Faculty Mobility in the Private Universities: Developing Country Context

Zakia Khan[1], Jashim Uddin Ahmed[2] and Shah Md. Al-Emran Sarker[3]

ABSTRACT

The main aim of this study is to identify the factors influencing high rate of faculty mobility, which is a serious problem for the private universities of Bangladesh. The primary objectives of the private universities were to create opportunities for higher education and to prevent the outflow of funds by the students going abroad for higher studies. Literature review reveals that the common factors related to faculty turnover are lack of opportunity for professional development, working environment, lack of faculty autonomy, discrimination in rewards and recognition, poor compensation package, dissatisfaction with the promotion and performance appraisal process, poor research and publications facilities, and lack of administrative and technical support. In addition, lacking in the other dimensions of satisfaction are excessive pressure in advising and course work, poor quality of students, inadequate benefits and so on. A survey has been conducted among 30 faculties of different universities by using questionnaire. This study reveals that in order to meet the current challenge of ever-growing demand of educational institutions it is required to retain the faculties by solving the dilemmas in their universities. To introduce good human resource practices at the work place it is important to have positive attitudes of the management, sincere efforts, and the urgency of establishing a good working place where everyone will work like a harmonious family.

1. INTRODUCTION

The huge expansion of higher education reflects the fact that the very context of higher education has changed (Ahmed 2008; Pan and Luo 2008). Some attribute this fundamental change to the shift in higher education's role in modern and modernizing societies and economies. Basically, higher education has moved from a peripheral status, on the margins of societal concern and importance, to a core status of central importance to societies and economies (Morrison 1998).

In Bangladesh, private universities were established to create more opportunities for higher education within the country along with public universities. One of the reasons was to partially prevent the outflow of foreign currency by the students going abroad for higher studies. Other reasons of private universities were the inability of the public universities in providing enough seats to admission seekers and the frequent political unrest and campus problems resulting in unscheduled closure of universities which prolonged academic sessions (Ahmad 2000). With the view to solving the problem in the higher education available to the students the government has accorded permission for the establishment of private universities in the private sector by promulgating the Private University Act, 1992. The enactment of this Act in 1992 marked another major breakthrough in the higher education system in Bangladesh (Farooqui 2007). The major concern of this Act was to meet up the growing demand for higher education and to produce skilled labor force for the economic development of the nation.

Private universities are a proven alternative and provide a new avenue for higher education all over the world. It is a relatively new phenomenon in Bangladesh (Mahboob 2009). Private universities of Bangladesh are trying to develop a better shape in their educational system (Huda, Tabassum and Ahmed 2009). The country experienced a spectacular growth in private universities - mostly in and around Dhaka (capital of Bangladesh) and couple of other large cities. At present, there are more than 50 private universities compared with 21 public universities. Though the number of private universities increased in recent decade, the student population served by these private universities is growing fast (Ahmed, Chowdhury and Tabassum 2008). Part of the reason is that Bangladesh has one of the fastest-growing populations in the world, increasing from 45 million in 1971 to more than 145 million today. In Bangladesh, only 4 percent of the university going population (18-25 years) is currently enrolled in a university. This figure is 13 percent for India and Pakistan and as high as 40 percent for Thailand. Even then, Bangladesh struggles with those who do enroll (UCG Chair 2008). All private universities in Bangladesh are faced with unprecedented demands for even larger enrollments (UGC 2008). This expansion is characterized by lack of planning and in general can be attributed to political and social pressures. The latter is linked to the concept of associating university degrees with private sector enormous growth and lucrative job prospects (Farooqui 2007; Mahboob 2009).

Private universities are managed under the Private University Act 1992. These universities are not completely outside government control. The top administrative and academic positions, including that of the vice-chancellor, are formally appointed on the recommendation of the governing body of the respective university, by the President of the country, who is statutorily the Chancellor of all universities (Wadood 2006). In 2010, the Government of Bangladesh has revised this act to have more control over the private universities. It is believed that such a process is on the way as quite a few private universities were identified running their academic and administrative functions without ensuring minimum acceptable standard. Most of the founders of private universities do not have first hand practical experience about the running of an educational institution like a university. They are unable to comprehend the real life scenario of the higher education sector (Gomes, Mamun, Muzahid and Tajrin. 2009).

Therefore, the objectives of the study are:
- To understand and investigate the current situation of faculty mobility in private universities.
- To scrutinize the factors influencing faculty mobility in private universities of Bangladesh based on primary and secondary information.
- To analyze and suggest steps for faculty retention.

Structure of the remaining paper is as bellow: section two is Review of literature, which details about variables. Section three details about methodology. section four is about key findings and variables details.

