



COLLEGE TEACHERS JOB SATISFACTION: A COMPARATIVE PARADIGM BETWEEN BANGLADESH CIVIL SERVICE AND NON-CIVIL SERVICE

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ABSTRACT

This paper aims to investigate college teacher job satisfaction in civil service (government colleges) and non-civil service (new government colleges) in Bangladesh. A survey method employing a quantitative approach was used to conduct comparative research. Convenient sampling was used to obtain data from 200 teachers (100 from the government college and 100 from the new government colleges) and 10 colleges (5 from the government and 5 from the new government colleges). The Chi-Squared independence hypothesis test reveals statistically significant variations in the degree of agreement for several of the questions on the Job Satisfaction scale between the government and the new government college teachers (salary, promotion, benefits, coworkers, type of work done, and communication within the organization). Based on teachers' demands and perceptions, suggestions have been made for educational management to incorporate professional and personal views connected to Job satisfaction.

INTRODUCTION

The most crucial skilled professional for the country's future is college teachers. As a result, it comes as no surprise that many college instructors are unsatisfied with their careers today. College professors' job happiness is beneficial not just to themselves but to society as a whole. It boosts college productivity and classroom success. The job of the teacher in any culture is critical to its well-being. Teachers are a source of advice for students at all stages of their academic careers. Instructors who are happy with their jobs can devote more time and effort to their obligations.

Students are one of society's most valuable assets. The well-being of society is dependent on its pupils since they are the individuals who will be responsible for society's future prosperity, and the role of the teacher in reaching this aim is critical.

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Teachers are a source of advice for students at all stages of their academic careers. People want to work in institutions as well as in service industries where they are fulfilled. Job dissatisfaction reduces performance (Bretz & Thomas, 1992); it increases turnover and intent to leave (Motowidlo, 1983); and it causes absenteeism (Bretz & Thomas, 1992). (Weiner, 1980). However, how far such job satisfaction is provided in the jobs of college professors is a critical problem in the field. When teachers are happy with their jobs, they can devote more time and effort to their obligations. Job satisfaction has become a major concern in today's globalized environment. It is critical to any educational system's long-term success across the world. In this context, work satisfaction refers to a teacher's capacity to satisfy their needs and enhance their job/teaching performance. When one is happy with one's actions, knowledge, skills, and competencies emerge. As a consequence, if a college teacher wants to do productive activities at the college, he or she must be satisfied with their actions.

The purpose of this study is to compare job satisfaction among new government college teachers and teachers in government colleges. The importance of teachers in our culture cannot be overstated. The quality of education is directly proportional to the quality of instructors. The future of the pupils is designed by the teachers. A teacher who enjoys their profession is more likely to work well and efficiently. When instructors are stressed, they are unable to be happy with their work, which has a detrimental influence on the profession. As a result, it's critical to pinpoint the elements that impact instructors' happiness with their jobs. Teachers may work marvels in changing students' raw ingredients into wonderful end products, such as whole human beings who are accountable.

Since Bangladesh's independence, there has most likely been no study on this subject. It is really important as initial research. Policymakers and top-level management will have opinions on a variety of characteristics of work satisfaction among university professors. The findings of this study will aid them in taking suitable initiatives to improve people's overall job satisfaction in Bangladesh. After all, the study's findings can assist the government, policymakers, and college authorities in developing effective efforts to address the problem and improve the degree of work satisfaction among government college professors to improve college education.

The current study's scope is confined to assessing work satisfaction among government college instructors appointed by the Public Service Commission (BCS cadre) and new governmental college teachers appointed under the Nationalization Act of 2018 (non-cadre) in Bangladesh. In the Chittagong Division, the study includes both types of government college professors. Structured questionnaires and FDG

(focused group discussion) interviews, among other methods, were utilized to collect data.

Morale, motivation, and work satisfaction are all factors that influence instructors' engagement and commitment. Motivation and work satisfaction are crucial in all companies, including colleges. Teachers are the important actors in educational institutions who guarantee that the organization's aims and objectives are met, and they are the individuals who mold students to succeed in their jobs. A poll of teacher job satisfaction was done in 12 nations, revealing that instructors are dissatisfied with their jobs. Low job satisfaction has been linked to absenteeism, irregularity, and a lack of commitment, among other things (Bennell & Akyeampong, 2007). Job satisfaction among instructors is crucial not just for teachers but also for pupils. Job satisfaction can indicate teacher retention and commitment. The major study's purpose was to find out how satisfied government BCS cadre teachers and new government non-cadre teachers are with their jobs. The key goals are divided into the following categories:

1. Determine the respondents' perceptions of job-related aspects;
2. To compare the degree of work satisfaction in Bangladesh between government (BCS) and new government Non-Cadre teachers;
3. Determine the level of satisfaction and discontent with specific job-related criteria as perceived by respondents;
4. To determine the most significant reasons for work discontent as perceived by respondents; and
5. Make ideas and proposals for resolving the issues.

