Job Satisfaction among Female Faculties of Different Public and Private Universities in Bangladesh: A Comparative Analysis

Ms. Nasima[1], Naznin Alam[2*]

[1]Assistant Professor, Department of Business Administration, Stamford University Bangladesh, **BANGLADESH**
[2]Lecturer, Department of Business Administration, Stamford University Bangladesh, **BANGLADESH**

*Corresponding Contact:
Email: nazninalam@gmail.com
Cell Phone: +8801673860235

ABSTRACT

Nowadays, one of the most widely discussed issues is job satisfaction, as teaching requires a great deal of thoroughness and commitment. Therefore, in teaching it is important to have mental peace and loyalty than physical presence. In this study, the researchers investigated the comparative level of job satisfaction among the faculty members of public and private universities in Bangladesh. Based on a self-administered questionnaire, it attempts to gain insights into the satisfaction levels from the perspective of female university teachers. The study concluded with the facts that not only public but also private faculties are overall satisfied with their present condition. As the faculties of public universities are government service holders, so they get provident fund and apartment with medical facilities. However, private universities get good salary in regular basis. It has been found that there is no significant difference between public and private female faculty members regarding job satisfaction.

Keywords: Job satisfaction, female faculties, Public, Private

INTRODUCTION

Teaching profession, especially in university, is one of the most prestigious professions in the entire world. As education is the backbone of a nation, so it is very important for every country. This profession is mostly good for women, as they have to manage the family more. Therefore, this research is done for female faculties. We also want to promote more comforting job environment for women through this research. According to Hanif (2004), teaching is the root and nourishment of all others profession in the whole world. It is the best profession for women as they can get free time with their family especially who have children. A high-quality teaching staff is the cornerstone of a successful educational

system. Attracting and retaining high-quality teachers is a primary necessity for education in any country. One-step in developing a high-quality faculty understands the factors associated that teaching quality and retention. One of these factors is job satisfaction that has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance. Around the world, it is an established fact that a person with a high level of job satisfaction has a positive attitude towards the job, while a person, who is dissatisfied with the job, has a negative attitude. When people speak of employee attitude, they usually are referring to job satisfaction (Stephen P. Robbins, Mary Coulter, 2004). Job satisfaction has a direct impact on the performance of employees in different levels of profession. It is related to employee motivation and performance (Ostroff, 1992). For any company or enterprise, this job satisfaction of total workforce plays a vital role and with a group of satisfied worker, institutions can successfully implement their plan. Job satisfaction is one of the most widely discussed issues in organizational behavior. This research aims to provide the relative difference between the public and private universities of Dhaka city using Discriminant Analysis according to the female faculties' job satisfaction.

LITERATURE REVIEW

Job satisfaction has been defined by Locke (1976), as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Spector (1997) believes that job satisfaction "can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job". Positive and negative emotions were also found to be significantly related to overall job satisfaction (Fisher D., 2000). According to, Cranny, Smith & Stone, Managers, supervisors, human resource specialists, employees, and citizens in general are concerned with ways of improving job satisfaction (1992). Judge, Hanisch, and Drankoski (1995) thought that it was imperative for human resource managers to be aware of those aspects within an organization that might affect most employees' job satisfaction; therefore, to enhance these aspects the results will be fruitful for both the organization and the employee. Finally, Rosnowski and Hulin (1992) confirmed that the most important information to have about an employee in an organization was a valid measure of his/her overall level of job satisfaction.

Brief (1998) thought that, in 1976, about job satisfaction there were more than 3,300 research articles published. After two decades, this topic made a big part for research. Brief also added that by 1994, more than 12,400 research articles were found on job satisfaction. The nature of job satisfaction is making advanced measurement and theoretical development since then.

