

# Teachers Job Happiness And Organizational Success: A Case Study On Private University In Bangladesh

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## Abstract

The study explores the correlation between teachers' job happiness and organizational success at Dhaka International University, Bangladesh focusing on factors such as student retention, teaching quality, institutional development, teacher turnover, and university citizenship behavior. It examines the impact of academic support services, academic pathways, belonging, student progress, potential dropout rates, and advancement support on teachers' work satisfaction and performance. It also assesses the impact of teachers' professional development, new teaching techniques, technology, institutional affiliations, curriculum reviews, and assessment techniques on teachers' job happiness and institutional success. Moreover, it investigates the correlation between teachers' job happiness, institutional success, academic dedication, student satisfaction, research output, creative initiatives, and recognition. The study uses a quantitative methodology and descriptive survey with a sample size of 145. The data was collected through survey questionnaires and then analyzed using mean, standard deviation, correlation, and regression methods. The results indicate a significant correlation between teaching quality, teachers' work satisfaction, and institutional success.

**Keywords:** Student retention, teaching quality, institutional growth, job happiness, private university, Bangladesh

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## INTRODUCTION

For executive strategy that focuses on a holistic approach to managing service quality, it is regarded highly vital to have a strong association between the contentment of employees and the satisfaction of customers with the quality of service. The maintenance of a high level of education at private universities is dependent on the implementation of service norms and the achievement of work satisfaction. Maintaining job security is a crucial aspect of managing university standards, as it requires the satisfaction of teachers. The University Grants Commission (UGC) has been working to ensure quality education by implementing different development programs for the teachers and rules and regulations to the authorities of private universities in Bangladesh. The majority of the private institutions that are now in operation do not provide any benefits to their employees. When their employment is terminated, they receive no compensation (Janib et al., 2021). Since there is a lack of stability and security in employment, a good number of teachers wish to leave their jobs. Private universities' teachers often face financial constraints due to their minimal compensation, making it challenging for them to maintain a minimal level of family life. There is no opportunity for teachers at private universities to work additional hours and earn more money. This study believes that the success of services provided to students is directly linked to teachers' job happiness.

### 1.1 Job Satisfaction

Job happiness is defined as the level of self-encouragement, contentment, and satisfaction an employee feels with his or her employment. It refers to an employee's satisfaction with their job, which includes job stability, career advancement, and a healthy balance between personal and professional life. The employee's job happiness is evident as their work fulfills the potential of their specific position. Job happiness for employees can be influenced by various factors. Factors influencing job happiness include earning a fair salary, maintaining employment stability, achieving consistent career progression, receiving rewards and respect, and consistently finding new opportunities. Academic job happiness leads to increased contributions to institutions, which in turn supports institutional growth. Employers are obligated to create job descriptions that are appealing to potential employees and offer continuous learning and development opportunities. Private higher education institutions must prioritize the satisfaction of teachers to maximize the potential of their workforce. The authorities of the institutions should have service rules that pertain to the institution's behaviour, restraint, and appeal rules related to employee terms and conditions. Policymakers must balance

employment market supply and demand with financial stability, considering acceptable agreements, termination circumstances, early notice standards, and employer responsibilities during severance or termination.

### 1.2 Research Objectives

- To investigate how effective academic support, sense of belonging, clear pathways, support for growth, and early warning systems impact teachers' job happiness and organizational success.
- To evaluate the influence of professional development, innovative teaching methods, academic affiliations, curriculum updates, and assessment methods on teachers' job happiness and organizational success.
- To analyze how commitment to academic excellence, student satisfaction, research productivity, innovative programs, and recognition affect teachers' job happiness and organizational success.

### 1.3 Research Hypothesis

**HoA:** There is no significant impact of student support factors (academic support, sense of belonging, clear pathways, support for growth, and early warning systems) on teachers' job happiness and organizational success.

