Human Rcsourcc Mobiiity: An Analytical Study on The Private University Teacbers of Bangladesh

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Abstract

The 'job mobility' factor has got remarkable importance in the traditional theory of human capital. This study is being undertaken to develop and validate the conceptual and operational framework of human capital theory that focuses on the 'mobility' factor of the human resources in the labor market. This study brings the human resource trainers/developers, commonly known as teachers or instructors, in the private sector university education in Bangladesh under consideration. This study takes keen interest in this tertiary sector of our economy due to the recent years' performance of the private universities in creating lucrative opportunities in the job market of Bangladesh. Since a huge number of private universities are coming into operation in very recent years, some factors [internal as well as external] may induce the faculty members to quit the present job and switch to others. This study, therefore, attempts to find out the factors that the private university authority may take care of while structuring the job facilities for their academic employees. For choosing the factors this study uses the human mobility theories available in the econonic literature. Moreover, the available empirical studies in the developed country context are also utilized for accuracy of the study.

Background of the Study

The issue of teachers' labor market in European countries like Sweden, UK has appeared in the media several times since 1997. Many articles have been published in the daily papers [e.g., see Dagens Nyheter, 3-4 November 1998, Stockholm] and research articles. Holmlund [1984] showed that there are several aspects of mobility found in European context. Among others, 'quitting' is observed to be the most significant type of labor mobility. Due to high frequency of the quitting factor, most

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of the academic institutions are observed to possess shortage of and thus, demand for qualified teachers in Europe [AMS 1998]. In previous research works, salary of teachers, current academic system, as for example, have been found to work behind causing the problem of quitting. The subject matter in this paper is focused on the 'quitting' phenomenon in the teacher labor market where 'quitting' means leaving for other jobs [e.g., other universities, MNCs, NGOs, Financial Institutions, etc.] by free will. In accordance with this focus, this study will only concentrate on the [intended] voluntary mobility of teachers among private universities in Bangladesh. The empirical investigation will be based on the relevant theoretical studies as well as from the previous empirical literature written in developed country context. In short, this study examines the conceptual and operational framework of human capital theory that focuses on the 'mobility' of human resources in the labor market.

The number of private universities in Bangladesh has reached thirty-four [34] in number with eight more in the queue for government approval [Daily Inqilab, 15-09-2002]. This booming tertiary sector of our economy is getting remarkable attention in Bangladesh due to its multi-facet macroeconomic contribution. Among others, recent years' performance of the private universities in creating lucrative opportunities in the job market of Bangladesh is one of these. Since large numbers of private universities are coming into operation in very recent years, some internal factors [professional as well as psychological] may induce the teachers/faculty members to quit the present job and switch to other universities or to some other areas of their convenience. Our *a priori* observation highlights an alarming situation of qualified[3] teachers' shortage on which a university's image mostly relies on. This study, therefore, has implications for private university administrators in structuring the employment conditions for their academic employees. Since public sector universities follow different pattern of recruitment process [where applicants have least possibility of getting selected], allow lesser degree of mobility as well as pay comparatively lower salary [although with higher real income], this study does not bring the mobility factor in the public universities in Bangladesh under consideration.

Purpose of the Study

The main purpose of this study is to examine variables/factors that influence the rate of quitting among teachers of private universities in Bangladesh. In doing that, this study first investigates what the existing economic theories explain regarding this phenomenon and then which factors are behind this. Secondly, this study uses primary data collected through semi-structured questionnaire [with a mix of closed- as well as open-ended questions] to analyze whether there is high turnover among teachers in private universities and if so, then 'why'.

Empirical Method of the Study

This study uses the binary logistic model [see McFadden 1973] to estimate explanatory variables for the probability of quitting for private university teachers. The data stems from the primary survey conducted through direct interviews of the teachers. This paper treats only the teachers who have worked the whole academic year of 2001-2002. The observed sample of the study is 117 and the number of universities under study is 18 [with at least 1 year of operation]. For fixing the number of samples from each university, proportional sampling method is used. For the information of number of teachers, *Statistical Yearbook of Bangladesh 2001* and *Annual UGC Report 2001* are utilized. For empirical examination purpose, only the closed-ended answers of the questionnaire are taken into consideration. The remarks which the private university teachers mostly made in the open-ended portions of the questionnaire [i.e., in the category of 'others'] in common are highlighted in the concluding remarks.