According to Rosnowski and Hulin (1992), job satisfaction is a valid measure to be motivated. Numerous research efforts pertaining to job satisfaction can be seen in various articles. Lawler (1973) described that a comparison, in which an actual outcome level was lower than an expected outcome level, would result dissatisfaction. Mowday (1992) said that inputs and outcomes were the premise of equity theory. Employees evaluated their inputs/outcomes by comparing them with the inputs/outcomes of other peers. Therefore, perception of equity is a major thing that is associated with job satisfaction. The five factors identified by Herzberg, Mausner, & Snyderman (1959); the determinants of job dissatisfaction were policy and administration, supervision, salary, interpersonal relations, and working conditions.

Salary is a very important factor in job satisfaction and female faculties are more satisfied with promotion and job environment than male counterparts (Alam et. al., 2005) are. Females are easy to make happy by nature. In our study, we are interested to find whether they are happy in public or private universities. Therefore, we want to see the comparative analysis between job satisfaction of female faculties in public and private universities.

OBJECTIVES OF THE STUDY

The objective of the study will be to find which female faculties of different universities get better job satisfaction in Dhaka city of Bangladesh. The study has identified:

- Different levels of job satisfaction of faculty members in public and private universities.
- The comparison of the satisfaction level between female faculty members in various public and private universities of Bangladesh.

DATA & METHODOLOGY

The sampling was carried out using convenient questionnaire, which were personally administered from 250 female faculties of different public and private universities of Dhaka city. The data is collected using a well-designed questionnaire. All the variables were measured using a 5-point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. In addition, different national and international articles and websites were researched for a quality work. In our paper, Discriminant Analysis is used to show the comparison between Public and Private Universities of Bangladesh. Discriminant function analysis is a statistical analysis where a categorical dependent variable is predicted by one or more continuous or binary independent variables. This analysis is useful in determining whether a set of variables is effective in predicting category membership. The study period is from September to December 2014. We have used SPSS software (version 17.0) for statistical analysis and MS Word 2007 for further documentation.

FINDINGS AND ANALYSIS

The following hypotheses have been formulated to develop the analysis of this study:

H_1: *The population covariance matrices for job satisfaction in private and public universities are not equal (Both do not show similar behavior)*. [Table 1.1]

H_2: *There are differences between the job satisfaction in public and private universities*. [Table 3]

The test results are for null hypothesis of equal population covariance matrices in table 1.1. Table 1.2 suggests that the sample values differ to some extent. That means, there are very small differences in the job satisfaction of public and private universities. According to Box's test for equality of covariance's these differences are not statistically significant (1.000>.050) in table 1.1. It appears that the equality of covariance matrices assumption needed for Fisher's Linear Discriminant approach to be strictly correct is valid here. In public universities, there will be facilities for future. There will be provident fund, after retirement payment, having a first class government apartment, having discount in proper medical facilities etc. The maternity leave for public university female faculties is 6 months; same leave for private university female faculties is 4 months. However, the salary structure is much poor than private. The faculties of public universities will get a good amount of money in future. At present, they have to make adjustments. In private universities, the monthly salary is much better than public. Nevertheless, here it is hard to get a provident fund, after retirement payment, discount proper medical facilities etc. so we can see both are good and as well as bad in some extents.

In table 2, first 1 canonical discriminant functions were used to measure Eigen-value in the analysis. The Eigen Value (0.002) represents the ratio of the between-group (public) sum of squares to the within-group (private) sum of squares of the discriminant scores. Here canonical correlation value is 0.044 so that 0.044×0.044×100 = 0.1936% of the variances in the discriminant function scores can be explained by the group differences. The percentage is so small. Thus we can say the differences between the facilities of public and private universities are similar not

same. The Wilks' Lambda is used in table 3, which provides a multivariate test (that means for the H2 hypothesis) for assessing the null hypothesis that in the population the vectors of means of thirty measurements are the same in the two groups. This multivariate test (Wilks' Lambda) is a goodness of fit statistic, just as the F-test is for regression. The Lambda coefficient is defined as the proportion of total variance in the discriminant scores not explained by the differences among the groups (99.8%). The former test confirms that the sets of thirty mean university measurements differ significantly between two universities. If the equality of mean vectors hypothesis had been accepted, there would be little point in carrying out a linear discriminant function analysis. As significance value is greater than 0.05, so the model is not a good fit for the data.

