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**TEACHERS' ATTITUDES TOWARD HUMAN RESOURCE
MANAGEMENT PRACTICES IN COLLEGES OF BANGLADESH:
A COMPARATIVE STUDY***Received 15 September 2024; accepted 27 September 2024; published 21 October 2024*

Abstract. *Human Resource Management (HRM) is a crucial function for any organization, with its success largely dependent on the effective management of human resources. This is particularly important for educational institutions, especially at the tertiary level, where future leaders are cultivated. If teachers in academic institutions are not managed effectively, they may not fully commit their efforts to developing future leaders. This study aims to compare teachers' attitudes toward current HRM practices at tertiary colleges, focusing on both government and non-government institutions in the Narsingdi district of Bangladesh. The study employed both primary and secondary data sources. Primary data were collected using a close-ended questionnaire, while secondary data were obtained from published sources. The reliability and validity of the data were assessed, with Cronbach's Alpha value of 0.75 and Pearson's correlation coefficient of 0.312 being considered acceptable for the factors analysed. Out of 17 factors, 15 were used for data collection. The study's population included 723 tutors, from which primary data were gathered from 114 tutors using the Yamane (1973) formula. Respondents were selected purposively for primary data collection. Descriptive statistical tools, such as mean and standard deviation, were employed to analyse the responses using SPSS Version 23. The comparison of responses from government and non-government college tutors revealed only minor differences in HRM practices, with significant variations observed in salary, job security, and social status — key components influencing job satisfaction.*

Keywords: *tertiary education, teachers' attitudes, HRM practices, job satisfaction.*

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Introduction

Human resources (HR) are the most valuable asset for any organization. With the evolving landscape of the workplace — particularly in terms of technology, organization, and competition — colleges face ongoing challenges in recruiting and retaining qualified tutors. According to Collings et al. (2018), educational human resource management (EHRM) is becoming increasingly crucial in the 21st-century knowledge-based economy, where people are considered essential for gaining a competitive edge.

Over the past two decades, Bangladesh has implemented several education development plans aimed at addressing local challenges and driving long-term improvements in the education sector. For instance, the Government's sixth development plan introduced several changes to the

curriculum structure to ensure growth and expansion in various sectors. This growth strategy has enabled the country to make significant strides in developing a globally competitive, resource-based education system (Madsen, 2004).

Tertiary education in Bangladesh has seen significant growth over the decades, both in terms of enrolment and the expansion of universities. However, investment in the sector has not kept pace, with current funding amounting to less than 0.2% of GDP (Chowdhury et al., 2020). Consequently, Bangladeshi universities have not achieved notable rankings in the Times Higher Education rankings. The existing practices in tertiary education are failing to produce skilled professionals, resulting in lower economic returns (Ehsan, 2021). Despite quantitative advancements in higher education, questions remain about its quality. It is crucial to invest in developing high-quality teachers by ensuring fair selection processes, providing effective training and development opportunities, and offering adequate motivation. This investment is essential for fostering a skilled future workforce and enhancing the nation's human resources.

Research Question

This study investigates the following questions:

- i. Are there any gaps between the training and development opportunities available to government and non-government college teachers?
- ii. Are there differences in the responses of college teachers regarding their motivation?
- iii. Are there differences in the responses of college teachers concerning their job satisfaction?

Objectives of the Study

The primary objective of this study is to compare HRM practices at the tertiary education level in colleges within the Narsingdi district of Bangladesh. Additionally, the study aims to address several specific objectives:

- To compare current practices related to training and development opportunities between government and non-government colleges at the tertiary level.
- To compare teachers' responses regarding motivational practices at the tertiary education level between government and non-government colleges.
- To analyse differences in job satisfaction among teachers at the tertiary education level.

Hypothesis of the Study

The study is based on the following hypotheses:

H0: There is no difference between the responses of government and non-government college teachers regarding training and development opportunities.

H1: There is no difference between the responses of government and non-government college teachers regarding motivation.

