**Impact of Job Engagement and Job Satisfaction on Employee’s Organizational Citizenship Behavior: An Empirical Study on Private Universities in Bangladesh**

Jinia Afroz Sharmin

Army Institute of Business Administration (Army IBA) Savar. (Bangladesh)

Email: [jiniabsmrstu@gmail.com](mailto:jiniabsmrstu@gmail.com), Phone: +8801789267969

**ABSTRACT**

*Human resources are considered the fuel for any organization. The competitive world is choosing new technology though the need for skilled manpower is inevitable. To achieve a competitive advantage through employee voluntary involvement, organizations need to ensure job engagement and job satisfaction. This study aims to analyze the impact of job engagement and job satisfaction on employees’ organizational citizenship behavior. The research sample is collected from 5 private universities in Bangladesh and the number of respondents was 100 university faculties. By using the convenience sampling technique, the responses were collected and analyzed. The research model analysis method uses Partial Least Square (PLS) with SMART PLS Ver 3.0 software. Empirical findings prove that job satisfaction has a positive impact on employees’ organizational citizenship behavior, while job satisfaction is independent. And also, employee engagement positively affects employees’ organizational citizenship behavior. The research findings will help managerial implications, in increasing high employee involvement, motivation needs to be encouraged to be more active and innovative, and facilitate the achievement of the desired results.*

**KEYWORDS**: Bangladesh, Employee Performance, Job Engagement, Job Satisfaction, Private Universities.

# 1. INTRODUCTION

# The need of human being is unlimited but the employment requires a standard where an employee can be satisfied with the job privileged and facilities.to maintain the job duties and responsibilities, any person needs to engage with the job entirely. Job engagement is the willingness to do the organizations assign task and own the task and taking the full responsibility willingly (Roberts & Davenport, 2002). Engaging the employees with their work is a very challenging but effective path to achieve ultimate job performance. Turnover is the unwanted circumstances for any organization and behind this turnover the job dissatisfaction is the foremost reason (Medina, 2012). Universities are highly depended on the human skills, quality and engagement to research and student’s development. Previous many studies confirm that the job engagement has significant impact on job performance (Kim-Soon, 2015).

# In present competitive work environment, the job role is not only specific by job description but also the all-job performance done by the employees. organizations are relied on employee’s performance for companies’ growth. Employees extra role behavior such as voluntary participation, creativity, involving with organizational development activities helps to enhance company’s overall outcome (LePine, et.al.,2001). Such behaviors should be encouraged and nurtured by the employer for utmost outcome of job design interventions (Farr, 1990). Many HR researcher beliefs commanding leadership approach is less effective to develop employees’ extra-role behavior (Nielsen,et.al., 2010). Employees performance will positively increase if they involve with job activities thus it will lead to job satisfaction as well. Though to make all employees satisfied with their job is not an easy task for the employer for the differences of individual job attitude. As the satisfied employees owns the organization and do the work properly so the citizenship behavior become more efficient and help to achieve the organizational goal. The presentation so far has concerned the meaning of the two constructs and the impact of this on employee’s organizational citizenship behavior. Here the employee’s organizational citizenship behavior is the dependent variable and job engagement and job satisfaction is the independent variable. In reviewing empirical findings, it is also essential to the measurement tools of job engagement and job satisfaction also the scale of involvement that increase employee’s organizational citizenship behavior.

