

A Comparative Study on Job Satisfaction among the Teachers of Affiliated Public and Private Colleges of National University of Bangladesh with Special Reference to Dhaka City

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Abstract

This article aims to focus on the influential factors contributing to the satisfaction and dissatisfaction of the teachers of public and private colleges of Bangladesh with special reference to Dhaka city, a capital of Bangladesh.

For conducting the study, primary data have been collected using a structured questionnaire based on six-step Likert scale from survey on randomly selected 30 public and private colleges out of 64 colleges of Dhaka city which provide only undergraduate and graduate level of education under the National University (NU) of Bangladesh. However, as sample 250 college teachers from those 30 colleges have been selected following simple random sampling procedure. Various statistical techniques have been used to analyze the data for the study.

The study finds out that there are significant differences between public and private college teachers regarding job satisfaction. Analysis also shows gender disparity exists among their responses. However, this study suggests us how to handle the dissatisfaction of the college teachers.

The sample does not include all the leading public and private colleges that are affiliated by the National University of Bangladesh. It also does not include the college teachers from all over Bangladesh. Therefore, further research is needed considering all other NU affiliated colleges in Bangladesh extensively in near future.

The study attempts to gain insights into the job satisfaction levels and the disparity existing among the public and private college teachers who contribute to the growth and development of skill and learned human being for the country and the globe as a whole.

Keywords: Disparity, Job satisfaction, Public and private college teachers, National University Act 1992.

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1. INTRODUCTION

It is generally considered in all over the world that education is the backbone of a nation. Qualitative educational system can build up a resourceful nation with skilled human being and enhance such nation's overall growth and development. In Bangladesh, various universities provide higher education (undergraduate, graduate and postgraduate) in their own campus and affiliated colleges & institutes. Especially, general higher education except agricultural, medical or technical education in the whole of Bangladesh is conducted by various colleges and institutes affiliated by National University (NU) of Bangladesh that has been mandated by the National Parliament of Bangladesh through its 37 no. Act, the National University Act 1992. Here 'affiliated college' means any graduate (3 years long pass course), honors (4 years long program) and postgraduate (2 years or 1 year long program) degree college recognized by and affiliated to the National University in accordance with the provisions of this Act, the Statutes and the Regulations of this University (National University Act, 1992). At present, there are about 1700 affiliated public and private colleges and institutes of the National University of Bangladesh (http://www.nubd.info/degree-pass/college/college_details.php) situated at different places of Bangladesh that provide about 80% higher education of the country. These affiliated colleges are of two types as per their governance criteria- one is public and another is private. Public college teachers are recruited and paid salaries by the Ministry of Education, Government of the Peoples Republic of Bangladesh whereas private college teachers are recruited and paid salaries by the governing body of the private college. A successful educational system requires a high quality teaching staff. It is well known that for the proper education in a country like Bangladesh, high quality teachers are a primary necessity. As a result, in developing a high quality teacher, one step is to understand the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by various organizational research scholars and has been linked to organizational commitment as well as to organizational performance (**Ostroff, 1992**).

Job satisfaction has been defined as a general attitude toward one's job. It is in regard to one's feelings or state-of-mind regarding the nature of their work. According to **Robbins (1997)**, job satisfaction is the difference between the amount of rewards employees receive and the amount they believe they should receive. Again **Lockey (1970)** has opined that job satisfaction and dissatisfaction are the functions of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it. Analyzing various studies regarding job satisfaction, it has been found out that job satisfaction has multiple dimensions. Researchers like **Smith, Kendall and Hulin (1969)** have argued that job satisfaction is multidimensional; that is one may be more or less satisfied with one's supervisor, pay or workplace etc.