**H1A:** There is a significant impact of student support factors on teachers' job happiness and organizational success.

**HoB:** There is no significant relationship between teaching quality factors (professional development, innovative teaching methods, academic affiliations, curriculum updates, and assessment methods) and teachers' job happiness and organizational success.

**H1B:** There is a significant relationship between teaching quality factors and teachers' job happiness and organizational success.

## LITERATURE REVIEW

Islam and Afrin's (2024) study on job happiness among teachers in Bangladesh's private universities emphasizes the need for recognition, competitive pay, and adequate job responsibilities, along with improved administrative support and efficient supervision. Harrison et al.'s (2023) study reveals that academic job happiness is linked to increased institutional growth and improved education quality, highlighting the importance of job happiness in higher education institutions. Jahan & Sumbul's (2023) research investigates job happiness among teachers in Karachi's public and private secondary schools. It indicates a significant correlation between work happiness and performance in both school divisions. Sultana (2022) explores job happiness among Bangladeshi private university academicians, revealing that factors such as job description, organizational position, supervisor relationships, and career advancement significantly impact satisfaction. Matherly et al. (2022) examined the impact of the national context on teachers in the UAE and Bahrain, focusing on work satisfaction and organizational commitment. It provides insights into improving significant human and organizational outcomes nationally. Bautista-Puig et al. (2021) highlight the importance of addressing workload, salary, career growth opportunities, and organizational culture in enhancing job satisfaction among teachers. Saha & Awal's (2021) article focuses on the positive impact of work facilities and co-worker relationships on job happiness among teachers, emphasizing the need for a conducive work environment. Chowdhury's (2020) research reveals that job happiness among teachers positively impacts organizational citizenship behaviour (OCB), promoting collaboration and contribution to institutional goals. Koh et al.'s (2019) study highlights the link between motivation and job happiness in teachers, highlighting the significance of addressing motivational factors for improved job satisfaction and institutional effectiveness. Angervall's (2018) study reveals that job happiness positively impacts academic performance, involvement, commitment, and mental health, while job dissatisfaction leads to turnover and a negative organizational climate. Claudia's (2018) research explores the link between job happiness among teachers and organizational citizenship behaviour (OCB) in South Asian institutions, highlighting the significance of fostering a positive work culture. Razzak's (2018) article reveals a positive correlation between teachers' working conditions, job happiness, and academic performance in Bangladeshi public universities, highlighting the importance of supportive environments. Ali & Ahmad's (2017) study reveals that teachers with higher academic independence and recognition report higher job satisfaction, emphasizing the significance of autonomy and recognition in fostering job happiness. Abualhamel's (2017) study examined

the correlation between job satisfaction among academic and administrative staff in Saudi Arabian universities, leadership styles, and organizational energy. Ashraf & Joarder's (2016) study explains that a favourable working atmosphere significantly influences job happiness in the telecommunications industry and higher education institutions, reducing turnover rates. Masum et al. (2015) highlight the significant impact of compensation, job security, and working conditions on job happiness among teachers in private universities in Dhaka, Bangladesh. Magdalena's (2014) study investigates the impact of job happiness on organizational citizenship behaviour (OCB) among teachers in higher education institutions. The research emphasizes the significance of creating a positive work environment to encourage positive organizational citizenship behaviour among faculty members. Shin and Jung (2014) explore the influence of compensation packages on job happiness among faculty members. The study underscores the necessity for institutions to review and modify their compensation policies to attract and retain talented teachers.

## METHODOLOGY

### 3.1 Study Areas and Sample Size

The study area for this investigation is confined to one private university in Bangladesh named Dhaka International University (DIU). It was established on April 7, 1995. It is one of the most distinguished, well-known, and prominent private universities in Dhaka, Bangladesh. The sample size for this study is determined by the formula proposed by Yamane (1967).

