

Full Length Research Paper

Professional satisfaction of public university instructors in Bangladesh: A case of Rajshahi University

Saiful Islam^{1*}, Dhanonjoy Kumar² and Solaiman Chowdhury¹

¹Department of Management Studies, University of Rajshahi, Rajshahi 6205, Bangladesh.

²Department of Management, Islamic University, Kushtia, Bangladesh.

Received 16 April, 2019; Accepted 30 May, 2019

Professional satisfaction commonly termed as job satisfaction or employee satisfaction has been one of the key contents of human resource management, organizational behavior, and industrial psychology. Satisfied employees can be more productive and can have significant contribution to organizational success. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Teaching is a noble profession. Instructors perform a noble duty in the country. Rajshahi University is the second largest public university in Bangladesh. More than eleven hundred Instructors are working here. The study was undertaken with an intention of assessing the degree of professional satisfaction of instructors of different disciplines and positions. Primary and secondary data have been used to achieve the objectives of the study. The questionnaires prepared for this purpose are applied to 205 Instructors who are currently working in Rajshahi University, Bangladesh. It was also intended to identify factors having strong influence on professional satisfaction of the respondents. 70.70% of the Instructors expressed satisfaction about their professional issues. Only 5.9% Instructors reported high satisfaction and 23.4% moderate satisfaction about their jobs. Study leave, scope to express ideas and views and pension facilities were identified as the most attractive professional factors by the respondents. No significant differences were observed between the degree of satisfaction and demographic profile of the respondents.

Key words: Public university instructors, professional satisfaction, Rajshahi University, Bangladesh.

INTRODUCTION

The term job satisfaction has been defined by scholars in many ways. According to Robbins and Coulter (2010), "Job satisfaction refers to a person's general attitude toward his or her job". Kalleberg (1977) opined that "Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are

presently occupying." Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." A large volume number of studies have identified two major groups of variables as important determinants of satisfaction. These groups are the

*Corresponding author. E-mail: msislam64ru@yahoo.com.

demographic characteristics of the employees and the characteristics of the work environment (Reiner and Zhao, 1999). Identification of personal and environmental factors determining job satisfaction, impact of job satisfaction on employee performance, relation between job satisfaction and turnover intentions, job satisfaction and employee commitment, influence of demographic characteristics (age, gender, experience, education, marital status) on employees satisfaction level are the main research questions addressed by the researchers.

Problem statement

Competent, committed and contented Instructors are prime preconditions of quality education of all levels. Tertiary education in Bangladesh is provided by public and private sector universities and private and government colleges. Quality education can produce skill manpower who will contribute for socio-economic development of a country. Well-designed curricula, better infrastructural facilities, and good education policy may not ensure quality education if Instructors do not feel satisfied with their jobs. Out of forty public universities Rajshahi University is the second largest university in terms of the number of students, Instructors, departments, institutes, in Bangladesh (Appendix Table A1). The highest numbers of students (36,606) are receiving higher education under 57 departments and 6 institutions. A total of 1157 Instructors, including 218 females of different disciplines are serving the university (Appendix Table A2). 64.31% of the university has higher professional degree, Ph.D. 45.20% of the Instructors are in the rank of professor, 25.84% are serving as associate professors, 24.81% are assistant professors, and only 4.15% are lecturers (Appendix Table A3 to A9).

Like other public universities, except the newly established ones, teacher selection in Rajshahi University is done only on the basis of academic records and performance of selection board. Normally toppers desire to be Instructors of university. The Instructors of most of the departments have moderate work load. Promotion policy like other public universities is liberal. Infrastructural facilities including transportation, residence, internet facilities are good. Instructors enjoy the right to form profession association, elect their representatives for Instructors' association and the syndicate, the highest executive authority of the university. Instructors enjoy liberty to express individual thoughts and opinions. Instructors of all ranks can take part in decision making process as a member of academic committee, professors as a member of faculty and academic council.

