Job Satisfaction of Private University Teachers in Bangladesh

Md Yahin Hossain[*]   Md Nahin Hossain

Lecturer, Department of Business Studies, University of Information Technology and Sciences (UITS) GA-37/1, Progoti Sarani, Block-J, Baridhara, Dhaka-1212, Bangladesh

Abstract

Job satisfaction is considered as a vital determinant of job behavior. By considering the significance of job satisfaction and the important roles of teachers of private universities in the development of education sector and knowledge employees, the aim of this study is to inspect the level of job satisfaction of teachers of private universities and also to investigate whether job satisfaction differed according to age, gender, education, level of skills, types and duration of their employment. The sample of the study comprised 233 teachers from 32 universities. Brayfield-Rothe Scale (1951) was used to measure job satisfaction as a subject. The result revealed that teachers' age, gender, education, level of skills, types and duration of their employment have significant influence on job satisfaction.

Keywords: Job satisfaction, Private university teachers.

1. Introduction

Job satisfaction is one of the most widely discussed and enthusiastically studied phenomenons in such related discipline as industrial psychology, organizational behavior, human resource management and organizational management. The term job satisfaction came in vogue in 1935 with the publishing of book 'Job satisfaction' by Hoppock (1935). Since then, numbers of investigators in this field have defined the term job satisfaction (Hoppock, 1935; Spector, 1997; Ellickson and logsdon, 2002; Rue and Byars, 1992; Robbins et al., 2003; Greenberg and Baron, 1995). Hoppock(1935) was the first industrial psychologists who defined job satisfaction as 'any combination of psychological and environmental circumstances that causes a person truthfully to say, 'I am satisfied with job.' He has included both on-the-job and off-the-job factors. This concept has been redefined and reformulated in many different ways since Hoppock gave his logical definition. While spector (1997) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson and logsdon (2002) support this view by defining job satisfactions the extent to which employees like their work. Rue and Byars (1992) refer to job satisfaction is an individual's mental state about the job. Robbins et al. (2003) add that an individual with high job satisfaction will display a positive attitude towards their job, and the individual who is dissatisfied will have a negative attitude about the job. This definition is expanded by Greenberg and Baron (1995) who define job satisfaction as an individual cognitive, affective and evaluative reaction toward their jobs. It is clear, then, that satisfaction is the result of various attitudes the employee holds towards his job and related factors in life as well.

2. Literature Review

Worldwide studies (Bovier PA, Perneger TV, 2003; Judge TA, Thoresen CJ, Bono JE, Patton GK, 2001 and Kivimaki M, Kalimno R, Lindstrom K, 1994) show that many factors have impact on job satisfaction of workers such as: gender, age, level of education, work experience, way of organization of work, working conditions, payment, working hours, promotions and so on.

Several investigators have found that there was significant positive correlation between job satisfaction and quality of work life (Sayeed and Sinha, 1981; Rose, Beh, Uli and Idris, 2006)

The study of Hossain, M. M., and Md Tariqual, M. I., (1999) investigates the correlation between QWL and job satisfaction and performance. A total number of sixty-three nurses were selected form there government hospitals on a stratified random sampling basis. The findings reveal that there was significant positive correlation between QWL and job satisfaction.

Islam, N. & Saha G.C. (2001) found that work experience is the second most important factor affecting job satisfaction. They also found that sex and age differences have relatively lower level of impact on job satisfaction.

Alam, S. S.; Talha, M.; Sivannad, C.N.; Ahsan, M. N. (2005) conducted a study on a sample of 232 teachers form two large universities in Banglades. The results indicate that female teaches are more satisfied than their counterpart. One major finding is that female employees were found to be more satisfied with promotion, fringe benefies and support of teacheing but less satisfied with interpersonal relation with colleges. The result also indicates that job satisfaction is not independent in all facets and that satisfaction with one facet might lead to satisfied with another.