Organization of the Paper

This paper is organized as follows: section two presents the theory of quitting inside the framework of human capital theory. Section three describes briefly the external mobility of teachers in Bangladesh private universities. The fourth section describes the collected primary data. Section five deals with empirical analysis and regression results while section six deals with summary and concluding remarks.

Theoretical Background of the Study

The 'job mobility' factor has emerged from the theoretical insights of the traditional theory of human capital. Human capital theory which was developed by Becker [1964] is considered one of the pioneers in this regard. Mainly before this theory, Adam Smith had emphasized the importance of education for more productivity. He argued that the employed must be compensated for the efforts s/he has paid for the investment in education. Human capital theory is based on neoclassical theory. The main assumption of this theory is that investment in different forms of learning improves productivity [Becker 1964]. It shows why and how an individual acquires skills. These skills can be general or specific. Persons with more specific training tend to stay in the firm that provides the training since there are few firms in the labor market that can use these skills[4]. Quitting is defined as employee initiated job separation, where a worker leaves his/her job for other jobs. The causes of mobility may be higher wages or other factors. Let us now examine the case of specific education [although 'general' case could also be taken] under perfect competition and profit maximization. The salary of the employed must be compatible with the productivity of the labor. The decision to stay in a job or leave the job depends on the future earnings. We will now calculate these earnings excluding all the non-monetary costs and incomes.

We denote the discount rate with r, costs of leaving with C, wage with W and t is the age of the employed. An individual who will stay is denoted with S, and an individual who will leave is denoted with L. We can now formulate the values of the earnings for both individuals who leave and stay as follows:

$$[2.1] \quad L = W_{L1} / [1+r] + W_{L2} / [1+r]^2 \ \ldots\ldots\ldots\ldots\ldots + W_{Lt} / [1+r]^t - C$$

$$[2.2] \quad S = W_{S1} / [1+r] + W_{S2} / [1+r]^2 \ \ldots\ldots\ldots\ldots\ldots + W_{St} / [1+r]^t$$

where, W_S stands for wages of stayers, W_L stands for wages of quitters and t stands for time.

Individual's decision to leave the current job or to stay depends on the difference of equation 2.1 and 2.2. The difference is illustrated below,

$$[2.3] \quad D_W = WL - WS$$

Where, D_w is the difference of income wage between the leavers and the stayers, WL stands for wage for leavers [discounted to present] and WS stands for wage for stayers.

The decision to leave or stay depends on when the leavers' discounted income value of the future earnings exceed the current value of income of the stayers. These equations show that wages have deterministic function on mobility - higher wages attract workers and lower wages push them to leave.

There are other theories explaining job mobility, such as *Job Shopping Model*. The model predicts that individuals continue to move to find a better job until they find the best one. The Job shopping model is based on the work evaluation by the individual. A worker is more inclined to change an employer in the beginning of his/her career to try out new jobs. The aim to change is to get the right job which satisfies him/her in all respects. A young worker is usually more mobile in his/her first years of a working career. Increasing age and more years' of work experience improve the job matching and this in turn reduces the desire not to change [Farber 1994]. *Turnover models* predict relatively low quit rates in high wage industries. Wages are used as instruments to cut down costly turnover [see Abaek and Madsen 1993]. *Firm specific human capital theory* predicts a tenure effect that decreases job mobility propensity. *Industry specific human capital theory* predicts a relatively low inter industry job mobility rate, but not necessarily a low intra-industry job mobility rate.