In Bangladesh some studies have been done on Instructors of private universities; few researches have been carried out on Instructors of both public and private universities to make a comparison between professional satisfaction of public and private sector universities. This

article is an outcome of a project executed under Annual Development Program (ADP) of Rajshahi University.

LITERATURE REVIEW

Research on job satisfaction is extremely an important issue to employers, managers, and policy makers as employees' satisfaction can greatly influence organizational success. Competent and committed employees can make efficient utilization of other organizational resources. Employees' commitment towards the job and the employing organization depends largely on their level of job satisfaction. The study on job satisfaction has a history of more than eighty years which began with the publication of Robert Hoppock's monograph on job satisfaction in the 1930's (Khaleque, 1984). Since then a huge number of studies have been done on employees of different professions both in developed and developing countries and in service and manufacturing sectors. According to an estimate of Locke (1976) more than 4000 articles had been published on this topic up to 1976. In Bangladesh a good number of studies have been done on employees of industries, banks, NGOs, and educational institutions.

Hossain, (1995) in his PhD dissertation on 'Job Satisfaction of Commercial Bank Employees in Bangladesh' observed that public sector bank employees were more satisfied with their job than the private sector bank employees and executives were more satisfied than non-executives. Propensity to quit the job was found significantly higher among the non-executives than the executives. The study identified significant positive correlation between job satisfaction and performance and significant negative correlation between job satisfaction and job stress, and job satisfaction and propensity to quit the job.

Ali and Akhter (2009) investigated level of job satisfaction among the faculty members of private universities of Bangladesh. The study concluded with the facts that faculty members were overall satisfied with their present condition, except the factors like training facilities and some physical facilities and distribution of courses. The study found no significant difference between male and female faculty members regarding job satisfaction.

Sadeghi et al. (2012) studied impact of demographic profile on academic staff's job satisfaction in Malaysian Research Universities. Results were analyzed in terms of intrinsic, extrinsic, and overall job satisfactions. The academic staffs were found to be at the moderate satisfaction level. Gender, academic rank, and age were identified as the influencing factors for academic staff job satisfaction, while their level of education was not.

Bari et al. (2013) concluded that freedom, career development plan, valuation of employees, learning programs, open and comfortable work environment and

good supervisory relations have positive impacts on employee attitude and performance in the workplace. The researchers suggested that factors having positive impacts on employee attitudes and performance should be rightly focused so that they can enhance the performance of employee and create a positive work environment which will also help grow the institute and its productivity.

Zaman et al. (2014) studied the job satisfaction of the faculty of private University in Bangladesh. The study revealed that salary and fringe benefits, opportunity for scholarly pursuit, course load, quality students, office and lab facilities, independency about work, professional relationship and interaction with other faculties, job security, relationship with administration, opportunity to develop new ideas, relationship with immediate superior/dept, head/Pro-VC/VC and opportunity for promotion e.t.c., significantly influence job satisfaction of faculty members in private universities in Bangladesh. In this study, it is found that only 8 percent are very satisfied about their job. Also 45, 40, 3.33 and 3.33% of the respondents are satisfied, neutral, very dissatisfied and dissatisfied respectively about their job.

Bochen et al. (2015) conducted a study on university Instructors of Shenyang, China. The objectives of this study were to assess the level of job satisfaction among university Instructors and to clarify the associated factors. The average score of overall job satisfaction was 69.71. The study revealed that turnover intention, occupational stress and chronic disease all had negative impacts on job satisfaction, whereas perceived organizational support, psychological capital and higher monthly income were positively associated with job satisfaction among the university Instructors. Age was also linked to the level of job satisfaction.

Kumar (2016b) conducted a comprehensive study on "Job Satisfaction of Commercial Bank Employees in Bangladesh: An Empirical study" The study indicated that public sector bank employees were more satisfied with their job than the private sector bank employees. The study found a significant positive correlation between job satisfaction and job related variables. The study showed that significant differences existed between employees of public sector banks and private sector banks regarding pay and increments. The employees of private sector banks were more satisfied with pay increments and revisions than those of public sector banks employees. The employees of public sector banks were more satisfied with job security than that of private sector banks employees.