H2: There is no difference between the responses of government and non-government college teachers regarding job satisfaction.

Literature Review

Human Resource Management (HRM)

Human Resources (HR) are among the most strategic assets of any organization, crucial for the effective utilization of other resources such as technology, information, finance, and infrastructure. HR should be managed strategically, taking into account individual differences, personality, gender, experience, and education (Javed et al., 2019). In modern organizations, the Human Resource Management (HRM) department is primarily responsible for the optimal use of HR. According to DeCenzo and Robbins (2016), the functions of HRM encompass staffing, development, motivation, and maintenance of HR to achieve organizational goals. Effective execution of these functions, as outlined by DeCenzo and Robbins, allows individuals to fully commit to achieving organizational objectives. Organizations must be mindful of and proficient in executing HRM functions to gain a competitive advantage. Research on HRM practices in the education sector in Bangladesh has not received as much attention compared to other sectors

(Hossain & Rahman, 2019). Mia and Akter (2020) found that HRM practices at National University were inadequate, with academic staff expressing greater satisfaction than faculty regarding HRM execution. Given that teachers play a vital role in national development, academic institutions should place a strong emphasis on staffing, training, compensation, performance management, and job satisfaction.

Human Resources Development (HRD)

The HRD process begins with recruitment and selection. Recruitment involves identifying potential employees and attracting them to apply for open positions, while selection focuses on choosing the best candidate from a pool of applicants for a specific role (Dessler, 2021). Once candidates are selected, they need to be developed through appropriate training. Training is a planned effort by an organization to enhance employees' organizational competencies, knowledge, skills, and attitudes (KSA) through structured programs. In contrast, development encompasses formal education, experiences, relationships, skills, personality traits, and abilities that prepare employees for future challenges (Noe, 2023). It is crucial to equip educators with the necessary skills and competencies to address societal changes and effectively prepare learners to be skilled and productive. Learners need a diverse set of skills, including information and communication technology (ICT), entrepreneurship, problem-solving, communication, teamwork, adaptability, creativity, analytical skills, soft skills, and emotional intelligence, to meet the demands of the 21st-century workplace (Tushar & Sooraksa, 2023). Unfortunately, due to outdated education systems, Bangladeshi graduates often lack the employability skills needed to meet global workplace challenges (Milon et al., 2021).

Tutors, as developers of human resources, require comprehensive training and development programs to effectively prepare learners with the skills needed for the workforce. Training is particularly important for enhancing the knowledge, skills, and attitudes (KSA) of teachers, enabling them to focus on the competencies required in the 21st-century workplace. Well-designed training programs can foster highly motivated, productive, creative, and up-to-date educators. In line with this goal, the National University is providing technology-based training for tutors at its affiliated colleges to enhance their skills (Mia, 2017a). Additionally, in 2016, the Government of the People's Republic of Bangladesh launched the College Education Development Project (CEDP) to train tutors at the tertiary level, including those under the National University and Open University. This project includes training on subject-specific issues, pedagogy, ICT, mental health, and more (CEDP, 2017). Furthermore, the National Academy for Educational Management, established in 1959, continuously organizes training programs to develop tutors as human resources for tertiary colleges (NAEM, 1959).

Motivation

Motivation plays a crucial role in driving employees to exhibit the desired behaviour. According to Griffin (2016), motivation encompasses the set of forces — both financial and non-financial — that influence how individuals act. To steer employees toward achieving organizational goals, leaders should implement diverse motivational strategies. Effective performance appraisals can be a key motivational tool. Aguinis (2009) describes performance appraisal as an ongoing process designed to identify, measure, and enhance individual performance in alignment with the organization's strategic objectives. This process includes formative aspects, which focus on professional development, career growth, and feedback, and summative aspects, which evaluate performance for decisions related to promotions, demotions, terminations, and transfers. Similarly, Absar et al. (2010) emphasize that performance appraisals are vital for identifying employee strengths and weaknesses, which in turn informs key motivational decisions such as promotions, bonuses, transfers, training needs, and rewards. Additionally, effective reward systems are instrumental in motivating employees toward organizational success. Wayne and Casper (2012) highlights that adequate rewards — such as pay, promotions, fringe benefits, and status — are crucial for achieving educational goals. Rokeman et al. (2023) support this view, finding that rewards and recognition significantly boost tutors' job satisfaction by providing motivation.