Table 1: Human Capital Mobility Theories: At A Glance

No	Theories	Major Focus
1	Job Shopping Model	Individuals are more apt to move round to get the right job
2	Turnover Model	Relatively low quit rates in high wage sectors
3	Search Theory	The lower reservation wages increase the willingness of both employed and unemployed to accept job offers
4	Firm Specific Human Capital Theory	A tenure effect decreases job mobility propensity
5	Industry Specific Human Capital Theory	Inter-industry job mobility rate is relatively low
6	Dual Labor Market Theory	Occurrences of a high frequency of job changes punctuated by spells of unemployment. Both segments ["dual"] are characterized by its temporary and unattractive jobs which discourage long tenure

Search theory predicts that the lower reservation wages increase the willingness of both employed and unemployed workers to accept job offers. *Dual labor market theory* assumes that there are segments of the labor market where temporary and unattractive jobs, which do not encourage long tenure, are very common. Workers employed in such segments tend to have high frequency of mobility.

Survey of Literature

There are relatively few studies about labor mobility which are interesting for this study. Some studies about job mobility in Scandinavia were examined by Holmlund [1984]. This study provides a brief summary of some of them. In the first analysis, Holmlund showed that in the engineering industry, the quit rate was significantly higher for low wage plants than for high wage plants. These results were established by estimating a quit function, using data on quarterly quit rate for about 600 individual plants in the engineering industry during the period of 1975-77. A second analysis examined the determinants of individual quit intentions [the strategy of this study]. The results established by regressions of logit models indicated negative correlation between an individual's wage and quit intention and further, that the quit intention probability decreased with age. Data were compiled from the LNU [levnadsnivaundersokning] in 1968, 1974 and 1981. This is not the only data made in all studies. There were also other data such as HUS [hushallens ekonomiska levenadsvillkor]. This data were used by Holmlund and Bjorklund [1989]. The study has shown that those who changed job had got more wages than those who stayed.

Farber [1994] studies based on American data showed that mobility increases with the first years of an employment, then decreases. Holmlund [1984] examined the effects of expected wage growth on propensity to job quitting, using a self selection model by running regressions on panel data for 1968 and 1974 taken from LNU. He detected a positive relation between job quitting and expected wage gains. Finally his analysis established that increased tenure, job experience and age decreased job mobility propensity and this is consistent with predictions of specific human capital theory. Further studies showed that significant wage gains arose at voluntary quits taking place between the two years.

Whereas involuntary job changes were not related with wage gains [Bjorklund 1989], some studies by Arai [1994] showed higher quit rates in some industries offering wage premiums. Reallocation of Swedish labor force in the period of 1974-1991 studied by Blomskog [1997] showed that industry specific experience decreases the propensity for mobility to other industries. Finally, as predicted by *Efficiency Models*, high wage industries exhibited lower turnover rate than low wage industries.

Empirical Examination

In this section, the sample observations categorized as intended [or probable] leavers and stayers are given. Leavers or quitters are those who have the propensity to quit. Stayers are those who have no inclination to quit. The likelihood to quit or stay is the regressand variable, while the other factors studied here are regressors. Whether the leaver has moved to other place or resides in the same place, while leaving for other job is not treated in this study. The data provided information about the teachers' skill level and their inclination to the work. The data did not contain the information about individual characteristics known before employment. The teachers who were interviewed are employed by respective private universities for at least 1 year as full-time faculty member. There are many factors related with quitting, but the interviewees were not given the possibility to rank the factors under the survey.

The explanatory variables used in this study are age, gender, job tenure and wages. We could not include the other variables which are important in explaining quitting due to shortage in collected data. Previous studies have shown interesting results on labor mobility in the labor market. In table 4.1, definitions of the variables and the mean values are also included. There are many other variables which can influence an individual's decision to leave, or change an employer, than those we have in table 4.1. These can be class load, work time, environment, type of employment, student-learning level [high-average-low] groups and other health factors, etc. Most of those who will leave, or change an employer are young and with a few years of job tenure [see table 4.1]. To see if there exists difference between men and women in changing an employment, the mean value difference which gives the cause as more wages [For more, see Blackaby 1991] and work duties seem reliable.

