in regard to SA tools. On the other hand, Mann Whitney U test results also has identified there is no basic differences among civil officers working in the field and central level offices. The reason is that civil servants (young civil servants) are trained with the almost same content and from the same public sector training institute.

This study formulated two models of regression equations to identify the influences of independent variables with the dependent variable and relationship. Model 1 has a significant relationship with Good Governance or accountability and transparency in Public Administration. Among the five tools of SA as independent variables, APA, CC and GRS have a positive and significant relationship with the dependent variable. Thus, the results revealed that these tools significantly influence the dependent variable (Good Governance). The rest of the independent variables such as NIS and RTI have a relationship, but not very significant.

Implementation of SA tools in Public Administration through civil servants requires efficient civil servants and good performance in their office work. Thus, the second model considered another independent variable called 'Performance Factor Attributes (PFA)' along with the other five independent variables. Therefore, the second regression model of this study composed of APA, CC, GRS, NIS, RTI and FPA. The regression model summary results revealed that Model 2 has a significant relationship with Good Governance (accountability & transparency) in Public Administration. Model 2 coefficient results revealed that APA, CC, GRS and FPA significantly influence the Good Governance or accountability & transparency in Public Administration for public service delivery.

In respect to civil servant attachment for practicing and implementing SA tools, major identified challenges are: Inadequate Knowledge on APA, HR requirement (efficient HR problem), Managerial function (Monitoring, cooperation), Training Programme for APA, Big data (information, database info) management, Lack of knowledge on CC, Lack of awareness on CC, Unwillingness etc.

According to Focal Point of SA tools implementation and practices in Public Administration, civil officer major requirement are: Training, Skill development, Political influence, Corruption, etc.

5.2 Recommendations

In view of the above findings, we suggest the measures to be undertaken:

- (a) Civil servant capacity is more important to render services to citizens and to understand the concept of SA tools to ensure transparency and accountability in Public Administration. Specific training on SA tools is required to update civil servants' knowledge and its practices in Public Administration.
- (b) Citizens' awareness training or orientation is also required for service better delivery in Public Administration. Citizens must understand SA tools and their uses/benefits as a service recipient.
- (c) Enhancing civil servants' performance to execute their respective job, require more knowledge on SA tools.
- (d) Challenges: Civil servants are playing a catalytic role in implementing all Social Accountability tools for better service delivery in Public Administration. In practicing these tools for rendering services, they face some challenges or obstacles such as: inadequate knowledge on those tools; lack of awareness on Social Accountability from citizen perspectives; lack of efficiency (civil servant perspective); less capable in management perspective; lack of training on Social Accountability tools; and some more. To overcome those challenges, civil servants must be equipped with adequate knowledge through training and orientation. Here training organizations should play a greater role to deliver skill-based training on Social Accountability tools for good governance.
- (e) Focal Point requirement: Focal Points are also civil servants, who are working in different public offices. Focal Point officers also face challenges in different areas. Especially knowledge gap is the major challenge. Sometimes the job description is not well explained by the authority. Thus, training in special areas is required. Focal Point officers have other duties as well; so they are under extreme work pressure. Exclusive work should be given to them so that they can perform their assigned job (practices SA tools) efficiently. Coordination along with own department, Cabinet Division, and service recipients are other major challenges from Focal Points' view. Focal point officers must

have the competencies to coordinate with Cabinet Division to update SA tools practices in Public Administration to ensure good governance.

Therefore, implementation and good practices of SA tools in Public Administration require everyone's participation and cooperation within the government as well as citizens to take care of supply as well as demand sides.

5.3 Policy Implications

Social Accountability tools are now given priority by the Bangladesh Government (Cabinet Division). APA is measuring organizational efficiency by the concerned ministry. Thus, nowadays, APA formulation for an organization is mandatory. Through APA individual performance can be measured. Therefore, APA can be a tool for individual performance measurement in lieu of ACR. For building of the capacity on APA as well as other tools for Social Accountability, a short training programme can be included in the training programme. The Government has 60-hour yearly training programme for all levels of staff; here these sorts of training could be included. On the other hand, citizens are not aware about these tools for transparency and accountability in Public Administration. So more orientation programme can be arranged for citizens awareness of Social Accountability tools and their uses for public service delivery. This will take care of the demand side of service delivery.