Kumar (2016a) investigated impact of compensation on Instructors' job satisfaction of primary and secondary schools and college Instructors in Bangladesh. The study observed a significant relation between the compensation factors and the job satisfaction of the Instructors. Job advancement, job security, medical service facilities, promotion facilities, working environment, bonus and

other allowances and retirement allowances were reported as the important factors for Instructors' job satisfaction. Instructors were unhappy with their pay, promotion, retirement allowances, bonus and other benefits, medical facilities and transportation facilities.

Tilak and Lalita (2013) investigated the present level of job satisfaction among the private and govt. school Instructors. The study revealed that there was no significant difference in the level of satisfaction of male and female Instructors. The study also revealed that there was no significant difference in the level of satisfaction of government and private school Instructors.

Study objectives

1. To ascertain overall level of professional satisfaction of Rajshahi University Instructors.
2. To assess individual job facets satisfaction of Rajshahi University Instructors.
3. To identify job facets having more influence on professional satisfaction of the respondents.
4. To identify impact of demographic profile of respondents on their professional satisfaction.

Study hypotheses

To achieve the objectives of the present study, two null hypotheses were developed:

Ho: There is no significant impact of the job elements on Instructors' professional satisfaction.

Ho: There is no significant impact of demographic variables on the level of professional satisfaction.

METHODOLOGY

The study followed a quantitative approach to achieve the objectives of this study, which was descriptive in nature. There were six demographic variables such as age, gender, marital status, employment status, educational qualifications and faculties. Thirty two independent variables and one dependent variable 'Professional Satisfaction' were taken for investigation. Simple random sampling technique was used to collect the data. Both primary and secondary data have been collected for the purpose of the study. Five point Likert scale (0.01 to 1.00=Very Dissatisfied, 1.01 to 2.00 = Dissatisfied, 2.01 to 3.00 = Moderately Satisfied, 3.01 to 4.00 = Satisfied, 4.01 to 5.00 = Very Satisfied) had been used in the survey. A total of 205 respondents were taken from four category Instructors of Rajshahi University. In determining sample size Yamane (1967: P. 886) simplified formula was applied.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size (1157 Instructors), and e is the level of precision ($\pm 6\%$). The minimum sample size stood at:

Table 1. Reliability analysis of independent and dependent variables.

Cronbach's alpha	N of items
0.825	33

Source: Field Survey.

Table 2. Distribution of the respondents by job satisfaction.

Subject	Frequency	Percent	Valid percent	Cumulative percent
Very satisfied	12	23.4	23.4	23.4
Satisfied	145	70.7	70.7	94.1
Moderately satisfied	48	5.9	5.9	100.0
Total	205	100.0	100.0	-

Source: Field Survey.

$$n = \frac{N}{1+N(e)^2} = \frac{1157}{1+1157(0.06)^2} = 224$$

A total of 224 structured questionnaires were distributed among 224 Rajshahi university Instructors. Out of 224, 205 complete questionnaires were received. All types of data were processed through computer based Statistical Product and Service Solutions, an IBM software (Hejase and Hejase, 2013, P 58). Before feeding the data into a computer, all data were converted into numerical codes and the details of these coding were recorded in a code book. The descriptive statistics was based on frequency percentage, mean, standard deviation, crosstab analysis, correlation analysis and regression analysis.

RESULTS AND DISCUSSION

Analysis and interpretation of data

It is seen from Table 1 that the Cronbach's alpha value (α) was found 0.825 from 32 independent variables and 01 dependent variable, which was higher than the minimum acceptable level 0.70 suggested by Nunnally (1978). Though, according to Hejase and Hejase (2013, P 570), "the generally agreed upon lower limit for Cronbach's alpha is 0.70, although it may decrease to 0.60 in exploratory research."