For the purpose of the study, the opinion regarding multidimensionality of job satisfaction of employees in the work places specially the job satisfaction of teachers of the academic institutions that are affiliated public and private colleges of the National University of Bangladesh situated at different places of Dhaka City of Bangladesh, has been followed. Here job satisfaction has been defined as an emotional response towards various facets of one's job. A person can be relatively satisfied with one aspect of his/her job and dissatisfied with one or more other aspects. Authors

also vary in opinions of what should be these factors or facets. According to Robbins (1997), finding summation of satisfaction regarding different job facets is a sophisticated approach of measuring job satisfaction and the five key elements are: nature of the work, supervision, present pay, promotional opportunities and relation with co-workers. Davis and Newstrom (1997) added 'immediate working condition' along with these five factors.

2. RELATED RESEARCH

Some demographic factors have influence on Job satisfaction as showed in some relevant research works. **Kalleberg and Lossocco (1983)** have showed that in USA, older workers are more satisfied than younger workers. **Shapiro and Stern (1975)** have found out that in USA, professional women are experienced getting lower levels of job satisfaction than their male counterparts. **Islam (1999a, 1999b)** has found out that in Bangladesh, the level of job satisfaction of Government employees is higher than that of NGO employees and male employees are more satisfied than women. In another study, **Rahman and Sarcar (1990)** have found out that among professional women, occupational stress is higher for unmarried ones.

Muttaqui and Shaikh (1988) have conducted a comprehensive research work through the Institute of Education and Research (IER) of Dhaka University during 1985-86 on the job satisfaction of the teachers of Dhaka University. **Alam (2003)** has conducted a research on the job satisfaction of female workers in different garment factories in Dhaka city and concluded the level of satisfaction is positively correlated with level of wages they get. **Mamun, Hossain and Islam (2005)**, in their study on comparative job satisfaction of senior male and female executives in Bangladesh, have showed that there are insignificant differences between male and female executives regarding satisfaction in different facets of job.

3. OBJECTIVES OF THE STUDY

It is a contemporary matter of interest whether or not those differences affect the job satisfaction of teachers of affiliated public and private colleges of the National University of Bangladesh. As a result, the present study is aimed to find out such disparity between job satisfaction of the teachers of these two types of affiliated colleges of National University of Bangladesh with special reference to Dhaka city through different dimensions and density of satisfaction levels.

More specifically the objectives can be furnished as follows:

- i. To find out the differences between satisfaction level of the public and private college teachers regarding nine job aspects: pay, benefit, advancement and growth, work itself, leadership, communication, performance feedback and recognition, colleagues, and stress.
- ii. To find out the differences between overall job satisfaction of the public and private college teachers.
- iii. To identify the factors responsible for satisfaction or dissatisfaction of the public and private college teachers.
- iv. To recommend the ways of improvement the state of job satisfaction of the public and private college teachers.

4. HYPOTHESES

The following hypotheses have been furnished considering demographic issues (college teachers' age, gender etc.) and nine other factors of job satisfaction.

- i. H₀: There is no significant difference between the public and private college teachers regarding the overall job satisfaction.
- ii. H₀: There is no significant effect of the age on overall job satisfaction score of college teachers.
- iii. H₀: There is no significant difference between the male and female college teachers regarding the overall job satisfaction.
- iv. H₀: There is no significant association between payment of college teachers and the overall job satisfaction.
- v. H₀: There is no significant association between benefit of college teachers and the overall job satisfaction.
- vi. H₀: There is no significant association between advancement and growth (promotion, research etc.) and the overall job satisfaction of college teachers.
- vii. H₀: There is no significant association between various facilities (work itself) of colleges and the overall job satisfaction of college teachers.
- viii. H₀: There is no significant association between leadership and the overall job satisfaction of college teachers.
- ix. H₀: There is no significant association between teamwork and communication of colleges and the overall job satisfaction of college teachers.
- x. H₀: There is no significant association between performance feedback and recognition from the authorities of colleges and the overall job satisfaction college teachers.
- xi. H₀: There is no significant association between relationship with colleagues of colleges and the overall job satisfaction of college teachers.
- xii. H₀: There is no significant association between stress at work and the overall job satisfaction of college teachers.