5.4 Academic contribution

This is a fundamental baseline survey on Social Accountability tools especially for capacity assessment and development in Public Administration to ensure transparency and accountability in the service delivery process towards the citizens. A significant study and research publications are there in academia on those tools, but no study was found on its measurement and reliability. This study has measured those five Social Accountability tools (APA, CC, GRS, NIS and RTI). Variables items consistency or association/coefficient are measured with the reliability test (Cronbach Alpha). This study has confirmed that variables items are very much consistent. Thus, study variables related to Social Accountability tools have been given validation and future researcher can work on it.

5.5 Limitation of the study

This study results are drawn mostly from a quantitative approach; where very less focus was given in the qualitative approach. Open-ended questions replied by the respondents have identified a number of challenges for practice and implementation of the Social Accountability tools in Public Administration. The answers also identified a number of challenges faced by the Focal Point as well as requirement of Social Accountability tools for civil servants in delivering services towards the citizens. Therefore, an exclusive qualitative study can be done in the future. On the other hand, the respondents of this study were young civil servants; and senior or mid-level civil servants were not considered as respondents. Therefore, in future civil servants working at multiple levels and hierarchy could be included as respondents.

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Annex 1

Questionnaire

Bangladesh Public Administration Training Centre

Savar, Dhaka-1343

www.bpatc.org.bd

“Platforms for Dialogue (P4D)”

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Research Title: *Assessing civil officers’ knowledge and capacity on Social Accountability tools- APA, CC, GRS, NIS and RTI to ensure good governance (accountability and transparency) for better public service delivery in public administration, Bangladesh*

(Respondents are requested to fill in the questionnaire carefully. This piece of work is approved by Cabinet Division, government has enacted Social Accountability tools such as Citizen Charter; Grievance Redress System; Right to Information; National Integrity Strategy and Annual Performance Agreement to combat corruption for good governance. Public offices, these tools are using to ensure good governance towards the citizen for public service delivery. Therefore, citizen satisfaction is dependent on civil officers’ behavior and public office performance at the workplace.

Respondents are requested to put his/her tick mark on the appropriate numeric number. In the left hand of the table, it is marked as present or current knowledge capacity status; on the right-hand side future requirement status of knowledge, is to be marked with tick only. Thematic Social Accountability tools items are listed in between the table. Your judgmental decision will make this report a fruitful one.]

Survey Questionnaire

Part A: Demographic information

1. Your Designation:.....
2. Name of office:
3. Work Place: Please mention your workplace: Tick only.
 - a. Ministry/Department: ☐
 - b. District: ☐

c. Upazila: ☐

5. Name of your cadre: ☐ Administration ☐ Foreign Affairs ☐ Police ☐ Tax ☐ Audit & Accounts
☐ Livestock ☐ Roads & Highways ☐ Fisheries ☐ Food ☐ Agriculture
☐ Railway ☐ Co-operative ☐ Family Planning ☐ Public Works
☐ Information ☐ Other.....(please mention)

6. Academic last degree:

7. Your length of service:

8. Gender: ☐ Male

☐ Female

Part – B: Questionnaire for Annual Performance Agreement (APA)

[Left-hand side indicates, the present status of knowledge on APA. Please put your appropriate tick mark in the range of 1 to 5 Liker Scale. Here, **5=Excellent; 4=Very good; 3=Good; 2=Fair; 1=Very poor.**

What competence, in terms of “Knowledge” and “Skills”, you require to discharge your present duties and responsibilities most competently? Please identify the “Knowledge” and “Skills” Needs at your position from the following scale by putting tick mark as a required level of knowledge for discharging service delivery. Here, the degree of requirements at a scale of 1 to 5 [where 1 = least required 5 = most required].