Demographics analysis

78.5% (161 out of 205) were male and 21.5% (44 out of 205) were female. Also, 38.0% of the instructors belong to age group of 31 to 40 years, 28.8% instructors belong to the age group of 41 to 50 years. It is also observed that a moderate number, 14.1%, of instructors are with age of 51 to 60 years. The youngest instructors in the age group '25 to 30' years constituted 14.6%. Further, 92.2 % (189 out of 205) are married, 16 or 7.8% (16 out

of 205) of the respondents are unmarried. In terms of employment status, 33.2% (68) of the instructors were in the rank of Professor, 22.9% (47) of the instructors were Associate Professor, 23.4% (48) instructors were Assistant Professor and 20.5% (42) instructors were Lecturers. Moreover, 51.7%, (106) obtained PhD degree, 40.5% (83) obtained Master's Degree and above and 7.8% (16) earned MS/MPhil degree. Finally, 10.7% (22 out of 205) of the instructors belong to Arts Faculty, 30 or 14.6% of the instructors were in Business Studies Faculty, 43 or 21.0% of the instructors were in Science Faculty, 30 or 14.1% of the instructors were in Social Science Faculty, 6 or 2.9 % of the instructors were from Engineering Faculty, 62 or 30.2% of the instructors were from Life and Earth Science Faculty, 7 or 3.4% were from the Faculty of Agriculture, and 6 or 2.9% of the instructors represented the Law Faculty.

Table 2 provides information about general satisfaction level of Instructors. Results shows that 70.7% of respondents (145) were satisfied, 48 or 23.4% respondents were moderately satisfied and only 12 or 5.9% respondents were found to be very satisfied.

Table 3 reports the mean and standard deviation of the selected variables results show that among the group variables; 'Nature of the Job' has the highest mean value 4.39. It was followed by Job Security with mean value 3.84 and Promotion Policy with mean value 3.72. Autonomy in Job scored the lowest mean value 3.44. Mean value of salary and other financial benefit and working environment were 3.63 and 3.53, respectively.

Table 4 presents the correlations of demographic variables and dependent variables (Professional Satisfaction). The relationship is significant at $P = 0.01$ and $P = 0.05$ (2 tailed). Gender, age, marital status and faculty showed positive relation with professional satisfaction. Employment status and highest degree showed the negative relation with professional satisfaction.

Table 3. Distribution of independent and dependent variables according to mean.

Name of variable	Mean	Mean	Std. deviation	
Nature of the job (5)	Teaching require more intellectual ability and effort	4.72	0.61	
	Teaching is different from clerical and administrative job	4.57	0.65	
	Teaching is a severe activity	3.82	4.39	1.17
	Teaching in University is more prestigious	4.44		0.75
	I feel proud to be a teacher of RU	4.4		0.74
Salary and other financial benefits (5)	I feel I am being paid a fair amount for the work I do	2.29		1.17
	I am satisfied with the remuneration for exam related activities	2.55	3.63	1.12
	Study leave with pay is an attractive opportunity for university Instructors	4.36		0.62
	Study leave is treated as active service	4.07		0.95
	I think university Instructors deserve a separate pay structure	4.86		0.59
Working environment (5)	My department is supportive	3.9		0.91
	I work in a safe and comfortable environment	3.32	3.53	1.15
	I get enough support from my colleagues	3.48		1.02
	I feel encourage to come to work every day	3.68		0.91
	The environment of my class room and other teaching facilities and satisfactory	3.27		1.25
Autonomy in job (5)	Enough scope for self-development	3.75		1.06
	Work load is fairly distributed	3.39	3.44	0.96
	I can freely express ideas and views	3.42		1.18
	Equal opportunity to take part in decision making process	2.99		1.19
	Enough scope for research and higher studies	3.63		1.17
Job security (7)	University Instructors enjoy highest level of job security	3.93		0.95
	It is not easy terminate a teacher	3.83		0.91
	Health insurance policy of RU is satisfactory	3.3	3.84	1.11
	PF and Pension policy of RU is satisfactory	3.64		1.1
	Retirement time of RU is justified	3.8		0.92
	I think job security has a great impact on my performance	4.16		0.74
Promotion policy (5)	I think Provident fund and the Pension system are the security of my future	4.22		0.85
	Promotion policy of RU is well defined and well justified	3.49		1.11
	I am satisfied with my present position	3.97	3.72	0.76
	Promotion policy rightly considers the contribution of Instructors	3.2		1.13
	promotion criteria of RU are a bit liberal	3.77		0.82
Promotion policy of RU needs to be revised	4.15		1.11	

