

FACTORS ASSOCIATED WITH JOB SATISFACTION OF FACULTY MEMBERS: A STUDY ON PRIVATE UNIVERSITIES AT THE NORTHERN PART OF BANGLADESH

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ABSTRACT

The main purpose of this study is to investigate the factors which have strong impact on job satisfaction of faculty members. A total of 117 respondents were considered from four universities using random sampling method. A survey was conducted using a five-point Likert scale for data collection through 38 statements. To get into insight Cronbach alpha coefficient, descriptive statistics (frequency, percentile, mean and standard deviation), Pearson correlation and multiple regression analysis was run as statistical tools. The study concluded with the facts that academicians' job satisfaction might be influenced by the absence of the relationship with top management, infrastructural facilities, teachers' assessment system and praise and recognition. The researchers ended up that top management should give more emphasis on teachers' job satisfaction level to make more concentrated on work to provide higher education and to improve the quality of working life of teachers at the northern part of Bangladesh.

Keywords: Job Satisfaction, Investigate, Quality, Faculty Members.

INTRODUCTION

Teaching as profession particularly at university level in Bangladesh is being considered the architecture of our future generations and also implies as noble profession. In addition to giving importance to teaching, faculty members are now a day's facing a lot of intrinsic and extrinsic problems including relation with top management and peers, infrastructural facilities of each universities, lack of freedom in workplace, enforcing corporate style working hour, salary and fringe benefits, balance between personal life and professional life, low budget for research and publications those cause job dissatisfaction among academicians. Being

frustrated a large of teachers are uninterested to be a strong academicians. Job satisfaction has been defined by many scholars. Hoppock¹ defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. Vroom² in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus, he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying. Statt³ Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation.

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Significance of the Study

This study is designed with a purpose to understand the job satisfaction and its associated factors of faculty members of private universities. So many researchers have been done focusing less on such related factors like teacher's assessment system, bureaucracy in top management and infrastructural insufficiency which are largely causing teacher's job satisfaction. In general, teaching profession in our country is being considered as noble profession but teachers face lot of problems regarding financial and non-financial incentives. Their appeasement to work has found low because motivational and hygiene factors. This research will help the top management to formulate and implement effective employment practices to satisfy teachers instead of comparing them to corporate employees.

Objectives of Study:

This study has been undertaken to examine the factors associated with job satisfaction of faculty members at the northern part of Bangladesh specifying the following objectives.

1. To discover the factors that are mostly responsible for job satisfaction among universities located at the northern part of Bangladesh.
2. To extract the major factors that has impact on faculty member's job satisfaction and dissatisfaction and its effect on work.
3. To prescribe the recommendations of dos and don'ts for increasing the intensity toward job satisfaction of faculty members.

Literature Reviews

The concept of job satisfaction, viewed through different ways by various scholars. This part consists of the background of works of researchers' contribution to job satisfaction.

Hoodaand Singh⁴ Job satisfaction among faculty members is influenced by three variables namely leadership behavior of heads, rewards they receives for the work they done by them and the working environment of the organization. Maertz and Griffeth⁵ reported in their research eight motivational factors for job satisfaction which comprises of competitive salary, job autonomy, good supervision and interpersonal relationships, training and development opportunities, favorable working conditions and job security. Cano and Castillo⁶ highlighted on Herzberg's motivator and hygiene factors that were moderately or substantially related to job satisfaction. Baah and Amoako⁷ also emphasized Herzberg's two-factor theory to motivate and satisfy employees, managers need to effectively blend the factors well to suit the social needs of their employees that can lead to dissatisfaction in the work place but when fully catered for in the work environment on their own are not sufficient and lead to higher motivation. Rahul Tiwari⁸ studied in his research that faculty members were highly dissatisfied with non-monetary benefits and monetary facilities (salary) provided to them by their universities. Mizanur and Solaiman⁹ described that lack of job security, bureaucracy in administrative department, poor working conditions, poor salary and fringe benefits, lack of autonomy, excessive work load, poor compensation package directly influence on teachers' job dissatisfaction which increase the rate of teacher's turnover in private universities in Bangladesh. Saroja, Sueraya, Thanam and Deeparechigi¹⁰ They found in their research that there are no significant differences in job satisfaction between genders except the extrinsic factor like work relationship among colleagues. Ayesha, Farhana, according to them¹¹ there is no significant difference between male and female faculty members job satisfaction but slight difference occurs because of masculine culture and the family responsibility that has to be taken by the