This means that male teachers are more mobile than female teachers, moving to places with higher wages and new work duties than the low status teaching profession.

Table 2: Definitions and Median values of the variahles

Variables		Median value for leavers	Median value for stayers
Age [in year 2002]		32	39
Professional Level of Teachers:	Below Associate Professors	8%	93%
	Associate Professors & higher	9%	91%
Gender	-male	10%	90%
	-female	7%	93%
Job tenure	-less than 3 years	12%	88%
	-more than 3 years	7%	93%
Wage [Mean wage during survey period]		< 15,000	> 15,000
Sample number, n = 117		39	78

Source: Authors' own calculations

We will now deal with mean wage as a cause of moving to other employer. In the data, the mean teachers' wages are given side by side of those who stay and leave with the same qualification. Table 3 accounts for mean wages for male and female before leaving. The data in Table 3 shows that teachers who will stay or leave, under wages less than 15000 and wages more than 15000. As shown in the table 3, those who have lower wages [Zetterberg 1996] both male and female teachers are more inclined to leave the teaching profession. Those teachers who have higher wages [more than 15000] are less mobile. Male teachers are more mobile than female teachers [see table 3]. Further, in table 3, observing the mean wages for leavers, one can assert that those who have lower wages [less than 15000] quit their jobs more than those who have higher wages. Male and female teachers with more wages [more than 15000] move less to other alternative jobs than lower wage teachers.

Table 3 considers only leavers under wages less than Taka 15000 and more than Taka 15000, assuming leavers as quitters and excluding layoffs. Therefore, there is no risk for them to be unemployed. For further references about wages variable see [Holmlund 1988]. It is difficult to compare the importance of wages in quitting job with previous studies. Because this study is based on cross section data. Thus one time observation, which enables us to see that teachers with low wages change to get higher wages. Further it is assumed in this study that all leaving is by free will. Teachers who quit are assumed as risk neutral [for further see Lippman and McCall 1976]. This means for them the reservation wages are not so important because they are less than the expected wages. Thus teachers with more competitive skills prefer jobs that satisfy them in the future rather than the present low wage jobs.

Table 3: Distribntion of Leavers and Stayers according to Wages[5]

	Monthly mean wages before intended leaving	
	< 15000	> 15000
Male, $N_1 = 57$	Total $n_1 = 37$ Leavers = 12%	Total $n_1 = 20$ Leavers = 6%
Female, $N_2 = 60$	Total $n_2 = 43$ Leavers = 9%	Total $n_2 = 17$ Leavers = 4%
No. of observations, N = 117	$N = n_1+n_2 = 80$	$N = n_1+n_2 = 37$

The studies of Holmlund [1984] showed that wages have risen after changing to the new employer. This argument is in accord with the teachers who quit teaching for expected higher wages in other alternative labor markets, for example, teachers for computer science, management information system, computer engineering, etc. In a similar fashion, according to the data on table 3; the main part of the teachers who intend to leave the teaching profession for alternative jobs or leave the present job for a similar kind of job with higher salary package are those who have lower wages [or less than Taka 15000]. Teachers who wish to stay are those who have higher wages or teachers who get more than Taka 15000 monthly. In the following sections, the wage effects will be estimated.

Table 4: Distribution of teachers who worked Y years & leave the current job[6]

	< 3 Years	> 3 Years
Male, $N_1 = 23$	Leavers = 14.29% Total $n_1 = 14$	Leavers = 10% Total $n = n_1 = 9$
Female, $N_2 = 94$	Leavers = 9.23% Total, $n_2 = 65$	Leavers = 3.49% Total, $n_2 = 29$
Total, $N = (N_1+N_2) = 117$	Total n (n_1+n_2) == 79	Total n = $(n_1+n_2) = 38$

Note: The change is in percent job tenure corresponding the years the employed teacher has worked. The medium value for those who responded that their current job does not agree with their qualifications are valued with reference to the selected sample.

