

Better Satisfaction for Better Performance: A Study between Public and Private University Teachers of Bangladesh

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Abstract

This study aims to find the factors affecting the motivational level of teachers at public and private universities in Bangladesh which determine whether they are satisfied or dissatisfied with their job. Bangladesh government has already achieved highest enrollment in primary education (MDG 2). The government of Bangladesh is highly concerned to enrich the educational system of Bangladesh. But if the teachers are not satisfied with their profession their performance will not reach up to mark. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in-group relationship, the culture of the organization and society etc. contribute to affect their satisfaction. In case of higher education, these problems are much more acute. All the teachers are not equally treated. The unfavorable working environment, unhealthy inter-personal relationship makes them dissatisfied. The private university's teacher suffers from lack of job security and the public university teachers do the consultancy in private university. But all the teachers of public university do not get this opportunity because their subject has no demand in modern business word. Existing political culture in the university is also responsible for their performance and lower job satisfaction. Lower job satisfaction of teachers affects the quality education at the university level. Both primary (structured questionnaire) and secondary data have been used for the purpose of this study. This study finally revealed that the public university teachers are more satisfied than private university teachers.

Keywords: Job Satisfaction, Motivation, Private University, Public University, Quality Education, Performance.

Introduction

Education is one of the crucial elements in the life of all the human beings. According to Noordin and Jusoff (2009), societal expectations depend upon the successful running of education system. The education system of a country functions as an agent of social change and as a force directed towards implementing the ideals of its society. In this process, it teaches the value of democracy and how to make the society more democratic. Schools, colleges, and universities are organized to deliver education to different groups of learners at different levels, universities are meant for organizing and delivering higher education. The success of education system depends upon the involvement, effort and the contribution of the academic staff or their professional expertise.

Every organization whether profit oriented or not has three types of resources that are Men, Money and Machinery. But the most important and the most significant is unquestionably the human resource of an organization. These are the human who convert the deficiency into efficiency and stimulate the process of organizational development. Teaching is one of the most important and noticeable profession in the world. All other professions of the society have their roots in the profession of teaching. Teachers are the pillars of educational system of any nation. They play an imperative role in building the personality of their students. Teachers are critical for the successful functioning of educational system and for improving the quality of educational institutions.

Around the globe, it is an established fact that a person with a high level of job satisfaction has a positive attitude towards the job, while a person who is dissatisfied with the job has a negative attitude. When people speak of employee attitude, they usually are referring to job satisfaction. Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel, human resource management, and organizational management. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence (Muhammad, 2005). Different motivational factor can increase their job satisfaction. In this study, the researchers investigated the present level of job satisfaction among the faculty members of public and private universities of tertiary level in Bangladesh based on motivation theory.

Objectives of the Study

This paper provides an analysis of the qualitative aspects of Bangladeshi teachers' motivation and job satisfaction, with a focus on public and private university. This paper aims to understand Bangladesh's teacher motivation by:

- a) The present level of job satisfaction of faculty members of different public and private universities;
- b) The comparison of the satisfaction level between faculty members in various public and private universities of Bangladesh;

- c) To identify the factors responsible for low and high motivation of teachers.
- d) To suggest the ways of improvement the state of job satisfaction of the two groups of university teachers.
- e) To determine the socio economic factors affecting the motivational level of teachers

Methodology of the Study

Both primary and secondary data have been used for the purpose of this study. To collect primary data a structured questionnaire was designed in the light of the objectives of the study. Faculty members from different levels of different public and private universities were requested to fill the questionnaire. Further we take informal interview from the faculties. Secondary data were collected from available books, publications, research studies, journals, websites and articles on motivation and job satisfaction of employees of different professions, including academic institutions.

The sample of the study covers the faculty members from different public and private universities of Bangladesh. A sample of 18 faculty members where 9 public and 9 private (50% male and 50% female) selected purposively from different levels from 6 universities of different areas of Dhaka and Barisal city, where 3 public and 3 private. The public universities are Dhaka University, Barisal University and Jagannath University. The private universities are North South University, State University and Stamford University.

Literature Review

Generally, job satisfaction can be defined as a positive or negative feeling that the workers feel about their work. It is the satisfaction of employees about the general aspects of job like pay, promotion, relationship with management, job itself, and progression in the job etc. Definition of job satisfaction is “the sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well”. According to this definition, it is the feeling of accomplishment that one’s feel after the completion of his work.