female counterparts in terms of payment, career prospect, job stress and physical environment. Rahman and Rumaan¹² in their research they said that there is a significant difference between public and private university teacher's job satisfaction on different factors. It described that private university teachers clearly show lower satisfaction regarding the campus area and facilities where they work and repetitiveness and boredom of job because such universities do not have lounge for teachers, common room for students, canteen facilities and spacious libraries. A study by Alam, Talha, Sivanand and Ahsan¹³ explored the relationships between job satisfaction, individual job facets and socio-demographic variables and found that female employees were found to be significantly more satisfied with promotion and working conditions than their male counterparts, this means women enjoyed their working environment and they have no higher expectation for higher posts. Rouf, Habibullah and Islam, in their research¹⁴ they explained that respondents' satisfaction level was very low regarding campus, lab library facilities, using part time teachers, poor infrastructures and non-sophisticated service rule which influenced the quality and satisfaction level of private universities in Bangladesh. Taskina and Ireen Akhter¹⁵ according to them, in order to ensure the overall excellence in teaching job satisfaction of faculty members largely depends on some factors like training and development facilities, physical facilities, research work facilities and distribution of courses. Mir¹⁶ The researcher identified some critical factors that cause employees job dissatisfaction that resulted into management lobbying, department politics, leg pulling, and poor working conditions. Furthermore, grouping among teachers was found as one of the significant factors leading job dissatisfaction. Al-Smadi and Qblan¹⁷ showed in their research that academic environment,

salaries, financial support, psychological and social aspects and interpersonal communications had a great influence on faculty member's job satisfaction level. Gkolia, Belias and Koustelious¹⁸ investigated the relation between job satisfactions and self-efficacy experienced by general employees and teachers of universities that causes job dissatisfaction also. Amazt and Idris¹⁹ predicted teachers' job satisfaction based on behavioral decision making-style and communication pattern which yield job satisfaction. Mangi, Soomro, Ghumro, Abidi and Jalbani²⁰ conducted a research on job satisfaction among non-PhD faculty in universities. They showed that most of the faculties are dissatisfied with promotion, administration, policies and compensation packages. Malik²¹ in his research identified that work itself and advancement factors explained the most variability among faculty members that causes job satisfaction. Jusoff and Noordin²² in their research findings, it is found that job satisfaction has significant impact on employee commitment to the organizations, job performance and motivation also. According to Masud, Azad and See Bech²³ explained in their paper that three factors stood out as significant contributors for job satisfaction of academics like compensation package, job security and working conditions. Cong, Van, Huu and Kim²⁴ according to them, the outcome of job satisfaction of teachers largely depends on the impact of reward and recognition from their authority as well as peers. They also explored job satisfaction with supervision and other related job characteristics. Mumtaz, Khan, Aslam and Ahmad²⁵ they conducted a research on the impact of human resource management practices to teacher's job satisfaction at Pakistani universities and found that newly haired teachers were more satisfied as compare to old teachers in terms of job itself, compensation practice and empowerment

practice whereas dissatisfied with promotion practice and performance evaluation practices. Nadeem²⁶ conducted a research on the academicians of Balochistan University and concluded that safety and good financial package play vital role in the motivation and satisfaction of teachers. Besides, this study is made focusing on other factors associated with faculty member's job satisfaction at the northern part of Bangladesh where the quality of working life is not so standard. As a result, this research will focus on some factors that cause job satisfaction which are not found largely in other researches like teacher's assessment system and infrastructural facilities. Other researches emphasized only motivational and hygiene factors. The researchers have tried to identify some factors excluding them that are impacting to cause teachers job contentment.