APA	Present status of Knowledge					APA	Required level of Knowledge				
Code	Scale of Weight					Themes/Areas of Competency	Scale of Weight				
1.	Annual Performance Agreement										
APA1	1	2	3	4	5	Understanding of APA	1	2	3	4	5
APA2	1	2	3	4	5	Formulating APA	1	2	3	4	5
APA3	1	2	3	4	5	Mapping APA with organizational activity	1	2	3	4	5
APA4	1	2	3	4	5	Design organizational vision-mission, objectives and indicator for APA	1	2	3	4	5
APA5	1	2	3	4	5	APA monitoring and Evaluation	1	2	3	4	5
APA6	1	2	3	4	5	Annual Performance and Measurement	1	2	3	4	5
APA7	1	2	3	4	5	APA outcome and Impact	1	2	3	4	5

APA8	1	2	3	4	5	KPI for APA	1	2	3	4	5
APA9	1	2	3	4	5	APA challenges	1	2	3	4	5
APA10	1	2	3	4	5	Capacity (Training) for APA	1	2	3	4	5
APA11	1	2	3	4	5	APA Software (APAMS)	1	2	3	4	5
APA12	1	2	3	4	5	Alignment APA with organizational goal	1	2	3	4	5
APA13	1	2	3	4	5	Knowledge on Annual Performance Evaluation Report (APER)	1	2	3	4	5

Part – C: Questionnaire for Citizen Charter (CC)

[Left-hand side indicates, the present status of knowledge on CC. Please put your appropriate tick mark in the range of 1 to 5 Liker Scale. **Here, 5=Excellent; 4=Very good; 3=Good; 2=Fair; 1=Very poor.**

What competence, in terms of “Knowledge” and “Skills”, you require to discharge your present duties and responsibilities most competently? Please identify the “Knowledge” and “Skills” Needs at your position from the following scale by putting tick mark as a required level of knowledge for discharging service delivery. Here, the degree of requirements at a scale of **1 to 5 [where 1 = least required 5 = most required]**.

APA	Present status of Knowledge					CC	Required level of Knowledge				
Code	Scale of Weight					Themes/Areas of Competency	Scale of Weight				
	Citizen's Charter										
CC1	1	2	3	4	5	Understanding 21nd Century Public Administration	1	2	3	4	5
CC2	1	2	3	4	5	Understanding Citizen Charter	1	2	3	4	5
CC3	1	2	3	4	5	Role of civil servant	1	2	3	4	5
CC4	1	2	3	4	5	Want of citizen, and service of citizen	1	2	3	4	5
CC5	1	2	3	4	5	Simplification of Citizen Charter for service delivery	1	2	3	4	5
CC6	1	2	3	4	5	Civil service awareness of Citizen Charter	1	2	3	4	5
CC7	1	2	3	4	5	Civil service training on Citizen Charter	1	2	3	4	5
CC8	1	2	3	4	5	Citizen knowledge on Citizen Charter	1	2	3	4	5
CC9	1	2	3	4	5	Understanding of help desk for Citizen Charter	1	2	3	4	5
CC10	1	2	3	4	5	Understanding of Citizen Charter format (2017)	1	2	3	4	5
CC11	1	2	3	4	5	Knowledge on Ensuring quality standard of citizen services	1	2	3	4	5
CC12	1	2	3	4	5	Knowledge on list of citizen benefit from office	1	2	3	4	5
CC13	1	2	3	4	5	Civil officer accountability on service delivery	1	2	3	4	5

CC14	1	2	3	4	5	Understanding vision, mission, citizen services, official services, and internal services	1	2	3	4	5
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Part - D: Questionnaire for Grievance Redress System (GRS)

[Left-hand side, the present status of knowledge on GRS. Please put your appropriate tick mark in the range of 1 to 5 Liker Scale. **Here, 5=Excellent; 4=Very good; 3=Good; 2=Fair; 1=Very poor.**

What competence, in terms of “Knowledge” and “Skills”, you require to discharge your present duties and responsibilities most competently? Please identify the “Knowledge” and “Skills” Needs at your position from the following scale by putting tick mark as a required level of knowledge for discharging service delivery. Here, degree of requirements at a scale of 1 to 5 [where 1 = least required 5 = most required.