As according to Locke (1976) it is “The sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well”. Or it could define as an encouraging emotional condition resulting from the work.

A positive emotional state that gives the feeling of happiness to the employees when they complete their work is called job satisfaction. In the same way, there are different approaches that define the job satisfaction in different manner. The individuals who have positive attitude towards their jobs are more satisfied with their jobs as compared to the individuals who have negative attitude. It can be said that the employees are satisfied with their job if they have the positive attitude and are dissatisfied with their job if they have negative attitude towards it.

Motivation is a mental process. Motivation is what prompts a person to act in a certain way or at least developed a propensity for specific behavior. This urge to action can be touched off by an external stimulus or it can be internally generated in individual physiological and thought processes. Motivation is the act of stimulating someone or oneself to take a desire course of action. Motivation is the driving force by which we achieve our goals. Motivation refers to psychological process that gives behavior purpose and direction. It is maxims the work force of a country. One of the most important concerns of a manager is to motivate the people to make their optimum contribution to the achievement of organizational goals. It is a managerial function to inspire, encourage and impel people to take required action. It increase workers work power. The goal for the manager is to maximize the likelihood of the first behavior and minimize the likelihood of the last. This goal becomes all the more important when we understand how important motivation is in the workplace.

Motivation Theory: Content Theory

One of the Most Important theories of motivation is content theory. It deals with ‘What’ motivates people at work. Content perspectives on motivation deal with the first part of motivation process-needs and needs deficiencies. More specially, content perspectives address the question: What factors in the work place motivate people?

Under Content Theory, there are four important motivation theories. These are-

- a) Abraham Maslow’s The Needs Hierarchy Theory
- b) Frederick Herzberg's two-factor theory
- c) Douglas McGregor’s Theory X and Theory Y
- d) Alderfer's ERG theory

According to me, Abraham Maslow’s The Needs Hierarchy Theory is best for explaining teacher’s job satisfaction. An attempt has been made to discuss the theory in short.

The Needs Hierarchy Theory

Abraham Maslow developed the Hierarchy of Needs model in 1940-50s USA, and this theory remains valid today for understanding human motivation, management training, and personal development. Indeed, Maslow's

ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfill their own unique potential. Abraham Maslow's book *Motivation and Personality*, introduced the Hierarchy of Needs theory in 1954. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire the secondary or higher level of needs.

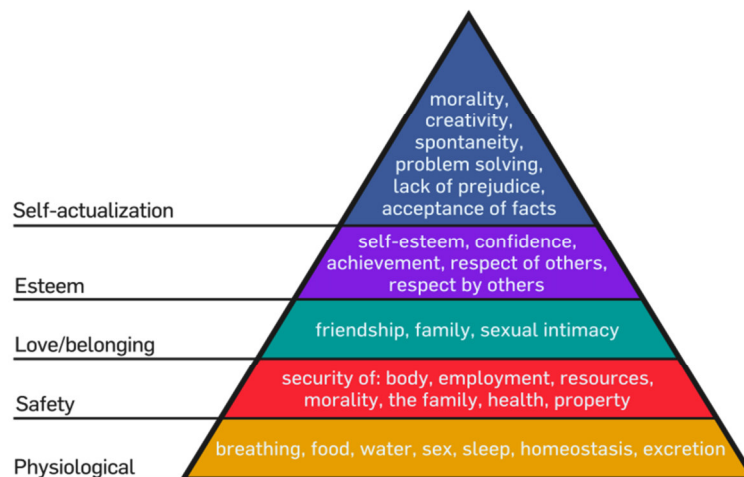


Figure 1 : Hierarchy of Needs

Each of us is motivated by needs. Our most basic needs are inborn. Abraham Maslow's Hierarchy of Needs helps to explain how these needs motivate us all. Maslow's Hierarchy of Needs states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development. The Hierarchy of Needs model comprised five needs. These are -

a) Physiological needs: Physiological needs are obvious — they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function. According to Maslow's theory, if such needs are not satisfied then one's motivation will arise from the quest to satisfy them. Higher needs are not felt until one has met the needs basic to one's bodily functioning.

b) Safety needs: Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by: Living in a safe area, medical insurance, job security, financial reserves etc. According to Maslow's hierarchy, if a person feels that he or she is in harm's way, higher needs will not receive much attention.