Workplace Relation

Workplace relationships significantly impact both physical and mental health, which in turn influences overall job satisfaction. Despite this, many organizational administrators often overlook this critical factor. Research by Raziq and Maulabakhsh (2015) found a positive relationship between the working environment and employee job satisfaction. This finding is supported by Taheri et al. (2020), who emphasized that working relationships are fundamental to employee satisfaction and organizational effectiveness. In contrast, Harmer and Findlay (1997) reported that the impact of relationships with co-workers and immediate supervisors on individual well-being was not significant. Similarly, Rahman and Taniya (2017) found that Human Resources Practices, Shared Goals/Values, and Leadership Styles had a more substantial effect on employee performance than Communication and Trust with co-workers. Nevertheless, maintaining sound workplace relationships remains crucial for job satisfaction. Furthermore, organizational factors also play a role in shaping workplace relationships. Kumari (2011) identified key factors contributing to job satisfaction through factor analysis, including Teamwork, Commitment, Culture, Communication, and Training. Additionally, factors such as Delegation, Job Design, Opportunities, Rewards, and Leadership were found to be critical in fostering effective workplace relationships. These findings suggest that cultivating positive workplace relationships is essential for job satisfaction and organizational success, influenced by various factors that can enhance overall performance.

Job Satisfaction

The retention of a talented workforce heavily relies on job satisfaction, which can also contribute to gaining a competitive advantage. According to Robbins and Judge (2019), job satisfaction is the positive feeling derived from evaluating one's job characteristics. When employees' expectations are met through this evaluation, they tend to be satisfied with their jobs. However, this satisfaction can vary across organizations, individuals, and even between genders. Mia (2017b) demonstrated that employees are generally satisfied with aspects such as job security, working conditions, logistical support, financial benefits, fair promotion policies, and recognition of exceptional performance. Additionally, Baluyos et al. (2019) identified job satisfaction as a prerequisite for excellent teaching performance. Their study highlighted that effective supervision and job security are critical factors influencing teachers' performance.

Teachers working at the tertiary education level in various colleges often experience job dissatisfaction due to a range of factors. Pronay (2011) found that college tutors are dissatisfied with their jobs primarily because of the lack of a smooth and fair promotion system. This dissatisfaction contributes to higher job turnover among teachers. Rahman and Chowdhury (2012) identified several factors leading to tutor turnover in the private university sector, including inadequate job security, limited promotional opportunities, insufficient professional development, lack of autonomy, subpar working conditions, and unsatisfactory compensation packages. To ensure workforce stability, organizations must address these issues to improve tutor job satisfaction. Additionally, Ali and Akhter (2009) noted that a shortage of logistical support and excessive course loads negatively impact teachers' job satisfaction. These factors affect both male and female tutors equally, as they face similar challenges in these areas. Conversely, teachers in government education institutes tend to report higher job satisfaction compared to their counterparts in private institutions. Hossen (2018) observed that private education institute tutors face poorer job security than those in government institutes. Furthermore, non-government college tutors experience higher levels of job stress compared to government college tutors (Dey et al., 2013).

Literature Gap

The literature review highlights several research gaps. Javed et al. (2019) argued for an assessment of HRM practices across various attributes, with their study focusing specifically on comparing government and non-government college teachers. In contrast, Hossain and Rahman (2019) and Mia and Akter (2020) noted that HRM practices in educational institutions have received limited attention. Additionally, Milon et al. (2021) emphasized that improving graduates' employability necessitates skilled teachers, which can be achieved through effective training and

development programs. Wayne et al. (2012) found that job-seeking intentions are influenced by perceptions of an organization's status, expected support, and anticipated performance in a given role. The reputation of a company positively affects college students' desire to work there, particularly in terms of remuneration, work-life balance, and diversity initiatives. Furthermore, Baluyos et al. (2019) asserted that job satisfaction is crucial for effective teaching performance, while Pronay (2011), Rahman and Chowdhury (2012), and Ali and Akhter (2009) identified various factors leading to teacher dissatisfaction. This study addresses these issues comprehensively.

