Measuring the Level of Job Satisfaction of University Academics: a Cross-Sectional Study from Bangladesh

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Abstract

This study inspects the job satisfaction level of academic staff at Rajshahi University, Bangladesh. Important factors that have an impact on job satisfaction levels are work itself, pay, promotion opportunities, supervision, and relationship with co-workers. A sample of 120 teachers is selected by convenient sampling from the nine faculties at Rajshahi University. With the support of SPSS, factor analysis, Co-relation, and regression tests are conducted to generate results. Through the statistical analysis, it is found that teachers are more satisfied with work itself, relationship with co-workers, and they are less satisfied with the pay structure, promotion opportunities, and supervision. Thus findings recommend that boosting the work facilities and ensuring the smooth and cooperative relationship with co-workers could be helpful tools in motivating faculty members and subsequently get attached with their work.

Keywords: *job satisfaction; academic staff; factors affecting job satisfaction; Rajshahi University.*

JEL Classification: *J28; J63; J81; M50.*

Introduction

"Happy staff are productive employees." "Happy people are not productive staff." We are mindful of the paradoxical comments made by HR experts and company administrators. The subject of employee productivity and work satisfaction is a significant misunderstanding and discussion between professionals – even when workers are critically crucial to institutional performance and competitiveness. Ezzat & Ehab (2019) described the level of employees' job satisfaction significantly affects the performance of businesses and labor market outcomes. Therefore, this article seeks to provide a better interpretation of the literature on this subject and make recommendations concerning the main information gaps for practitioners.

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Employment is not only a big source of money but also a vital part of life. Job consumes most of the day of any employee and therefore adds to social prestige. However, the big question is, are you happy with the job? Mousazadeh, et al. (2018) stated that job satisfaction is nothing but positive feelings, joy, emotional reaction, excitement, or attitude of an employee toward his or her job from evaluation of several job characteristics. Employees of an organization get satisfaction from supportive colleagues, lower work stress levels, and support from the supervisor (Scanlan & Still, 2019). Employee happiness is of utmost significance in an enterprise, relying on efficiency (Sharma & Jyoiti, 2009). If the workers are pleased, they will deliver superior quality results in the best possible period and contribute to improved profits. Satisfied workers are often more likely to be imaginative and inventive and to come up with breakthroughs that enable an organization to evolve and adapt positively with time and changing business conditions.

The foundation of an effective system is a high-performing skilled workforce. Attracting and maintaining high-quality teachers is also a prime need for a school (Sharma & Jyoti, 2006). Factors involved in the creation of quality teachers should be acknowledged. One of the significant considerations is work satisfaction. A central consideration for the success of pupils has often been settled on by consultants, decision-making officers, and teacher satisfaction. Teacher satisfaction is one of the main variables of institutional dynamics and is widely considered a primary dependent variable in determining the efficacy of the human capital of an enterprise.

The second-largest university in Bangladesh is Rajshahi University, the highest educational institution in our country's northern part. There are nine faculties in the 47 departments of the university. The campus is situated in Motihar, 3 km2 (753 hectares) from the middle of Rajshahi. It is one of Bangladesh's most prominent universities with 25,000 students and up to 1200 academic staff. This research aims to evaluate the job satisfaction of the academic workers at Rajshahi University and analyze which factors make the most contribution to achieve the degree of job satisfaction and which factors do less. Employees' job satisfaction arises from comfort, appraisal, recognition, the opportunity for advancement, upward mobility, personal growth, rewards etc. (Temesgen, et al., 2018).

The perception in Bangladeshi education as a strategic component in enhancing employee performance in the link between work happiness and productivity is unfounded. The connection between work happiness and employee productivity is considered positive, which has resulted in significant variation in literature, owing largely to the existence of numerous independent factors (Hoboubi, 2017). An employee who is uninterested in his or her career or the work that is starting would make the best effort at the outset. This employee is easily bored and is not intrinsically driven to succeed. The worker's ability to perform and do the job well is reduced as a result of his or her worldly exploration of the job. The employee will still be working in this case, but his efforts will be reduced. The understanding of job satisfaction as a strategic driver for workforce development is not well known in the Bangladeshi education sector.
Since teachers play an essential role in enhancing and provide for their students, satisfaction is also critical to the well-being of teachers. A teacher's job is to provide students with new opportunities and educate them for their future lives (Siddique, et al., 2002). Teachers will be at their best if they are satisfied with their jobs. They will devote more time and effort to teaching and improving students' skills. A teacher's actual return is essential fulfillment because if a teacher is satisfied across all respects, he or she will live up to social expectations (Siddique, et al., 2002)