c) Love and belonging: After physiological and safety needs are fulfilled, the third layers of human needs are social and involve feelings of belongingness. This aspect of Maslow's hierarchy involves emotionally based relationships in general, such as: Friendship, Intimacy, family etc. Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, sports teams, gangs, or small social connections.

d) Esteem: Once a person feels a sense of "belonging", the need to feel important arises. Esteem needs may be classified as internal or external. Internal esteem needs are those related to self-esteem such as self respect and achievement. External esteem needs are those such as social status and recognition. Maslow later refined his model to include a level between esteem needs and self-actualization: the need for knowledge and aesthetics.

e) Self-actualization: Self-actualization is the summit of Maslow's hierarchy of needs. It is the quest of reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows psychologically, there are always new opportunities to continue to grow. Self-actualized people tend to have needs such as truth, justice, wisdom, meaning etc.

Variables:

There are plethoras of variables which are responsible for the job satisfaction of university teachers. Following variables are most important that helps to understand the level of job satisfaction of university teachers.

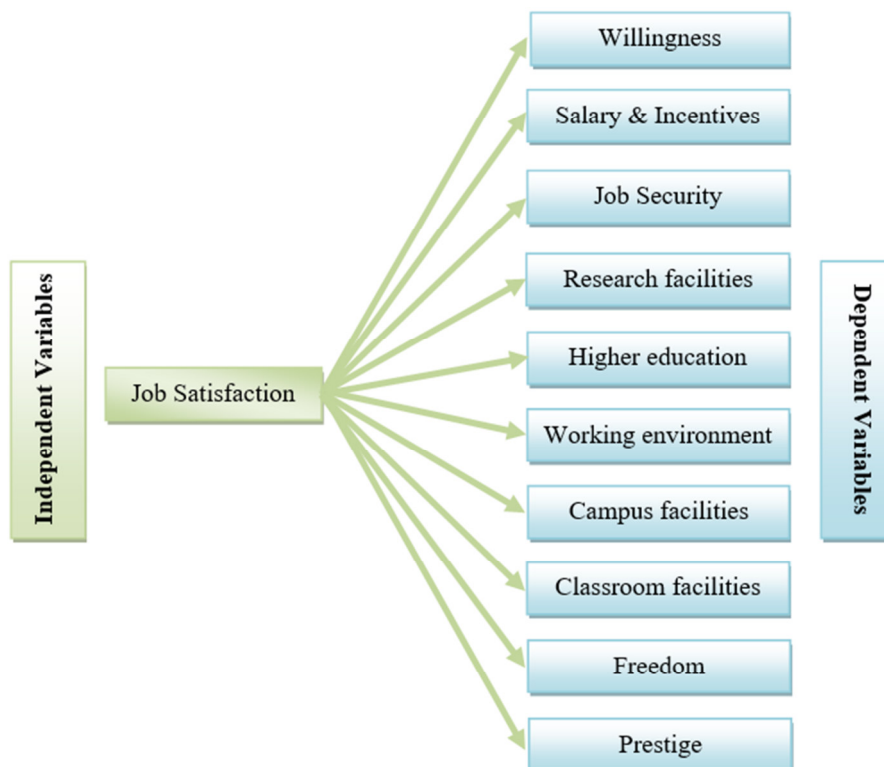


Figure 2 : Dependent & Independent Variables

Findings

The data of this study has been collected directly from the respondents. The data in the beneath tables is common and unique. General statistical methods have been used to analyze the results of this study.

- Did you select teaching profession on your own choice / someone’s pressure?

	Own Choice	Pressure
Public	100%	0%
Private	100%	0%

Table 1: Selection of Teaching Profession

This table shows that of the respondents, all says they choose the teaching profession on their own choice. No one pressure them to choose this profession.

- Why do you choice public/private university?

Among the respondents the public university faculties says that they choose public university because public university considered as best university of the country, the job is most prestigious, have enough job security and acquire huge scope of research.

On the other hand private university teacher get handsome salary. There are less political activity in private university. Less politicization of administration is one of the factor that’s why they prefer private university.

- What is the most influential motivating factor to join this profession?