GRS	Present status of Knowledge					GRS	Required level of Knowledge				
Code	Scale of Weight					Themes/Areas of Competency	Scale of Weight				
	Grievance Redress System										
GRS1	1	2	3	4	5	Understanding of GRS as a tool for good governance	1	2	3	4	5
GRS2	1	2	3	4	5	Knowledge on web based GRS Management	1	2	3	4	5
GRS3	1	2	3	4	5	Knowledge of GRS scope and nature (example: citizen, internal & institutional grievance)	1	2	3	4	5
GRS4	1	2	3	4	5	Knowledge on grievance redress officer, appeal officer, grievance management cell and its coordination	1	2	3	4	5
GRS5	1	2	3	4	5	Knowledge on appeal officer and its selection procedure	1	2	3	4	5
GRS6	1	2	3	4	5	Knowledge on formation of grievance redress cell	1	2	3	4	5
GRS7	1	2	3	4	5	Knowledge on verification of grievance	1	2	3	4	5
GRS8	1	2	3	4	5	Role of cell and member-secretary	1	2	3	4	5
GRS9	1	2	3	4	5	Understanding the role of District and upazila grievance officer	1	2	3	4	5
GRS10	1	2	3	4	5	Knowledge on public, staff and official grievance	1	2	3	4	5

Part – E: Questionnaire for National Integrity System (NIS)

Left-hand side, the present status of knowledge on NIS. Please put your appropriate tick

mark in the range of 1 to 5 Liker Scale. Here, 5=Excellent; 4=Very good; 3=Good; 2=Fair; 1=Very poor.

What competence, in terms of “Knowledge” and “Skills”, you require to discharge your present duties and responsibilities most competently? Please identify the “Knowledge” and “Skills” Needs at your position from the following scale by putting tick mark as a required level of knowledge for discharging service delivery. Here, degree of requirements at a scale of 1 to 5 [where 1 = least required 5 = most required.

NIS	Present status of Knowledge					NIS	Required level of Knowledge				
Code	Scale of Weight					Themes/Areas of Competency	Scale of Weight				
	National Integrity Strategy										
NIS1	1	2	3	4	5	Knowledge on understanding NIS	1	2	3	4	5
NIS2	1	2	3	4	5	Understanding NIS strategy for	1	2	3	4	5
NIS3	1	2	3	4	5	Knowledge on NIS vision	1	2	3	4	5
NIS4	1	2	3	4	5	Knowledge on NIS Mission	1	2	3	4	5
NIS5	1	2	3	4	5	Knowledge on NIS committee formation and its scope	1	2	3	4	5
NIS6	1	2	3	4	5	Understanding government institutions and NIS	1	2	3	4	5
NIS7	1	2	3	4	5	Understanding NIS and governmental (10) and non-governmental institutions (6)	1	2	3	4	5

Part – F: Questionnaire for Right to Information (RTI)

Left-hand side, the present status of knowledge on RTI. Please put your appropriate tick mark in the range of 1 to 5 Liker Scale. Here, 5=Excellent; 4=Very good; 3=Good; 2=Fair; 1=Very poor.

What competence, in terms of “Knowledge” and “Skills”, you require to discharge your present duties and responsibilities most competently? Please identify the “Knowledge” and “Skills” Needs at your position from the following scale by putting tick mark as a required level of knowledge for discharging service delivery. Here, degree of requirements at a scale of 1 to 5 [where 1 = least required 5 = most required.

RTI	Present status of Knowledge					RTI	Required level of Knowledge				
Code	Scale of Weight					Themes/Areas of Competency	Scale of Weight				

	Right to Information										
RTI1	1	2	3	4	5	Understanding of RTI very well and its application	1	2	3	4	5
RTI2	1	2	3	4	5	Objectives of RTI	1	2	3	4	5
RTI3	1	2	3	4	5	RTI Act 2009	1	2	3	4	5
RTI4	1	2	3	4	5	RTI and its action	1	2	3	4	5
RTI5	1	2	3	4	5	Subject matter of RTI	1	2	3	4	5
RTI6	1	2	3	4	5	Procedure for information distribution/delivery	1	2	3	4	5
RTI7	1	2	3	4	5	Information circulation and web site hosting	1	2	3	4	5
RTI8	1	2	3	4	5	Application procedure for getting information	1	2	3	4	5
RTI9	1	2	3	4	5	Appeal procedure for RTI	1	2	3	4	5
RTI10	1	2	3	4	5	Understanding RTI implementation steps	1	2	3	4	5

Part – G: Challenges

01. Civil officer challenges for providing services towards the citizen in respect to APA:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

02. Civil officer challenges for providing services towards the citizen in respect to Citizen Charter CC:

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.