Methods

The quantitative research approach was used to compare HRM practices at the college level within tertiary education in the Narsingdi district. This study specifically examined various government and non-government colleges affiliated with NU in the district. The research considered a total of 723 teachers working across these colleges as the study population including 423 lecturers, 252 assistant professors, 37 associate professors and 11 professors. On the other hand, there are 23 colleges in the district, comprising 7 government and 16 non-government institutions, which constitute the institutional population for this study. The sample size was determined using the formula provided by Yamane (1973). The calculations for the sample size are detailed below.

$$n = \frac{z^2 * p * q * N}{e^2 (N - 1) + z^2 * p * q} = \frac{1.96^2 * 0.5 * 0.5 * 723}{0.1^2 (723 - 1) + 1.96^2 * 0.5 * 0.5} = \frac{694.36}{6.91} = 100 \quad (1)$$

Where,

N= Population=723

z= z table value =1.96

p= Probability of success= 50% or 0.5

q= Probability of failure= 50% or 0.5

e= degree of error= 10% or 0.10

n=sample?

Both primary and secondary data were utilized for this study. Primary data were collected from the target population using a close-ended questionnaire designed with a 5-point Likert scale. Respondents were given five options to express their views: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Additionally, secondary data were sourced from various books, articles, newspapers, and online resources. Data processing was conducted using Statistical Package for the Social Sciences (SPSS) version 23. Statistical tools such as mean and standard deviation were employed to analyse the primary data. A 90% confidence level was applied, with a 10% margin of error. A one-sample t-test was used to compare the responses, with a test level set at 3.00.

Limitations of the Study

Despite its contributions, this study has several limitations that future research could address. Firstly, the study focuses exclusively on NU-affiliated colleges in the Narsingdi district, which limits its scope since NU-affiliated colleges are spread across the entire country. Consequently, the findings may not fully represent the national scenario. Additionally, the sample size for primary data collection was insufficient, with an error margin of 10%, which may affect the reliability of the comparisons. Ideally, reducing the error margin to 5% would provide more accurate results. Furthermore, the study did not consider gender differences, which can influence expectations and responses. A separate analysis of male and female participants could provide more nuanced insights. Despite these limitations, the research findings are expected to offer valuable contributions towards improving HRM practices at the tertiary education level.

Analysis of the Data

A reliability test was conducted on the responses from 40 samples. Typically, a Cronbach's Alpha value closer to 1 is regarded as excellent. The Table 1 shows that the Cronbach's Alpha value is 0.75, which is considered good and indicates reliable overall data. However, Cronbach's Alpha is above 0.70 for all constructs except for construct 4.

Table 1. Reliability Test

Sl. No.	Construct	Cronbach's Alpha	Items
1	Teachers' opinion about training and development	0.83	5
2	Teachers' opinion about motivation	0.75	6
3	Teachers' opinion about workplace relationship	0.31	5
4	Teachers' job satisfaction	0.74	5
Overall		0.75	21

The Pearson correlation coefficient was utilized to assess the validity of the questions. The Table 2 indicates that the significance level for all factors is below 0.05, demonstrating strong validity for the questions. According to the Pearson correlation coefficient table, the critical value is 0.312 with 38 degrees of freedom (n-2). The Table 2 also shows that the observed values exceed the critical value for all items except factors 14, 15, and 21. Consequently, these factors have been removed from the dataset.