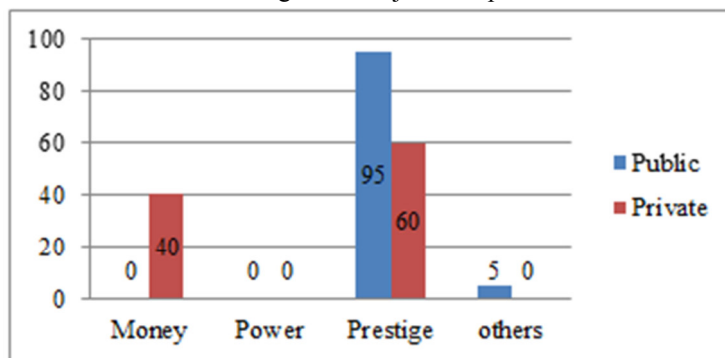


Figure 3: Most Influential Motivating Factor to Join This Profession

From the above figure, both the public and private university teachers considered prestige as a motivational factor to joining the profession. 95% public teacher and 60% private teacher choose this option. On the other hand, no one choose teaching profession for power exercise. 40% of private university teacher said that money is a motivational factor for them weather 5% public university teacher said that other facilities such as research contribution is a motivational factor for join this profession.

- Do you have any special objective in this field?

	Yes	No
Public	63%	37%
Private	13%	87%

Table 3: Special Objective in This Field

The table shows that, 63% of the public university teacher and 13% of private university teacher have special objectives in this field. Besides 37% of public and 87% of private university teacher, do not have any special objectives.

- Are you involved with other universities / professions?

	Yes	No
Public	13%	87%
Private	-	100%

Table 4: Involvement with Other Universities / Professions

The table shows that 13% of public teachers are involved in other profession. They engaged in other private university, conduct research activity. Besides 87% of public and 100% of private university, teachers are not involved with other profession.

- Do you have a reasonable salary?

	Yes	No
Public	33%	67%
Private	100%	-

Table 5: Reasonable Salary

The table shows that 33% of public and 100% of private university teachers get reasonable salary. They are satisfied. But 67% of public teachers said that the salary is not reasonable. It is a demotivating factor for them. The salary structure should to be updated and they will be more motivated if they get better salary.

- Is your income sufficient to meet your basic financial requirements?

	Yes	No
Public	33%	67%
Private	100%	-

Table 6: Sufficient Income to Meet Basic Financial Requirements

33% of public and 100% of private university teachers said that their income is sufficient to meet their basic financial requirements. They are satisfied on their income. On the other hand, 67% public university teachers do not fulfill their basic financial requirements. They have to depend on other income source. Based on ratio, private university teachers are more satisfied than the public university teachers are.

- Does the low / high income affect your performance?

	Yes	No
Public	56%	44%
Private	23%	77%

Table 7: Low / High-Income Affect on Performance

56% of public and 23% of private university teachers opinion is that high or low income could affect their performance. It could be a motivating or demotivating factor. They cannot fulfill their financial requirements and that's why they were demotivated and it hampers their performance. Beside 44% of public and 77% of private university teacher said that their performance could not hamper due to their income. They tried to ensure better performance.

- Are you satisfied with your present position in university?

	Yes	No
Public	100%	-
Private	77%	23%

Table 8: Satisfied With Present Position In University

100% of public university teacher's answer is that they are satisfied with their present position in the university. But among the private university teachers 77% said they are satisfied and 23% are not satisfied. They seek promotion which could motivate them.

➤ What type of residential facility you have?

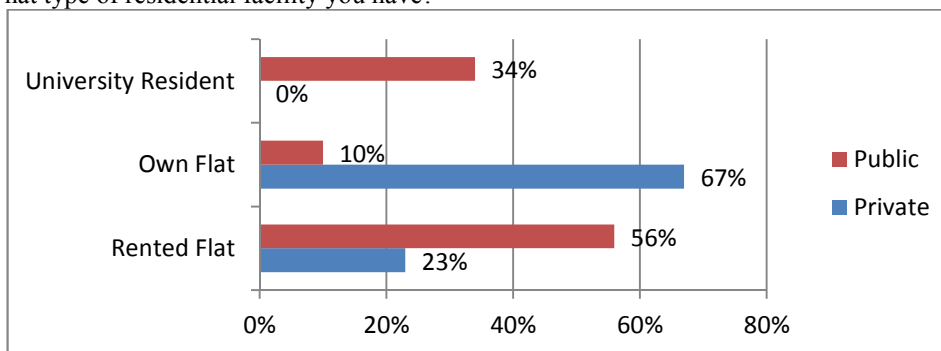


Figure 4: Type of Residential Facility

The figure shows that 34% teachers of public university lives in university resident where private university teachers don't use residential facilities. 10% of public and 67% of private university teachers lived in their own flat. 56% of public and 23% of private university teachers used rented flat for living. Maximum residential facilities could be a motivational factor for them.