The discriminant scores are centered so that they have simple mean zero in Table 4. These scores can be compared with the average of their group means to allocate universities into groups. These "discriminant function coefficients" work just like the beta-weights in regression. Based on these, we can write out the equation for the discriminant function (DF):

DF = -.862*v1 - .837*v2 + 1.819*v3 + .024*v4 + .550*v5 + .677*v6 - .035*v7 + .581*v8 + .060*v9 - .090*v10 – 1.289*v11 - .336*v12 -.888*v13 + .147*v14 + .644*v15 +.647*v16 - .952*v17 + .282*v18 + 1.115*v19 - .215*v20 - .576*v21 - .241*v22 - .105*v23

Using this equation, given someone's scores on v1 (variable 1), v2, v3 up to v23, we can calculate their score on the discriminant function. To figure out what that DF score means we have to look at the group centroids of Table 5. According to the standardized coefficients of table 4, the variable "is it the best way to develop career skill?" (-0.035) seems to contribute little to discriminating between the two types of universities. Thus, we can say that, to build up a career any female can pick either public or private university as an occupation.

The group centroids are shown in Table 5. If a female faculty score on the discriminant function is closer to .044, then those answers were probably the variables of public universities. If a female faculty score on the DF is closer to -.044, then the data probably came from the variables of private universities. In practical terms, we usually figure out which group a female faculty is in by calculating a cut score halfway between the two centroids:

Cut Score = (.044 - .044) / 2 = 0

If an individual female faculty's score on the DF (calculated by plugging in their scores on v1, v2 up to v23 to the DF equation we wrote out above) is above 0, then they were probably the faculties of private universities. If their DF score is below 0, then they were probably the faculties of public universities.

The classification table gives information about actual group membership vs. predicted group membership in Table 6. According to this estimate, public universities 48% and private universities 56% are correctly classified. That means the variables show the best results according to the analysis. Overall 52.0% of universities can be correctly classified as type A (public) or type B (private) based on the discriminant rule. Then Cross Validation is done. It is a repeated procedure. The correct classification rate now drops to 44.0%, which is 8% lesser than before (52%). We can ignore this small percentage (8%) and say that the facilities for both universities are better for women in some extent.

This research is done for female faculties as they hold a major population of our country. We saw more comforting job environment for women in public universities through this research as they get free time more to spend with their family. However, money is also a major factor to survive comfortable which can be got from private universities. Therefore, not only public but also private universities contain positive job satisfaction in today' women.

CONCLUSIONS AND RECOMMENDATIONS

Though this research is done for female faculties, we also found good job environment for women in university teaching through this research. According to this article, both public and private universities give kind of same facilities in job satisfaction. In public universities, more facilities will be given for future to the faculties. As they are government service holders, so they will be given not only a generous provident fund but also a first class government apartment with medical facilities. The maternity leave for public university female faculties is 6 months but it is 4 months for private university female faculties. However, the salary structure is much poor than private. Therefore, the faculties of public universities will have to make adjustments at present. In private universities, not only it is hard to get a provident fund but also there will be no future benefits. So we can see both are good and as well as bad in some extents. According to the Eigen value in Canonical Correlation Analysis, we got that the differences between the facilities of public and private universities are similar not same. After the main Discriminant Analysis we found out that, to build up a career any female can pick either public or private university as an occupation.

We can give the following recommendations for both public and private universities as follows:

- University faculties should be got more facilities like personal room with modern computer facilities to avoid overcrowding.
- Faculties should be allowed to use their own personal space so that they can give more time for their research work besides their regular class.
- They should also be provided with clean washroom facilities.

LIMITATIONS

This analysis can be done for a whole country with more funding and time.