# 2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

## 2.1 EMPLOYEE ENGAGEMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Employee engagement refers the involvement with work environment with positive sense (Demerou et al., 2015). The definition of employee engagement varies across the organization. Job engagement also refers the job commitment, ethics and morale attitude for the organization and voluntary participation towards their work (Bruce Louis Rich, 2017). Employee engagement consider as the opposite of job exhaustion. Job engagement is a social exchange which leads towards high job performance. Employees efforts increased when they found the meaning of work, satisfied with organizational innovative culture, rules and policies (Warr, 2012). Those involvements make a self-association with their job which also resulting high job performance. In addition, fulfilling the job commitment for the employees is a major concern for the employer whether the job engagement mighty hamper. Its managers or the employer’s duty to find out the problem why the employees are not engaged and where communication, trust, cohesion, harmony, and communication are weak as ensuring the employees job engagement is the perquisites of job performance. With the help of talent management and employee engagement it’s possible to make a harmony between the job engagement and the organizational goal. Participative management is the one of the keys of attract, retain, and develop the job engagement (Alka Rai, 2017). job engagement can be found out through the performance appraisal, keeping record of job behavior and attitudes for job responsibilities. In general, job engagement encourages employee in traction and effective collaborative activities using two-way communication between the employee and employer (Islam Talat,2018). Employee involvement shows positive and proactive impact on the workplace which is a combination of motivational drive and emotionally attached and managers have a high concern for work that is communicated to achieve company goals also ensure the job performance of individual. Now days the work environment is shifting from desk to digitalization. Companies now trying to engage their employee with extra-role behaviors like creativity, proactivity, and knowledge sharing that can helps to increase the organization’s reputation (Griffin et al., 2007). The main purpose of this analysis is to find out the impact of employee engagement at the workplace for increasing extra-role behaviors. Employees creativity and the accountability increases the organizations reputation through desired performance (Zhou & Shalley, 2008). Proactivity defines the devotion toward work with self-effort and initiatives (Grant & Ashford, 2008). Knowledge sharing defines the tendency of sharing the knowledge, information, data or anything that might be needed for another (Van den Hooff & De Ridder, 2004). Analyzing the previous research, we can assume the following hypothesis:

*H1: Job engagement affects employee performance.*

## 2.2 JOB SATISFACTION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

# Job satisfaction refers positive emotion in assessing the organizational task, organization’s work experience. It is a state where exits the combination of positive psychological behavior towards job responsibility and the environmental style (Riyanto, 2021). To support this definition, many researchers also explain various factors of job satisfaction. The amount of job satisfaction depends on the sensation of satisfaction causes from job rules, policies and privileges etc. (Aziri, 2011). Now analyzing and finding the influential factors of individual organizational behavior becomes a matter of urgency. Psychological research helps the organization to find out the reason behind these two different attitudes and perspective (Albrech, 2011). Feeling part of the organization drives the employees’ attitudes towards high profitability, work participation, control over individual behavior and enthusiasm for job in-role and extra role behavior (Choudhary et al., 2013). Impact of job satisfaction has direct influence over career success and high labor productivity which cannot be denied (Eldor & Harpaz, 2016). In addition, job satisfaction helps to reduce the turnover rate, mitigate the absenteeism rate, improve the service quality, positive attitudes towards customer and in financial performance outcome (Longe, 2015). Ensuring high performance and job satisfaction within the organization in the main aim of any manager as this variable confirms the organizational success. For finding out the success to achieve those variable strategic human resource management is inevitable (Cropanzano & Wright, 2001). Therefore, there is a relation between job satisfaction and job performance in the organization. Studies suggest that employees’ scoring high in engagement also score high in arousal (Langelaan et al., 2006). Job satisfaction not only develops behaviors, but also catalyzes creativity and proactivity (Shirom, 2010). Job satisfaction is resulting joyfulness while working and undivided concentration, which have been related to creativity, exploration, innovative information, novelty and responsive to opportunities at the workplace (Fredrickson & Losada, 2005). It can, therefore, be argued that Job satisfaction activate a positive emotion in employees’ behavior which helps to develop the innovation, novelty, motivation and enthusiasm or Organizational Citizenship Behavior. Positive attitude towards the job increases the employees labor capital for the organization (Fredrickson,2003). Keeping in view the preceding debate, it is hypothesized that:

# *H2: Job satisfaction affects employee performance.*

# 3. METHODOLOGY

This research analyzed to know the depth impact of job engagement and job satisfaction on employee’s organizational citizenship behavior on 5 private universities in Bangladesh. Due the lack of enough secondary data the exploratory research was mandatory to examine the hypothesis. The qualitative and quantitative method used to analyze data. The questions were asked using a Likert scale where respondents were asked to rate the items of the constructs on a scale of 1 to 5 where 1 represented ‘strongly disagree’ and 5 represented strongly agree. Some demographic questions were also included in the research instrument to assist to reach conclusion and make recommendations.

## 3.1 QUESTIONNAIRE DEVELOPMENT

## For the quantitative study, the data were collected from 100 respondents using a structured questionnaire. There were 13 items in the questionnaire to measure two independent and one dependent variable. A total of 8 items were employed to assess the independent variables consisting Job Satisfaction and job engagement from established scales of prior studies that were previously tested the reliability and validity. These two styles of were collected from preceding studies (Huan & Yazdanifard, 2012). Five (05) indicators required to estimate construct namely ‘Organizational Citizenship Behavior were adapted from the scales developed by (Islam & Rimi, 2017). The data were collected in the local area with direct interview and google from as well.