5. METHODOLOGY OF THE STUDY

Sample

A total number of 30 public and private colleges of Bangladesh, especially, from Dhaka city, have been randomly selected among 64 colleges of Dhaka city which provide only undergraduate and graduate level of education under the National University of Bangladesh and 250 college teachers (half are from public colleges and other half are from private colleges) as respondents from those 30 colleges have been selected further following simple random sampling procedure.

Survey instrument

A structured questionnaire has developed having 9 facets of job satisfaction which is addressed through 32 opinion statements to which the respondents are asked to react using a six-step Likert scale ranging from strongly disagree (1) to strongly agree (6). About two third of the items are stated in a positive manner and the other one third is stated in a negative manner: negative items are reverse scored assessing a value of 1 to 'Strongly Disagree' and 6 to 'Strongly Agree'.

At the end, in the questionnaire, a final item has been added: "I am satisfied with my job." This item has been intended to get the respondent's good reaction to the very general concept of job satisfaction.

Statistical methods for calculations

This study has been conducted on the association between overall job satisfaction and all other categories/factors along with some demographic factors to understand the influence on each other and vice versa through some statistical techniques like cross tabulations, chi-square tests, Cramer’s V and Pearson’s correlation coefficient and comparative study through the mean score differences of the public and private college teachers. This study has been conducted by the descriptive statistics (Mean and standard deviation) and statistical F tests following P-value.

6. FINDINGS AND ANALYSIS OF THE STUDY

- a. The questionnaire includes the indicators such as type of college, age of college teachers, gender of college teachers, durations of job and career path) and 32 other factors in the form of opinion with 6 scale under nine influential categories. In each category, there are 1 to 6 same types of questions/factors. Data then have been compiled and analyzed by using SPSS (Version 12.0).

To assess the association between the satisfaction level of public and private college teachers, statistical analysis like cross tabulation and chi-square test have been conducted. To understand the degree of association between the variables, Cramer’s V and Pearson’s correlation, coefficient r is observed. Both Table-1 and Table-2 shows the association and relationship between public and private college teachers of Dhaka city. Table-1 indicates the relationships between public and private college teachers which support the assumption of difference [Pearson Chi-Square 12.39^a, P = (2-sided) .03<.05 with 5 degree of freedom, Cramer's V = 0.39 and r = 0.14] between these two; that is, the Null hypothesis is rejected.

Table-1: Results of Association between Different Factors and Overall Job Satisfaction of College Teachers under the Study

Variables	Statements	Value of χ^2	P-values	Cramer’s V	Pearson’s r
Age	Age of the college teachers	131.38	0.51	.41	.02
Type	Type of college (Public or Private)	12.39	.03	.39	-.32
Gender	Gender of the respondents (Male/Female)	13.21	.00	.32	.12
Job Durations	Durations of job	25.17	.61	.00	.01
Job No.	Career Path	21.07	.61	.20	.02
Q 1	I feel I am being paid a fair amount for the work I do	49.13	.03	.31	.30
Q 2	My payment is equitable to the others in similar positions in other companies.	29.44	.37	.21	.11
Q 3	I feel satisfied with the rules for salary increases	41.23	.02	.29	.27
Q 4	I am well paid for examination duties	27.03	.24	.20	.08