Section five details discussion and recommendations. Section six gives limitations and directions for further research.

2.   LITERATURE REVIEW

Faculty mobility refers to the switching of jobs by the faculty members from one university to another locally or internationally in order to strive for challenging opportunities (Shuster 1970; Sorensen, Ort and Weinstein 1985). In these private universities a large number of male/female faculty members are rendering their services who have national as well as international higher degrees and also having high experiences. A career in education is challenging and its impact is important. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence (Akhter, Muniruddin and Sogra 2008). But if these faculty members are not satisfied with their profession they will not be able to increase their performance and thus will not contribute to education sector of Bangladesh.

One of the researcher regrettably noted in most cases, it is true even after a decade, the performance of the majority of these private universities are found below the standard average (Gomes et al. 2009). Faculty members are frequently switching their academic institutions. It is undesirable for any academic institutions, particularly for university educational institutions. On the other hand, in case of public universities the turnover rate is quite low (as compared to the rate of private universities), it is somewhere between 2 to 3 percent (Jalil 2009).

In private universities there is no uniform recruitment policy. Almost without exception all senior level positions are filled in by teachers from public universities. For some universities their experience has been invaluable for these private universities. Some have tried recruitment of senior teachers from non resident Bangladeshis or even foreigners. Normally the senior level positions in many of the private universities carry high financial benefit. Whatever development happens to a teacher at the university level, especially in public universities, this happens through availability of local and international scholarships (UGC, Commonwealth, Ausaid, Ford Foundation, ICSSR etc.) for pursuing higher degrees (Akhter 2009).

The problem of availability of proper qualified and experienced faculty members is becoming extremely acute in the private universities. This is simply the issue of demand and supply. The average rate of turnover is almost between 16 to 17 percent per year, and this figure is even higher for some universities (Jalil 2009). It is absolutely undesirable for any academic institutions, particularly for educational institutions. Moreover, increasing recruitment problems of qualified faculty makes the turnover issue more critical. In addition, there are many other issues associated with the high rate of faculty mobility, such as lack of professional development and career advancement opportunities, inadequate salary and other benefits, bureaucracy in the administrative department and so on. Bright graduates are not inspired to enter the teaching profession because the financial benefits are too meager in some universities. The founders try to run their universities as government offices, others as another business concern or another NGO outfit. Some have tried to enforce 9-5 office hours (Personal Interview 2010). Due to this the faculty mobility rate in private universities is high. This is in part because in many private universities the overall work environment is not attractive due to unwise and impractical management decision and practices.

3. RESEARCH METHODOLOGY

It is the nature of the research problem that should dictate the appropriate research method; sometimes quantification is required, sometimes not (Ackroyd and Hughes 1992). Similarly, Punch (1998: 19) observes that "…quantitative questions require quantitative methods to answer them, and qualitative questions require qualitative methods to answer them". In social research, combining qualitative and quantitative approaches is a strategy, which provides a solution to what is known as 'the duality of structure' (Giddens 1976) or 'multiple research strategies' (Burgess 1982) or 'triangulation' (Ahmed 2007; Jick 1979; Scandura and Williams 2000). Methodological triangulation implies the use of more than one-research method or data collection technique (Ahmed 2007). In this research, the mix-method approach has been applied to assess all the relevant processes adequately. Benefit of applying such mix-method approach is that if similar themes are noted in the data collected from a variety of sources, then the credibility of the findings and its interpretations are enhanced (Leedy 1997).

3.1   In-depth Interview

The in-depth interview method was utilized as a component of the qualitative research strategy because of the ability of the interview techniques to obtain the richest data within the prescribed limits of the research (Copper and Schindler 2006). Rather than just asking a question, recording a simple answer and moving on, the in-depth interviewer encourages the respondents to explain their answer (Smith, Thorpe and Lowe 2002). A semi-structured interview schedule was used. The data was then stored and classified according to the major headings of the study, although not all answers fitted neatly within that classification scheme. The interviews were fully transcribed and then analyzed in the systematic and iterative manner widely recommended in qualitative research literature. The main aim of these interviews was to identify the issues behind faculty mobility in the private universities in Bangladesh. By interviewing the high officials of the registrar offices and faculty members of a good number of private universities, it has been found that with little exceptions, most of the universities are facing frequent faculty switching problem.