## 3.2 SAMPLE SIZE AND SAMPLE DISTRIBUTION

## As the study was conducted on the 5 renowned universities situated in the Dhaka, so the total population for the study was approximate 300 (Annual Report, 2020). As faculties of private universities share the same characteristics required for the study, purposive sampling was used to conduct it. The data were collected considering the gender or age of the respondents. The collection of data considered the ratio of lecturer, assistant professor, associate professor and professor in each of the university. Most of the respondents are male aged between 22-60 years old (Table 1). The education level of the majority of respondents was post-graduate or equivalent. 92% of respondents had 1-20 years of work experience where 22% of respondents had experience of 11-20 years (Table 2). There were 130 questionnaires were distributed. Among them, 30 questionnaires were not used for analysis due to incomplete responses. Finally, 100 responses were selected for analysis which is adequate to run structural equation modeling (Hair, Ringle, & Sarstedt, 2013).

## 3.3 RESEARCH INSTRUMENTS

The analysis used Smart PLS Software version 4.0 to study the relationship of the dependent and independent variables using structural equation modeling (SEM). The study used SPSS for data entry. The study used a composite reliability test to assess the reliability of the study. Convergent validity was tested using Average Variance Extracted (AVE), and discriminant validity was examined using Fornell- Larcker Criterion. However, all the independent and dependent constructs had alpha value of greater than 0.70 that is acceptable by the recommendation of Nunnally (1978).

# 4. RESULTS AND DISCUSSION

The data collection method was random and open for all levels of faculties in selected 5 private universities of Bangladesh. In this study paper 45% of respondent was female and the 55% of respondent was male, those are equally contributed in the operation of these universities. The lowest age group was 25 and the highest age group was 57 among the respondent. The following table shows the descriptive statistics of the study.

**Table 1. Age and gender of the respondents**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Age | | Gender | | Total |
|  | Age group | Male | Female |
| 22-25 | 17 | 6 | 23 |
| 26-35 | 11 | 18 | 29 |
| 36-45 | 12 | 14 | 26 |
| 45-60 | 15 | 7 | 22 |
| Total | | 55 | 45 | 100 |

Analyzing the research data, only 8 respondents was completed only their graduation and as the higher educational degree is perquisite in educational sector, 92 respondents were completed their post-graduation. Among the 100 respondents, 23 respondents were lecturer and the 29 respondent was assistant professor, 26 respondents was associate professor and 22 respondents was professor in different universities.

**Table 2: Level of education and years of experience of respondents**

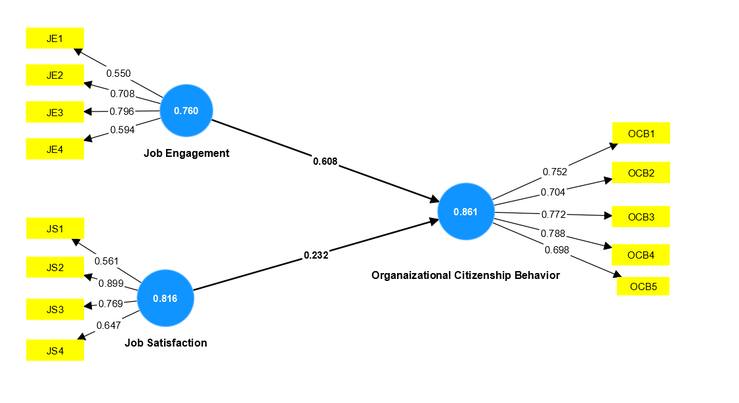
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Level of education | | Total |
| Years of experience | Years | Graduate | Post-Graduate |  |
| 1 to 3 | 6 | 17 | 23 |
| 4 to 7 | 2 | 27 | 29 |
| 8 to 10 | - | 26 | 26 |
| 11 to 20 | - | 22 | 22 |
| Total | | 8 | 92 | 100 |