The pattern of mobility in the academic labor market in table 4 seems consistent with the *job-shopping theory* which predicts that an employee with less years of employment tries always to fmd a new job, or an alternative job. The individual who values more returns in the future than the present decides to search for a new job. The more time one is employed, the more one gains work skills [for more, see Holmlund and Bjoklund 1996]. According to the *theory of specific human capital*, those who have worked many years as teachers have no other skills to change. The expectations for more gains by getting a new job is lower than those who have worked for fewer years. The personal characteristic variable 'age' can also affect the mobility of labor. Age is negatively related with mobility. Age from the perspective of specific human capital theory is that the possibility to get more earnings [positive returns] decreases with age.

The mobility between one employer to another is thus dependent on age, resulting in less opportunities to collect skills and experiences. The old-aged teachers tend also to be less mobile than the younger teachers. The teacher leaving his/her employment is shown in table 5. The average age for teachers who intend to leave or change an employer is 32 years. In table 5, the variable 'age' values are binary. It is shown in the table below:

Table 5: Distribntion of Teachers Leaving Current Job According to Age

	24 - 34	35 -60
Male, N_1 = 29	Leavers = 15.79% n_1 = 19	Leavers = 10.00% N_1 = 10
Female, N_2 = 88	Leavers = 7.46% n_2 = 67	Leavers = 4.76% N_2 = 21
Total, N = (N_1+N_2) = 117	n =(n_1+n_2) = 80	n = (n_1+n_2) = 37

Note: The units is in percent the medium values are based on selected sample.

The most mobile teachers are those between 24 and 34 years old measured as the sum of employed, or as a part of the total employed. Greater portion of the teachers who may change their current job are in the age group of 24-34. Those teachers between 35-60 are the least, or, not tending to change an employer. Looking at the distribution of mobility by gender and age, the male teachers in the age group of 24-34 are more mobile than female teachers of the same age group. Male and female teachers show less mobility in the age range of 35-60. This study agrees with previous studies, that labor mobility [see Bengt 1964] reduces with age. The younger generations are more inclined to try out new duties and new employers, until they get a convenient job. The last variable surveyed was the teachers' classification according to their level of profession.

Table 6 provides short view of the teachers who will leave their current job if they get an alternative job. Following the division of teachers by their teacher level, one can visualize the mobility trend for teachers at the Associate professor level or higher and teachers under Associate professor level. These distinctions can give more information about who are more prone to change job in the labor market of teachers.

Table 6: Medium Distribution for Teacher Levels

	Below Assoc. Prof. Level	Assoc. Prof. level & higher
Male, $N_1 = 42$	Leavers = 6.45% $N_1 = 31$	Leavers = 9.09% $n_1 = 11$
Female, $N_2 = 75$	Leavers = 2.94% $n_2 = 68$	Leavers = 14.28% $n_2 = 7$
Total, $N = (N_1+N_2) = 117$	$n = (n_1+n_2) = 83$	$n = (n_1+n_2) = 34$

Note: Medium value is in percent weighted in relation to selected sample.

In table 6, it is seen that the most mobile in the academic labor are the teachers in the Associate Professor level or higher for both female and male. The teachers in the below-Associate Professor level are seemed to be less mobile. This feature of mobility of teachers agrees with that of the firm specific theory that reduces the interest to change. Individuals with higher skills get job easily in the labor market, thus highly educated teachers are more inclined to change an employer than lowly educated teachers. For example, the highly educated teachers in the subjects of Computer Sciences, Eeonomics, Management Sciences, Business Administration are more motivated to change employer because of the high demand for them in the private market, with higher wages and other career possibilities.

As some previous studies have shown, people with few years of education have limited possibilities to change an employer to get more wages and other benefits. This can be the reason that the teachers in the below-Assistant professor level are less mobile than the teachers in the Associate professor level or higher. The teachers in different levels who will change an employer can have different causes. These can be temporary employment, teaching environment, class size, workload and wages, etc. This time the wage factor[7] seems to be more decisive for the teachers to leave their professional jobs.