Q 5	I am not satisfied with the benefits package I receive	35.31	.21	.22	.10
Q 6	There are benefits we do not have which we should have	22.09	.61	.15	-.05
Q 7	There are sufficient opportunity for research work in my college	40.02	.04	.29	.20
Q 8	I am satisfied with the rules and policies for promotion.	32.12	.22	.27	.19
Q 9	I think the authority is fair in giving promotion	36.13	.04	.22	.19
Q 10	I am not being used to my full capability	31.84	.22	.19	.05
Q 11	There are sufficient classroom facilities for providing quality service	26.12	.42	.20	.09
Q 12	There are sufficient library and internet facilities for providing quality service	51.23	.03	.41	.20
Q 13	I feel a sense of pride in doing my job	49.83	.01	.27	.33
Q 14	I feel my job is repetitive and boring	37.11	.03	.23	.34
Q 15	The campus area and facilities are satisfactory	40.18	.01	.23	.25
Q 16	The students are worthy of inducing quality teaching	47.21	.00	.31	.25
Q 17	Authority is very conscious about problems and benefits of teachers	24.46	.29	.13	.25
Q 18	Management takes my suggestion seriously	27.13	.21	.17	.12
Q 19	I often feel that I do not know what is going on within the college	27.49	.32	.22	.09
Q 20	Performance standards are well defined	25.15	.43	.31	.17
Q 21	I am happy with the teamwork and communications in the organization	47.29	.03	.43	.23
Q 22	When I do a good job, I receive the recognition for it that I should receive	31.29	.23	.23	.13
Q 23	Performance rating system is not properly designed	31.19	.10	.27	.09
Q 24	Teachers should not be rated by students	27.40	.52	.21	.08
Q 25	Performance feedbacks are communicated regularly	39.13	.21	.32	.17

Q 26	There are few rewards for those who work here	29.12	.17	.19	.22
Q 27	I like the people I work with	76.40	.00	.42	.30
Q 28	My colleagues are helpful and co-operative	57.03	.01	.31	.26
Q 29	I have too much to do at work	21.18	.39	.34	.06
Q 30	I don't have enough time for leisure and my family	41.09	.09	.19	.01
Q 31	I am satisfied with my job	--	--	--	--
Q 32	I always dream of a better job	47.29	.02	.31	.11

Source: Computed from survey data.

Analysis has supported the hypothesis (Hypothesis-3) of difference between male and female respondents regarding the job satisfaction of various aspects. Table-1 explains the results of highly significant associations [Pearson Chi-Square 13.21^a, P (2-sided) = .00<.05 with 5 degree of freedom, Cramer's V = .32 and Pearson's r = .12] between male and female college teachers. So, there is a significant difference between male and female college teachers regarding their opinions on overall job satisfaction. This is because of the social context of gender disparity where female respondents are supposed to be more relaxed and secured in the profession of teaching. So, the female respondents seem to be more satisfied than their male counterparts in this issue.

It is also observed that there is no significant association between the age of the respondents and overall satisfaction of the college teachers. Analysis shows that age distribution is asymmetrical and it ranges from 28 years to 59 years where most of the respondents are below 35 years of age. The hypothesis (Hypothesis-2) is obviously accepted [Pearson Chi-Square= 131.38, P (2-sided) = .51>.05 with 5 degree of freedom, Cramer's V = .41 and Pearson's r = .02]. It suggests that both the teachers of public and private colleges do not differ on their opinion of job satisfaction considering no matter of senior or junior in age. So, age has no impact on job satisfaction of the college teachers.

There are four (Table-1: Q-1 to Q-4) questions regarding payment of college teachers in the questionnaire for the study. Statistical results of the chi-square test along with P-values are calculated to observe the association between payment and overall job satisfaction (Hypothesis-4). The results support the concept of strong association between the variables 'feeling on payment' and 'rules for salary increase' (Q-1 and Q-3). For Q-1: Pearson Chi-Square 49.13, P (2-sided) = .03<.05 with 5 degree of freedom, Cramer's V = .31 and Pearson's r = .30). For Q-3: Pearson Chi-Square 41.23, P (2-sided) = .02<.05, Cramer's V= .29 and Pearson's r =.27). The result differs on Q-2 and Q-4 where there is no significant association between overall job satisfaction and rules for salary increase. The opinion differs because the rules of salary increase also differ within and between private and public colleges.