RESEARCH METHODOLOGY

Sample and Data Collection Procedure

This study was conducted among 117 academicians from four private universities among seven which are located at the northern part of Bangladesh namely Varendra University, Rajshahi (58 selected as sample out of 120), North Bengal International University, Rajshahi (22 selected as sample out of 65), Pundra University of Science and Technology, Bogra (12 selected as sample out of 20) and Bangladesh Army University of Science and Technology, Saidpur (25 selected as sample out of 45) total out of 250 faculties. The researchers distributed questionnaire among 150 faculties out of 250. The number of responses was 117 which were selected as sample on the basis of random sampling technique. Data was collected during the month of September to December 2016.

Design of Questionnaire

This research was conducted purely on primary data collected through survey questionnaire. In

this research, a structured questionnaire was developed having 12 independent factors and only one factor was considered as dependent addressed through 38 statements by means of 5-point Likert scale (where 1= strongly disagree, 2= Disagree, 3=Neutral, 4= Agree and 5= Strongly agree) to obtain and to measure the situation of job satisfaction of faculty members. The questionnaire was developed after studying demographic and educational factors in the local context also. The questionnaire comprised of two segments. Part one required respondents to provide the demographic information and part two implied respondents to mark the significant factors associated with teacher's job satisfaction. The main purpose of the questionnaire is to know the attitudes of academicians toward their job satisfaction level and influential factors.

Statistical Tools for Data Analysis

To get into insight so many statistical tools and techniques were applied. In this research, Cronbach's alpha coefficient was used to assess the internal consistency of a questionnaire data that is made up of multiple Likert-type scales and items to assess the reliability of questionnaire. Descriptive statistics like frequency distribution, percentile, mean and standard deviation were used to determine the central tendency of the data and the trends of the variables. Besides conducting a descriptive analysis of primary data, the researchers also performed Pearson correlations to determine co-relation between overall job satisfaction and other factors. Finally, a multiple regression analysis was carried out to examine which of the extracted factors have the strongest impact on faculty's job satisfaction at the northern part of Bangladesh. All figures obtained and analyzed using the software SPSS version 20.0 to come at conclusion and implications.

RESULTS AND DISCUSSION

Reliability analysis

A measure of the internal consistency (Cronbach Alpha Coefficient) developed by Lee Cronbach in 1951. This test was run to provide of an express a number between 0 and 1. The result showed 0.936 score. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.9²⁷⁻²⁹ which implied relatively high internal consistency of all variables. So, it can be concluded that the questionnaire is reliable for this research and acceptable. These data are shown in Table 1.

Table 1. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
.936	.934

Descriptive Statistics and Analysis

Descriptive statistics were used to determine the characteristics of demographic information of the variables which is shown in Table 2. The result of demographic information showed that the gender for male with a total of 78 male respondents (66.7%) and 39 female respondents (33.3%). On the other hand, the age of the respondents showed 84.5% not more than 30 years, 11.2% were between 31 to 40 years; about 3% were between more than 41 years and below 50. Moreover, among the faculties, 91.5% of the respondents were employed as lecturer and it yields lowest mean value of (1.13), 6% of the respondents as assistant professor, .9% as associate professor and 1.7% full time professor working there. In terms of highest educational level, it showed that 72.6% faculties have master degree, 22.2% faculties have bachelor degree and the rest of 5.1% have doctoral degree. The researchers did not find any other professional degree of academicians as the respective

universities are new in their journey. On the other hand, 84.6% faculties were below 30 years of old as they young and appointed after finishing their university level education having poor experience in teaching. 11.1% of teachers were 31 to 40 years of age, 2.6% were 41 to 50 years of old. The researchs found only 1 faculty who were 51 to 60 years of old and more than 60 years respectively. The result also showed that 52.1% of the respondents had been employed for 1 to 5 years which is highest that other respondents. Almost 2% of the respondents had 16 or more than 16 years of working experience in teaching and research work. Moreover, among the respondents about 53.8% were unmarried, 45.3% were married and only 1 faculty was widower. In case of monthly gross salary, the highest group (55.6%) respondents who were earning from BDT 30,000 to 40,000 Taka and the lowest group who belongs to BDT more than 60,000 Taka which also showed highest mean value of 2.09 with highest standard deviation of 0.92.