To analyze the framework, the data was conducted a measurement model to know the reliability and validity of the construct and variables. All the variables assessed through the factor analysis using the model. the reliability of the variables of the construct was measured by composite reliability. As the composite reliability (CR) test is the perquisite to know the reliability of the study was assessed (Fornell, C. & Larcker, D. F., 1981). For finding the validity of this study average variance extracted (AVE) test was also assessed to find out the construct validity. On the other hand, A discriminant validity test helps to evaluate whether the measure of construct related to each other or not (Hair, Ringle, & Sarstedt, 2013). Many scholars set standard for accepting the variables like any the study should be greater than 0.60 for the item loading, 0.50 for the AVE, and 0.70 for the CR (Chin, 2010). Contrary to this theory, another researcher expressed the study should be greater than 0.50 for the item loading (Malhotra, 1999). According to the given measurement model in Table 1, all the factors had higher value and reached the standard requirement. Therefore, none of them were removed from the measurement model due to the lack of score in the correlation coefficient for the variable. Furthermore, composite reliability (CR) scores of the factors are more than 0.70 which represents that the items successfully met the minimum criterion for the analysis. The average variance extracted (AVE) of the factors also met the required score and none of them were overlooked for the study.

## Table 3: Measurement Model Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Construct | Item Code | Item Loading | AVE | Composite Reliability |
| Job Engagement | JE1 | 0.55 | 0**.**5677 | 0.76 |
| JE2 | 0.708 |
| JE3 | 0.796 |
| JE4 | 0.594 |
| Job Satisfaction | JS1 | 0.561 | 0.534 | 0.816 |
| JS2 | 0.899 |
| JS3 | 0.769 |
| JS4 | 0.647 |
| Organizational Citizenship Behavior | OCB1 | 0.752 | 0.553 | 0.861 |
| OCB2 | 0.704 |
| OCB3 | 0.772 |
| OCB4 | 0.788 |
| OCB5 | 0.698 |

Structural equation model was used to test the hypotheses of the study.



Based on Fornell-Larcker 's guideline, the study tested discriminant validity to determine whether the measurement is related or not (Benitez, Henseler, Castillo, & Schuberth, 2020). According to Fornell-Larcker’s constraints, the value of the square root of average variance extracted should be higher than the value of the latent constructs of the actual non-diagonal variables (Lucas, Diener, & Suh, 1996). The result of the discriminant validity of the research suggests that the study successfully come across to the minimum criteria to be valid.

**Table 4: Discriminant Validity (Fornell-Larcker Criterion)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Job Engagement | Job Satisfaction | Organizational Citizenship Behavior |
| Job Engagement | **0.871** |  |  |
| Job Satisfaction | 0.252 | **0.899** |  |
| Organizational Citizenship Behavior | 0.085 | 0.206 | **0.927** |

# Act in accordance with the reliability and validity of the test, a structural model was formulated considering the dimensions of the study where different job engagement and job satisfaction method were the independent variables and employees citizenship behavior was the dependent variable. Considering the two dimensions like job engagement and job satisfaction four latent items were concluded. These constructs have a direct effect on the dependent variable grievance handling mechanism. Table 3 shows the results of the structural modeling. The t statistics show that all the constructs of the study have a value of more than 1.96 which is the standard value to be declared a relationship is significant enough (Benitez et al., 2020). According to the model, the values for job engagement constructs are β = 0.608, t-statistics = 7.54 and job satisfaction constructs are β = 0.232, t-statistics = 1.993 Therefore, all the determinants are supported by structural equation modeling.

## Table 4: Structural Model

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hypothesis** | **Path** | **Beta** | **Standard deviation (STDEV)** | **T statistics** | **P values** | **Lower Limit 5%** | **Uper Limit 95%** | **R-square** | **Decision** |
| H1 | JE OCB | 0.608 | 0.081 | 7.54 | 0 | 0.468 | 0.705 | 55% | Supported |
| H2 | JS OCB | 0.232 | 0.117 | 1.993 | 0.023 | 0.006 | 0.355 | Supported |

# 5. ANALYSIS OF THE STUDY

The major purpose of the research is to find the positive impact of job engagement and job satisfaction of universities faculties on organization citizenship behavior as it was not studied before in Bangladesh context. Some researchers studied the same variables in different fields and found similar results (Gayle, 2009). The primary outcome of the analysis showed job engagement job satisfaction has positive relationship with organizational citizenship behavior in the level faculties in the distinctive private universities. But the calculative study suggests that the most effective relation exist between job engagement and organizational citizenship behavior as the value of t statistics of this measurement has the highest score (7.54) and explains that job satisfaction and organizational citizenship behavior are correlated with each other but not strongly as t statistics value is (1.993). the R-square value of this is 55%, which indicates that the dependent variable, organizational citizenship behavior can be explained 55% through measuring the job engagement and job satisfaction. Each hypothesis is also accepted as t5he P values in less than .05.