Paul, E. P, & Phuna, S.k. (2011) in their study on job satisfaction found that there were significant differences in satisfaction levels based on age and job position.

Hoque (1992), Hossain (1992), Hossain M. (2003) found that age, education, experience and marital status did not have significant effect on perceived job satisfaction. But hossian M. and Ullah, S (2009) found that age and educational qualification have significant influence on the job satisfaction of Bank employees. Khaleque and Rahman (1987) in their study of job satisfaction of workers of jute industries found that older, married and more educated workers were more satisfied than younger, unmarried and less educated workers.

Dissatisfied employees are more likely to be absent from work or to leave for better opportunities elsewhere (Moorehead and Griffin, 1989). Thus employee satisfaction affects turnover and absenteeism. Khaleque (1979) found a significant positive correlation between job satisfaction and performance. Haque (1992) and Hossain (1995) also revealed a positive correlation between job satisfaction and performance.

3. Objective of the study
The general objective of the study is to analyze the job satisfaction of Private university teachers in Bangladesh. According to the research problem the study seeks to achieve the following objectives
- To find out the overall job satisfaction of private university teachers of Bangladesh.
- To ascertain the variation of job satisfaction of private university teachers in terms of age, gender, education, research publications, types of employment and duration of their employment.
- To present suggestions to improve the level of satisfaction of university teachers.

4. Methodology
4.1 Data collection instruments
Several instruments are available for measuring job satisfaction. The most widely used instruments ae Brayfield –Rothe scale, Minesota satisfaction questionnaire, the job diagnostics survey and so on. Brayfield Rothe Scale was used alone eighth some close ended questions to obtain((1973), 1973) personal and job used mechanism for measuring job satisfaction. This scale has 18 items, half of items are positive and the other half are negative. Items are presented in five point likert scale. Each item is replied in any one of the five answers. Strongly agree, agree, undecided ,disagree and strongly disagree. Scoring weight for each item ranges from 5 to 1. In case of negative items scoring weight is reversed as 1 ti 5. The total scores constitute the summation of all the(Alam, Talha, Sivanand, & Ahsan, 2005) 18 items and the possible total scores ranges from 18 to 90 and 54 is the midpoint. Any score above 54 indicates satisfaction and scores below the midpoint indicates dissatisfaction.

4.2 Conducting the survey
Survey was initiated on 1st January 2013 and completed within four months. The survey filling duly the required questionnaire from inside the universities.

4.3 Sample size
The required sample has been drawn from the population of Dhaka, Rajshahi, Chittagong and Sylhet. There were 70 private universities in the year 2012-2013 in Bangladesh. This distribution of population was reflected while selecting the sample enterprise for field survey. A stratified sampling technique was used for selection of the sample in a manner that ensured an acceptable level of confidence.

4.4 Sample enterprises
Sample universities were stratified in terms of location. Location of the sample were Dhaka, Rajshahi, Chittagong and Sylhet. The required sample size is determined with a population of 70 universities at 95% confidence level and with various level of permissible margin of error(confidence interval). The determination of required sample size is given below;

Table 1: Required level of Sample for University survey

Confidence Level (%)	Confidence Interval(%)	Required Sample
95	10	70
95	11	54
95	12	42
95	13	32
95	14	25
95	15	18

Source: Calculation by using formula Cochran W.G. (1963)

The factors of different levels of confidence and margins of error suggests that required sample size should be in between 18-70 at university level. As a result 32 universities are selected for the survey.

Table 2: Distribution of surveyed Universities

Universities	Number
Dhaka	22
Rajshahi	2
Chittagong	4
Sylhet	4

Above table shows the distribution of 32 surveyed universities. Out of 32 universities, 22 sample universities are from Dhaka division, 2 universities from Rajshahi division, 4 universities from Chittagong and 4 universities from sylhet.