Source: Field survey.

Table 4. Correlations of demographic variables and dependent variables

Subject	Professional satisfaction	Gender	Age	Marital status	Employment status	Highest degree	Faculty (discipline)
Professional satisfaction	1	0.087	0.137(*)	0.007	-0.048	-0.060	0.128
Gender		1	-0.313(**)	-0.247(**)	0.202(**)	-.049	0.237(**)
Age			1	0.260(**)	-0.815(**)	.600(**)	0.023
Marital status				1	-0.321(**)	.282(**)	0.042
Employment status					1	-.722(**)	-0.011
Highest degree						1	0.088
Faculty							1

* Correlation is significant at the 0.05 level (2-tailed).** Correlation is significant at the 0.01 level (2-tailed).

Table 5. Model summary.

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.849(a)	0.721	0.670	0.29485

Source: Field Survey

Table 6. ANOVA (b)

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	38.725	32	1.210	13.919	0.000(a)
	Residual	14.953	172	0.087		
	Total	53.678	204			

Source: Field Survey

Tables 5 to 7 represent the regression analysis. The analysis shows that the R Square value is 0.721. It indicates that a good proportion of variation (72.10%) exists between the dependent variable (Instructors' job satisfaction) is explained by the total variation of the valid independent variables. From all the independent variables significant values of only three variables, (like; 1. Study leave is treated as active service; 2. I can freely express ideas and views and; 3. PF and Pension policy of RU is satisfactory) are less than the P value 0.05. It indicates that the Instructors think these three things are very important for their job satisfaction.

Major findings of the study

The main findings of the study conducted on "Professional Satisfaction of Public University Instructors in Bangladesh: A Case of Rajshahi University is summarized as follows:

The overall level of professional satisfaction Instructors revealed that (70.73%) (145 out of 205) were satisfied;

23.41% (48) were moderately satisfied and only 15.83% (12) Instructors were found to be very satisfied (Table 2).

Out of six group variables 'Nature of Job' earned the highest mean score 4.39. It was succeeded by 'Job Security' 'Promotion Policy' 'Salary and other Financial Benefits' with mean scores of 3.84, 3.72 and 3.63, respectively. 'Autonomy in Job' received minimum mean score 3.44 which was preceded by 'Working Environment' with mean score 3.53. Mean scores are indicative of degree of satisfaction of Instructors regarding group job facets. According to mean scores Instructors were very satisfied with 'Nature of job satisfied with 'Job security' 'Promotion Policy' 'Salary and other Financial Benefits' 'Autonomy in Job' and 'Working Environment' (Table 3).

Gender, age, marital status and faculty showed positive relation with professional satisfaction. Employment status and highest degree showed negative relation with professional satisfaction (Table 4).