**6. IMPLICATIONS AND CONCLUSIONS**

This study conducted through primary and secondary data with cross sectional method but like other researches it’s not out of limitation. Firstly, only 5 universities were the sample area for the job engagement ang job- satisfaction can be varies for many influential factors. Secondly, only the private universities were selected for collection of data which doesn’t represent all educational institute and their organizational citizenship behavior. Third, common source biases might happen as the question answers were self-reported. Therefore, future researchers should consider the other factor that might help to collect data about employee's extra-role behaviors. Finally, the researcher should use the many others external factors that might have influence on organizational citizenship behavior. Today’s decision maker should be more careful and up to date about the extra role employees for the company’s betterment. Additionally, globalization and decentralization make the work environment tough to appraisal subordinate's performance, especially in harder areas such as creativity and proactivity (Buchner, 2007). From the above analysis this so clear that job engagement and job satisfaction increases the faculty’s organizational citizenship behavior or extra role behavior which increases the organizational overall performance finally. The manager should create more opportunity to engage the employee and ensure the factors that satisfy the employee for the betterment of the universities or organization.

# REFERENCES

A.F.Fan, D. (2012). The Relationship between the Socio-Economic Status of Parents and Students' Academic Achievements in Social Studies. *SAGE Journals*, 99-103.

Akyina, E. T. (2018). Socio-Economic Status Of Parents And Its Effects On The Academic Performance Of Students Of Yamfo Anglican Senior High School In The Brong Ahafo Region Of Ghana. *Advance in social science research journal* , 48-58.

Altbach, P. G. (984). Student politics in the third world. *SpringerLink*, 635-655.

Ampofo, E. T. (2015). STUDENTS’ ACADEMIC PERFORMANCE AS MEDIATED BY STUDENTS’ ACADEMIC AMBITION AND EFFORT IN THE PUBLIC SENIOR HIGH SCHOOLS. *International Journal of Academic Research and Reflection*, 20-35.

Bala, S., Hasan , A., Jewel, Z., & Sarker, P. (2020). Suicidal Ideation Percentage among University Students in Bangladesh. *International Journal of Emergency Mental Health and Human Resilience ,Vol.22, No.3*, pp 50-54.

Baliyan, S. P. (2012). Influence of Parental Education and Income Level on Students’ Performance in Senior Secondary School Mathematics in Botswana. *Global Research Journal On Mathematics And Science Education* , 135-158.

BANBEIS. (2016). Bangladesh Educational Data, Chapter Eight. *Bangladesh Education Statistics 2016*.

Bank, A. D. (2020). *Economic Indicators for South and Central Asia: Input–Output Tables.* ADB.

Bappy, T., & Chowdhury, R. (2020 ). Antecedents of Trust in Online Banking: A Bangladeshi Perspective. *AIUB Journal of Business and Economics* , Page 41- 66.

Billah, M. M. (2014). Factors Affecting Academic Performance of Undergraduate Students at International Islamic University Chittagong (IIUC),. *Journal of Education and Practice*, 143- 154.

Bird, R. M. (2001). Public Finance in a Democratic Society. Volume III. The Foundations of Taxation and Expenditure by Richard M. Musgrave. *National Tax Journal*, 175-182.

Bonvillian, W., & Singer, S. (2013). The Online Challenge to Higher Education. . *Issues in Science and Technology*, 29(4), 23-30.

Carol E. Jordan1, J. L. (2014). An Exploration of Sexual Victimization and Academic Performance Among College Women. *Trauma Violence & Abuse* , 191-199.

Chin, W. (2010). Handbook of Partial Least Squares. Berlin . *Springer-Verlag Berlin Heidelberg.*

Coronavirus confirmed as pandemic. (2020, March 11). *Coronavirus confirmed as pandemic by World Health Organization*. Retrieved from BBC News: https://www.bbc.com/news/world-51839944

Crick, B. (2011). *The Purpose of series.* Pearson.

Denver, D. (2009). Does Studying Politics Make a Difference? The Political Knowledge, Attitudes and Perceptions of School Students. *Cambridge University Press*, 263 - 279.

Diakun, B. (2020). Online Education Spikes in the Midst of Covid-19 Adding Fuel Already High. *World Trademark Review*.

Fornell, C., & Larcker, D. (1981). Evaluating structural equation models with unobservable variables . *Journal of Marketing Research*, 39-50.

Glazer, F. B. (1972). STUDENT POLITICS IN CHILE. *Social Forces*, 117.