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

Where, n = Sample size; N = households existing or population size; e = Level of precision in our study, N = households; it is assumed to hold e = 0.05. Then, by putting these values in the equation (1) we have;

$$n = \frac{228}{1 + 228(0.05)^2} \approx 145$$

Therefore, the research sample size was 145. A simple random sampling technique was used to select respondents. Sample respondents were working academics at Dhaka International University in Bangladesh.

### 3.2 Data Collection

Data collection from the respondents was done through a structured questionnaire where a 7-point Likert scale was used. The questionnaire was designed to assess academic job happiness and organizational success, covering students' retention, quality teaching enhancement, institutional growth and ranking, teachers' turnover, and university citizenship behaviour. The primary data were collected randomly from the respondents through a questionnaire during October and November of 2023.

**Respondent's Information:** This includes the data provided by the respondent.

- **Student Retention:** This segment was designed to investigate whether the university offers effective academic support services, fosters a sense of belonging, provides clear pathways, and actively supports students' progress and personal development. This domain helps to evaluate the probable dropout tendency of students and figure out the necessary support to be provided.
- **Teaching Quality Enhancement:** This segment was intended to determine if the university provides professional development opportunities for academics to enhance their teaching skills, encourages innovative methods and technology use, and has affiliations with various institutions. Regular curriculum reviews and standard assessment mechanisms monitor and improve teaching quality.
- **Institutional Growth and Ranking:** The perceptions of the university's dedication to academic excellence, quality teaching, research output, student happiness and achievement, innovative programs to boost growth and reputation, and acknowledgment in ranking and assessment were all examined in this part on institutional growth and ranking.
- **Teachers Turnover:** Inquiries were made to participants on the causes of academicians leaving, whether due to career advancement, dissatisfaction, or personal issues; the comparability of turnover; the effect of turnover on students; the execution of retention and support programs; and efficient transition planning techniques.
- **University Citizenship Behavior:** Alignment with the objectives and values of the university, initiative in problem-solving, facilitation of collaboration and harmony, and open and productive communication were the main topics of discussion in this part.

### 3.3 Data Analysis Tools

Descriptive statistics, such as mean and standard deviation (S.D.), were among the techniques utilized for data analysis. Regression analysis was utilized to ascertain how independent factors affected dependent variables, whereas correlation analysis was utilized to investigate the connections between the variables. This study also used Cronbach's alpha to test the internal inconsistency of the collected data.