3.2   Questionnaire

In management research, the questionnaire method has been discussed by many social science writers (Easterby-Smith, Richard, and Andy 1999; Li , Kinman, Duan and Edwards 2000; Punch 1998). Questionnaires offer a method of conducting a survey where all respondents are asked exactly the same questions in the same circumstance. To support this method, Easterby-Smith, Richard, and Andy (1999: 72) noted, "If researchers wish to obtain answers to a number of fairly simple questions then a questionnaire might well be more appropriate". In this research, the data was collected by carrying out a survey among 30 faculties of different universities by using questionnaire. Among 30 respondents, 17 respondents were from universities like Independent University Bangladesh (IUB), American International University Bangladesh (AIUB) and United International University (UIU), comprising of 6 faculties from IUB, 6 were from AIUB and 5 were from UIU. Besides, 13 respondents were from other universities like Presidency University, Prime University and University of Asia Pacific, comprising of 5 faculties from Presidency University, 4 faculties from Prime University and 4 were from University of Asia Pacific. For the study, the population consisted of the faculties of the Private Universities in Dhaka. The sampling method was convenient random sampling, because it is the purest form of probability sampling. Each member of the population has an equal and known chance of being selected.

4.   KEY FINDINGS

The common factors related to turnover that were identified are job security, working environment, lack of faculty autonomy, poor supervision, lack of training and career growth, discrimination in rewards and recognition, poor compensation package and dissatisfaction with the promotion and performance appraisal process. In some cases, it was also found that there was no defined human resource practices for their academic staff. In most cases it was found that management is quite casual in their approach towards human resource practices in their institutions (Alam, Talha, Sivanand and Ahsan 2005). For the sake of higher education, private university education in particular, it needs further empirical evidences in this area of human resource management practices through academic research, to find out what particular human resource practices are accountable for turnover in the context of private university, thus the result will be used to formulate the faculty retention strategy.

The most negative responses are for areas such as personal/work life balance, work demands/workload, university direction, and whether the faculties would choose to work at the same institution again/would recommend it for employment. The results are consistently and negatively associated with job satisfaction. However, a large number of researches have been conducted in regards to human resource practices and employee turnover relationship in the developed nations; there is lack of empirical research evidence in this part of developing countries such as Bangladesh in particular (Faruqui and Islam 2005). The nature of human resources of the developing countries is quite different in terms of how they react, how they behave and their perceptions of the HR practices in the work place as compared to the people of developed nations. The common factors related to increasing rate of faculty mobility in private universities are given below:

4.1 Dimensions of Work Life

The problems are identified based on the dimensions of work life, such as professional development, research and publications, administrative support and interpersonal relationship and technical support.

4.1.1 Lack of Career Advancement Opportunity

Faculties are dissatisfied with lack of career advancement opportunity in private universities. Universities must also work to develop their faculty members. According to the survey, 50% of the respondents are quite dissatisfied with their current prospect of the job. Whereas, 30% of the respondents think that it is not the best way to develop career skills by staying with the current universities. Among all the respondents, the faculties of small and less renowned universities were mostly very dissatisfied with the lack of career advancement opportunities. One of the faculties mentioned that the private universities which are not recognized as top class; they appoint faculties at a lower salary and do not provide sufficient career advancement opportunities. So the faculties do not stay in a single organization for a longer period of time, because the teaching career is challenging, but has very little growth opportunity (Rahman 2004; 2006). If private universities provide career advancement opportunity facilities to the faculties, then it will enable them to perform their present jobs effectively and to prepare for future jobs, as a result it will make the faculties motivated and enhance the quality of educational institutions.

4.1.2 Bureaucracy in Administrative Department

Bureaucracy in the administrative department causes dissatisfaction among faculties. According to the survey result, 23% of the respondents are not satisfied with the university managing committee, whereas other 23% faculties are neutral as they are neither satisfied nor dissatisfied with the university managing committee. Bureaucracy is the combined organizational structure, procedures, protocols, and set of regulations in place

to manage activity, usually in large organizations (Ahmed, Faruqui and Zubayer 2006). Around 20% of the respondents think that the people in administration department are not disciplined and diligent. The Chi-Square test is statistically significant as the p value is 0.011, which is less than 5%. It is often represented by standardized procedure (rule-following) that guides the execution of most or all processes within the body; formal division of powers; hierarchy; and relationships, intended to anticipate needs and improve efficiency (Pfeiffer 1998). It is found that 33% of the respondents are neutral and 13% are dissatisfied with the power distance between the faculty members and the central administration. From the survey result it reflects that 17% of the respondents are dissatisfied with the current supervision style, whereas, 27% of the faculties are neutral about it. Therefore, the faculty satisfaction can be increased by reducing the level of bureaucracy in the educational institutions.