4.5 Sample workers

Table 3: Required sample size for Teacher level Survey

Confidence level (%)	Confidence Interval (%)	Required sample
95	4	598
95	5	382
95	6	265
95	7	194
95	8	148
95	9	117

From the table 3 it can be seen that sample should be in between 117-598 at teacher level. Considering different facts and constraints the number of sample teachers has been taken to be 233 for the primary survey.

4.6 Features of sample Teachers

From 32 universities 233 teachers are surveyed. The age group is divided into two for the greater interest of the measurement of job satisfaction. 175 teachers are found up to 27 years and 58 are found above 27 years of age. Out of 233 sample teachers, 175 have average skill of teaching and 58 have proper skill of teaching. On the other hand, most of the male teachers are found married at an age 29 and female teachers are found married at an age below 27. Education is the mandatory factor for the teachers. Only 18% of the teachers have doctoral degree. Most of the teachers employment pattern is permanent in nature   In the numerical figure the permanent teachers are 183 and temporary teachers are 55. From the survey 15% of teachers are serving at the present universities for 4 years and above. On the other hand, 85% teachers are serving in the same universities for less than 3 years.

4.7 Development of hypothesis

The level of job satisfaction across groups is not constant; rather it is related to a number of variables. The key variables rotate around age, gender, educational qualifications, level of skills, types of employment and duration of the employment. Based on these variables, the following null and alternative hypotheses are formulated:

Hypothesis 1 : H_0 = There is no significant effect of age on overall job satisfaction level of the university teachers.

H_1 = Age has significant effect on job satisfaction level of university teachers.

Hypothesis 2 : H_0 = There is no significant difference between the male and female university teachers regarding the overall job satisfaction level.

H_1 = Male and female university teachers have significant difference regarding the overall job satisfaction level.

Hypothesis 3 : H_0 = Educational qualifications will make no difference in the level of job satisfaction of university teachers.

H_1 = Educational qualifications will make difference in the level of job satisfaction of university teachers.

Hypothesis 4 : H_0 = level of teaching skill will make no difference in the level of job satisfaction of university teachers.

H_1 = level of teaching skill will make difference in the level of job satisfaction of university teachers.

Hypothesis 5 : H_0 = Types of employment will make no difference in the level job satisfaction of university teachers.

H_1 = Types of employment will make difference in the level job satisfaction of university teachers

Hypothesis 6: H_0 = Length of service or experience will make no difference in the level of job satisfaction of university teachers.

H_1 = Length of service or experience will make difference in the level job satisfaction of university teachers.

5. Findings and analysis

5.1 Hypothesis Testing

The variables determined to fulfill the purpose are different age groups, gender, level of education, types of skill, types and length of present employment. On the basis of these variables it is an effort to estimate the level of job satisfaction of the university teachers.

To measure the level of job satisfaction of university teachers different statistical tools such as mean, standard deviation and Z distribution are used. Hypothesis testing are given below by using these tools.

5.1.1 Test of Hypothesis 1:

Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers of different Age groups

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
Above 27	58	57.23	6.72	2.40	1.96	H_0 = Reject
Up to 27	175	59.78	5.60			H_1 = Accept

University teachers are divided into two groups to find out the impact of age on the level of job satisfaction. Table shows that 58 respondents are of the above 27 and 175 are of the age of within 27. Average job satisfaction score of both higher age group (above 27) and lower age group (below 27) are satisfied with their job. It also reveals that higher age group people are more satisfied than the lower age group. Above table shows that calculated Z value is higher than Z table value at 5% level of significance. It means null hypothesis is rejected and alternative hypothesis is accepted. As a result finally we can say that age has significant impact on the level of job satisfaction of the university teachers.

5.1.2 Test of Hypothesis 2:

Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers on the basis of Gender.