Empiricai Model

The model estimates the probability of the individual's intention of leaving according to explanatory variables using the maximum likelihood method. This method is adequate for explaining normal

distribution in estimating the relationship between the dependent variable and other given independent variables. This model is convenient to adjust to the data where the dependent variable is not linearly dependent on the explanatory variables. This method has been used in previous studies on workforce mobility. Probability model has a logistic normal distribution, whose probability function formula is as follows:

$$\text{Probability for } P(Y = 1) = 1/1+e^{-(\delta + \delta i\, Di + \beta i\, Xi)}$$

where,

Y stands for probability to quit variable,
Y = 1 for quitting and Y = 0 for staying
Di = 1 for male and Di = 0 for female
δi = Coefficient of dummy variable gender
Xi corresponds the individual explanatory variable
δ is constant or intercept
βi is coefficient for explanatory variables.

It is a method that estimates the relationship between dependent and independent variables. It is used for large samples following normally distributed and uncorrelated with independent variable [$X \approx N$ (mean, var^2)]. N stands for the normal distribution. The quantities in the parenthesis are the two parameters of the normal distribution, namely, the mean and variance. The regression results and their interpretations will be discussed in the next section.

Analysis of Empirical Results

The results of the regression based on the data previously discussed are as follows: Holding all other factors constant, the results of regression for tenure, thus the estimated slope coefficient, suggest that for a unit decrease in tenure, the probability to leave is increased by about 0.1330. The antilog of 0.1330 gives an approximate value of 1.1422. It means that for a tenure less than three years, the probability to leave increases by 1.1422 or about 14% [1.1422 – 1 = 0.1422 X 100 = 14.2%] for both male and female teachers. The male teachers with less than three years' tenure are seven times [see column odds ratio in table 7] more in favor of leaving than their female counterparts. The estimated coefficients are significant at the 1% level. The value of R^2 [= 0.715] means that about 71.5% of the variation in quitting rates is explained by tenure.

Table 7: Parameter estimates for explanatory variable tenure

Variable ratio	DF	Parameter estimate	Standard error	Odds
Intercept	1	-6.0210	0.3017	
Gender	1	1.8937	0.3556	6.644
Tenure	1	0.1330	0.3563	1.142
N = 117 Log likelihood 17.746 R^2 = 0.715				

Table 8 represents the estimates of parameter age. Age effect emerges for the young teachers for both sexes, female and male teachers. High mobility rates are shown by the younger teachers [see table 5]. Evidence for this is contained in table 8. Using the same formula as previously, we will now see the results of this estimation. The slope coefficient shows that an increase/decrease in age lowers/raises the probability to leave by about -0.3587. Taking the antilog of -0.3587 gives approximately 0.70, which means that for each unit increase in age, the probability to leave decreases by 0.70 or by about 30 percent, regardless of gender. Male teachers show six times more in favor of leaving than their female counterparts [see odds column in table 8]. The estimated coefficient is significant at 1% level. The value of R^2 of 0.71 means that about 70 percent of the variation in the quitting rate are explained by age. All these verify the *theory of firm specific human capital* where teachers with many years experience and more than 45 years are less likely to move to other jobs.

Table 8: Parameter estimates for variable age

Variable ratio	DF	Parameter estimate	Standard error	Odds
Intercept	1	-6.0802	0.3121	
Gender	1	1.7542	0.3994	5.779
Age	1	0.3587	0.5007	0.699
N = 117 Log likelihood 16.179 R^2 = 0.701				

The results of estimates for variable teacher level are shown in table 9.0. Proceeding in a similar way to above, the estimated results illustrate that for an increase of level of teaching the probability to leave/quit goes up by about 2.45. Taking the antilog of 2.4517 gives approximately 11.608, which means that the probability to leave increases with the higher level of teachers [and their education as well] for both male and female teachers. If we see the difference by gender, they show no difference, both male and female teachers show more inclination with higher education.