The objectives of this study are as follows:

   a. To investigate academic staff job satisfaction at Rajshahi University;
   b. To determine which elements have a substantial link with academics' job satisfaction at Rajshahi University.

Literature Review

After conducting a thorough background study, it is found that several studies have been completed on measuring the job satisfaction of employees. At the same time, it is also found that much research has been conducted on the factors which affect employees' happiness. The most important influences in job satisfaction, pay, an opportunity for advancement, quality of supervision, relationship with co-workers, job security etc., have been identified by researchers. Amissah, et al. (2016) found that there are mainly four factors, including pay, promotion, supervision, and training & advancement, which influence employee job satisfaction. They also denoted that among these four factors, pay, promotion, and supervision significantly influence hotel employees' job satisfaction in Ghana. Another study concluded that relationships with the organization, autonomy and control, salary, and benefits are significant predictors of job satisfaction (Singh, et al., 2020). One of the critical studies is entitled "Factors affecting employee job satisfaction: A comparative study of conventional and Islamic insurance" which found that hygiene factors like job security, relationship with co-workers etc. and motivational factors like achievement, recognition etc. were both more influential predictors of job satisfaction (Rahman, et al., 2017). According to Gómez, et al. (2016), the nature of the job as an intrinsic factor and pay, fringe benefits, and operating conditions as extrinsic factors significantly impact job satisfaction. Besides, Luz, et al. (2018) revealed that pay, promotion, and nature of work are positively correlated with employees' job satisfaction.

Some theories of work satisfaction include the discrepancy theory (Locke, 1969), the equity theory (Mowday, 1992), and the motivator-hygiene theory (Herzberg, et al., 1959). Lawler (1973) described Discrepancy Concept as the disparity between a person's actual outcome and any other predicted outcome amount. A contrast in which the actual outcome level was smaller than the predicted outcome level would result in disappointment (Lawler, 1973). The foundation of equity theory was inputs and outputs (Mowday, 1992). The motivator-hygiene principle has been credited with propelling and promoting work satisfaction research (Steers & Porter, 1992). The motivator-hygiene hypothesis (Herzberg, et al., 1959) was based on the idea that workers had particular variables that were related to work fulfillment or dissatisfaction. Job fulfillment was believed to be promoted by five factors: accomplishment, appreciation, work itself, accountability, and progression. Policy and management, supervision, pay, interpersonal interactions, and working conditions were the five variables found by Herzberg et al. as determinants of workplace dissatisfaction. Subsequent studies (Bowen, 1980; Padilla-Velez, 1993) identified the motivator and hygiene factors suggested by Herzberg et al. The happiest employees of an organization are more motivated and trustworthy (Beck, 1983). They will be more confident, passionate and eventually achieve more significant results and work on their projects. Omri et al. (2015) has observed that the organization's business success is usually linked to financial and human resources who are highly satisfied with what they are doing and the corporation's workspace and conditions. On the other hand, Akinwale & George (2020) found that among salary, supervision, advancement, and promotion, autonomy and responsibility, socio-political climate; administrative and managerial support; and working condition, recognition, and achievement; salary is considered as the most influential predictor to job satisfaction.

Parvin & Kabir (2011) released the paper on 'Pharmaceutical Career Influences in Bangladesh,' where she concluded that pharmaceutical employees were overall satisfied. This research was specifically conducted to explore the impact of variables such as working conditions, pay, progress, safety in the workplace, justice, interactions with employees and supervisors on working conditions. According to Akter, et al. (2017), several factors like wage, work conditions, job security, and work stress significantly influenced employee's job satisfaction in readymade garments factories in Bangladesh.