4.1.3 Inadequate Research and Publications Facilities

Research and Publications adds value in the career advancement process for the university faculty members (Yanagihara 2007). Only a limited number of universities have research and publications facilities for their faculty members in the private universities of Bangladesh. According to the survey results, only 23% of the universities provide research and publications facilities. In addition, only 30% of the faculties are satisfied and 70% are dissatisfied with their research and publications facilities.

4.1.4 Lack of Faculty Autonomy

Autonomy is the capacity to take charge of, or take responsibility for, or control over one's own learning. The Lack of autonomy and self-control lead to higher job dissatisfaction. According to the survey results, 60% of the respondents think that there is lack of autonomy and independence in their workplace. Currently academic profession gained new stature as Professional prestige grew as scholars assumed to have more influence over areas for which they claim expertise, such as academic standards and procedures for undergraduate and graduate programs and terms and conditions of faculty employment. This has lead to further gain in the concept of professionalism, like autonomy in setting standards of performance and autonomy in regulating terms and conditions of employment (Clarke 1995). According to the survey results, faculties have claimed that they do not have adequate autonomy which has lead to a rise in dissatisfaction and the faculties are leaving their respective academic institutions. Increased professional autonomy would benefit faculty morale, recruitment and retention.

4.1.5 Lack of Rewards and Recognition

A critical element in job satisfaction is reward and recognition which is quite poor in private universities of Bangladesh. Due to this, it creates dissatisfaction among faculty members and causing a high rate of faculty mobility. According to the survey result, only 10% of the respondents are highly satisfied with their current reward and remuneration, whereas, 30 of the respondents are dissatisfied and 20% are neutral and do not want to disclose about the dissatisfaction regarding the reward and remuneration. Faculties try to switch from one university to another in order to get a proper reward and recognition which will help them to get motivated to perform efficiently. Every person has different reasons for working. Something obtained from work impacts morale, motivation, and the quality of life. A successful institution recognizes the talents, dedication, and contributions of the University's workforce in a way that supports the University's mission, values and priorities (Fisher 2000).

4.1.6 Dissatisfaction with Promotion and Other HR Practices

It is not always the salary, as commonly believed, is the main reason the faculty members change their jobs; but other factors such as human resource practices that also make the institution different from others. According to the survey results, 43% of the respondents are dissatisfied and 23% are neutral about their current benefit package. Private university management should look into this (HR practices) matter because high faculty turnover not only incur financial loss for academic institutions. It also affect the reputation of the university through disrupting smooth operations of quality education, and in the long run, it may be a big obstacle for recruiting and retaining good faculty, which in turn, will raise the question of survival of the institution. In order to solve the problem of high turnover rate in private universities it is important for improving quality of education as well as faculty work life. Good human resource practices fulfill the psychological contract between employer and employees (Hellriegel, Slocum and Woodman 1995). It is widely believed that for a service industry good human resource practices are must (as compared to manufacturing industry), because people are the most important asset in the service industry to gain competitive advantage (Faruqui and Islam 2005). In fact, without introducing appropriate human resource management practices in the organization, survival of the organization would be under big exclamatory sign!

4.1.7 Working Environment

The source of this job satisfaction not only arises from the job but also from the other factors like- work environment (both physical and social), relationship with supervisors and peers, corporate culture, managerial style, workload and quality of work life. Sometimes the physical environment, such as technical supports like computer, multimedia service, classroom condition may not be favorable to perform the task of the faculties properly. From the survey results it is seen that majority of the faculties are satisfied with the computer and multimedia facilities, whereas only 20% of the respondents are dissatisfied. According to the human behavior, people are more interested to work in those companies and service organizations from where they get mental satisfaction. Study found that politics-free work environment is significantly correlated to job satisfaction of employees (Barclay 2009). It is also found that 10% of the respondents do not like the campus are and the facilities, whereas 30% are neutral and 60% of the respondents like their campus area and facilities. The faculties who do not like their campus are mostly from the small universities located in the areas where there is transportation problem and many other external problems faced by the faculties. The work situation also matters in terms of job satisfaction and organization impact. Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet (Judge and Church 2000; Jurgensen 1978).

4.2 Dimensions of Satisfaction

The problems are identified based on the dimensions of satisfaction, such as advising and course work, quality of students, benefits and other facilities and overall satisfaction of the faculties.