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
Female	155	60.13	9.02	-2.69	1.96	H_0 = Reject
Male	78	57.78	6.60			H_1 = Accept

The second hypothesis is regarding the influence of gender on the overall job satisfaction of the university teachers. Above table shows that the number of female and male teachers are 155 and 78 consecutively. The average job satisfaction score of female teachers is higher than that of the male teachers. It indicates that female teachers are more satisfied in the field of teaching than their male colleges. It also reveals that male teachers have high turnover rate than the female teachers. Several literature supports the findings of the present study. They have found that women are more satisfied than man (Alam, SS.; Talha, M.; Sivanand, C.N.; Ahsan, M.. N. ,2005; Benge, 1994; Morse, 1953).

It has found from the hypothesis testing through Z distribution at 5% level of significance that the null hypothesis is rejected and alternative hypothesis is accepted. Finally this study confirms that gender difference have significant influence on the level of job satisfaction.

5.1.3 Test of Hypothesis 3:
Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers on the basis of their education level.

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
Ph.d holder	42	57.00	6.03	2.20	1.96	H_0 = Reject
Maters degree holder	191	60.00	7.12			H_1 = Accept

The third hypothesis is regarding the influence of educational level on the overall job satisfaction of the university teachers. The above table shows that the average job satisfaction scores of master degree holder is higher than that of Phd holder. It conclude that masters degree holder are more satisfied than Phd holder. This study disprove the findings of Khaleque and Rahman (1987) that more educated workers were more satisfied then less educated workers.

It is observed from hypothesis testing through Z distribution at 5% level of significance that the null hypothesis is rejected and alternative hypothesis is accepted. Finally we can conclude that educational qualifications make differences in the overall job satisfaction level of university teachers.

5.1.4 Test of Hypothesis 4:
Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers with different level of teaching skills.

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
Skilled	175	63.13	7.04	3.29	1.96	H_0 = Reject
Unskilled & semi-Skilled	78	57.78	6.60			H_1 = Accept

The average job satisfaction scores of unskilled and semi-skilled teachers are lower than that of skilled teachers. It means that skilled teachers are more satisfied than unskilled and semi-skilled teachers. This has happened due to the fact that skilled teachers enjoy and fell flexible during the teaching session. On the other hand unskilled and semi-skilled teachers fell hesitation and uncomfortable during the lecture.

It is seen form the hypothesis testing through Z distribution at 5% level of significance that the null hypothesis is rejected and alternative hypothesis is accepted. Thus it is found that teaching skills make differences in the job satisfaction of university teacher.

5.1.5 Test of Hypothesis 5:
Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers on the basis of types of employment.

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
Permanent	140	68.30	6.04	3.86	1.96	H_0 = Reject
Temporary	93	52.78	5.76			H_1 = Accept

Hypothesis 5 is about the impact of types of employment on the overall job satisfaction of university teachers. Above table shows that 140 teachers are permanent and 93 teachers are temporary among the respondents. The average job satisfaction score of permanent teachers are higher than the average job satisfaction of temporary teachers. The reasons behind might be that the permanent teachers enjoy the job security, job environment and overall figure of benefits from the factory. On the other hand, the temporary teachers are in job insecurity and sudden termination from the university.

It is observed from the hypothesis testing through Z distribution at 5% level of significance that the null hypothesis us rejected and alternative hypothesis is accepted. So it can be concluded that types of employment make differences in the job satisfaction of university teachers.

5.1.6 Test of Hypothesis 6:
Mean, standard deviation and Hypothesis testing of job satisfaction of university teachers on the basis of Service length.