Table 9: Parameter estimates for explanatory variable teacher level

Variable	DF	Parameter estimate	Standard error	Odds ratio
Intercept	1	-6.6677	0.3976	
Gender	1	0.2858	0.4989	1.331
Teacher level	1	2.4517	0.4985	11.608
N = 117				
Log likelihood 14.945				
$R^2 = 0.745$				

The estimated coefficients of level of teachers are significant at the level of 5%. The value of R^2 of 0.745 means that about 74.5% of the variation in the rate of quitting is explained by the level of teachers.

Up to now, we have seen the effects of gender by 'age', 'tenure' and 'professional/educational level [category] on the probability of quitting teachers in the labor market of teaching profession. We will now see 'wages' as determining factors for quitting in the teachers labor market. Previous studies have shown that wages have contributed to explain job mobility behavior [see Holmlund and Bjoklund, 1989]. The descriptions presented in table 3.0 are mean wages above [>] Tk. 15000 and below [<] Tk. 15000 for leavers. Thus according to the predictions of *mobility theory,* lower wages are connected to higher mobility, while higher wages are with lower mobility.

An inspection table 3.0 reveals wage effects for teachers who intend to leave. This holds in particular for the significance of wage [See Holmlund, 1984] in explaining the probability to leave. As indicated in the previous table [see table 3.0], teachers with low wages are more inclined to switch to other jobs, as teachers with high wages are less

inclined to move due to minor gaps in wages. Table 10.0 shows the estimates of the wage variable in explaining the probability of quitting in the labor market of teachers.

Table 10: Parameter estimates for WAGE

Variable	DF	Parameter estimate	Standard error	Odds ratio
Intercept	1	-1.9912	0.0662	
Gender	1	-0.4318	0.0905	0.540
Wage	1	-0.7707	0.1993	0.463
		N = 117		
		Log likelihood 79.594		
		$R^2 = 0.579$		

Holding all others constant, the estimated slope coefficient for WAGES suggests that the probability to leave increases when wages decrease by about 0.7707, or wages are negatively correlated with quitting. Taking the antilog of -0.7707 gives approximately .46, which means that for a unit decrease in wages, increases the probability to quit by 0.64. In general, if we take the antilog of the slope coefficient, subtract one from it, and multiply the result by 100, we will get the present change in the odds for a unit decrease/increase in the given explanatory variable. Both male and female teachers show that they are in favor of leaving with lower wages. However, male teachers are more likely to change than their female counterparts. The estimated coefficients for wages have a negative sign, which means that quitting is negatively related with wages, thus when wages are high quitting is less, and vice versa [i.e., when wages are low quitting rate is high]. The estimates are significant at 5% level. The R^2 value of 0.579 means that about 57.9% of the variation in quitting rate is explained by wages.

Finally, it can certainly be said that the explanatory variables for quitting [namely, age, number of years in-service, rank, wage, etc.] are not independent of one another. For instance, the longer an academic stays in one institution, the older he/she will be, and the greater the probability of higher ranks through internal promotion. Higher ranks would also be correlated with higher wages. The methodology which this study has adopted does not provide with any scope to deal with this sort of collinearity due to limitations in the time-frame of this research.

From these estimates one can conclude that the studied variables have some effects[8] on the probability of quits for teachers, but there may be other factors which are not treated here although these can also equally influence the probability of quitting. These factors are beyond the scope of this paper. The results of this study are similar to the previous studies and seem to show some supports for the *theory of mobility* discussed earlier in this paper.

Concluding Remarks

In this paper, we have examined the quit/mobility pattern in the labor market of teachers of Bangladesh's private sector university, especially among teachers who have worked at least for the last one year in a university. The information is obtained through a primary data survey with a semi-structured questionnaire. The randomly as well as proportionately selected sample of teachers from each of the 18 private universities [see Appendix I for the list] age in the range of 24 to 60 years. The explanatory variables are age, gender, professional category, tenure and wages. The variables are treated by logistic regression model, which estimates the probability of quitting by using the maximum likelihood method.