From the above background study relating to research objectives, it is not transparent which factor is considered the most influential predictor of job satisfaction. There are no significant studies on measuring the job satisfaction of academic staff in educational institutions in Bangladesh. That's why it is still worthy of conducting a study on measuring the job satisfaction of academic staff at Rajshahi university in Bangladesh. In the light of literature review , this study develops a conceptual framework as a research model in order to get the answer of research questions (Figure 1).
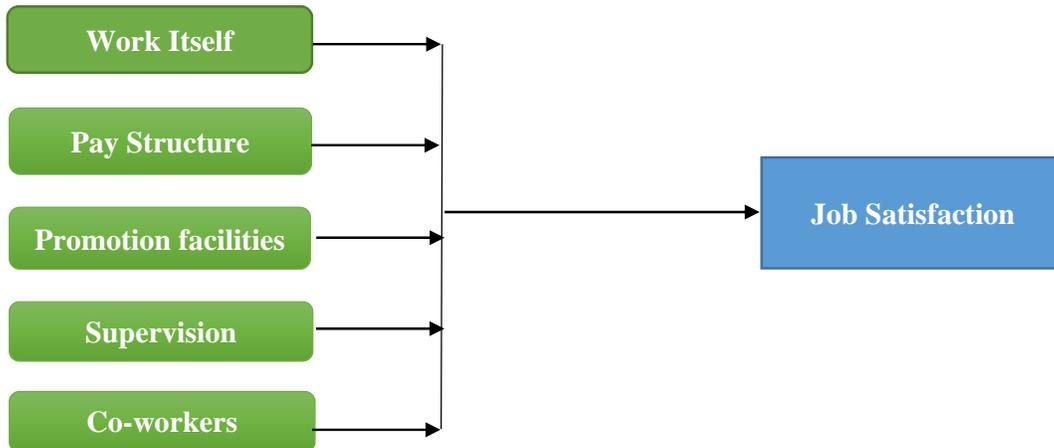

Fig. 1. Factors affecting job satisfaction

Source: Authors' creation based on Amissah, et al., 2016; Akinwale & George, 2020; Parvin & Kabir, 2011

- o Dependent variables: Job Satisfaction;
- o Independent variables: Work itself, Pay structure, Promotion facilities, Supervision, Co-workers relations.

This study considers 5 null hypotheses to be tested. The hypotheses are following:

H 1: There is a significant relationship between work itself and job satisfaction.

H 2: There is a significant relationship between pay structure and job satisfaction.

H 3: There is a significant relationship between promotion facilities and job satisfaction.

H 4: There is a significant relationship between supervision and job satisfaction.

H 5: There is a significant relationship between co-workers relations and job satisfaction.

Data and Methods

Study area and sample selection

This research primarily relies on questionnaire-based primary data, with Rajshahi University serving as the study area. The rationale for selecting Rajshahi University as the research location is that it is Bangladesh's second-largest public university. This university has nine faculties, and 1200 academic staff members work in these faculties. Because of the COVID-19 pandemic, primary data are being gathered through an online Google form. In this analysis, a convenient sampling procedure is used to select a sample from the population. As the research sample, 132 (11 percent) of the total population are selected using this process. According to that, a 7-point Likert scale questionnaire link is sent to respondents on February 18th, 2021, and it closes on February 28th, 2021. For the purposes of this paper, 120 responses were collected

from 132 respondents. After data collection is complete, it is filtered, coded, and edited for review.

Measurement

Job Satisfaction (JS) of academic staff at Rajshahi University is measured with 5 items suggested by Schleicher, et al. (2004). The 5 items are "I am satisfied with my job for the time being" , "I find real enjoyment in my work", "I am satisfied with the organization's development and status,", "I am satisfied with the salary, rewards, and the amount of work that I do", and "I am satisfied with the chance for advancement in this job". These items are measured with 7 points Likert scale: 1 for Entirely Disagree, 2 for Mostly Disagree, 3 for Disagree, 4 for Neither Disagree nor Agree, 5 for Agree, 6 for Mostly Agree and 7 for Entirely Agree.