LITERATURE REVIEW ON JOB SATISFACTION

“A Study of Job Satisfaction among Government and Private College Teachers in Jammu District,” according to Jamwal and Kales (2018). According to the findings of this study, there is no substantial difference in job satisfaction between government and private college professors. When work satisfaction is used as a criterion, there is no significant difference in job satisfaction between male and female instructors, and there is no significant interactional difference in (degree of teaching and sex). “Job satisfaction among secondary school teachers: A research,” wrote Gihar and Mishra (2018). A quantitative survey research design was used to perform the study. It was held in the Uttar Pradesh district of Bareilly. Secondary school teachers' work satisfaction was measured using the teacher job satisfaction questionnaire (TJQ).

Khaled (2018) researched “The Relationship Between Motivation and Job Satisfaction Among Public School Teachers in Jordan's Mafraq Province.” The study found that teachers in Mafraq Province had a medium level of motivation and work satisfaction and that there is a statistically significant association between motivation and job satisfaction among instructors. The study found a lack of tangible incentives

and bonuses, a lack of a defined system of motivation that accurately analyzes teachers' performance, and a lack of teacher engagement in decision-making. The findings of this study show that to achieve high and distinguished performance among instructors, educational officials should consider working on the construction of rules, regulations, and instructions for a bonus and incentive system that is compatible with the employees' fundamental needs.

"Job Satisfaction among Secondary-School-Heads: A Gender-Based-Comparative Study," wrote Suleman and Hussain (2018). Secondary school heads were found to be unsatisfied with ability utilization, advancement, education policies and procedures, innovation, salary, supervision (HR), supervision (technical), and working circumstances, according to the findings." In terms of overall intrinsic and extrinsic characteristics, there was no significant difference in work satisfaction between male and female secondary school heads. Based on these findings, it was advised that the Ministry of Education Khyber Pakhtunkhwa conduct productive and effective steps to maintain and strengthen the level of employee satisfaction at each level. The Ministry of Education should come up with engaging, productive, and effective education policies that will benefit employees and increase organizational productivity.

Din Dar (2014) researched "Job Satisfaction among Elementary School Teachers Working in Government and Private Schools." According to the study's findings, government elementary school teachers have a better working environment. 1. Financial circumstances 2. Management and working conditions In comparison to private school instructors, 3. job and personal security, and 4. opportunities for development and promotion Fatehabad district is the focus of the study. It's a mixed exploratory and descriptive research project. A total of 200 responses were gathered from various private and government schools in Haryana's Fatehabad area. Data was collected using a self-structured questionnaire. SPSS was used to analyze the data, and descriptive statistics and the t-test were used. Female instructors' satisfaction levels with amenities offered by government and private schools differ significantly, according to the research.

"Job satisfaction of elementary and secondary school teachers," according to Agarwal (2004). According to the findings, government school instructors who are experienced and married are more satisfied than private school teachers. It also demonstrated that work happiness is unrelated to age or marital status. The survey was done by Sharma and Jyoti (2006) among private and government school teachers in Jammu City, with a total sample size of 120 instructors. Instructors' satisfaction is low, according to the report, while private school teachers are happier than government teachers.

Muchhal and Satish (2010) did a study on elementary school teachers' work satisfaction in the Bagpat area. According to the findings, there is a difference between female and male teachers.

The research "Job Satisfaction among School Teachers" was done by Nigama et al (2018). The purpose of this study is to look at work satisfaction among school instructors. For the objective of this study, 50 respondents from private schools and 50 from public schools took part. The information gathered was evaluated using descriptive statistics in SPSS version 16. When the work satisfaction levels of private and public school teachers were compared, it was discovered that there was no significant difference in their levels of satisfaction, regardless of gender.