Table 2. Validity Test

Factors	Test	Output	n	
1	Pearson Correlation	.446**	40	Significant
	Sig. (2-tailed)	0		
2	Pearson Correlation	.696**		Highly
	Sig. (2-tailed)	0		Significant
3	Pearson Correlation	.718**		Highly
	Sig. (2-tailed)	0		Significant
4	Pearson Correlation	.810**		Highly
	Sig. (2-tailed)	0		Significant
5	Pearson Correlation	.753**		Highly
	Sig. (2-tailed)	0		Significant
6	Pearson Correlation	.482**		Significant
	Sig. (2-tailed)	0		
7	Pearson Correlation	.608**		Highly
	Sig. (2-tailed)	0		Significant
8	Pearson Correlation	.585**		Significant
	Sig. (2-tailed)	0		
9	Pearson Correlation	.725**		Highly
	Sig. (2-tailed)	0		Significant
10	Pearson Correlation	.795**		Highly
	Sig. (2-tailed)	0		Significant
11	Pearson Correlation	.491**		Significant
	Sig. (2-tailed)	0		
12	Pearson Correlation	.507**		Significant
	Sig. (2-tailed)	0		
13	Pearson Correlation	.357*		Significant
	Sig. (2-tailed)	0.02		
14	Pearson Correlation	0.28		Insignificant
	Sig. (2-tailed)	0.08		
15	Pearson Correlation	0		Highly
	Sig. (2-tailed)	0.98		Insignificant

16	Pearson Correlation	.734**	Highly
	Sig. (2-tailed)	0	Significant
17	Pearson Correlation	.729**	Highly
	Sig. (2-tailed)	0	Significant
18	Pearson Correlation	.689**	Highly
	Sig. (2-tailed)	0	Significant
19	Pearson Correlation	.736**	Highly
	Sig. (2-tailed)	0	Significant
20	Pearson Correlation	.768**	Highly Significant
	Sig. (2-tailed)	0	
21	Pearson Correlation	0.23	Insignificant
	Sig. (2-tailed)	0.16	
Total	Pearson Correlation	1	
	Sig. (2-tailed)		

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Results

Data Analysis

Below is a brief overview of the primary data analysis:

Table 3. Descriptive Statistics on the responses of training and development opportunity

Sl. No.	Factors	Mean	SD	t	p-value
1.	Training facility	2.35	0.7	-9.84	0
2.	Higher education facility	2.3	0.61	-12.31	0
3.	Linking training and education with promotion	2.32	0.66	-10.95	0
4.	Investment on skill development	3.11	0.74	1.65	0.1
5.	Learning environment	2.27	0.73	-10.61	0
	Overall	2.47	0.5	-11.3	0

The Table 3 presents teachers' responses regarding training and development opportunities at the tertiary education level. It reveals that the mean value for all factors, except for factor four, is below the test value of 3.00, with an overall mean of 2.47. The p-value is 0.00, indicating strong evidence to support accepting the hypothesis.

Table 4. Comparison of Teachers' response about teachers about Training and development opportunity

Sl. No.	Factors	Government College		Non-Government College	
		Mean	SD	Mean	SD
1.	Training Facility	2.4	0.55	2.32	0.77
2.	Higher Education Facility	2	0.23	2.45	0.68
3.	Linking Training with promotion	2	0.23	2.5	0.74
4.	Investment on skill development	3	0.39	3.17	0.86
5.	Learning Environment	1.97	0.35	2.43	0.82

The Table 4 compares the responses of government and non-government college teachers regarding training and development opportunities. It shows that the mean value for each response is below 3, except for factor 4. Notably, the responses from both groups of teachers are nearly identical.

