

## **Job Satisfaction of University Teachers: A Study on greater Dhaka, Bangladesh**

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### **Abstract**

Job satisfaction has always been a question mark and in debate by the researchers since long. It gained much importance due to its significance for the achievement of objectives of any organization. The purpose of this study was to explore job satisfaction of University teachers working in the Universities at district Dhaka, Bangladesh. The sample of 200 University teachers were taken randomly from district Dhaka for this research study. The response rate was 100%. In order to collect required data for the study, the Minnesota Satisfaction Questionnaire (MSQ) was used as a tool. The SPSS-14 (evaluation version) was used to analyze the obtained data. Mean score of twenty dimensions were calculated and t-test was also applied for the sake of comparison of job satisfaction of male-female and main Dhaka-Dhaka periphery teachers. The findings show that the University teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female University teachers. However no significant difference was found between the job satisfaction of main Dhaka and Dhaka periphery teachers. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers.

**Key words:** Job satisfaction, University Teachers.

### **Introduction**

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization. The education system has also been changed into an organization. In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at secondary level is very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance from a teacher can only be expected if they are satisfied with their jobs. Job satisfaction is only possible if the job fulfills the basic needs of teachers in term of salary and better status as explained by Khan (1999), "salary or emoluments caters the material needs of the employees in allowing a sense of status and importance".

## Objectives

The present study intends to achieve the following objectives:

1. To explore the job satisfaction of University Teachers
2. To compare the level of job satisfaction of male and female teachers

## Hypothesis

The following null hypotheses are to be tested for the present study:

1. There is no significant difference of job satisfaction between male and female teachers.
2. There is no significant difference of job satisfaction between main Dhaka and Dhaka periphery teachers.

## Literature Review

According to Newstrom (2007), “job satisfaction is a set of favorable or unfavorable feeling and emotions with which employee view their work and the supervisors need to be alert about employee job satisfaction level”. Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favorable or unfavorable. The progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs, the overall progress of system is affected. The administrators should periodically study the job satisfaction of the employees and try to improve it by promoting human values and dignity. The importance of job satisfaction in an education system is very vital than in any other organization. Education is not merely the transfer of information but overall development of human personality. This can only be possible if teachers of Universities are satisfied with their jobs. Quality education and human development is only possible if the people involved in the system are satisfied with their work.

There are two types of factors affecting the job satisfaction Situational characteristics and situational occurrences: these are considered as major factors of job satisfaction. Situational characteristics are salary, supervisory practices, working environment, promotion, Whereas situational occurrences are either positive like extra vacation time, rewards etc or negative like faulty equipment (Quarstein, McAfee, & Glassman, 1992). Another view is that job satisfaction is a behavior that shows the satisfaction level of an individual at their work place (Griffin, 2000).

In any education system the secondary level is very important stage as it is a link between the elementary and higher education. University Teachers have to work hard to prepare the young students for future education. If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly. According to Bavendam (2000) job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their retention rate also becomes higher. In Pakistan the job satisfaction at University level was conducted by Mahmood (2004) and results show that University Teachers were not satisfied with compensation, advancement, and policies of education. Satisfaction, dissatisfaction in the job causes success or failure of any system or organization. So, it is pertinent to be aware of the job satisfaction level of University Teachers. The present study is a serious attempt to find out the job satisfaction level of University Teachers working in the Education System of Pakistan.

### Methodology of the Study

This research study was conducted in district Dhaka Bangladesh. All the male and female, main Dhaka and Dhaka periphery University Teachers of District Dhaka are taken into consideration for this study. There are fifteen hundred University Teachers male and female in the district Dhaka which is the population of the study. For this research a sample of 200 University Teachers (including 100 male and 100 female) from 20 high/Universities (ten from main Dhaka and ten from Dhaka periphery area) of District Dhaka are taken randomly.

The Minnesota Satisfaction Questionnaire (MSQ) short form of twenty items with five point likert type format along with the data sheet was used for collection of data from the respondents. It is widely used tool to measure job satisfaction of employees. It can be administered to either groups or individuals. Being gender unbiased, it can be administered for both sexes equally.

The researchers approached the respondents personally and explained the purpose of the study and distributed questionnaire. Through personal contact all 200 University Teachers responded the questionnaires which make the response rate 100%.

Data was analyzed through software 'Statistical Package for Social Sciences' (SPSS) version-14 (Evaluation Version). Mean scores, standard deviation were calculated and t-test was applied for the comparison of job satisfaction level of male-female and main Dhaka-Dhaka periphery teachers.

### Analysis

Table No 1: Descriptive Statistics of twenty Aspects of Job Satisfaction

S.N.	Aspects of Job	N	Mean	Std. Deviation
1	Ability Utilization	200	2.37	.84
2	Achievement	200	2.66	.97
3	Activity	200	2.69	.99
4	Advancement	200	2.13	1.04
5	Authority	200	2.62	.97
6	Education Policy	200	1.91	.92
7	Compensation	200	1.86	.92
8	Coworker	200	2.74	1.04
9	Creativity	200	2.47	.95
10	Independence	200	2.35	.97
11	Moral Value	200	2.69	1.02
12	Recognition	200	2.41	1.01
13	Responsibility	200	2.74	1.00
14	Security	200	2.61	1.13
15	Social service	200	2.94	.95
16	Social Status	200	2.80	1.02
17	Supervision Human Relation	200	2.70	1.09

<b>18</b>	Supervision Technical	200	2.71	1.12
<b>19</b>	Variety	200	2.88	1.00
<b>20</b>	Working Condition	200	2,37	.82

Table-1 shows that the respondents reflect slight satisfaction with the following dimensions of job i.e. ability utilization, advancement, education policy, compensation, independence, creativity, recognition and working condition. Social service and coworker relationship is the area for which respondents show high level of satisfaction, while they are satisfied with social status, activity, moral values, achievement, supervision human relation, supervision technical, security, responsibility, authority and variety.