4.2.1 Poor compensation package

Researchers have found that the negative effects of wage inequality on satisfaction, productivity, and collaboration (Saari and Judge 2004). According to the survey results, 37% of the respondents are dissatisfied with their present salary structure, whereas 20% are neutral about it or they do not want to disclose their dissatisfaction. Results show that the greater the degree of wage dispersion within academic departments, the

lower is individual faculty members' satisfaction and research productivity and the less likely it is that faculty members will collaborate on research. Around 60% of the respondents think that their payment is not equitable with the others in similar positions in other universities. The negative effects of wage dispersion on satisfaction are reduced for people who are more committed in fields with more developed scientific paradigms, and when salaries are based more on experience and scholarly productivity, but they are greater for those who earn comparatively less money. According to the survey, 36% of the respondents are dissatisfied with the rules for salary increase, whereas, 20% are neutral about it because they are neither satisfied nor dissatisfied. The results suggest that one's position in the salary structure, the availability of information about wage inequality, lack of supervision and legitimate bases of reward allocation all affect the extent to which wage dispersion produces adverse effects (Pfeffer and Langton 1988).

4.2.2 Higher Level of Stress

Faculty members are most dissatisfied with course allocation as they claim that sometimes it creates extra burden for them (Personal Interview 2010). Universities are not utilizing their expertise; rather courses are distributed depending on demand. According to the survey result, only 20% of the respondents are dissatisfied with the course distribution, whereas majorities are satisfied with this issue. Another purpose of the study was to examine the moderating effect of locus of control on stressor-strain relationships. A factor analysis of the faculty stressors revealed six factors: recognition, perceived organizational practices, factors intrinsic to teaching, financial inadequacy, home/work interface, and new challenge. A series of stepwise multiple regressions demonstrated that recognition, perceived organizational practices, and financial inadequacy were best predictors of job satisfaction, whereas perceived organizational practices and home/work interface were the best predictors of psychological distress (Leung, Siu and Spector 2000). Around 13% of the respondents are neutral and 20% are dissatisfied with high level of stress because they do not have enough time for leisure activities and family which causes dissatisfaction to some extent. Further, external locus of control was associated with low job satisfaction and psychological distress. A series of hierarchical moderated regressions demonstrated a moderating effect of locus of control on some of the stressor-strain relationships (Cunningham 1999).

4.2.3 Dissatisfaction with the Quality of Students

Mentoring has frequently been examined as a means of enhancing the professional growth and development of a university faculty. According to the survey result, 43% of the respondents are dissatisfied with the quality of the students, because some of the faculties believe that private universities enroll unqualified or incompetent students who do not have an excellent academic background. In addition, 40% of the respondents are not very satisfied with teacher and student relationship. In the contrary, another group of faculties are satisfied with the quality of the students and 53% of the respondents believe that they have the opportunity to provide meaningful feedback to the students and their advice is taken seriously by the students. It is also linked with the vitality and well-being of the faculty. In addition to the importance of on-going mentoring relationships between faculty and students, studies have established the importance of mentoring relationships between novice and senior faculty (Cunningham 1999). Help and advice on different aspects of work, setting work priorities, and negotiating - the swamp of politics within the university were seen as important elements producing greater overall faculty satisfaction.

4.2.4 Job Security

Job security is the probability that an individual will keep his or her job; a job with a high level of job security is such that a person with the job would have a small chance of becoming unemployed. According to a faculty, there is no reward for good performance but harassment is there for each mistake (Rahman 2006). Due to little mistakes they are sometimes fired by the low grade private universities. Lack of job security may cause dissatisfaction among faculty members of private universities which may cause a high turnover rate.

4.2.5 Ineffective Performance Appraisal Process

Some of the private universities use 'faculty evaluation system' in order to evaluate the performances of the faculty members by using questionnaire. The survey questionnaires are filled up by the students. Sometimes the students do not provide proper feedback which makes the process erroneous. Faculty should be notified not only of their score, but also of the mean score and the entire distribution of scores (for research, teaching, service, and total) of the Department. The survey result is quite contradictory because 30% of the respondents are dissatisfied, 23% are neutral and 47% are satisfied with the performance rating system. These numerical evaluations should be supplemented with written comments by the Department Head in order to provide useful feedback, discuss individual situations with the faculty member, and so forth. The performance appraisal system is quite ineffective which leads to faculty dissatisfaction (Jamal 2004). It was also studied whether gender plays any discrimination between male and female faculty members. As the nature of the job itself is not that much discriminatory, gender does not plays any critical role here. Female faculty members thought that they have same opportunity to work as of male teacher does and they are also get recognition from their male counterpart for their performance (Alam, Talha, Sivanand and Ahsan 2005). As this is the place to sell knowledge and expertise, both male and female faculty members can make more contribution if they are utilize properly.