Age	Respondents number	Mean	Standard deviation	Hypothesis testing		
				Calculated Z Value	Z table value at 5% level of significance	Status of Hypothesis
4 years & above	34	59.60	5.84	2.46	1.96	H_0 = Reject
Less than 4 years	199	56.87	6.76			H_1 = Accept

Finally the last hypothesis is based on the impact of service length on the overall job satisfaction of university teachers. To calculate the impact respondents are divided into two categories based on the duration of present employment. Here the measurement is based on 4 years service length. First group is based on 4 years and above service length. Second group is based on less than 4 years service length. The average job satisfaction score of 4 years and above length of service university is higher than the university teachers with less than 4 years length of service. The existing scenario states that university teachers with length of science of 4 years and above are more satisfied about their payment, opportunities, benefits, attitudes of supervisors and the overall university environment. It is found from hypothesis testing through

It is found from the hypothesis testing Z distribution at 5% level of significance that the null hypothesis is rejected and alternative hypothesis is accepted. So it can be concluded that the length of service or duration of present employment make differences in the job satisfaction of university teachers.

Major findings of the study
The followings are the major findings of the study:
  i.   Age has significant impact on the overall job satisfaction. Different age group has different level of job satisfaction scores. The study shows that the age above 27 are more satisfied compared to the age below 27 and hypothesis testing proves that age has significant impact on the level of job satisfaction of university teachers. It also found from the study that aged teachers are much more satisfied than the young teachers.
  ii.   Level of job satisfaction of the university teachers also depends on the gender issue. Female teachers are more satisfied than the male and hypothesis testing provides evidence that gender has significant impact on the level of job satisfaction of university teachers.
  iii. In the education industry higher education is mandatory. Four years honors with master degree is the first decisive factor to be a teacher in private university. University teachers need to complete doctoral degree to get vast knowledge. The analysis revels that teachers having masters degree are more satisfied than PhD degree holders. The hypothesis testing also revels the evidence that the level of education has significant impact on the level of job satisfaction of university teacher.
  iv.   Most of the university teachers fall in to the group of unskilled and semi-skilled. Unskilled and semi-skilled teachers fell uncomfortable and unsatisfied compared to the skilled teacher. The hypothesis testing provides evidence that the level of skills has significant impact on the level of job satisfaction of university teachers.
  v.   In this study types of employment are divided in to permanent and temporary category. The permanent university teachers are more satisfied then temporary teachers. This is because permanent teachers enjoy job security and other benefits. The hypothesis testing provides evidence that types of employment (permanent & temporary) have significant impact on the level of job satisfaction of university teacher.
  vi.   Service line or length of service is another important element that has the significant impact on the job satisfaction level. The level of job satisfaction of the university teachers with 4 years and above is higher compared to those with less than 4 years experience. The hypothesis testing provides evidence that the length of service has significant impact on the level of job satisfaction of university teachers.

Conclusion
Findings of the study has brought to the light that private university teachers are somehow satisfied with their jobs but not highly satisfied. But when they are categorized in terms of different criteria, it shows significant differences in terms of overall job satisfaction. Considering the total impact of the private universities in the education sector of Bangladesh, it is important to look after the well-being of the private university teachers. Necessary steps should be taken by the government as well as the private university authorities to improve the level of job satisfaction of private university teachers. It is important to improve job related factors such as job

security, promotional opportunity, training opportunity, regular payments, research funding and other benefits as well.

References

(n.d.).

(1970), G. a. (1970). Employee attitudes as funtion of age and service: A reconceptualizaiton. *Academy of Management Journal* , 411-125.

(1973), A. a. (1973). Chronological age and job satisfaction: The young blue collar worker . *Academy of management journal* , 53-66.

A.J., D. (1996). A re-analysis of the Occupational Stress Indicator. *Work and Stress* , 10, 174-182.

al, P. e. (1974). Organizational Commitment, Job satisfaction and Turnover among Psychiatric technicians. *Journal of Applied Psychology* , pp.603-609.

al., G. e. (1977). Age and Job satisfaction among males and females; A multivariate, multisurvey study. *Journal of Applied Psychology* , 189-193.

al., N. e. (1976). Absence from work and job satisfaction. *Journal of Applied Psychology* , pp.728-737.

Alam, S. S., Talha, M., Sivanand, C., & Ahsan, M. N. (2005). Job satisfaction of university women teachers in Bangladesh. *journal of social sciences* .