Table 5. Independent Samples Test

Factors		Levene's Test		t-test	
		<i>F</i>	<i>p-value</i>	<i>t</i>	<i>p-value</i>
Training Facility	*	3.73	0.05	0.54	0.58
	**			0.6	0.54
Higher Education Facility	*	100.11	0	-4.1	0
	**			-5.25	0
Linking Training with promotion	*	92.51	0	-4.13	0
	**			-5.33	0
Investment on skill development	*	29.2	0	-1.21	0.22
	**			-1.48	0.14
Learning Environment	*	45.85	0	-3.32	0
	**			-4.09	0

**Equal variances assumed, **Equal variances not assumed*

The Table 5 presents the results of Levene's test for equal variances between the groups. Levene's test indicates a p-value of less than 0.05 for each case, suggesting that the variances are equal. Additionally, the t-test reveals a p-value of less than 0.05 for factors 2, 3, and 5, which implies that there is no significant difference between the responses of teachers from both groups for these factors.

Table 6. Descriptive Statistics on the responses of teachers about motivation

Sl. No.	Factors	Mean	SD	t	p-value
1.	Timely Promotion	2.61	0.73	-5.6	0
2.	Motivational opportunity	2.57	0.81	-5.48	0
3.	Job security	1.81	0.82	-15.3	0
4.	Financial support	2.57	0.87	-5.26	0
5.	Recognition of unique efforts	2.24	0.67	-11.97	0
6.	Sound relation with management	2.07	0.56	-17.72	0
	Overall	2.31	0.51	-14.26	0

The Table 6 reflects teachers' responses regarding the construct of motivation at the tertiary education level. It shows that the mean value for every case is below the test value of 3.00, with an overall mean of 2.31. The p-value is 0.00, indicating strong evidence to support accepting the hypothesis.

Table 7. Comparison of teachers' response about teachers regarding motivation

Sl. No.	Factors	Government College		Non-Government College	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
1.	Timely Promotion	2.7	0.46	2.56	0.84
2.	Motivational opportunity	2.15	0.42	2.81	0.88
3.	Job Security	1.27	0.45	2.1	0.83
4.	Financial Support	2.17	0.38	2.78	0.98
5.	Recognition of unique efforts	2	0.22	2.37	0.78
6.	Sound relation with management	1.92	0.26	2.14	0.65
	Overall	2.03	0.19	2.46	0.56

The Table 7 compares the responses of government and non-government college teachers regarding motivation. It shows that the mean value for each response is below 3 for both groups. Notably, the responses from both groups are nearly identical. However, the responses indicate worse outcomes in terms of recognition and job security for non-government college teachers compared to their government counterparts.

Table 8. Independent Samples Test

Factors		Levene's Test		t-test	
		F	p-value	t	p-value
Timely promotion	*	14.66	0	0.91	0.36
	**			1.08	0.28
Motivational opportunity	*	11.06	0	-4.43	0
	**			-5.36	0
Job security	*	2.21	0.13	-5.84	0
	**			-6.9	0
Financial Support	*	38.91	0	-3.75	0
	**			-4.7	0
Recognition of unique efforts	*	71.52	0	-2.96	0
	**			-3.84	0
Recognition of unique efforts	*	18.41	0	-4.63	0
	**			-5.9	0

**Equal variances assumed, **Equal variances not assumed*

The Table 8 displays the results of Levene's Test for equal variances between the groups. The p-value is less than 0.05 for every factor except for factor 3, indicating that equal variances are present for all factors except this one. The t-test results show a p-value of less than 0.05 for all factors except factor 1. Therefore, it can be concluded that there is no significant difference between the responses of teachers from both groups for these factors, with the exception of factor 1.

Table 9. Descriptive Statistics on the responses of teachers about job satisfaction

Sl. No.	Factors	Mean	SD	t	p-value
1.	Happiness with profession	1.85	0.73	-16.47	0
2.	Dignity in society from job	2.44	0.71	-8.22	0
3.	Balance between work and life	2.57	0.9	-4.98	0
4.	Feelings about work organization	1.66	0.67	-21.12	0
	Overall	2.13	0.57	-15.86	0

The Table 9 reflects teachers' responses regarding job satisfaction at the tertiary education level. It shows that the mean value for every case is below the test value of 3.00, with an overall mean of 2.13. The p-value is 0.00, indicating strong evidence to support accepting the hypothesis.