Consideration of study leave as active service, freedom of expressing ideas and views, provident fund and pension policy gained more weights as facets of professional satisfaction (Table 5). Business, Science

Table 7. Coefficients (c)

Subject	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	0.203	0.479		0.424	0.672
Teaching require more intellectual ability and effort	0.029	0.052	0.034	0.551	0.582
Teaching is different from clerical and administrative job	0.014	0.039	0.017	0.351	0.726
Teaching is a severe activity	0.055	0.030	0.126	1.866	0.064
Teaching in University is more prestigious	0.035	0.052	0.050	0.664	0.508
I feel proud to be a teacher of RU	0.082	0.052	0.117	10.573	0.118
I feel I am being paid a fair amount for the work I do	-0.024	0.029	-0.054	-00.820	0.413
I am satisfied with the remuneration for exam related activities	0.033	0.037	0.072	00.901	0.369
Study leave with pay is an attractive opportunity for university Instructors	0.032	0.043	0.038	00.751	0.454
Study leave is treated as active service	0.092	0.042	0.171	200.214	0.028
I think university Instructors deserve a separate pay structure	-0.045	0.050	-0.052	-00.899	0.370
My department is supportive	-0.016	0.034	-0.028	-00.468	0.640
I work in a safe and comfortable environment	0.068	0.038	0.152	100.810	0.072
I get enough support from my colleagues	0.068	0.046	0.135	100.483	0.140
I feel encourage to come to work every day	-0.044	0.037	-0.078	-100.196	0.233
The environment of my class room and other teaching facilities and satisfactory	0.038	0.030	0.093	100.280	0.202
Enough scope for self-development	0.037	0.035	0.076	100.038	0.301
Work load is fairly distributed	0.016	0.037	0.030	00.423	0.673
I can freely express ideas and views	0.082	0.027	0.189	300.083	0.002
Equal opportunity to take part in decision making process	-0.007	0.034	-0.015	-000.194	0.847
Enough scope for research and higher studies	0.034	0.030	0.077	1000.116	0.266
University Instructors enjoy highest level of job security	0.002	0.035	0.004	0000.056	0.955
It is not easy terminate a teacher	0.043	0.034	0.077	10000.254	0.211
Health insurance policy of RU is satisfactory	-0.008	0.034	-0.017	-00000.240	0.810
PF and Pension policy of RU is satisfactory	0.151	0.035	0.324	400000.308	0.000
Retirement time of RU is justified	0.008	0.034	0.014	000000.238	0.812
I think job security has a great impact on my performance	0.072	0.039	0.104	1000000.847	0.066
I think Provident fund and the Pension system are the security of my future	-0.003	0.036	-0.005	-0000000.090	0.929
Promotion policy of RU is well defined and well justified	0.014	0.034	0.030	0000000.412	0.681
I am satisfied with my present position	0.029	0.040	0.042	0000000.718	0.474
Promotion policy rightly considers the contribution of Instructors	0.014	0.031	0.031	0000000.444	0.658
promotion criteria of RU are a bit liberal	0.069	0.038	0.110	1.833	0.069
Promotion policy of RU needs to be revised	-0.011	0.027	-0.024	-0.395	0.693

Source: Field Survey; a Dependent Variable: Job Satisfaction

and law faculty Instructors are comparatively more satisfied than other faculty Instructors.

CONCLUSION AND RECOMMENDATIONS

Employers, policy makers and academicians have been showing great concern about job satisfaction with the thought that satisfied employees can be more productive and can have significant contribution to organizational success. From this study it can be argued that if Instructors are well satisfied, they will be encouraged,

assured and will have positive feelings towards their job and this would result in job satisfaction. According to Kumar and Hossain (2017) extrinsic and intrinsic motivational factors have a positive influence on instructors' motivation. The instructors think that extrinsic factors have a greater effect than the intrinsic factors in their job, and they also think job advancement, job security, bonus and other financial facilities, and promotion facilities are the most important factors for their motivation. The findings imply that most of the Instructors are satisfied about their job. Instructors are putting more importance on consideration of study leave as active

service, freedom of expressing own ideas, and provident fund and pension policy. Therefore, the authority should address issues relating to common interest of Instructors to enhance teacher's job satisfaction. Based on the findings of the study, it can be concluded that public university Instructors in Bangladesh are satisfied about their job. This research can be good guidelines for human resource management practices in the education sector in Bangladesh. Some specific recommendations from the researcher's observation are given as follows:

1. Students' evaluation system may be introduced so that performance of Instructors can be judged by the main stakeholder of the university.
2. Equitable distribution of physical facilities among Instructors and departments.
3. Financial support, in the form of scholarship should be provided to young Instructors so that they can pursue higher degree.
4. Special recognition for extraordinary performance in research and teaching.
5. Promotion policy may be re-designed to induce teacher for better research and teaching.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

REFERENCES

- Ali T, Akhter I (2009). Job satisfaction of faculty members in private universities—in context of Bangladesh. *International Business Research* 2(4):167-175.
- Bari N, Arif U, Shoaib A (2013). Impact of Non-Financial Rewards on Employee Attitude and Performance in the Workplace. A Case Study of Business Institute of Karachi. *International Journal of Scientific and Engineering Research, Pakistan* 4(7):2554-2559.
- Bochen, Xue Shen, Li Liu, Yilong Y, Lie W (2015). Factors associated with job satisfaction among university teachers in northeastern region of China: A cross-sectional study. *International Journal of Environmental Research and Public Health* 12(10):12761-12775.
- Hejase A, Hejase HJ (2013). *Research Methods: A Practical Approach for Business Students* (2nd edition). Philadelphia, PA, USA: Masadir Inc.
- Hossain MM (1995). Job Satisfaction of Commercial Bank Employees in Bangladesh, an unpublished Ph. D dissertation, University of Dhaka.
- Kalleberg AL (1977). Work values and job rewards: A theory of job satisfaction. *American Sociological Review* 42:124-143.
- Khaleque A (1984). *Job Satisfaction and Work in Industry: Three Case Studies in Bangladesh*, University of Dhaka.
- Kumar D (2016a). Impact of Compensation Factors on Instructors' Job Satisfaction: An econometric focus. *Global Disclosure of Economics and Business* 5(2):67-76.
- Kumar D (2016b). Job Satisfaction of Commercial Bank Employees in Bangladesh: An Empirical Study. *ABC Journal of Advanced Research* 5(2):61-70.
- Kumar D, Hossain Z (2017). Impact of Extrinsic and Intrinsic Factors on Teachers' Motivation. *Australasian Journal of Business, Social Science and Information Technology* 3(1):19-27.
- Locke EA (1976). The nature and causes of job satisfaction. In Dunnette MD (ed.), *The Handbook of Industrial and Organizational Psychology*. Chicago: Rand McNally.
- Nunnally JC (1978). *Psychometric theory* (2nd edit.) mcgraw-hill. Hillsdale, NJ, USA. P. 416.
- Reiner MD, Zhao J (1999). The determinants of job satisfaction among United States air force security police: A test of rival theoretical predictive models. *Review of Public Personnel Administration* 19(3):5-18.
- Robbins SP (1997). *Organizational Behavior*. Prentice Hall.
- Sadeghi A, Zaidatol AL, Habibah E, Foo SF (2012). Demographic analysis on academic staff's job satisfaction in Malaysian research universities. *Pertanika Journal of Social Science and Humanities* 20(Supp):1-20.
- Tilak R, Lalita (2013). Job satisfaction among teachers of private and government school: a comparative analysis. *International Journal of Social Science and Interdisciplinary Research* 2(9):151-158. Available at: <http://indianresearchjournals.com/pdf/IJSSIR/2013/September/17.pdf>
- Yamane T (1967). *Statistics, introductory Analysis of problems*. New York: Harper and Row.
- Zaman S, Afrin J, Mahmud AL (2014). Job Satisfaction of University Teacher's: A Study on Private University in Bangladesh. *European Journal of Business and Management* 6(31):138-147.

APPENDIX

Table A1. Top five public universities in Bangladesh.

SL	Name of University	Number of faculty	Number of department	Number of institutions	Number of students	Number of instructors
01	Dhaka University	13	82	12	32251	2257
02	Rajshahi University	10	57	06	36606	1220
03	Chittagong University	09	43	09	23836	1179
04	Jahangirnagar University	06	34	03	16931	752
05	BUET	05	18	06	9780	686

Source: UGC, Annual report (2016).