This research focuses on an abridged version of the Job Descriptive Index (AJDI) containing a total of 25 items with five subscales focused on the most common Job Descriptive Index (JDI) with five subscales containing 72 items to quantify five independent variables (Work, Pay, Promotion, Supervision, Co-workers) of the conceptual model. For the first sample, a systematic size-reduction procedure is used to determine which objects to keep on each scale. Table 1 displays the abridged version of the Job Descriptive Index (AJDI) containing a total of 25 items for quantifying five independent variables of the study.

Table 1. Abridged Job Descriptive Index (AJDI)

JDI 5 Facets Scale	5 Items per facets
Work	1.Gives a sense of accomplishment
Work	2.Dull
Work	3.Satisfying
Work	4.Uninteresting
Work	5.Challenging
Pay	1.Fair
Pay	2.Underpaid
Pay	3.Income adequate for everyday
Pay	expenses
Pay	4.Well paid
	5.Insecure
Promotion	1.Good chance for promotion
Promotion	2.Dead-end job
Promotion	3.Promotion on ability
Promotion	4.Good opportunities for promotion
Promotion	5.Unfair promotion policy
Supervision	1.Praises good work
Supervision	2.Annoying
Supervision	3.Tactful
Supervision	4.Bad
Supervision	5.Up to date
Co-workers	1.Helpful
Co-workers	2.Boring
Co-workers	3.Intelligent
Co-workers	4.Lazy
Co-workers	5.Responsible

Source: Abridged Job Descriptive Index (Balzer, et al., 1997) based on standard JDI index (Smith, et al., 1969)

These 25 elements are scored on a 7-point Likert scale, with 1 being completely disagree, 2 being mostly disagree, 3 being disagree, 4 being neither disagree nor agree, 5 being agree, 6 being mostly agree, and 7 being completely agree. The Abridged Job Descriptive Index (AJDI) items are used and updated to produce questions based on the study's needs (Table 1).

Result and Discussion

Analysis of descriptive statistics

The demographic features of the chosen sample are examined in this section. Table 2 represents descriptive statistics for focusing on the distribution of respondents according to level of gender. Males respondents received 75.0 percent of the survey responses, while females respondents received 25.0 percent (see Table 2 below).

Table 2. The output of frequency analysis of the gender

Gender of Participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	30	25.0	25.0	25.0
	Male	90	75.0	75.0	100.0
	Total	120	100.0	100.0	

Source: Online Survey, 2021.

This study considers three educational levels of respondents. The sample academic personnel at Rajshahi University had 42.5 percent master's degrees, 49.2 percent Ph.D. degrees, and 8.3 percent post-doctoral degrees. It also represents the significance of the university's education and professional growth(see Table 3 below).

Table 3. The output of frequency analysis of the education level

Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	51	42.5	42.5	42.5
	Ph.D.	59	49.2	49.2	91.7
	Post-Doctoral	10	8.3	8.3	100.0
	Total	120	100.0	100.0	

Source: Online Survey, 2021

Table 4 shows the descriptive statistics for focusing on distribution of respondents according to ages. This study classifies total respondents into three categories in terms of their ages. In terms of age, it is clear that most responses (68.3 percent) came from staff between the ages of 35 and 45, with 23.3 percent between the ages of 25 and 35 and 8.3 percent older than 45 (see Table 4 below).

Table 4. The output of frequency analysis of the age of respondents

Age of Participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	28	23.3	23.3	23.3
	35-45	82	68.3	68.3	91.7
	45-above	10	8.3	8.3	100.0
	Total	120	100.0	100.0	

Source: Online Survey, 2021.

Table 5 shows that the majority of the responses collected came from employees who have worked for more than ten years or fewer than twenty years, with a proportion of 69.2 percent, compared to 22.5 percent for those who have worked for less than ten years and 8.3 percent for those who have worked for more than 20 years but less than 30 years.. Based on the

aforementioned percentages, one might infer (assume) that the university has a low employee turnover rate (see Table 5 below).

Table 5. The output of frequency analysis of the years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	27	22.5	22.5	22.5
	Less than 20 years	83	69.2	69.2	91.7
	Less than 30 years	10	8.3	8.3	100.0
	Total	120	100.0	100.0	

Source: Online Survey, 2021.