4.2.6 Lack of Consultancy

Faculties benefit from consulting if they derive opportunities to strengthen their research, especially in fields where the leading edge of scientific inquiry is migrating to industry from academic institutions–because industry has more money (NAHERI 2004). Indeed there is likely a complementary relationship between the reputation of faculty and that of their employing institutions: the better the reputation of the institution, the greater the recognition of the faculty they can attract; the greater the recognition of the faculty, the wider the range of consulting opportunities and the greater the amount of outside support faculty can garner for their institutions.

4.2.7 Faculty Evaluation System

Faculty evaluation system plays an important role in determining the level of faculty satisfaction. According to the survey result, 54% of the respondents think that the students should rate the faculties by using faculty evaluation form where they can give their honest response. On the other hand, 27% of the respondents are neutral and 20% thinks that the faculties should not be rated by students.

4.2.8 Lack of Empowerment and Delegation

Faculties are not adequately empowered and delegated which sometimes creates dissatisfaction among the faculty members. If career development is accomplished, faculty members will feel empowered, in control of their lives, and not trapped in their current position, a situation aggravated by the lack of mobility from one

institution to another. Faculty morale and the atmosphere on campus would be significantly improved. The not-so-hidden message here is that faculty members who are unhappy with teaching or their institution would be encouraged and assisted in developing interests and skills that might lead them to seek more satisfactory positions inside or outside the institution. Surprisingly, 87% of the respondents always dream of a better job in the future because if the get a better offer then they might move to other institutions or they might expect the existing institution to provide better offers in the future.

4.2.9 Job Satisfaction

Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. From this study it has been found that faculty members are satisfied in some areas like interpersonal skills, but at the same time dissatisfied in other areas like salaries, professional development, research and publications, administrative support, advising and course work, quality of students, and so on. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence (Amin 2006). The source of this job satisfaction not only arises from the job but also from the other factors like- work environment (both physical and social), relationship with supervisors and peers, corporate culture, managerial style. These factors have different impact on different people and in practical world it is an established fact that gender differences also influence the job satisfaction level. According to the survey result, 47% of the respondents are proud to work in their reputed universities and rests of the respondents are quite dissatisfied or neutral about their workplace.

5.   DISCUSSION AND RECOMMENDATIONS

In conclusion, we must not forget that private universities are not only creating more opportunities for higher education of thousands of students within the country and producing skilled graduates along with public universities, but also saving millions of dollars of foreign currency for the country. Most of us agree that the significant achievement and roles of private universities are playing in the development process of our national life. Bangladesh in this regard has become very successful in terms of expanding of higher education in the private sector, and in future Bangladesh can be one of the best places for higher education and be well-known to the global community (Rahman 2006). The following ways might help to increase faculty retention in private universities of Bangladesh.

5.1   Developing Career Growth Opportunities

Faculties are also dissatisfied with career growth opportunities. The reality is that faculty development and career growth opportunity programs are important to continued professional growth of the faculty. There must be a thorough review of policy and outlines acceptable standards and procedural criteria for faculty development programs. Faculty development has always meant different things at different institutions. At the university level, these faculty development efforts have been largely ineffectual, given academe's dedication to published research (Bledsoe 1991). Career growth opportunities can be through a systematic program involving three interrelated developments in the life of a faculty member: *Professional Growth* means teaching, scholarship, research and service. *Personal Growth* refers to the individual faculty member's expanding knowledge and interests, apart from scholarship. *Institutional Growth* in terms of career development and institutional development. In addition, faculties are dissatisfied with lack of career advancement opportunity in private universities. Universities must also work to develop their faculty members (Rahman 2004).

5.2   Enhancing Research and Publications Facilities

Only a very limited number of universities have research and publications facilities for their faculty members. Other private universities do not provide any scope for journals and publications for the faculty members, which also lead to dissatisfaction among faculties. The private universities should provide sufficient research and development facilities in order to retain the faculties.

5.3   Attractive Compensation Packages

The old adage "you get what you pay for" tends to be true when it comes to staff members (Pfeffer 1998; Pfeffer and Langton 1988). If individuals believe they are not compensated well, they will be unhappy. Traditionally, universities in Bangladesh provides less compensation compared to other sectors. Universities may offer comparable salaries and benefits to retain compatible faculty members.

5.4   Improved HR Practices

Universities may give more attention to motivate and maintain these human resources to make them more contented and to make the most of their effort by ensuring overall excellence of organization. A successful institution recognizes the talents, dedication, and contributions of the University's workforce in a way that supports the University's mission, values and priorities. In order to have a sustainable competitive advantage it is required to provide suitable rewards and recognition program consistently. There must be a project team of faculty members and department heads representing a variety of departments with the goal of designing and recommending a campus-wide rewards and remuneration program to Human Resources by the end of each semester. This cross-functional project team should be using a new approach for working on cross-functional initiatives, including development of a HR Practices; and a thorough review of rewards and recognition programs used by other head of the departments and faculty members (Shahzad, Basir and Ramay 2008).