Major Findings:

Mean and Standard Deviation of All Factors

Table-3 presents the mean and standard deviation of the variables. Based on a five-point Liker scale with responses ranging from strongly disagree (1) to strongly agree (5) provided the highest mean score found for relation with colleagues (4.1681) and the lowest mean score found for research and publication facilities which is 2.5983. In case of standard deviation, the highest degree of variation was scored for freedom in workplace (1.14587) and the lowest degree of variation was found for balance between personal life and professional life (.71193). So, it definitely yields that faculty members of each university are fairly satisfied with the relationship with colleagues, relation with top management, infrastructural facilities of universities, freedom in work, balance between personal

Table 2. General Features of Demographic Information with Mean and Standard Deviation

Measures	Items	Frequency	Percentage	Mean	Standard Deviation
Gender	Male	78	66.7	1.33	0.47
	Female	39	33.3		
Current position	Lecturer	107	91.5	1.13	0.48
	Assistant professor	7	6.0		
	Associate professor	1	.9		
	Professor	2	1.7		
Highest level of education	Bachelor's degree	26	22.2	1.82	0.50
	Master's degree	85	72.6		
	Doctoral degree	6	5.1		
Age	Less than 30 years	99	84.6	1.22	0.62
	30 to 40 years	13	11.1		
	40 to 50 years	3	2.6		
	50 to 60 years	1	.9		
	More than 60 years	1	.9		
Year of experiences	Less than 1 year	47	40.2	1.73	0.78
	1 to 5 years	61	51.1		
	6 to 10 years	5	4.3		
	11 to 15 years	2	1.7		
	16 years and above	2	1.7		
Marital status	Married	53	45.3	1.57	0.59
	Unmarried	63	53.8		
	Widower	1	.9		
Monthly gross salary	Below BDT 30,000	27	23.1	2.09	0.92
	BDT 30,000 to 40,000	65	55.6		
	BDT 40,001 to 50,000	16	13.7		
	BDT 50,000 to 60,000	5	4.3		
	More than BDT 60,000	4	3.4		

Source: Calculated figure from collected data through questionnaire.

life and professional life, praise and recognition whereas research and publication facilities as well as work load and student's attitudes to teaching are not good at northern area which might cause job dissatisfaction of faculty members. Except these, academicians have neutral attitudes in case of salary and fringe benefits. Finally, overall jobs satisfaction score (3.6838) of faculties showed the tendency to have positive opinion to their job satisfaction level.

Correlation Analysis:

Correlations were calculated to explain the association between faculty member's overall job satisfaction (Dependent variable) and other 12 independents variables. The result revealed a significant positive correlation between faculty members job satisfaction and relationship with top management ($r = .705$, $p < .01$), followed by relationship with freedom in work

($r = .674, p < .01$), infrastructural facilities ($r = .663, p < .01$), praise and recognition ($r = .657, p < .01$), work load and students attitudes to teaching ($r = .631, p < .01$), salary and fringe benefits ($r = .625, p < .01$), research and publication ($r = .581, p < .01$), self-growth and promotional ($r = .546, p < .01$), job security ($r = .525, p < .01$), teachers assessment system ($r = .520, p < .01$), relationship with colleagues ($r = .408, p < .01$), balance between personal life and professional life ($r = .314, p < .01$). Correlation results showed that relationship with top management has strong positive correlation with job satisfaction and yields highest value ($r = .705$). the second highest correlation found in freedom in work which is $r = .674$. the lowest correlation value was $r = .314$ for balance between personal life and professional life and $r = .408$ for relationship with colleagues. This indicates significant positive relationship but not so high.

[OJS= Overall job satisfaction of academicians, RWC= Relation with colleagues, RWTM= Relation with top management, INS= Infrastructural facilities of universities, Self-growth and promotional opportunities, S_FB=Salary and fringe benefits, T_AS= Teachers assessment system, JS= Job security, RP= Research and publication facilities, FIW= Freedom in work, BP_PL= Balance between personal life and professional life, PR= Praise and recognition, WL_SA= Workload and students' attitudes to teaching]

Multiple Regression Analysis

Table -5 represents the results of the multiple regressions with six independents factors regressed against faculty's job satisfaction. Regression results show that total 63.4% of the variation in job satisfaction is explained by this six-predicting variable of this study or we can