Table 10. Comparison of Teachers' response about teachers regarding job satisfaction

Sl. No.	Factors	Government College		Non-Government College	
		Mean	SD	Mean	SD
1.	Happiness with profession	1.4	0.54	2.1	0.71
2.	Dignity in society from job	2.05	0.38	2.66	0.76
3.	Balance between work and life	2.17	0.44	2.79	1
4.	Feelings about work organization	1.32	0.47	1.85	0.69
	Overall	1.73	0.32	2.35	0.57

The Table 10 compares the responses of government and non-government college teachers regarding job satisfaction. It shows that the mean value for every response is below 3 for both groups. Interestingly, the responses from both groups are almost identical.

Table 11. Independent Samples Test

Factors		Levene's Test		t-test	
		F	p-value	t	p-value
Happiness with profession	*	0.02	0.88	-5.47	0
	**			-5.91	0
Dignity in society from job	*	26.33	0	-4.74	0
	**			-5.66	0
Balance between work and life	*	20.2	0	-3.71	0
	**			-4.55	0
Feelings about work organization	*	1.52	0.22	-4.27	0
	**			-4.77	0
Overall	*	11.27	0	-6.27	0
	**			-7.33	0

*Equal variances assumed, **Equal variances not assumed

The Table 11 presents the results of Levene's test for equal variances between the groups. Levene's test indicates that the p-value is less than 0.05 for factors 2 and 3, suggesting equal variances for these factors but not for the remaining factors. The t-test results show a p-value of less than 0.05 for all cases. Therefore, it can be concluded that there is no significant difference between the responses of teachers from both groups for these factors, with the exception of factor 1.

Conclusion

This study was conducted to evaluate HRM practices in tertiary education at the college level, specifically within institutions affiliated with NU. It primarily compares the responses of government and non-government college teachers in the Narsingdi district. The study reveals that responses from college teachers are quite similar, highlighting several challenges related to HRM practices. During data collection, it was observed that most colleges lack dedicated HR departments. Regular training is essential to enhance teachers' capabilities, yet such opportunities are limited at the college level, particularly for non-government college teachers. Many teachers encounter issues related to inadequate salaries and financial benefits, which affect their engagement with the institution. Additionally, the incentive and reward systems are not effectively implemented to motivate private college teachers compared to their government counterparts. Furthermore, most colleges have yet to adopt strategic human resource planning and evaluation systems. These challenges suggest that both government and non-government colleges are struggling with effective HR management. Nevertheless, the study's findings could offer valuable insights for improving HR practices at the college level. It is crucial for the relevant authorities to take these findings into account. Although it was assumed that HR practices in government colleges would be superior to those in non-government colleges, the study indicates a similar pattern of responses across both types of institutions. This similarity is a significant factor contributing to the overall poor quality of the education system.

Recommendations

Based on the study's findings, the following recommendations are proposed to enhance HRM practices at colleges in the tertiary level of education of Bangladesh:

1. **Training and Advanced Education:** College authorities should arrange regular training and advanced education opportunities for teachers. The outcomes of these initiatives should be considered when making decisions about promotions and other benefits. NU should emphasize these professional development activities by offering various incentives and integrating them with career advancement opportunities to motivate teachers. Additionally, the Ministry of Education should facilitate foundational training programs, such as those provided by NAEM or similar organizations, to support teachers' professional growth.

2. **Compensation and Facilities:** It is crucial to improve teachers' salaries and provide essential amenities such as dormitories. Promotions and rewards should be based on transparent

criteria applicable to all staff to ensure fairness. Efforts should be made to bridge the gap between the facilities available at government and non-government colleges.

3. Job Satisfaction and Community Engagement: Addressing job dissatisfaction among college teachers is vital, as it often stems from issues of malpractice. Enhancing their standard of living is essential for ensuring their full engagement in shaping the future generation. College authorities should foster strong relationships with both the community and the teaching staff to better understand and address their challenges. Additionally, involving teachers in decision-making processes can bolster their morale and commitment.

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