5.5   Advising and Coursework

Faculty members are most dissatisfied with course allocation as they claim that sometimes it creates extra burden for them. Universities are not utilizing their expertise; rather courses are distributed depending on demand. In this case, it may not be possible to ignore the demand of any course, but faculty members may be informed earlier to take necessary preparation before starting the semester. According the survey result, a faculty mentioned that it is mandatory to teach four to five courses per semester, which create pressure for the faculty members. The university authorities force the faculties to take extra pressure because the universities do not have sufficient teachers who can teach those extra courses offered by the university (Personal Interview 2010). In addition, mentoring has frequently been examined as a means of enhancing the professional growth and development of a university faculty. It is also linked with the vitality and well-being of the faculty.

5.6   Quality of the Students

If the students cannot communicate and reciprocate the knowledge provided by the faculties, then the faculties will not be interested to teach such students. According to the survey result, 46% of the respondents are satisfied with the quality of the students whereas others are not very satisfied with this issue. Nowadays a

significant number of students of private universities do not concentrate properly on their studies. Sometimes they do not attend the classes regularly, which act as disruption in the process of getting a proper education. Therefore, private universities should enroll talented and meritorious students in order to enhance the standard of education.

5.7   Enhancing Consultancy

Faculty also benefit from consulting if they collaborate in meeting real-world challenges that may make their teaching more relevant and lively, which in turn benefits students. Consulting also gives faculty opportunities to supplement their income, which may be especially important in fields where there is a great, and growing, disparity between salaries earned in business and in the academic world (Boyer and Lewis 1985). Consulting projects may also provide learning opportunities for students, and possibly employment opportunities working on practical projects. Institutions may benefit by building stronger business, community, and governmental relationships, which may lead in the long run to greater financial support.

5.8   Accurate Performance Appraisal

As part of the evaluation process, each year every faculty member should be expected to complete the Faculty Reporting and Evaluating Form, including the statement regarding one-year and longer-term goals. The Form should be accompanied by teaching evaluations, copies of publications, copies of papers out for review, and other appropriate documentation. The goal is not intended to be a contractually binding statement, but rather one that will serve as the basis for a dialogue between the faculty member and the Department Head with regard to the consistency of the faculty member's goals and the evaluation criteria set forth in this document (Türk and Roolaht 2007). It is expected that the previous year's statement will be considered during the annual evaluation and goal setting process.

5.9   Increase Overall Satisfaction

This study mainly focused on satisfaction level of faculty members of different private universities. The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Universities should look more to provide facilities to allow them to use their own personal space so that they can give more time for their research work besides their regular class. According to the survey result, 87% of the respondents dream of a better job in the future as they are not very satisfied with their current job. Undoubtedly, the role of private universities in the development of our nation has become crucial meeting the current challenge of ever-growing demand of educational institutions at the university level. To introduce good human resource practices at the work place, what it mostly requires is the positive attitudes of the management, sincere efforts, and the urgency of establishing a good working place where everyone will work like a family, treating each other as partner, not as employees or boss. Therefore, by motivating and retaining the faculties of private universities can help in fostering the development of a new generation capable of leading the country in an era when global integration of markets is increasing rapidly (Alam, Haque and Siddique 2007).

6.   LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Although a great effort has been made to make the study as comprehensive as possible, nevertheless, few limitations have been identified while preparing this study. One of the shortcomings of this study is the use of convenient sample size of 30 within Dhaka only, which might not allow the study to be 100 percent accurate,

but the result will be close to the actual result. The readers should take these potential limitations into account when interpreting the findings. It is suggested that several promising avenues for further research that will enable researchers to gain a better understanding of the reasons of faculty mobility and develop ways to retain faculties by solving the current dilemma in the private universities. Moreover a similar research on few more private universities would emphasize a greater impact on the key issues. Keeping this in mind, one of the valuable expansions of this research could be a comparison between the faculty mobility in the public and the private universities based on the identified independent variables from the dimensions of work life (i.e. opportunity for professional development, working environment, faculty autonomy, rewards and recognition, research and publications facilities, administrative and technical support etc) and the dimensions of satisfaction (i.e. level of pressure in course work, quality of students, compensation package, promotion and performance appraisal process and benefit packages etc). Although the number of private universities are growing over the years, but the high rate of faculty turnover is now a big problem for private university management and this issue needs to be addressed immediately.