Hair, J., Ringle, C., & Sarstedt, M. (2013). Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results and Higher Acceptance. . *Long Range Planning*, 46(1-2):1-12, DOI: 10.1016/j.lrp.2013.08.016.

Hair, J., Risher, J., Sarstedt, M., & Ringle, C. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, Vol. 31 No. 1.

Hamilton, C. (1968). Race and Education: A Search for Legitimacy. *Harvard Educational Review* , 669–684.

Harrop, R. H. (1992). *Comparative Government and Politics.* palgrave macmillan.

Huntley, M. G. (2004). Guerin, M., Huntley, M. E. & Olaizola, M. Haematococcus astaxanthin: applications for human health and nutrition. Trends Biotechnol. *Trends in Biotechnology* , 210-216.

Joo, S. (2008). *Personal Financial Wellness.* Incheon, Korea: Handbook of Consumer Finance Research.

Malhotra, N., & Dash, S. (2016). *Marketing research: An applied orientation.* Pearson.

Mazumder, Q. H. (2014). Analysis of Quality in Public and Private Universities. *International Journal of Evaluation and Research in Education (IJERE)*, 99-108.

Mazumder, Q. H. (2014). Analysis of Quality in Public and Private Universities in Bangladesh and USA. *International Journal of Evaluation and Research in Education (IJERE)*, 99-08.

Mufarrih, S. M. (2019). Academic Performance in Adolescent Students: The Role of Parenting Styles and Socio-Demographic Factors – A Cross Sectional Study From Peshawar, Pakistan. *frontiers in psychology* .

Nakanda, E. a. (2020). Social Issues Influencing Academic Performance of Secondary School Students in Social Studies in Calabar Education. *European Journal of Social Sciences* , 91-106.

Naomi Hossain, M. H. (2017). The problem with teachers: the political settlement. *Esid*.

Nor Adibah Abu Hasan, N. A. (2017). Factors that Significantly Affect College Students’ CGPA. *International Academic Research Journal of Social Science*, 77-81.

Omoegun, M. (2007). Effect of Parental Socio-Economic Status on Parental Care and Social Adjustment in the UBE Programme in Lagos State: Implications for Counselling. *International Journal of Educational Research*, Vol. 3 No. 1.

Oni, A. A. (2007). Students Perception of Cult Activity on United States Colleges and University Campuses. *Pakistan Journal of Social Sciences*, 424-430.

Paim, L. F. (2011). Toward a framework of determinants of financial management and financial problems among university. *African Journal of Business Management*, 9600-9606.

Razu, S. R. (2018). Factors Affecting Academic Performance in Tertiary Education: A Case Study from Khulna University of Bangladesh. *internaational journal of social science*.

Roy, G. (2002). Student Politics in Bangladesh: An Impact on Quality Assurance in Education and National Development. *Student Politics in Bangladesh: An Impact on Quality Assurance in Education and National Development*.

Salameh, W. (2012). The Impact of Social and Economic Factors on Students’ English Language Performance . *The British univerisity of Dubai* , 1-82.

Sarkar, R. C. (2018). Education in Bangladesh: Changing Contexts and Emerging Realities. In *Engaging in Educational Research: Revisiting Policy and Practice in Banglades* (pp. 1-18). Springer Nature.

Sattar, E. H. (1984). The Drop-out problem in primary education; some case studies: China, India, Peninsular Malaysia, Socialist Republic of Vietnam, Sri Lanka and Thailand. *UNESCO Regional Office for Education in Asia and the Pacific (Thailand)* , 230-800.

Tyson, N. E. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. *Developmental Psychology*, 740-763.

U.S. Department of Education. (2019, January). *Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2016 and fall 2017*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/d18/tables/dt18\_311.15.asp

Uddin, M. (2020, 6 13). *Effects of the pandemic on the education sector in Bangladesh.* Retrieved from The Financial Express: https://www.thefinancialexpress.com.bd/views/effects-of-the-pandemic-on-the-education-sector-in-bangladesh-1592061447

Ulvund, L. S. (2016). The relation of recognition memory in infancy and parental socioeconomic status to later intellectual competence. *Elsevier,Intelligence*, 247-267.

Wentzel, K. R. (2018). Emotional support, social goals, and classroom behavior: A multilevel, multisite study. Journal of Educational Psychology,. *journal of education psychology* , 611-627.

World Health Organization . (2020). *Coronavirus disease (COVID-19) Situation Report–107.* Geneva: World Health Organization.