In terms of marital status, 76.7 percent of respondents are married, while 23.3 percent are unmarried (see Table 6 below).

Table 6. The output of frequency analysis of the marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	92	76.7	76.7	76.7
	Unmarried	28	23.3	23.3	100.0
	Total	120	100.0	100.0	

Source: Online Survey, 2021.

Analysis of Inferential Statistics

KMO and Bartlett's Test

Kaiser-Meyer-Olkin sample adequacy metric ranges between 0 and 1, with values closer to 1 being preferable. A number of six is recommended as the basic minimum. The Bartlett's Test of Sphericity examines the null hypothesis that the correlation matrix is an identity matrix. In this example, KMO discloses the sample adequacy showing (value of 0.50< KMO<1.0), i.e., 0.867 for academic staff of Rajshahi University is appropriate for the same. The closest chi-square score is 1593.312 with 300 (df) for .000 levels of significance, according to Bartlett's Test of Sphericity. As a result, factor analysis is seen to be an acceptable methodology (see Table 7 below).

Table 7. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.867
Bartlett's Test of Sphericity	Approx. Chi-Square	1593.312
	Df	300
	Sig.	.000

Source: Online Survey, 2021.

Principle Component Test

The eigenvalue reflects the entire amount of variance that a specific principal component can explain. Each succeeding component is derived by partly extracting the preceding component, beginning with the first. As a result, the first component addresses the most critical variation, while the last component addresses the least. Thus, Component 1 is 9.174, or (9.174/25) percent = 36.697 of the overall variance. Because we remove the same number of components as

products, the Initial Eigenvalues column is the same as the Extraction Sums of Squared Loadings column (see Table 8 below).

Table 8. Principle Component Matrix

	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.174*	36.697	36.697	9.174	36.697	36.697
2	2.001*	8.002	44.699	2.001	8.002	44.699
3	1.473*	5.894	50.593	1.473	5.894	50.593
4	1.318*	5.273	55.866	1.318	5.273	55.866
5	1.232*	4.927	60.793	1.232	4.927	60.793
6	1.026*	4.104	64.897	1.026	4.104	64.897
7	.979	3.917	68.814			
8	.859	3.435	72.249			
9	.794	3.174	75.423			
10	.766	3.066	78.489			
11	.699	2.795	81.284			
12	.640	2.560	83.844			
13	.603	2.413	86.257			
14	.536	2.144	88.401			
15	.448	1.793	90.193			
16	.420	1.679	91.873			
17	.369	1.475	93.348			
18	.333	1.331	94.679			
19	.269	1.076	95.755			
20	.236	.946	96.700			
21	.209	.836	97.537			
22	.199	.796	98.333			
23	.177	.709	99.042			
24	.141	.565	99.607			
25	.098	.393	100.000			

Source: Online Survey, 2021.

Eigenvalue plot

Since the aim of running a PCA is to reduce the number of variables, it would be useful to include a guideline for selecting the optimal number of elements, which must be less than the total number of objects. One requirement is to choose components with eigenvalues greater than one. The first six elements have an eigenvalue greater than one, according to the Total Variance Explained table. This is confirmed by the Scree Plot, which maps the eigenvalue (total variance explained) by the variable number (Figure 2).
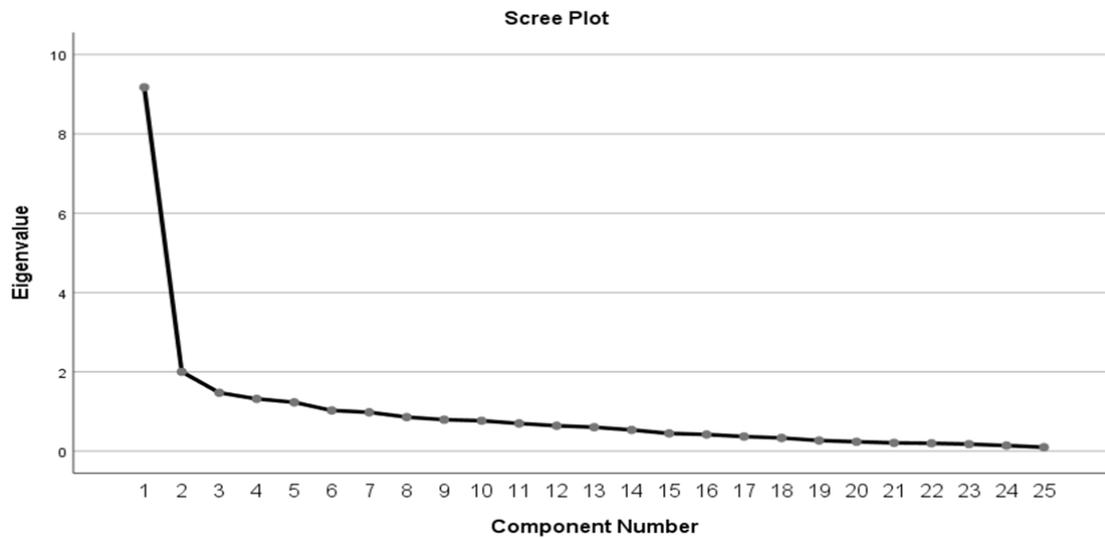
Fig. 2. Eigenvalue plot