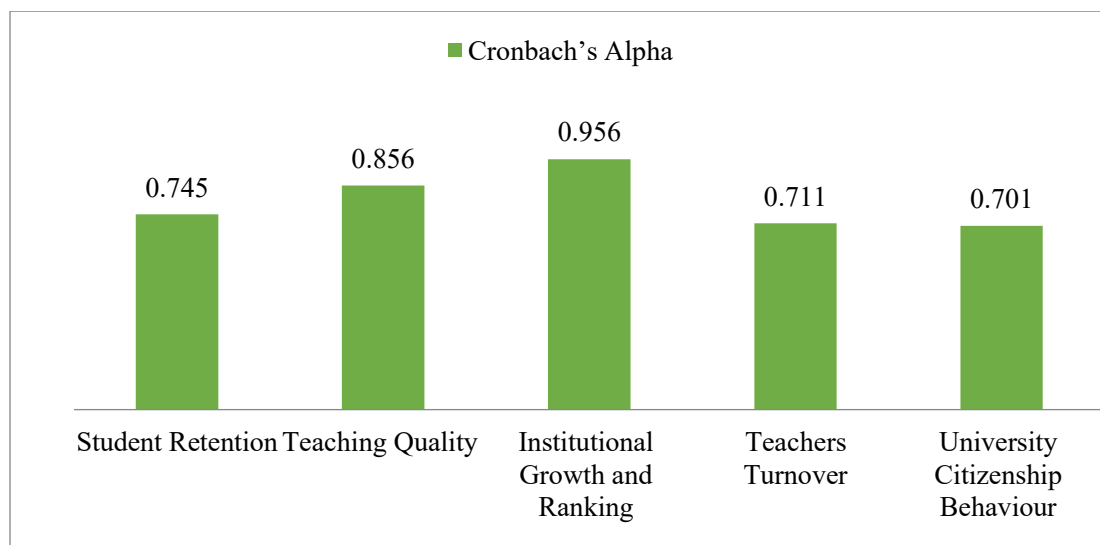
## DATA ANALYSIS

### 4.1 Reliability Test

The Cronbach's Alpha values indicate the internal consistency reliability of the scales used to measure different constructs in the study.

**Table 1:** Internal Consistency Reliability (Cronbach's Alpha) of Study Constructs

Topics	Items	Cronbach's alpha
Students' Retention	5	0.745
Quality Teaching Enhancement	5	0.856
Institutional Growth and Ranking	5	0.956
Teachers Turnover	5	0.711
University Citizenship Behaviour	5	0.701



**Figure 1:** Internal Consistency Reliability (Cronbach's alpha) of Study Constructs

The scale that measures student retention includes items about early warning systems for at-risk students, clear academic pathways and guidance, a feeling of belonging, effective academic support services, and active support for growth. It has a moderate level of internal consistency, with a Cronbach's alpha of 0.745. With a Cronbach's alpha of 0.856, the teaching quality scale—which includes opportunities for professional development, support for creative teaching strategies, academic affiliation with institutions, frequent curriculum review and update, and a strong assessment and feedback mechanism—displays a higher degree of internal consistency. A Cronbach's alpha of 0.956 indicates a very high level of internal consistency in institutional growth and ranking, which includes a dedication to academic excellence, student satisfaction and success, strong research productivity, the introduction of innovative programs, and recognition in ranking and evaluation. With a Cronbach's alpha of 0.711, the teacher turnover scale—which includes factors like academic departure reasons, academic turnover comparability, impact on students, implementation of support and retention initiatives, and successful academic transition planning strategies—displays a moderate degree of internal consistency. Finally, with a Cronbach's alpha of 0.701, the university citizenship behaviour scale—which measures cooperative behaviour toward peers, initiative in problem-solving, harmony and teamwork promotion, alignment with the university's goals and values, and open and constructive communication—shows a moderate degree of internal consistency. These Cronbach's alpha scores show how reliable the study's measuring scales were overall.

#### 4.2 Demographic Profile of the Study

The demographic profile of the respondents in the study is shown in Table 2. The replies' minimum (Min) and maximum (Max), mean, and standard deviation (S.D.) are listed for each construct in Table 3.

**Table 2:** Demographic Profile of the Respondents

		F	%
<b>Gender</b>	Male	102	70%
	Female	43	30%
<b>Age</b>	23-30	51	35%
	31-40	58	40%
	41-50	29	20%
	51 Above	7	5%
<b>Level of Education</b>	Graduate	53	37%
	Post Graduate	80	55%
	M.Phil.	6	4%
	Ph.D.	6	4%
<b>Operation at this University</b>	0-5 years	29	20%
	6-10 years	36	15%
	11-15 years	29	20%
	16-20 years	37	35%
	21- above years	14	10%
<b>Total academic experience</b>	0-5 years	28	15%
	6-10 years	36	25%
	11-15 years	44	30%
	16-20 years	26	18%
	21- above years	11	12%

The data presented shows the demographic distribution of respondents based on gender, age, level of education, years of operation at the university, and total academic experience. In terms of gender, 102 respondents (70%) identified as male, while 43 respondents (30%) identified as female. Regarding age, 51 respondents (35%) were aged 23–30, 58 (40%) were aged 31–40, 29 (20%) were aged 41–50, and 7 (5%) were aged 51 and above. In terms of education, 53 respondents (37%) were graduates, 80 (55%) were postgraduates, 6 (4%) had an M.Phil., and 6 (4%) had a Ph.D. Regarding the operation at the university, 29 respondents (20%) had been at the university for 0–5 years, 36 (15%) for 6–10 years, 29 (20%) for 11–15 years, 37 (35%) for 16–20 years, and 14 (10%) for 21 years and above. Lastly, in terms of total academic experience, 28 respondents (15%) had 0–5 years of experience, 36 (25%) had 6–10 years, 44 (30%) had 11–15 years, 26 (18%) had 16–20 years, and 11 (12%) had 21 years and above.