➤ What kind of transportation you use?

	Personal	University Transport	Others
Public	23%	-	77%
Private	45%	21%	34%

Table 9: Kind of Transportation

For coming to university, 23% of public and 45% private university teachers use their own car. Though the public university provides transportation facility but the respondent could not use it. 77% of them come to university through other transport system. Beside 21% private university teacher use university transport facility and 34% come to university through public transport system. Transport facility can ensure more job satisfaction.

➤ Level of job security-

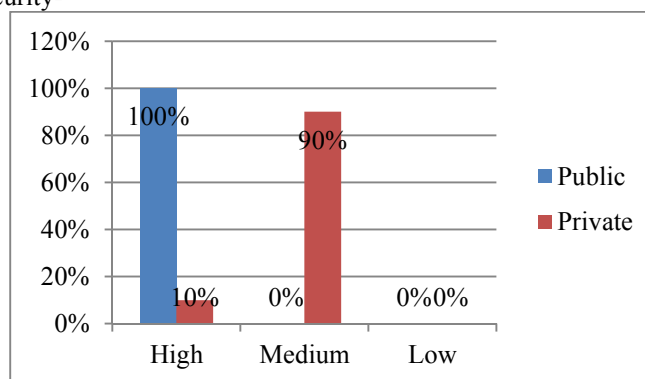


Figure 5: Level of Job Security

From the above figure it can say that the public university teacher have maximum job security. The entire public university respondent said that their job is secure. On the other hand, among the private respondent 10% said their job is highly secured and 90% thought that their job security is medium. It can demotivate themselves.

➤ Do you think there are available research opportunity with national and international agencies?

	Yes	No
Public	79%	21%
Private	79%	21%

Table 10: Available Research Opportunity

79% of public and 79% of private faculties said that they have available research opportunity with national and international agencies. But 21% of public and 21% of private university teachers do not think that there are available research opportunities with national and international agencies. So the satisfaction level is equal.

➤ Do you think there are available higher education opportunities for teachers in abroad?

	Yes	No
Public	67%	33%
Private	78%	22%

Table 11: Higher Education Opportunity

According to the table, 67% of public and 78% of private faculties agree that, there are available higher

education opportunities for teachers in abroad. 33% of public and 22% of private faculties don't agree with this questions. So, the private university teachers have more opportunity than public university.

- How are the existing teaching equipments in the classroom?

	Friendly	Normal	Handsome
Public	33%	67%	-
Private	100%	-	-

Table 12: Existing Teaching Equipments

100% of private university teachers said that the existing teaching facilities are friendly. They are fully satisfied. On the other hand, 33% of public university teachers think that existing teaching equipments are normal. It is a demotivating factor for them. The private teacher are more satisfied than public teachers.

- Do you get any extra benefits / recognition from the society as a university teacher?

	Yes	No
Public	67%	33%
Private	56%	44%

Table 13: Extra Benefits / Recognition from The Society

The ratio shows that the public university teachers are more satisfied than private university teachers are. Because 67% public and 56% private teachers get extra benefit or recognition from society. Beside 33% public and 44% private teachers answered no on this question.

- How much co-operation do you get from office staffs?

	Very Good	Medium	Low
Public	56%	44%	-
Private	100%	-	-

Table 14: Co-Operation Get From Office Staffs

56% of public and 100% of private university teachers said that they get very good co-operation from office staffs. Beside 44% of public university teacher rate this medium. According to the ratio, private university teachers are more satisfied than public one.

- How much freedom do you enjoy in this profession?