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APPENDIX

Table 1.1: Test Results

Box's M		10.356
F	Approx.	.036
	df1	276
	df2	754543.606
	Sig.	**1.000**

Table 1.2: Group Statistics

	Types of Universities	Mean	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Public	You are satisfied with classroom facilities	3.50	1.162	250	250.000
	You are satisfied with computer facilities	3.83	1.114	250	250.000
	You are satisfied with communication facilities	3.58	.963	250	250.000
	You are satisfied with office room facilities	3.29	1.405	250	250.000
	You are satisfied with security system	3.32	1.138	250	250.000
	You are satisfied with career prospect of this job	3.86	1.020	250	250.000
	It is the best way to develop career skill	3.68	.850	250	250.000
	You are satisfied with research and publication facilities	3.26	1.093	250	250.000
	You get sufficient time compared to male faculties	3.21	1.222	250	250.000
	You think the authority is concerned about faculties	3.22	1.527	250	250.000
	You think female faculties are kept aside in important decision-making	2.90	1.319	250	250.000
	You think the male colleagues are helpful	4.08	.908	250	250.000
	You think tough jobs are assigned to male faculties	2.94	1.032	250	250.000
	You are satisfied with current supervision style	3.42	1.000	250	250.000
	You think any discrimination when male faculties oppress their decisions to female	2.88	.974	250	250.000
	You think the female faculties get same opportunities as the male	3.58	1.043	250	250.000
	You are satisfied with the teacher-student relationship	3.59	1.186	250	250.000
	You face unexpected harassment from students	2.08	1.119	250	250.000
	You are satisfied with the present salary structure	2.91	1.323	250	250.000
	You are satisfied with the benefits given by authority	2.70	1.027	250	250.000
	You get same opportunity for career development than the male faculties	3.53	.874	250	250.000
	You get proper recognition from the male faculties	3.67	.904	250	250.000
	You get sufficient maternity leave	3.92	1.111	250	250.000
	Your performance should be rated by students	3.42	1.180	250	250.000
	You get special privileges in class schedule	3.68	1.106	250	250.000
	You get proper time to spend with family	2.74	1.090	250	250.000
	You can maintain personal and professional life together	3.70	1.090	250	250.000

	You feel proud to work here	4.25	.824	250	250.000
	You want to remain working in this university	4.33	.753	250	250.000
	You want to continue teaching profession	4.67	.470	250	250.000
Private	You are satisfied with classroom facilities	3.49	1.149	250	250.000
	You are satisfied with computer facilities	3.83	1.110	250	250.000
	You are satisfied with communication facilities	3.58	.951	250	250.000
	You are satisfied with office room facilities	3.29	1.402	250	250.000
	You are satisfied with security system	3.33	1.150	250	250.000
	You are satisfied with career prospect of this job	3.80	1.041	250	250.000
	It is the best way to develop career skill	3.64	.858	250	250.000
	You are satisfied with research and publication facilities	3.24	1.092	250	250.000
	You get sufficient time compared to male faculties	3.20	1.234	250	250.000
	You think the authority is concerned about faculties	3.20	1.537	250	250.000
	You think female faculties are kept aside in important decision-making	2.96	1.318	250	250.000
	You think the male colleagues are helpful	4.07	.916	250	250.000
	You think tough jobs are assigned to male faculties	2.96	1.011	250	250.000
	You are satisfied with current supervision style	3.40	.998	250	250.000
	You think any discrimination when male faculties oppress their decisions to female	2.88	.962	250	250.000
	You think the female faculties get same opportunities as the male	3.59	1.038	250	250.000
	You are satisfied with the teacher-student relationship	3.56	1.192	250	250.000
	You face unexpected harassment from students	2.09	1.112	250	250.000
	You are satisfied with the present salary structure	2.91	1.323	250	250.000
	You are satisfied with the benefits given by authority	2.70	1.018	250	250.000
	You get same opportunity for career development than the male faculties	3.54	.860	250	250.000
	You get proper recognition from the male faculties	3.66	.897	250	250.000
	You get sufficient maternity leave	3.90	1.126	250	250.000
	Your performance should be rated by students	3.40	1.199	250	250.000
	You get special privileges in class schedule	3.72	1.094	250	250.000
	You get proper time to spend with family	2.74	1.087	250	250.000
	You can maintain personal and professional life together	3.72	1.114	250	250.000
	You feel proud to work here	4.24	.841	250	250.000
	You want to remain working in this university	4.34	.744	250	250.000
	You want to continue teaching profession	4.66	.475	250	250.000
Total	You are satisfied with classroom facilities	3.50	1.154	500	500.000
	You are satisfied with computer facilities	3.83	1.111	500	500.000
	You are satisfied with communication facilities	3.58	.956	500	500.000
	You are satisfied with office room facilities	3.29	1.402	500	500.000
	You are satisfied with security system	3.33	1.143	500	500.000