Source: Online Survey, 2021.

Co-efficient Statistics

A standardized beta coefficient compares the intensity of each independent variable's effect on the dependent variable. The higher the absolute value of the beta coefficient, the greater the magnitude of the effect. Table 9 shows the estimated standardized co-efficient beta of five independent variables (work=0.151, Pay=0.082, Promotion=0.094, Supervision=0.086, Co-workers=0.115) and the their level of significance (work=0.001, Pay=0.725, Promotion=0.735, Supervision=0.964, Co-workers=0.002) that work and co-workers have significant impact on academic staff's job satisfaction when pay, promotion & supervision have insignificant impact on academic staff's job satisfaction of Rajshahi University, Bangladesh. Thus, this part of the result satisfies Hypothesis 1 and Hypothesis 5, which reveals that the job satisfaction of academic staff at Rajshahi University is mostly determined by the work itself and the interaction with colleagues (see Table 9 below).

Table 9. Co-efficient Statistics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	1.089	.416		2.620	.010	.266	1.913			
	Work	.544	.151	.383	3.598	.000	.244	.843	.711	.319	.223
	Pay	.029	.082	.032	.353	.725	-.134	.192	.515	.033	.022
	Promotion	.032	.094	.029	.340	.735	-.154	.218	.436	.032	.021
	Supervision	.004	.086	.004	.045	.964	-.167	.175	.549	.004	.003
	Co-workers	.358	.115	.367	3.125	.002	.131	.585	.707	.281	.193
Level of Significance : 5% (p value < 0.05)											

Source: Online Survey, 2021.

   a. Dependent Variable: Job Satisfaction

Goodness-of-fit test

This section of this paper explores the results of statistical analysis and tries to compare the findings with the hypotheses. R-squared is a goodness-of-fit measure for linear regression models. This statistic indicates the percentage of the variance in the dependent variable that the independent variables explain collectively. R-squared measures the strength of the relationship between your model and the dependent variable on a convenient 0 – 100% scale. The most common interpretation of r-squared is how well the regression model fits the observed data. For this regression model, an r-squared of 56.4% reveals that 56.4% of the data fit the regression model. Generally, a higher r-squared indicates a better fit for the model (see Table 10 below).

Table 10. Goodness-of-fit test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.751[a]	.564	.544	.75915	.564	29.436	5	114	.000

Source: Online Survey, 2021.

a. Predictors: (Constant), Co-workers, Promotion, Pay, Supervision, Work
b. Dependent Variable: Job Satisfaction

ANOVA

Table 11 shows the result of analysis of variance (ANOVA) which indicates that the model as a whole is significant to predict job satisfaction since the regression is statistically significant: $F(5,114)=29.436$, $p<0.005$.

Table 11. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84.820	5	16.964	29.436	.000[b]
	Residual	65.699	114	.576		
	Total	150.520	119			

Source: Online Survey, 2021.

   a. Dependent Variable: Job Satisfaction
   b. Predictors: (Constant), Co-workers, Promotion, Pay, Supervision, Work

Collinearity statistics

Table 12 describes that there is no multicollinearity problem in the conceptual model of this study since tolerance and variance inflation factors are calculated within the accepted range (Tolerance= 0.1-1.0 & VIF= 1.0 - 10).