The null hypotheses (Hypothesis-5) on the association between overall job satisfaction and two other factors i.e., 'satisfaction with the benefits packages received' and 'opinion on benefits' of the college teachers are accepted. There are two questions for analyzing this hypothesis in the questionnaire for the study. From the statistical analysis, it has been found out that for Q-5: Pearson Chi-Square 35.31, P (2-sided) = .21, Cramer's V= .22 and Pearson's r = .10, and for Q-6:

Pearson Chi-Square = 22.09, P (2-sided) = .61, Cramer's V= .15 and Pearson's $r = -.05$. So, the results indicate that there is no association between benefit package received and overall job satisfaction among college teachers.

The null hypotheses (Hypothesis-6) on the association between advancement and growth (promotion, research etc.) and the overall job satisfaction of the college teachers are accepted. From the statistical analysis of the responses in the questionnaire, the results clearly indicate that there is no association between advancement and growth (promotion, research etc.) and the overall job satisfaction of the college teachers.

There are 5 questions (Table-1) on 'work itself' category (Hypothesis-7). Among the five variables expressed, all have highly significant associations with overall job satisfaction. So, the decision can be finalized in this regard that library, internet, campus area etc. are very significant issues for job satisfaction of the college teachers.

Leadership category has only two questions (Table-1: Q-17 and Q-18) in the questionnaire of the study and the hypothesis regarding this category (Hypothesis-8) postulates that there is no association between leadership (consciousness about the problems and benefits, and suggestion to management). Both the results indicate that the hypothesis is accepted i.e., these factors are not very important regarding satisfaction of college teachers.

It can easily be found from the analysis on teamwork and communication (Hypothesis-9) which states the relationship between overall job satisfaction and communication plus performance standard is accepted for both the factors/variables. Table-1 gives the strong evidence in favor of no relationship (Chi-Square = 47.29, P-value = .03, Cramer's V = .43 and Pearson's $r = .23$).

Similar type of test regarding the performance feedback and recognition from the authority (Hypothesis-10) shows that there is no statistically significant association between overall job satisfaction and all others factors. The hypothesis is accepted for all the factors under study (Table-1: Q-22 to Q-26).

Study on the relationship between overall satisfaction of the college teachers and their relationship with colleagues (Hypothesis-11) shows strong evidence of association between these two variables (Chi-square = 76.40, P-value = .00, Cramer's V = .42, Pearson's $r = .30$ and Chi-square = 57.03, P-value = .01, Cramer's V = .31 and Pearson's $r = .26$). Therefore, it can be said that the satisfaction of the college teachers to some extent, are obviously related with the relationship with their colleagues.

The study in most of the cases has depicted evidence in favor of dissatisfaction by many respondents but a good number of respondents have showed positive attitudes (Q-27 and Q-28) and opinion regarding their colleagues and overall satisfaction as well. This is perhaps because beside much other dissatisfaction they can seek sympathy and support from their colleagues by sharing many of the academic and non-academic issues. So, this is quiet expected that this satisfaction has strong association with relation to their colleagues. The results of these are shown in Table-1: Q-27 and Q-28.

To observe the association between overall satisfaction and stress (Q-29 Q-30), all the above statistical measures were taken and found that there is significant evidence of association with these two factors (Pearson Chi-Square 21.18, P (2-sided) = .39, Pearson's $r = .06$ and Cramer's V= .34). But it immediately turns to negative relation with a significant rate when dissatisfaction

occurs due to many other factors that an employee's minimum expectation meets. From the analysis of this study, this concept is supported by the acceptance of the null hypothesis of no association between the variables under this study.

- b. A comparison between the opinions of public and private college teachers on job satisfaction has been established following F test of mean difference with 5% level of significance. The results of comparison are shown in Table-2. Among 32 variables observed, a total number of 15 factors have been found significantly different. For other variables there is no significant difference between the mean score of public and private college teachers. Among the factors some have been highly significant (Q 2, 5, 15, 20, 27 and 32). For each of the question the P-value is found to be almost .000, which means the null hypothesis of difference between the score of public and private college teachers is rejected. Therefore, we can expect some disparity on the satisfaction between public and private college teachers. Some of the similarities and dissimilarities are analyzed below.