You are satisfied with career prospect of this job	3.83	1.030	500	500.000
It is the best way to develop career skill	3.66	.854	500	500.000
You are satisfied with research and publication facilities	3.25	1.092	500	500.000
You get sufficient time compared to male faculties	3.20	1.227	500	500.000
You think the authority is concerned about faculties	3.21	1.530	500	500.000
You think female faculties are kept aside in important decision-making	2.93	1.318	500	500.000
You think the male colleagues are helpful	4.08	.911	500	500.000
You think tough jobs are assigned to male faculties	2.95	1.021	500	500.000
You are satisfied with current supervision style	3.41	.998	500	500.000
You think any discrimination when male faculties oppress their decisions to female	2.88	.967	500	500.000
You think the female faculties get same opportunities as the male	3.58	1.040	500	500.000
You are satisfied with the teacher-student relationship	3.57	1.188	500	500.000
You face unexpected harassment from students	2.08	1.114	500	500.000
You are satisfied with the present salary structure	2.91	1.322	500	500.000
You are satisfied with the benefits given by authority	2.70	1.021	500	500.000
You get same opportunity for career development than the male faculties	3.54	.866	500	500.000
You get proper recognition from the male faculties	3.66	.900	500	500.000
You get sufficient maternity leave	3.91	1.118	500	500.000
Your performance should be rated by students	3.41	1.189	500	500.000
You get special privileges in class schedule	3.70	1.099	500	500.000
You get proper time to spend with family	2.74	1.088	500	500.000
You can maintain personal and professional life together	3.71	1.101	500	500.000
You feel proud to work here	4.25	.832	500	500.000
You want to remain working in this university	4.33	.748	500	500.000
You want to continue teaching profession	4.67	.472	500	500.000

Table 2: Eigen values

Function	Eigen value	% of Variance	Cumulative %	Canonical Correlation
1	**.002**	100.0	100.0	**.044**

Table 3: Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	**.998**	.928	23	**1.000**

Table 4: Standardized Canonical Discriminant Function Coefficients

Variables	Function
	1
You are satisfied with classroom facilities	-.862
You are satisfied with computer facilities	-.837
You are satisfied with communication facilities	1.819
You are satisfied with office room facilities	.024
You are satisfied with security system	.550
You are satisfied with career prospect of this job	.677
It is the best way to develop career skill	**-.035**
You are satisfied with research and publication facilities	.581
You get sufficient time compared to male faculties	.060
You think the authority is concerned about faculties	-.090
You think female faculties are kept aside in important decision-making	-1.289
You think the male colleagues are helpful	-.336
You think tough jobs are assigned to male faculties	-.888
You are satisfied with current supervision style	.147
You think any discrimination when male faculties oppress their decisions to female	.644
You think the female faculties get same opportunities as the male	.647
You are satisfied with the teacher-student relationship	-.952
You face unexpected harassment from students	.282
You are satisfied with the present salary structure	1.115
You are satisfied with the benefits given by authority	-.215
You get same opportunity for career development than the male faculties	-.576
You get proper recognition from the male faculties	-.241
You get sufficient maternity leave	-.105

Table 5: Functions at Group Centroids

	Function
Types of Universities	1
public	.044
private	-.044

Table 6: Classification Results

types of universities			Predicted Group Membership		
			public	private	Total
Original	Count	public	120	130	250
		private	110	140	250
	%	public	**48.0**	52.0	100.0
		private	44.0	**56.0**	100.0
Cross-validated	Count	public	110	140	250
		private	140	110	250
	%	public	**44.0**	56.0	100.0
		private	56.0	**44.0**	100.0

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