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APPENDIX
Survey Questionnaire
Dear Respondent,
The objective of the survey is to learn about the reasons of faculty mobility in private universities of Bangladesh. In addition, we want to know the current level of job satisfaction in your reputed academic institution. We only want your honest opinions. All the information will be treated as confidential.

A. For each statement, please tick (√) the options given below.
Age: ☐ Below 30   ☐ 31-40   ☐ 41-50   ☐ 51 and above
Gender: ☐ Male   ☐ Female
Ranking: ☐ Lecturer   ☐ Assistant Professor   ☐ Associate Professor   ☐ Professor
Length of Service (years):
☐ 0-5   ☐ 5-10   ☐ 10-15   ☐ 15 and above
Name of the Previous Institution: _____

Duration of the Previous Employment: _____

Name of the Current Institution: _____

Duration of the Current Employment: _____

B. Why did you leave your previous institution? Please rank the following reasons (1 being most important and 10 the least)

__ Salary and Benefits

__ Lack of Promotion and Career Advancement

__ Bureaucracy in Academics/ Administrative Department

__ Lack of Opportunity for Scholarly Pursuits

__ Teaching Load

__ Autonomy and Independence

__ Professional Relationship with Faculty members

__ Relationship with Administration

__ Organization Culture (i.e. Organizational Politics etc)

__ Opportunity to Develop New Ideas

__ Others. Please Specify: _____

C. Please tick (√) the best option (1 being strongly disagree and 5 being strongly agree).

Dimensions of Work Life	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technical Support					
Faculty members are satisfied with classroom for providing quality service	1	2	3	4	5
Faculty members are satisfied with office room	1	2	3	4	5
Faculty members are satisfied computer and multimedia facilities for providing quality service	1	2	3	4	5
Faculty members are satisfied with the communication facilities of the university	1	2	3	4	5
Faculty members are satisfied with the campus area and facilities	1	2	3	4	5
Professional Development					
Faculty members are satisfied with present academic qualification	1	2	3	4	5
Faculty members are satisfied with career prospect of this job	1	2	3	4	5
Faculty members think that it is the best way to develop career skills by staying with the current university	1	2	3	4	5
Faculty members want additional training facilities for professional development	1	2	3	4	5
Research & Publications					
The University provides sufficient research and publications facilities	1	2	3	4	5
The faculty members are satisfied with the current research and publications facilities	1	2	3	4	5
Administrative Support and Interpersonal Relationship					
Faculty members are satisfied with university managing committee	1	2	3	4	5
When describing people in the administration department, words like	1	2	3	4	5

disciplined, diligent and responsible come to mind					
Faculty members think that the authority is very conscious about problems and benefits of the faculties	1	2	3	4	5
Faculty members are satisfied with interpersonal relationship with colleagues	1	2	3	4	5
Faculty members think that their colleagues are helpful and cooperative	1	2	3	4	5
Faculty members are satisfied with power distance between faculty members and central administration.	1	2	3	4	5
Faculty members are satisfied with current supervision style (by dept. chairman)	1	2	3	4	5
Dimensions of Satisfaction					
Advising and Coursework					
Faculty members are satisfied with course distribution.	1	2	3	4	5
Quality of Students					
Faculty members are satisfied with the quality of students	1	2	3	4	5
Faculty members have the opportunity to provide meaningful feedback to the students and their advice is taken seriously by the students	1	2	3	4	5
Faculty members are satisfied with teacher and student relationship	1	2	3	4	5
Faculty members think that the performance standards are well defined	1	2	3	4	5
Benefits and Other Facilities					
Faculty members are satisfied with the present salary structure	1	2	3	4	5
Faculty members think that their payment is equitable to the others in similar positions in other universities	1	2	3	4	5
Faculty members feel satisfied with the rules for salary increase	1	2	3	4	5
Faculty members are satisfied with the benefits package they receive	1	2	3	4	5
Faculty members are satisfied with tenure of the job	1	2	3	4	5
Faculty members are satisfied with the current reward and remuneration program	1	2	3	4	5
Faculty members believe that when they perform a good job, they receive the recognition for it that they should receive	1	2	3	4	5
Faculty members believe that performance rating system is properly designed	1	2	3	4	5
Faculty members should not be rated by students	1	2	3	4	5
Overall Satisfaction					
Overall, the faculties are proud to work in the reputed university	1	2	3	4	5
Faculty members do not have enough time for leisure activities and family	1	2	3	4	5
Faculty members always dream of a better job in the future	1	2	3	4	5

Additional Comments and Feedback:

_____
_____
_____
_____
_____