Macutay (2020) researched "Quantitative analysis of job happiness and job performance of Isabela State University teaching professionals." The study looked at the link between work happiness and job performance among Isabela State University's teaching staff in Echague, Philippines. To see if there is a link or association between job happiness and job performance, researchers employed the descriptive-correlational study approach. The study's findings revealed that if university teaching staff members are content with their jobs, they will perform better on the job. Future studies might evaluate the work happiness and performance of teaching and administrative employees while taking into account other factors.

"Job Satisfaction of Bank Employees in Bangladesh: A Comparative Study Between Private and State-Owned Banks," by Yusuf Ali (2019). According to the findings, a considerable percentage of employees were happy, whereas a significant number of employees were unsatisfied. The survey also found that some employment variables had a beneficial influence on the respondents' employees' overall job happiness. Job happiness is influenced by several things. However, not all of these characteristics are equally essential in determining work satisfaction or discontent. Employment satisfaction and unhappiness were influenced by salary, other financial rewards, job stability, retirement, working conditions, social standing, and fair advancement. Working conditions, lack of recognition, and excellent ties with coworkers were ranked as the most significant factors, followed by salary, job stability, and fair advancement.

The study "Job Satisfaction of Public and Private Primary School Teachers of Bogra District in Bangladesh" was conducted by Sultana et al (2017). There was no substantial difference in work satisfaction between government and private elementary school instructors, according to this study. It also revealed that female instructors are happier than their male counterparts. The study indicates that the government should offer an adequate salary package, promotional possibilities, and end-of-service benefits for primary school teachers, regardless of whether they work in a public or private primary school.

The research “The Status of Job Satisfaction and Mental Health of Govt. and Non-Govt. College Teachers of Rajshahi City, Bangladesh” was done by Sarker et al (2021). Job satisfaction and mental health varied greatly depending on the gender of the respondents, according to the research. The findings also demonstrated that there is a strong positive relationship between work satisfaction and the participants' mental health.

The research “Job Satisfaction Among Public and Private College Teachers in Dhaka City: A Comparative Analysis” was done by Rahman and Masud Ibn in 2018. The purpose of this article is to examine the factors that influence the satisfaction and discontent of Bangladeshi public and private college professors. It seeks to get insight into work satisfaction levels from the perspective of college professors, based on a survey. There are considerable discrepancies in work satisfaction between public and private college professors, according to research. Gender disparities in their replies have been discovered through analysis. This proposes a strategy for dealing with college professors' unhappiness.

Research Methodology

The data for the study was gathered from both primary and secondary sources. From January to February 2022, primary data was collected from various Bangladeshi colleges via a structured questionnaire. The scale established by Brayfield-Rothe was used to assess job satisfaction among government college professors and new government colleges. The primary data was collected via a self-structured questionnaire. The test-retest reliability technique was used to analyze the scales' reliability, and content validity was examined to determine their validity. The Likert scale was used to create the questionnaire, which ranged from strongly disagree to strongly agree on a five-point scale. The questionnaire was divided into two sections. The first section dealt with the demographic profile of respondents, while the second included factors associated with job satisfaction research. The statements were made with a variety of psychological areas in mind. Secondary data was gathered through a desk study of research papers, research monographs, textbooks, and other published and unpublished resources on the topic. Furthermore, other national and international papers and websites were combed for excellent work.

Teachers from five government colleges and five new government institutions were used as the sample unit in this study. The sample size was chosen to reflect the whole population while still providing a realistic image. The sample has a total of 200 people in it. The random sampling approach was used to acquire the samples. One hundred of the 200 samples were samples from government colleges. The remaining 100 answers came from instructors at newly established government colleges.

The data for the study was gathered from both primary and secondary sources. A direct personal interview and a focus group discussion were used to gather primary

data. The researcher employed a standardized questionnaire from the selected District to obtain data from the sample respondents. Secondary data was gathered through a desk study of research papers, journals, websites, research monographs, textbooks, and other published and unpublished resources on the topic.

Before beginning the survey, each participant was instructed on the study's purpose and advantages, as well as the survey's questions. They were fully informed about the terms of their information's confidentiality. They were also informed that the collecting of information was entirely voluntary and that no remuneration would be made. At any moment throughout the research, any participant might opt out of sharing information.