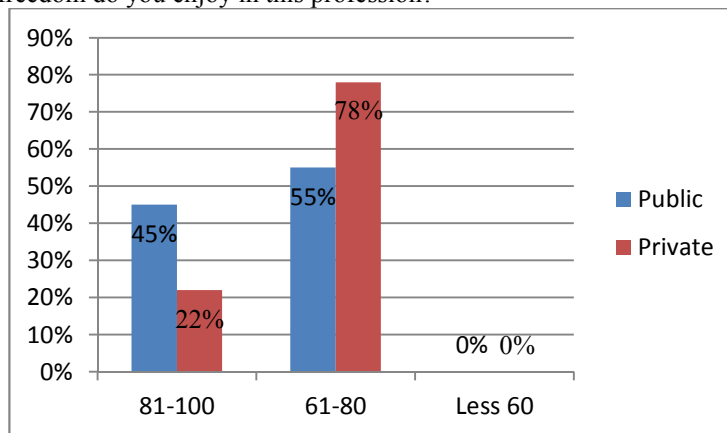


Figure 6: Freedom You Enjoy

45% public and 22% private university teachers said that they get 81-100% freedom in this profession. 55% public and 78% private university teachers thought that they get 61-80% freedom. No one get below 60%. The above figure mansion that the public university teachers have more freedom than public university teachers do.

- Are you accountable to the concern authority for the low results of your classes?

	Yes	No
Public	-	100%
Private	100%	-

Table 15: Accountable to the Concern Authority

The public university teachers are not accountable to the concern authority for the low results of their classes. But the Private university teachers are fully accountable to their concern authority.

- Do you think that teachers should be rewarded on showing good results?

	Yes	No
Public	44%	56%
Private	79%	21%

Table 16: Rewarded on Showing Good Results

44% public and 79% private teachers think that reward on good result is one of the important motivational

factors which ensure job satisfaction. 56% public and 21% private teachers are not agree with that. According to them reward is not an influential factor for job satisfaction.

➤ What factors can absolutely satisfy you?

The public university teacher's opinion is that, more salary, proper performance evaluation, freedom, research opportunity, residential facilities, job environment, security, research materials, prestige, expansion of knowledge and potentialities can satisfy them.

Beside the private university teachers wants salary, cooperation from staff, research facilities, friendly environment to ensure job satisfaction.

➤ What are the problem(s) do you face in this university?

	Public	Private
a) Lack of residence	56%	67%
b) Lack of transport facilities	34%	34%
c) Lack of research materials	67%	44%
d) Lack of supportive environment	45%	23%
e) Others	Politics	Lack of

Table 17: Problem They Face

56% public and 67% private university teachers face lack of residential problem. 34% public and 34% private university teachers have transport facilities problem. 67% public and 44% private university teachers experience lack of research materials. 45% public and 23% private university teachers indicate lack of supportive environment as a problem. The public university teachers indicate politics is a major problem which also demotivate them.

Recommendations

From the above discussion some recommendations can be placed to motivate the teachers in their profession with high job satisfaction.

- It is suggested that teachers' compensation packages must be revised according to their work performance and level of expertise and qualification. This factor is highly essential for motivating staff to perform in their fullest and to meet their job satisfaction level.
- It is suggested that proper facilities must be provided in universities as well build infrastructure, latest technology for teaching, and other resources so that teaching can be made more easy and effective and teachers feel motivated in delivering quality education.
- It is suggested that job security must be allotted to the talented employees of organization not everyone.
- Both the public and private university should enhance research and publications facilities.
- Teachers should be give proper freedom.
- Maintain good cooperation with other faculties and office staffs.
- Ensure different research and higher opportunities abroad.

Conclusion

Job satisfaction plays a very positive role in the development of conducive environment of any organization. It is significant as it affects performance. This study has tried to map out a comparative job satisfaction between public and private universities teachers of Bangladesh. From this study it has been found that respondents of public and private universities were satisfied in some areas like interpersonal skills, student behavior etc but at the same time dissatisfied in other areas like salaries, job security, university facilities, modern equipments, freedom, prestige, research facilities, etc. Factors affecting motivation of teachers were investigated as follow:

- Most of the teachers were not satisfied with their salaries and it was concluded that low salaries of the teachers affected their teaching.
- Most of the teachers were not fully satisfied with their economic states. They wanted to upgrade the standard of life but they could not manage to do that.
- A good number of teachers felt that they had more capabilities than others.
- Most of teachers were of the opinion that students should be held responsible for their low results and not teachers.
- A number of teachers were of the view that teachers should be given incentives and rewarded on showing good results.
- The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing.
- Job security (in terms of stability and permanency) is job satisfaction.

At the end of the research the researchers may summed up with view that universities may give more attention to motivate and maintain these human resources to make them more contented and to make the most of their effort by ensuring overall excellence of organization.

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