Table-2: Mean Difference Test on Job Satisfaction Index of Public and Private College Teachers in Dhaka City under the Study

Vari-ables	Statement	Public (College Teachers)		Private (College Teachers)		Total Mean	Comparison between Public-Private (College Teachers)	
		Mea n	SD	Mea n	SD		F test	Sig (α)
1	I feel I am being paid a fair amount for the work I do	2.89	1.29	3.07	1.28	2.98	12.32	.005
2	My payment is equitable to the others in similar positions in other companies.	2.23	1.12	3.58	1.54	2.89	15.45	.001
3	I feel satisfied with the rules for salary increases	3.21	1.53	3.51	1.79	3.09	1.76	.814
4	I am well paid for examination duties	2.28	1.01	2.12	1.32	2.06	19.14	.004
5	I am not satisfied with the benefits package I receive	3.26	1.18	3.83	1.54	3.63	7.68	.001
6	There are benefits we do not have which we should have	4.82	1.65	4.46	1.84	4.87	1.27	.652
7	There are sufficient opportunity for research work in my college	3.87	1.55	3.37	1.99	3.50	3.42	.468
8	I am satisfied with the rules and policies for promotion.	3.99	1.85	3.21	1.18	3.39	4.09	.356
9	I think the authority is fair in giving promotion	3.45	1.24	3.79	1.68	3.42	2.124	.351

10	I am not being used to my full capability	3.14	1.56	2.90	1.65	3.22	7.326	.008
11	There are sufficient classroom facilities for providing quality service	3.22	1.03	4.34	1.01	4.08	3.216	.263
12	There are sufficient library and internet facilities for providing quality service	3.24	1.46	4.12	2.13	3.23	1.98	.564
13	I feel a sense of pride in doing my job	5.34	.56	4.44	.69	4.78	12.658	.009
14	I feel my job is repetitive and boring	4.66	1.59	3.69	1.47	4.47	8.754	.097
15	The campus area and facilities are satisfactory	4.68	1.63	3.47	1.31	4.58	19.012	.001
16	The students are worthy of inducing quality teaching	4.34	1.07	3.85	1.45	4.13	10.256	.027
17	Authority is very conscious about problems and benefits of teachers	3.35	2.47	3.89	1.87	3.22	2.158	.873
18	Management takes my suggestion seriously	3.87	1.54	3.33	1.87	3.01	8.124	.032
19	I often feel that I do not know what is going on within the college	3.12	1.57	4.09	1.60	3.69	5.639	.457
20	Performance standards are well defined	3.22	1.76	4.22	1.24	4.00	8.007	.000
21	I am happy with the teamwork and communications in the organization	3.01	1.58	3.78	1.59	3.88	10.983	.002
22	When I do a good job, I receive the recognition for it that I should receive	2.96	1.87	2.87	1.95	2.99	2.127	.692
23	Performance rating system is not properly designed	3.68	1.23	3.55	1.80	3.50	2.2871	.766
24	Teachers should not be rated by students	2.69	1.47	3.66	1.77	3.03	1.881	.784
25	Performance feedbacks are communicated regularly	2.51	1.53	3.77	1.64	3.04	12.028	.002
26	There are few rewards for those who work here	3.38	1.69	3.73	1.54	3.09	1.124	.769
27	I like the people I work with	4.85	1.23	5.08	.99	5.09	9.587	.001

28	My colleagues are helpful and co-operative	4.76	1.45	5.42	1.00	5.03	17.425	.003
29	I have too much to do at work	3.21	1.12	3.02	1.68	3.09	10.241	.051
30	I don't have enough time for activities and my family	3.56	1.53	3.09	1.89	3.33	6.587	.556
31	I am satisfied with my job	4.24	1.19	4.78	1.57	4.50	12.543	.002
32	I always dream of a better job	4.13	1.87	2.01	1.92	3.39	20.547	.001

Source: Computed from survey data.