DATA ANALYSIS AND DISCUSSION

Demographic Information

Gender, Age, Marital status, Job Designation, Level of Education, and Job experience were included as respondents' demographic views. These were analyzed and shown in the following way:

Table 1: Age of The Respondent

Age Group (in a year)	No. Of Respondents	Percentage
Below 30	17	8.5%
30-40	88	44%
40-50	67	33.5%
50 and Above	28	14%
Total	200	100%

Table 2: Gender of The Respondent

Gender	No. Of Respondents	Percentage
Male	140	70%
Female	60	30%

Total	200	100%
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Table 3: Marital Status of the Respondent

Marital Status	No. Of Respondents	Percentage
Single	30	15%
Married	170	85%
Total	200	100%

Table 4: Educational Qualification of the Respondents

Educational Qualification	No. Of Respondents	Percentage
Bachelor	5	2.5%
Masters	190	95%
Others	5	2.5%
Total	200	100%

Table 5: Experience in the job of the respondent's

Experience (in a year)	No. Of Respondents	Percentage
Below 10	70	35%

10-20	95	47.5%
21 and Above	35	17.5%
Total	200	100%

Table 6: Job satisfaction level among the government and new government college teachers.

	N	Mean	SD	T value
Government (BCS)	100	76.65	13.54	
New Government (Non- BCS)	100	73.25	12.77	1.82
Total	200	74.95	13.16	

The mean, standard deviation, and t-value are all listed in the table. Male instructors at government colleges had a mean job satisfaction score of 76.65, with a standard deviation of 13.54. The mean and standard deviation of new government teachers' job satisfaction are 73.25 and 12.77, respectively. Table 7-13 summarizes the findings and conclusions of the current investigation.

Table 7: Salary-Based Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		
Highly Satisfied	13	6.5	15	7.5		
Moderate Satisfied	74	37	62	31		
Satisfied	25	12.5	20	10	3.36	
Less Satisfied	61	30.5	65	32.5		
Least Satisfied	27	13.5	38	19		
Total	200	100	200	100		

Level of significant NS=Not significant.

The table above compares the compensation structures of the government BCS cadre with the new government teacher (non-BCS) cadre. According to the chart, government BCS cadre teachers are happier with their salaries than new government

teachers (non-BCS). In addition, new government college instructors have a greater percentage of work unhappiness than the government BCS cadre.

Table 8: Other Financial Benefits Based on Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		
Highly Satisfied	20	10	12	6		
Moderate Satisfied	62	31	58	29	5.53	
Satisfied	16	8	26	13		
Less Satisfied	84	42	72	36		
Least Satisfied	18	9	32	16		
	200	100	200	100		

In terms of additional financial incentives, the table above compares government and new government college instructors. According to the chart, 10% of government instructors are completely content, but just 6% of teachers at a new government college are completely satisfied. The table clearly shows that government financial advantages are more adequate than new government colleges.

Table 9: Job Security-Based Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		
Highly Satisfied	80	40	66	33		
Moderate Satisfied	100	50	90	45		
Satisfied	8	4	14	7	55.4	
Less Satisfied	7	3.5	12	6		
Least Satisfied	5	2.5	18	9		
Total	200	100	200	100		

Table 10: Retirement-Based Employees' Job Satisfaction

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	Government (BCS Cadre)		New Government (Non-Cadre)		Chi-Square
	N	%	N	%	
Highly Satisfied	16	8	24	12	
Moderate Satisfied	56	28	40	20	
Satisfied	96	48	28	14	43.7
Less Satisfied	20	20	75	37.5	
Least Satisfied	12	6	13	6.5	
Total	200	100	200	100	

By analyzing the above-mentioned table, we found that the employees of the government college teachers more satisfy their retirement facilities but it is mentionable that non-cadre teachers will get less benefit from BCS Cadre teachers.

Table 11: Working Environment Based Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		
Highly Satisfied	10	5	32	16		
Moderate Satisfied	122	61	84	42	11.36	
Satisfied	16	8	22	11		
Less Satisfied	42	21	56	28		
Least Satisfied	10	5	10	5		
Total	200	100	200	100		

According to the figure above, 66 percent of BCS Cadre instructors are better happy with their working circumstances. However, just 48% of non-cadre teacher employees are pleased with their working circumstances. In terms of unhappiness, 26% of instructors in the no cadre category are unhappy with their working conditions.

Table 12: Fair Promotion-Based Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		

Highly Satisfied	14	7	8	4	
Moderate Satisfied	54	27	18	9	
Satisfied	36	18	22	11	4.87
Less Satisfied	64	32	62	31	
Least Satisfied	32	16	90	45	
Total	200	100	200	100	

The table above compares and contrasts the promotion policies of the government and new government college instructors. According to the table, 7% of instructors are completely pleased with government colleges, whereas just 4% are completely satisfied with new government college professors.