Table A2. Faculty (discipline) and gender wise distribution of instructors.

SL	Name of faculty	Number of departments	Number of instructors		
			Male	Female	Total
01	Faculty of Arts	11	159	49	208
02	Faculty of Law	02	20	06	26
03	Faculty of Science	09	198	36	234
04	Faculty of Business Studies	05	84	13	97
05	Faculty of Social Science	10	129	35	164
06	Faculty of Life and Earth	07	114	34	148
07	Faculty of Agriculture	04	68	14	82
08	Faculty of Engineering	06	104	18	122
09	Faculty of Fine Arts	03	29	06	35
10	Institutions	06	34	07	41
Total (Dep. 57; Ins 06)		63	939	218	1157

Source: Compiled from Rajshahi University Diary (2018).

Table A3. Designation wise distribution of Instructors.

SL	Name of faculty	Designation of instructors				Total
		Professor	Associate Professor	Assistant Professor	Lecturer	
01	Faculty of Arts	88	53	64	03	208
02	Faculty of Law	05	12	09	00	26
03	Faculty of Science	125	63	43	03	234
04	Faculty of Business Studies	55	16	24	02	97
05	Faculty of Social Science	54	59	47	04	164
06	Faculty of Life and Earth	80	24	32	12	148
07	Faculty of Agriculture	41	22	13	06	82
08	Faculty of Engineering	40	30	43	09	122
09	Faculty of Fine Arts	16	09	05	05	35
10	Institutions	19	11	07	04	41
Total		523	299	287	48	1157

Source: compiled from Rajshahi University Diary (2018).

Table A4. Gender * job satisfaction cross tabulation.

Subject		Job satisfaction			Total
		Moderately satisfied	Satisfied	Very satisfied	
Gender	Male	41	111	9	161
	Female	7	34	3	44
Total		48	145	12	205

Source: Field survey.

Table A5. Age * job satisfaction cross tabulation.

Subject		Job satisfaction			Total
		Moderately satisfied	Satisfied	Very satisfied	
Age	25-30	10	20	0	30
	31-40	22	51	5	78
	41-50	8	48	3	59
	51-60	6	19	4	29
	Above 60	2	7	0	9
Total		48	145	12	205

Source: Field survey.

Table A6. Marital status * job satisfaction cross tabulation.

Subject		Job satisfaction			Total
		Moderately satisfied	Satisfied	Very satisfied	
Marital status	Unmarried	4	11	1	16
	Married	44	134	11	189
Total		48	145	12	205

Source: Field survey.

Table A7. Employment status * job satisfaction cross tabulation.

Subject		Job satisfaction			Total
		Moderately satisfied	Satisfied	Very satisfied	
Employment status	Professor	14	50	4	68
	Associate Professor	10	33	4	47
	Assistant Professor	14	33	1	48
	Lecturer	10	29	3	42
Total		48	145	12	205

Source: Field survey.

Table A8. Highest degree * job satisfaction cross tabulation.

Subject		Job satisfaction			Total
		Moderately satisfied	Satisfied	Very satisfied	
Highest degree	Masters	21	55	7	83
	MS/M.Phil	0	14	2	16
	PhD	27	76	3	106
Total		48	145	12	205

Source: Field survey.

Table A9. Faculty * job satisfaction cross tabulation.

Subject	Job Satisfaction			Total	
	Moderately satisfied	Satisfied	Very satisfied		
Faculty	Arts	12	10	0	22
	Business Studies	4	22	4	30
	Science	10	30	3	43
	Social Science	9	20	0	29
	Engineering	1	5	0	6
	Life and Earth Science	9	48	5	62
	Agriculture	3	4	0	7
	Law	0	6	0	6
Total	48	145	12	205	

Source: Field Survey.