#### 4.3 Minimum (Min) and Maximum (Max), Mean, and Standard Deviation (S.D.) of Several Constructs

**Table 3:** Minimum and Maximum, Mean, and Standard Deviation of Several Constructs

	Min	Max	Mean	S.D
<b>Student Retention</b>				
Effective Academic Support Services	1	7	3.33	1.023
Sense of Belonging	1	7	3.96	0.956
Clear Academic Pathways and Guidance	1	7	3.45	0.999
Active Support for Growth	1	7	4.12	1.023
Early Warning System for At-Risk Students	1	7	3.66	1.052
<b>Teaching Quality</b>				
Professional Development Opportunities	1	7	3.26	1.052
Encouragement of Innovative Teaching Methods	1	7	3.12	0.996
Academic Affiliation with Institutions	1	7	3.96	0.945

Regular Curriculum Review and Update	1	7	3.44	1.052
Robust Assessment and Feedback Mechanism	1	7	4.02	1.088
<b>Institutional Growth and Ranking</b>				
Commitment to Academic Excellence	1	7	3.89	1.025
Student Satisfaction and Success	1	7	3.95	0.996
Strong Research Productivity	1	7	3.48	0.994
Introduction of Innovative Programs	1	7	3.69	0.997
Recognition in Ranking and Evaluation	1	7	3.74	1.036
<b>Teachers Turnover</b>				
Reasons for Academic Departure	1	7	4.02	1.096
Comparability of Academic Turnover	1	7	3.96	0.996
Impact of Academic Turnover on Students	1	7	4.12	0.999
Implementation of Support and Retention Initiatives	1	7	3.63	0.845
Effective Planning Strategies for Academic Transitions	1	7	4.36	1.023
<b>University Citizenship Behaviour</b>				
Voluntary Assistance to Colleagues	1	7	1.096	0.996
Initiative in Problem Solving	1	7	1.032	0.996
Promotion of Teamwork and Harmony	1	7	1.096	0.945
Alignment with University Goals and Values	1	7	1.002	0.933
Open and Constructive Communication	1	7	1.052	0.955