Table No 2 Job Satisfaction of Male and Female Teachers

Gender	N	Mean	Std. Deviation	t	df	Sig. p
<b>Male</b>	100	52.53	9.42			
				2.916	198	.004
<b>Female</b>	100	48.69	9.20			

Table-2 shows that  $t(198) = 2.916, p = .004$  value is significant. The job satisfaction level of male respondents with mean value ( $M = 52.53, SD = 9.42$ ) and female respondents with mean ( $M = 48.69, SD = 9.20$ ) is different. Hence, the null hypothesis, "There is no significant difference of job satisfaction between male and female teachers" is rejected and alternate hypothesis accepted. It is revealed that male respondents are significantly more satisfied than the female respondent.

Table No 3 Job Satisfaction of Main Dhaka and Dhaka periphery Respondent

Variables	N	Mean	Std. Deviation	t	df	Sig. P
<b>Main Dhaka</b>	100	51.52	10.20			
				1.359	198	.176
<b>Dhaka periphery</b>	100	49.70	8.65			

Table-3 shows that  $t(198) = 1.359, p = .176$  value is not significant. The job satisfaction level of main Dhaka teachers with mean value ( $M = 51.52, SD = 10.20$ ) and Dhaka periphery teachers with mean ( $M = 49.70, SD = 8.65$ ) is nearly same. Hence, the null hypothesis, "There is no significant difference of job satisfaction between main Dhaka and Dhaka periphery teachers" is accepted. There is no significant difference between main Dhaka and Dhaka periphery teachers.

## Discussion and Conclusion

The purpose of this study was to explore and compare the level of job satisfaction of University Teachers. The finding of this research show that the University Teachers are satisfied with respect to the factors of the job i.e. achievement in the schools, different activities performed, authority in the school, coworkers relations, moral values, responsibility of job, security of job, social service, social status, supervision regarding human relations, supervision regarding technical aspects and variety in tasks (table1) verify the results of Mahmood (2004). These results also verify the study conducted by Ghazi (2004) who did a research on elementary Head teachers in Dhaka Toba Tek

Singh, Bangladesh. He found that elementary head teachers were generally satisfied with their jobs. It also verifies the results of Ghazi et al. (2010) research study on the job satisfaction of university teachers in North West Frontier Province of Pakistan and found university teachers were generally satisfied with their jobs. The same results were obtained in the studies of (McCann 2001, DeMato, 2001 and Newby, 1999).

University Teachers of the present study are slightly satisfied with respect to their ability utilization, promotion opportunity, awareness and implementation of education policy, salary package creativity, independence, recognition and working conditions (table-1). The results are consistent with the studies of (Mahmood 2004, Ghazi 2004, Stemple 2004 and Newby 1999). The results are also consistent with Lanzo (2003) who studied job satisfaction level of middle school teachers in New Jersey and found the teachers were dissatisfied with the aspect of salary and advancement and DeMato (2001) who studied job satisfaction of elementary school counselors in Virginia, she found counselors were least satisfied with three dimensions i.e. compensation, company policies, and advancement. Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary as compared with the workload. They showed displeasure with the ways of promotions.

The results of present show that male respondents were more satisfied than female (table-2) which is consistent with Brogan (2003) who reported a significance difference between the job satisfaction of male and female principals, male principals enjoyed a higher level of satisfaction than females. It is also consistent with Fitzpatrick, & White (1983) who found males were more satisfied than females. The result of this study contradict with the following studies: Ghazi (2004) who explored the job satisfaction of elementary head teachers in district Toba Tek Singh Punjab and found female head teachers scored more than the male. Female principals were significantly more satisfied than their male counterpart. Mahmood (2004) conducted research on University Teachers and found female teachers were significantly more satisfied than male University Teachers. Newby (1999) explored the job satisfaction of middle school principals in Virginia and found both male and female principals were satisfied with their jobs, however female principals were more satisfied than the male. Regarding gender Konicek (1992) found female faculty members were more satisfied than male faculty during a community college faculty research.

The respondents were from main Dhaka and Dhaka periphery area of District Dhaka show no significant difference between the job satisfactions (table-3) which is contradictory to Ghazi (2004) who found that main Dhaka head teachers were more satisfied than Dhaka periphery head teachers in the District Toba Tek Singh Punjab. It also contradicts with Bennell & Akyeampong (2007) who indicated that the teachers working in the Dhaka periphery areas were less satisfied with their jobs than the teachers in the main Dhaka areas. It may be due to the fact that there are fewer facilities in the Dhaka periphery areas of Pakistan, while in main Dhaka areas employees have better job opportunities, high standard educational institutions, better health and transport facilities. This result is consistent with Mahmood (2004) who found no significant difference between the job satisfaction of main Dhaka and Dhaka periphery University Teachers in district Sargodha Pakistan, and Jaieoba (2008) also found no significant difference between the job satisfaction of main Dhaka and Dhaka periphery administrators.

On the basis of conclusion of this study, it is recommended that elementary teachers may be provided with better salary package, rapid promotion, opportunities for creative work and recognition by the department, active participation in policy formulation and

better working conditions of the institutions. These eight aspects may be taken for further study at different sample.

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