03. Civil officer challenges for providing services towards the citizen in respect to Grievance Redress System (GRS):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

04. Civil officer challenges for providing services towards the citizen in respect to National Integrity Strategy (NIS):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

05. Civil officer challenges for providing services towards the citizen in respect to Right to Information (RTI):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10.

06. As you know in every office is having **Focal Point** on APA, NIS, CC, RTI, and GRS. For performing better as Focal Point, what sort of requirement he/she requires? Please list some of those in point format: **Challenges and Requirements can be identified separately.**

Organizational/Internal challenges/requirement:

1.

2.

3.

4.

5.

External challenges/requirement:

6.

7.

8.

9.

10.

Political challenges/requirement:

11.

12.

13.

14.

15.

Technological challenges/requirement:

16.

17.

18.

19.

Part H: Performance Factor Assessment as a civil officer:

Please assess yourself when you are working in your respective organization and task/responsibility. Rate your performance by using a 5-Point Liker scale. Range from 1 to 5.

Here, 5=Excellent; 4=Good; 3=Average; 2=Satisfactory; 1=Unsatisfactory. Please put your mark, where appropriate.

Code/SI	Factors	5	4	3	2	1
PF1	Knowledge of the job (a respondent respective job at workplace, all-around knowledge of the job including concept and techniques)	5	4	3	2	1
PF2	Planning of work (scheduling of one's assignment in order to meet deadlines)	5	4	3	2	1
PE3	Ability to achieve results (utilization of resources, target achievement, follow up system and coordination with departments)	5	4	3	2	1
PE4	Sense of responsibility (Ability to given assignments independently or with minimum supervision, willingness to take a decision)	5	4	3	2	1
PE5	Maintaining Discipline (sense of organizational discipline and ability to maintain it at the workplace)	5	4	3	2	1
PE6	Getting along with people (Clarity and effectiveness in communicating with supervisors, peers, and subordinates, handling of conflicts, levels of maturity in dealing with bosses and peers, ability to take feedback and correct oneself, attitude towards colleges and subordinates)	5	4	3	2	1
PE7	Teamwork and Cooperation (Ability to work with colleagues, peers and other departments, kind of participation in meetings, degree of involvement in teamwork)	5	4	3	2	1
PE8	Identification with organization (Sense of identification with the organizational goal, values, mission, client satisfaction)	5	4	3	2	1
PE9	Development of subordinates (ability to guide subordinates in their work assignment, the delegation of work, training & development for subordinates)	5	4	3	2	1
PE10	Approach to problem-solving (ability to seek alternative ways to solve a problem or meet a deadline within the rules of the organization)	5	4	3	2	1

Part I: Good Governance Practices in government offices for Public Service Delivery:

According to your honest understanding, how government offices are practicing in the following items to the satisfying citizen? Please rate the following items 1 to 5 scale. **Here, 5=Excellent; 4=Good; 3=Moderate; 2=Satisfactory; 1=Unsatisfactory.** Please put your mark, where appropriate

Cod/Sl	Items of good governance	5	4	3	2	1
GGP1	Practices of accountability	5	4	3	2	1
GGP2	Govt.offices are transparent	5	4	3	2	1
GGP3	Very much responsive	5	4	3	2	1
GGP4	Equitable to all	5	4	3	2	1
GGP5	Efficient	5	4	3	2	1
GGP6	Maintaining rule of law	5	4	3	2	1
GGP7	Participatory decision making	5	4	3	2	1
GGP8	Consensus (harmony) oriented	5	4	3	2	1
GGP9	Address RTI	5	4	3	2	1
GGP10	eNothi Management and Uses	5	4	3	2	1
GGP11	Practiced Grievance Redress System	5	4	3	2	1
GGP12	Practice KPI for employee appraisal	5	4	3	2	1
GGP13	Organizations do follow/practices Citizen Charter and list of services	5	4	3	2	1
GGP14	Uses of social media	5	4	3	2	1
GGP15	eMobile Court	5	4	3	2	1
GGP16	Work process Simplification (BPR)	5	4	3	2	1
GGP17	Innovation for quick service delivery	5	4	3	2	1

Thank You for Cooperation



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