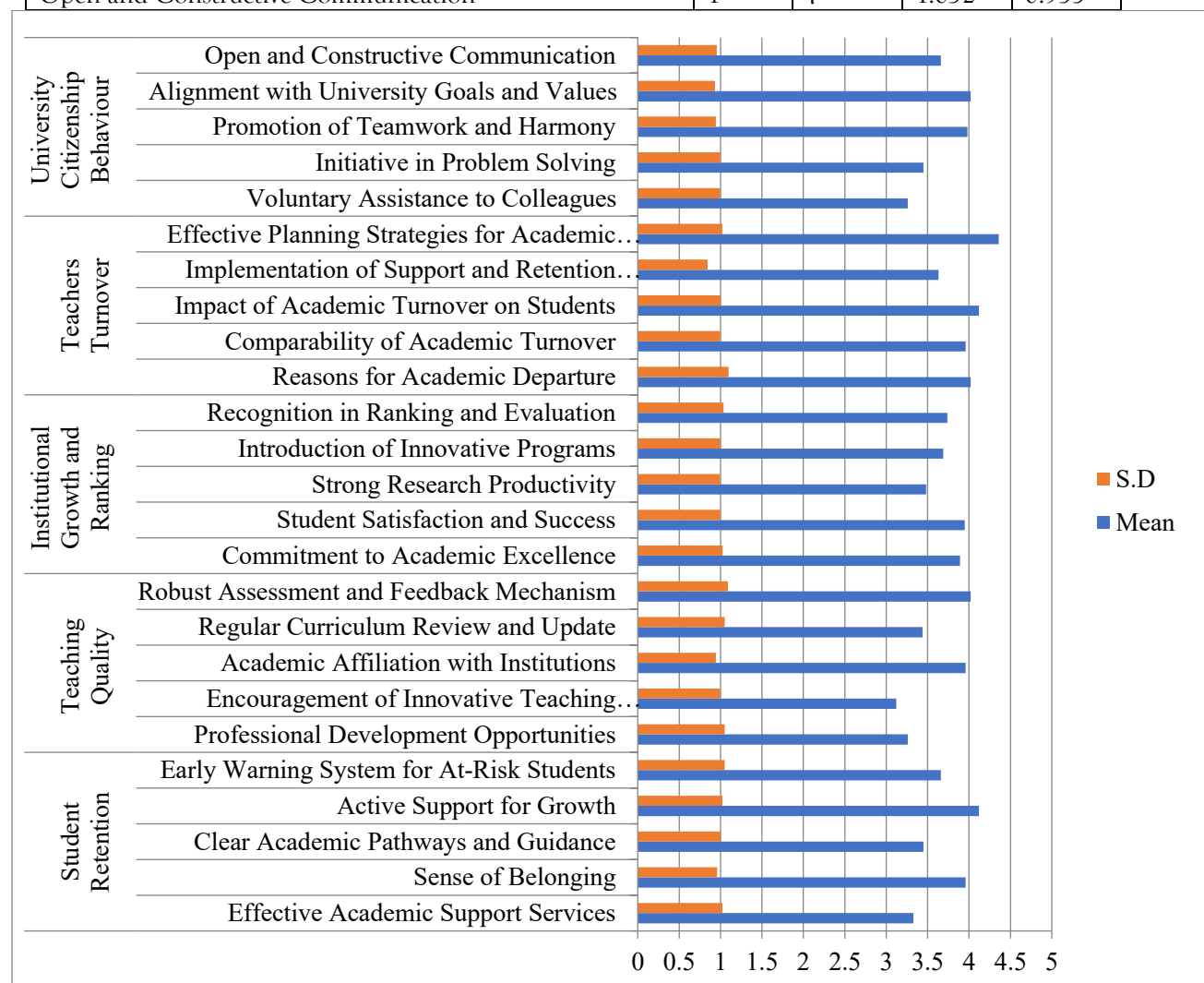


Figure 2: Mean and Standard Deviation of Several Constructs

"Active Support for Growth" has the highest mean score (4.12) and "Clear Academic Pathways and Guidance" has the lowest (3.45) for "Student Retention," indicating moderate levels of perceived effectiveness across all elements. With respect to "teaching quality," the average ratings indicate that participants see chances for professional growth at a moderate level (3.26), support for creative teaching approaches (3.12), and strong procedures for assessment and feedback (4.02). Regarding "Institutional Growth and Ranking," the participants observe a modest degree of dedication to academic quality (3.89), student achievement and satisfaction (3.95), and acknowledgment in ranking and assessment (3.74). Regarding "teacher turnover," the average ratings show that participants regard academic turnover as having a modest influence on students (4.12) and as having reasons for leaving the classroom (4.02). Last but not least, in terms of "university citizenship behaviour," participants saw low levels of initiative in problem-solving (1.032), alignment with university goals and values (1.002), promotion of teamwork and harmony (1.096), and open and constructive communication (1.052).