Table 13: Social Status Based Employees' Job Satisfaction

					Chi-Square	
	Government (BCS Cadre)		New Government (Non-Cadre)			
	N	%	N	%		
Highly Satisfied	16	8	9	4.5		
Moderate Satisfied	95	47.5	60	30		
Satisfied	17	8.5	104	52	18.54	
Less Satisfied	57	28.5	16	8		
Least Satisfied	15	7.5	11	5.5		

The government BCS Cadre has higher social dignity than new government non-cadere college professors, according to this table. Their levels of contentment with their social position are 8 percent:4.5 percent and 47.5 percent:30 percent, respectively, while their levels of unhappiness are 28.5 percent and 15 percent:5.5 percent.

DISCUSSION ON THE FINDINGS

Instructors in government colleges (BCS Cadre) are happier with their pay than new government college teachers (BCS non-Cadre). The financial perks of Government college instructors (BCS Cadre) outnumber those of new Government college teachers (BCS non-Cadre). Instructors in government colleges (BCS Cadre) have higher job security than new government college teachers (BCS non-cadre). There is a transfer procedure for government college teachers, but there is none for new government college teachers. The new governmental teacher is not a gazette official, although the government college instructor is. When government college instructors

(BCS Cadre) retire, they will get substantial rewards from incoming government college professors (BCS non-cadre). Teachers in government colleges (BCS Cadre) had a higher sense of social dignity than new teachers in government colleges (BCS non-cadre). We discovered that experienced Government college instructors (BCS Cadre) are happier with their working circumstances than rookie Government college teachers.

CONCLUSION

Demographic factors such as academic standing, length of service, and other associated concerns were studied in this empirical study, which was based on certain selected colleges in the Chittagong division to quantify comparative job satisfaction in Bangladesh. It was discovered that the majority of instructors, both cadre and non-cadre, were happy with their work. Teachers in government colleges (BCS cadre) were happier than teachers in new government colleges (non-Cadre). Female instructors were likewise shown to be happier than their male counterparts. Though teachers' sex, marital status, experience, academic discipline, academic qualification, and results have a big role in job satisfaction, the working environment, remuneration, promotion, and associated policy are also important considerations.

Employees' feelings about their working environment have an impact on job satisfaction. They will be satisfied with their jobs if their physical and psychological environments are suitable. Some of the approaches that may be used to boost work satisfaction.

- Employees at newly nationalized colleges were found to be less happy with their work when compared to government teachers. Newly nationalized companies must boost work perks in order to increase employee happiness.
- The teacher's relationship with coworkers and management improves his or her mood and helps to raise worker productivity and accountability, as well as the institution's profit.
- In comparison to any other government agency employee, the instructor at both universities is more stressed. By hiring a more skilled and active instructor, the teacher's workload and workplace stress should be minimized.
- Salary, bonus, incentive, and increment are key drivers of work satisfaction for both types of instructors, according to the research. However, for government instructors, these cash perks are insufficient. As a result, it is strongly advised that an incentive and performance bonus system be implemented for both instructors who are dealing with overload.
- Based on their educational qualification, academic discipline, and educational performance, the government may provide them with a specific pay package.

- The lack of a fair promotion policy is a source of frustration among both types of instructors. As a result, the responsible officials should take appropriate steps to design a consistent, fair, merit-based, and performance-based promotion policy.
- A nice or pleasant work environment is another factor in teacher job satisfaction. Both types of instructors should be provided with a stable, secure, and healthy working environment by Bangladesh's government.
- The greatest method to inspire a teacher is to give them a prize. As a result, the authority may award personnel for accomplishments, good performance, and originality. It will be a reward for excellent performance.
- The teacher transfer mechanism should be flexible to lessen the distance between home and work. The government should also handle managerial harassment and illegitimate governmental disturbances.
- The teacher's responsibilities should be presented, which will be beneficial to both instructors and pupils.
- Regardless of the government or the new government college, the teacher and student rates in the college should be reasonable.

However, the current study is based on information collected from a few selected colleges. The sample size for this study is modest. Some of the respondents' responses may be skewed. The use of questionnaires as the primary technique of collecting data may have several drawbacks. Additional sources of funding are unavailable to the researcher.

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