Table 3. Mean and Standard Deviation of All Factors

Variables	Mean	Std. Deviation
Relation with colleagues	4.1681	.78738
Relation with top management	3.4167	1.08675
Infrastructural facilities of your university	3.3476	1.07781
Self-growth and promotional opportunities	3.2222	.85433
Salary and fringe benefits	3.0491	1.01775
Teachers assessment system	3.1567	.77876
Job security	3.2479	.86758
Research and publication facilities	2.5983	.97825
Freedom in work	3.3191	1.14587
Balance between personal life and professional life	3.3618	.71193
Praise and recognition	3.4872	.83424
Workload and student's attitudes to teaching	2.9145	1.05877
Overall job satisfaction of the faculty members	3.6838	.89683

Source: Calculated figure of data of all variables through SPSS

Table 4. Correlation analysis between variables

Variables	OJS& RWC	OJS& RWTM	OJS& INS	OJS& SG_PO	OJS& S_FB	OJS& T_AS
Correlations	.408**	.705**	.663**	.546**	.625**	.520**
Variables	OJS& JS	OJS& RP	OJS& FIW	OJS& BP_PL	OJS& PR	OJS& WL_SA
Correlations	.525**	.581**	.674**	.314**	.657**	.631**

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

say that 63.4% changes in satisfaction of faculties occur due to change in relationship with top management, infrastructural facilities, teacher’s assessment system, research and publication facilities, praise and recognition of work and work load and student’s attitudes to teaching. Since p value of relationship with top management ($p < 0.05$), infrastructural facilities of each university ($p < 0.05$), teacher’s assessment system ($p < 0.05$) and praise and recognition ($p < 0.05$), as predictors is less than 0.05, so the relationship between dependent and independent variables is statistically significant at 5% level of significance. It is worth mentioning that the regression model is also significant at .000 level ($F = 31.698$). On the other hand, p-value of research and publication facilities $p = .998 > .05$) work load and student’s attitudes to teaching $p = .957 > .05$) is more than 5% level of significance. So, we can say that these predictors are statistically insignificant. It is worth mentioning Here the highest value of standardized coefficients (β) are found as 0.295, 0.269, 0.229 followed by relation with top management, praise and recognition and infrastructural facilities as independent factors.

CONCLUSIONS AND RECOMMENDATIONS

This study is aimed to identify and to measure job satisfaction level of faculty members of private universities situated at the northern part of Bangladesh. The survey revealed

that job satisfaction among faculties is influenced mostly by their relation with top management, infrastructural facilities of each university, teachers’ assessment system by the students and praise and recognition by colleagues and authority. It showed strong and statistically significant relationship with overall job satisfaction. Absence of these factors might result into job dissatisfaction among them.

It found also that teachers are satisfied with their balance between personal life and professional life, salary and fringe benefits, self-growth and freedom on work. Interestingly teacher’s performance is being assessed by the students which yield dissatisfactory result that put an impact on their increment and promotion despite giving quality education throughout the year. These universities are running their all activities using some rented buildings in city. As a result, faculty members do not get the amusement of higher education like a big campus in public university. Thus, it is hoped that factors associated with job satisfaction of faculties can contribute to a great extent to improve the level of job satisfaction of academicians by keeping cordial relationship to each level of employees, showing praise and rewarding the recognition of their works, establishing permanent campus consisting modern library, canteen, research center and sports field for both of students and teachers. Universities should also focus on

evaluation system of teachers so that proper justice might be implemented. Besides they should also look after their freedom in work, pay and research facilities for overall

development of higher education. The researchers also intend to investigate other potential factors in future and their impact on academicians' job satisfaction as a whole.

Table- 5: Results of Multiple Regression Analysis

Dependent variable	Independent Variables	R ²	Adjusted R ²	Std. β value	t-value	p-value
		.634	.614			
Overall job satisfaction of faculty members	Relationship with top management			.295	2.933	.004
	Infrastructural facility of university			.229	2.703	.008
	Teachers' assessment system			.181	2.529	.013
	Research and publication facilities			.000	-.003	.998
	Praise and recognition			.269	3.308	.001
	Work load and student's attitudes to teaching			.005	.054	.957
	F-Statistics					.000

Source: Calculated figure through SPSS version 20.

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