Table 12. Collinearity statistics

Tolerance	VIF
.338	2.956
.462	2.165
.534	1.874
.395	2.529
.277	3.609

Source: Online Survey, 2021.

Conclusion and Recommendations

According to the study's findings, the majority of teachers are pleased to work with their co-workers, indicating that the working relationship at their jobs is healthy. Only 10% of teachers dislike their co-workers. According to data analysis, teachers are satisfied with their co-workers because they cooperate and provide them with adequate support whenever they need it. The proportion of teachers who are dissatisfied with these factors is low. Their dissatisfaction stems from the fact that political ideologies play a significant role in the workplace.

46% of teachers firmly acknowledged that they fully participate in decision-making. This may be argued on the grounds that teachers have a substantial impact on departmental decisions. Again, it seems that most academics are happy with their job quality and personal accomplishment; 70 percent of respondents were very happy with the substance of their work and the utilization of their potential. This can be explained by the fact that many teachers are experienced in their area in a significant proportion.

We have discovered that no one is dissatisfied with their opportunities for growth or success in the future. Usually, the faculty member shows satisfaction with the criteria for advancement. One obvious reason may be that public universities' new promotion policy is easier than that of private universities. Since the promotion policy is based on seniority and in-depth research, all of the teachers believe that this provision is a fair means of awarding promotion. Faculty members with subject specializations and extensive expertise enjoy autonomy in their instructional processes, which provides them a feeling of accomplishment at work. Just 3% of respondents are dissatisfied with their degree of freedom at work, while 15% of teachers give an average response. This group primarily consists of new teachers with little job experience.

In terms of compensation earned, dissimilar results revealed that a very high proportion of the chosen population, 56.7 percent, was dissatisfied with their pay. This is due to two factors: first, demographics, and second, current economic conditions. A sizable proportion of respondents are between the ages of 25 and 35 and hold a master's degree or higher. As opposed to their credentials, these young teachers find the pay standard in private institutions to be very appealing and reasonable. Pay packages at a public university are typically determined by seniority. Per year, the employees got an increase, which was added to their pay. As a result, the contentment of certain senior teachers with their pay is well-founded.

This paper aims to address two research questions. The first is, what is the level of work satisfaction of academic staff at Rajshahi University in Bangladesh? And the second is, what causes have a major effect on academic staff work satisfaction? To investigate these two questions, this paper collects only primary data from 120 teachers from nine faculties at Rajshahi University in Bangladesh using a 7-point Likert scale questionnaire. Following multiple methodological studies such as factor analysis, regression, and correlations, it was discovered that work itself and relationships with co-workers have a major effect on teachers' job satisfaction, while salary, advancement prospects, and supervision have a significant impact on teachers' job satisfaction at Rajshahi University in Bangladesh. Furthermore, the most important thing that has a significant effect on worker satisfaction is the work itself.

Based on the finding of this paper, the authors draw the attention of university authority and policymakers to give several suggestions in order to improve the job satisfaction level of academic staff: (i) job should be designed in such a way that teachers get a sense of accomplishment as well as challenging and satisfying work; (ii) ensuring such a work environment that teachers can easily establish a smooth, friendly and co-operative relationship with co-workers; (iii) giving emphasize on fair pay, promotion, and quality supervision. Finally, academic staffs' job satisfaction can definitely perk up service quality with increasing satisfaction. In this regard, the University authority should turn their attention to providing different facilities to the academic staff to gratify their performance.

This research, carried out at Rajshahi University in Bangladesh, focuses on a relatively limited region and sample size. Due to time and budget constraints, it is not feasible to conduct at all universities in Bangladesh. Therefore, the results of this paper do not accurately represent the situation in Bangladesh. As a result, prospective scholars are encouraged to pursue an in-depth analysis that includes the majority of Bangladeshi universities. Finally, it will investigate the actual situation of the whole country.

Acknowledgment

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