Mobility in the labor market of teachers is analyzed within the framework of 'human capital theory'. According to the theory of 'job shopping', teachers with less than three years tenure, younger in age and have lower wages always try out different jobs. The probability to quit decreases with teachers of more than 35 years of age. This means that teachers who have many years of teaching experience are less inclined to search for other jobs, according to the 'specific human capital theory'. This study has exhibited a distinct gender pattern with respect to possible quit rates between males and females. Male teachers are observed to possess more inclination to quit than their female counterparts. The results of estimations for the probability to quit in the market of teachers [private university] seem consistent with the previous studies conducted in academic arena. High wage reduces the probability to quit for both male as well as female teachers and *vice versa*. Age is also negatively related with quitting, thus teachers above 35 years are seemingly less mobile than teachers under 35 years. Teachers' category [professional status, e.g., Associate-, Assistant-Professor, etc.] is positively related with quitting which means that teachers of Associate Professor level are

more inclined to quit than teachers of Assistant Professor level or below.[9] Variable tenure, teachers with many years of experience show low propensity to intended quit than teachers with few years' experience [i.e., less than three years' tenure].

The estimations have given some evidences for the theory of labor quitting. The possibility to get more wages decreases with age. This means that older persons are less likely to quit jobs than the young persons. Similarly, the older teachers have more specific skills of teaching than the newly recruited teachers who have less experience. Hence, increased age and tenure reduce incentive to leave for other jobs, because the skills they have are not used in other firms. These results are in line with 'firm specific theory'. Another important result is the relationship between quitting and wages. Wages are negatively related with quitting. The wage effect indicates that teachers with high wages were less inclined to quit than teachers with low wages as the 'turnover theory' predicts, thus workers move from low wage place to high wage places.

Final conclusion of this study shows that the variables 'age', 'tenure', 'wage' and 'level of teaching' influence the probable quit pattern in the labor market of private university teachers. Many other variables except the above mentioned can cause quitting. Although these variables are beyond the scope of this research, the interview-based survey depicts some interesting outcomes which need to be highlighted for a better long-term policy-planning of the HRD-structure of the private universities. Among these, one of the most important factors on which teachers have mostly emphasized to decide for quitting is 'provision of long term incentives' such as provident funds, pension scheme, etc. Teachers with foreign degrees [such as MBA, MCA, PhD from Europe, North America, Japan, India] seem to be vulnerable in their present job due to possession of an extreme confidence level of getting better offer in near future. Since a huge number of private universities are emerging, this factor of quitting may show profound impact on the employers' search for suitable candidates. Therefore, in the light of the near future of private university teachers' job market, this study stresses more importance on formulating lucrative job offers with long-term incentives, suitable salary package in accordance with their teaching and academic background, etc. There were many other important explanatory variables such as work environment, class size, workload, faculty-management

relationship, teachers' marital status, etc. which were not possible to be incorporated in this study. But this paper ends with an anticipation of further research on the factors which seem to be analyzed empirically for future policy-planning.

Appendix I

Private Universities under Study

1. Ahsanullah University of Science and Technology
2. American International University – Bangladesh [AIUB]
3. Asian Uuiversity of Bangladesh [AUB]
4. BRAC University*
5. Central Women's University
6. Darul Ihsan University
7. East-West University
8. Gono University
9. Independent University [IUB]
10. International Islamic University Chittagong [IIUC]
11. International University of Business, Agriculture and Technology [IUBAT]
12. North-South University [NSU]
13. People's University of Bangladesh
14. Queen's University, Dhaka
15. Stamford University*
16. The University of Comilla
17. University of Asia Pacific
18. University of Science and Technology Chittagong [USTC]

Sources: [a)] BBS [2002]: Statistical Pocketbook of Bangladesh 2000, Bangladesh Bureau of Statistics, Dhaka; and [b] UGC Annual Reports, UGC, Dhaka.

Note: * Universities not included in BBS 2002 report.

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