Bryfield, A. a. (1951). An Index of Job Satisfaction . *Journal of Applied Psychology* , pp. 35, 307-311.

Elbert, C. a. (1974). Some personal and organizational determinants of job satisfaction of postal clerks. *Academy of Management Journal* , pp-368-373.

Ellickson. M.C., &. L. (2002). Diterminanats of Job satisfaction of minicipal government employees [Electric version] . *Public Personnel Management* , 31(3), 343-358.

Greenberg, J. B. (1995). *Behavior in organizations: Undrestanding and managing the human side of work (5th ed.).* Prentice- Hal International, Inc. .

Haque, A. (1992). Perceived Quality of Working Life and Job Satisfaction of Industrial Workers in Relation to certain Demographic Variables. *Bangladesh Journal of Psychology Vol.13* , pp.45-55.

Hossain, M. &. (2009). Job satisfaction of bank employees: A comparative study between public and private commercial Banks of Bangladesh. *Dhaka university Journal of Management, Vol. 1(No.1)* , pp. 13-24.

Hossain, M. a. (1999). QWL and Job Satisfaction of Nurses in Government Hospitals in Bangladesh. *Indian Journal of Industrial Relations* , pp. 33-35.

Hossain, M. (1995). Job satisfaction of Commercial Bank Employees in Bangladesh. *Unpublished Ph.D. Thesis, Dhaka University, Bangladesh* .

Islam, N. S. (2001). Job Satisfaction of Bank Officers in Bangladesh. *ABAC Journal, Thailand, Vol.21, No.3* , pp. 62-72.

Judge TA, T. C. (2001). The job satisfaction and the job performance relationship: a qualitative and quantitative reveiw. *Psychol Bull, Vol.127* , pp.376-407.

Khaleque, A. (n.d.). Performance and Job satisfaction in Short Cycled Repetitive Work in R.G. Sell and Patrica Shipley (eds) satisfaction in work design: Ergonomics and other Approacjes. Taylor and Francies Ltd. London.

Khaleque, A. R. (1987). Perceived improtance of Job facets and overall job satisfaction of industrial workers. *Human Relations, Vol.40* , pp. 401-415.

Kivimaki M, K. R. (1994). Contributors to satisfaction with management in hospital wards. *J Nurs Manag; Vol. 2* , pp.229-234.

Lawrence, A. C. (1972). Individual differences in work motivation. *Human Relations* , pp.327-335.

M., H. (2003). Job satisfaction of Industrial Workers in Bangladesh, a study of Textiles Enterprise. *Journal of Management Studies Vol. 8 & 9, No. 1 June 2002- June 2003* .

M.M, H. (1992). Job satisfaction and Job Behavior of Private Sector Industrial Workers and Supervisors in Bangladesh. *Bangladesh Journal of Psychology, Vol.13. pp.33-44* .

Moorhead, G. &. (1989). *Organizational Behavior (Second edition).* Boston: Houghton Mifflin Company.

Morse, N. (n.d.). Satisfaction in the white collar job Ann Arbor. Institute for Social Research, Survey Research Center, University of Michigan.

PA, B. (2003). Predictor of work satisfaction among physicians. *Eur J Public Health; Vol. 13* , pp. 299-305.

Paul, E. P. (2011). Lecturers' Job satisfaction in a public tertiary institution in Singapore: ambivalent and non-ambivalent relationships between job satisfaction and demographic variables. *Journal of Higher Education Policy and Management, Vol.33, Issue 2* , pp. 141-151.

Robbins, S. O. *Organizational behavior (9th ed).* Cape Town: Prentice-Hall International.

Rose, R. B. (2006). An Analysis of Quality of Work life and career- Related Variable. *American Journal of Applied Sciences, Vol. 3, Issue,2* , pp. 2151-2159.

Rue, L. &. *Management skills and application (6th ed).* New Jersey: Prentice Hall International.