In response to the question relating to overall job satisfaction 'I am satisfied with my job', both the groups responded positively. But there is wide disparity among the satisfaction level of public and private college teachers of Dhaka city (Public mean 4.68 with a standard deviation of 1.19 and Private mean 4.03 with a standard deviation of 2.09). The difference in their overall satisfaction is statistically significant ($F = 12.543$ and $P\text{-value} = .002$). Same type of result is observed in the responses to the statement 'I am not satisfied with the benefits package I receive'. With response mean of 3.26 private college teachers have clearly lower satisfaction in this field than public college teachers (response mean 3.83). This difference is of course significant ($F = 20.547$ and $P\text{-value} = .001$).

Private college teachers profoundly show that they like to switch their job and look for a better job (response mean 4.13 with s.d. 1.87) whereas public college teachers in fact do not have the option of frequent changing the current job (response mean 2.01). Also there exist a highly significant difference ($F = 24.74$ and $P\text{-value} = .000$). Teachers of both public and private colleges have strongly expressed that they feel pride about their profession (Public mean 5.22 and Private mean 4.46). However, the difference of their mean response is significant ($P\text{-value} = .002$).

Private college teachers clearly show lower satisfaction than the public college teachers regarding the campus area and facilities where they work (Public mean 4.68 > Private mean 3.47). The differences in their response mean is very significant ($P\text{-value} = .001$). They also show lower satisfaction regarding the utilization of capability (response mean 2.90) than the public college teachers (response mean 3.14). Their opinion differs quite significantly ($F = 7.326$ and $P\text{-value} = .008$).

Public college teachers generally oppose that their job is repetitive and boring (mean 4.66) while private college teachers are not so positive in this field (mean 3.69). In this regard, they differ quite significantly ($F = 8.754$ and $P\text{-value} = .097$). Again both the groups showed positive attitudes about the quality of students they teach; but a significant difference is observed from the $P\text{-value} = .027$.

For the nine factors discussed above, the score of public college teachers seems to be higher than the score of private college teachers. Public college teachers feel that they are in better position regarding a good number of factors related to job satisfaction except some few exceptions.

In responses to the statement 'My payment is equitable to the others in similar positions in other companies', public and private college teachers differ. With response mean of 2.23 public college teachers feel that they are lower paid than the private college teachers (response mean 3.58). This difference is strongly significant ($F = 15.45$ and $P\text{-value} = .001$). Again public college teachers clearly show lower satisfaction than the private college teachers in the responses relating to the

performance feedback they get from the authority (Private mean 3.77>Public mean 2.51). The differences in their response mean is very significant (P-value = .002) as well as the statement 'I feel I am being paid a fair amount for the work I do'. With response mean of 3.07 private college teachers feel that their payment is not fair relating to their workload (F = 12.32 and P-value = .005).

Public college teachers feel that their performance standard is not properly defined (mean 3.22) whereas private college teachers have responded positively to this statement (mean 4.22). Their difference of opinion is showed through the F= 8.007 and P-value= .000. Teachers of both public and private colleges have positively responded about their relationship with colleagues. However, the private college teachers are more positive than the public college teachers in this case and this difference is significant (F = 9.587 & 17.425 and P-value = .001 and .003).

Interestingly it has been found out that teachers of both public and private colleges negatively responded to the statement 'When I do a good job, I receive the recognition for it that I should receive' (Public mean 2.96 whereas Private mean 2.87). There is no significant difference in their responses in the field (F= 2.127 and P-value = .692). Both the groups of teachers have showed lower satisfaction about the rewards they get from the authority for their performance.

7. LIMITATIONS OF THE STUDY AND FURTHER RESEARCH OPPORTUNITIES

The major limitation of the research is that the sample size has been determined only depending on the public and private colleges situated in Dhaka city that are the affiliated colleges of National University of Bangladesh. But there are about 1700 affiliated colleges of the National University of Bangladesh which provide about 80% higher education of the country. As a result, the sample does not include all the leading public and private colleges and also teachers from all the over Bangladesh for the study. Although the study has been conducted based on realistic hypotheses, it is less applicable on the total population.