#### 4.4 Hypothesis A: Impact of Student Support Factors on Teachers' Job Happiness and Organizational Success

##### Regression

The purpose of the analysis was to ascertain how academic support, a sense of community, clear routes, growth assistance, and early warning systems affect teachers' work satisfaction and institutional success. The findings show a strong correlation between these student assistance variables and the work satisfaction of academics as well as institutional success.

**Table 4:** Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 <sup>a</sup>	.789	.712	0.90049
a. Predictors: (Constant), Academic support, Sense of belonging, Clear pathways and guidance, Support for growth, Early warning systems for at-risk students				

The model summary indicates that 78.9% of the variance in the dependent variables (teachers' work satisfaction and organizational success) can be explained by the predictors (academic support, feeling of belonging, clear routes, support for growth, and early warning systems). This suggests that these aspects of student assistance are highly predictive of academic job happiness and organizational success.

**Table 5:** Summary of ANOVA

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	396.33	4	69.233	89.236	0.002 <sup>b</sup>
	Residual	156.33	140	.523		
	Total	552.66	144			
a. Dependent Variable: Teachers' job happiness, organizational success						
b. Predictors: (Constant), Academic support, Sense of belonging, Clear pathways and guidance, Support for growth, Early warning systems for at-risk students						

The model's relevance is further supported by the ANOVA table, which shows a p-value of .002, which suggests that the model fits the data well.

**Table 6:** Determining the Coefficient of Variation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
1	(Constant)	.812	.245		3.514	.013
	Academic support	.072	.096	.058	.856	.003
	Sense of belonging	.412	.904	.312	2.933	.004

	Clear pathways and guidance	.878	.089	.363	3.236	.002
	Support for growth	.741	.052	.452	4.123	0.001
	Early warning systems for at-risk students	.969	.078	.562	3.669	0.001
a. Dependent Variable: Teachers' job happiness, organizational success						

Further information is provided by the coefficients table, which demonstrates that every predictor significantly affects the dependent variables. In particular, the greatest effects are shown when at-risk kids get assistance for their growth and early warning systems; these are followed by academic help, a feeling of community, and clear routes and directions.

#### 4.5 Hypothesis B: Relationship between Teaching Quality Factors and Teachers' Job Happiness and Organizational Success

##### Correlation

The analysis sought to investigate the relationship between teachers' job satisfaction and organizational success and teaching quality factors, specifically professional development opportunities, creative teaching methods, academic affiliations with institutions, regular curriculum review and update, and robust assessment and feedback mechanisms.

**Table 7:** Correlation Matrix

	Teachers' Job Happiness	Organizational Success
Professional development opportunities	0.712	0.563
Innovative teaching methods	0.656	0.612
Academic affiliations with institution	0.452	0.636
Regular curriculum review and update	0.632	0.452
Robust assessment and feedback mechanism	0.665	0.756

There are moderate to substantial positive associations shown by the correlation coefficients between teachers' work satisfaction and teaching quality parameters. The most rigorous procedures for evaluation and feedback, creative teaching strategies, and professional development opportunities are correlated with teachers' job happiness and institutional success. Although they show significantly lower associations, regular curriculum reviews and updates and academic ties with institutions also show beneficial trends. These results imply that teaching quality components have a substantial impact on teachers' job happiness and institutional success. Academic job happiness is likely to be greater and overall organizational success is likely to be better in institutions that give priority to these variables.

## CONCLUSION

The study examined the impact of various factors on the performance and work satisfaction of teachers at a private university in Bangladesh. It revealed a significant link between institutional development, instructional quality, and student support, which in turn impacts academics' job happiness and organizational success. Key factors for success in education include effective academic support, a sense of belonging, and clear pathways for advancement, early warning systems, professional development, creative teaching strategies, academic affiliations, curriculum revisions, and assessment techniques. Teachers' commitment to enhance academic quality, student satisfaction, research output, innovative initiatives, and recognition significantly impacts their work happiness and organizational success. The study emphasizes the significance of enhancing organizational success and job happiness among teachers by focusing on these elements.

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