However, more arguments and analyses with constructive critics can not be developed through literature review extensively due to the scarcity of previous research findings regarding the job satisfaction of the teachers of such affiliated public and private colleges of Bangladesh. So, there is opportunity for further research considering all other affiliated public and private colleges all over Bangladesh extensively in near future.

There might be differences among teachers of different fields regarding job satisfaction as identified by **Muttaqui and Shaikh (1988)**. So, there is scope for more comprehensive studies focusing such differences. Nevertheless, some other techniques like Mean Score of Relative Importance (MSRI) of satisfaction scoring (**Alam, 2005**) sometimes could be more applicable than this year long practiced procedure (MSQ). Simple random sampling for the affiliated colleges instead of subjective sampling will be more appropriate for this study.

8. CONCLUSION AND RECOMMENDATION

A comparative study on the private and public college teachers reflects similarity and dissimilarities of the two groups in some of the factors. Out of a total number of 37 factors studied, 14 factors seem to be associated with overall job satisfaction. Among 12 considered hypotheses, 6 are accepted. Therefore, those factors have no association with the gut reaction

about overall satisfaction. The mean differences are found to be highly significant on some factors like rewards for work, recognition, authority's unconsciousness etc.

Results from this study have shown that gender of respondents has highly significant influence on job satisfaction while age and job experience did not affect their attitudes. Female respondents have been found more satisfied than their male counterparts. On the other hand, type of colleges has been found to be an influential factor in case of overall job satisfaction. Also NU affiliated public college teachers are more satisfied than the NU affiliated private college teachers. This is due to the flexibility and independence enjoyed by public college teachers.

This study shows that teachers are very sensitive on payment. Although in Bangladesh, there exists a clear disparity between the salary structure of public and private colleges, both the authority should revise the salary structure. Higher salary and other admissible benefits should be provided for the betterment of the teachers and to attract and keep the meritorious in this profession. They should include teachers as well as their opinions in salary restructuring. At the same time, teachers are dissatisfied on opportunity of research work and fair promotion procedures. It is true that there are similar rules and policies for promotion in all the public colleges. But the problem with private colleges is somewhat different as most of them have no structured rules and policies for promotion. Unbiased decisions on promotion can increase satisfaction of teachers in this regard.

Analysis from this study also reveals that private college teachers are enjoying modern classroom equipments and technological facilities than public college teachers. It has been come out as a significant factor for their overall job satisfaction. Most of the respondents think that the authority is not very conscious about problems and benefits of teachers. The public colleges suffer from bureaucratic red-tapism in many instances and subsequently the reaction of authority towards needs and demands of teachers is delayed. Authorities should arrange regular formal meetings with teachers to hear their suggestions and also try to value them.

Private college teachers clearly show lower job satisfaction regarding the campus facilities. This problem can be solved only if private colleges try to develop their campus facilities. Another point of dissatisfaction is boredom of job as there is lack of opportunity to teach variety of subjects. This dissatisfaction can be reduced through redesign the course, syllabus and curricular activities. Again, both the groups showed general dissatisfaction about the lack of performance feedback. Authorities should try to provide proper performance feedback to the teachers in this regard. They can develop a performance feedback system with provision for monetary and non-monetary rewards.

Finally, relationship with colleagues has been come out as an important factor for the respondents. However, the private college teachers are more positive than the public college teachers in this connection.

Despite many other dissatisfaction factors of different degrees, respondents showed very positive attitudes towards the sense of pride with their job. It truly reflects the optimism of teachers. College teachers are proud of the prime philosophy of teaching although their salary structure is relatively low. So the authority of all the colleges should consider for providing higher satisfaction to the teachers to uphold such optimistic attitudes of the teachers in the future.

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