

Job Satisfaction of University Woman Teachers in Bangladesh

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Abstract: This study examines the relationships between job satisfaction, individual job facets, and socio-demographic variables in the public universities in Bangladesh. The research was conducted through mail survey. The sample consists of 500 teachers from two large universities in Bangladesh. Among the 500 questionnaires, 21 were returned, of the remaining 479 questionnaires, 232 usable responses were received, for a final response rate of 46.6%. This study identified whether female university teachers are satisfied or not compare to their counterpart. The results of Mann-Whitney U test also indicate that female are more satisfied than their counterpart. One major finding is that female employees were found to be more satisfied with promotion, fringe benefits and support of teaching but less satisfied with interpersonal relation with colleagues. The results also indicated that job satisfaction is not independent in all facets and that satisfaction with one facet might lead to satisfaction with another.

Keywords: Job Satisfaction, Public Universities, Academic Staff, Gender

INTRODUCTION

Participation of women in the labour force is on the rise in the developing countries. The level of female participation in the labour force is relatively high in the newly industrializing economies and in South-Asia it has increased dramatically in the last two decades (SDNP, 2004). In recent years there has been a substantial rise in the number of women entering in to the teaching profession. One consequence of this trend is that it has generated considerable interest in the relationships between gender and job satisfaction. Academic promotion and management conditions have similarities in all public universities of Bangladesh. The University Grand Commission (UGC) determines the legal structure. The Commission is liable to submit an annual report on the public and private universities as well as on developments in higher education sectors to the government and the same report is presented in the Parliament.

A sizeable amount of research work on job satisfaction has been devoted to develop conceptual and operational definitions of the job satisfaction construct, including overall or general job satisfaction and satisfaction with other facets of jobs such as the work itself, co-workers, supervision, pay, working condition, company policies and procedures and opportunity of promotion.

This research aims to broaden the research agenda of the teaching profession in Bangladesh. There is a dearth of research into job satisfaction in this area, specially in the public higher education.

Literature Review: A study on job satisfaction [3] analyzes differences in job satisfaction between men and women. The main finding is that women report higher levels of overall job satisfaction, even after

controlling a number of variables than men. This study rejects the explanation that women have more freedom of choice whether or not to work and that women who are not satisfied with their job prefer to leave the labor market. Rather it is concluded that women appear to be happier in their job than men.

While there have been several job satisfaction studies, very few of them are, as indicated earlier, about the university teachers or academics in general [17]. A few job satisfaction-related studies conducted with university teachers as subjects were, however, reported before 1981. The studies identified included those conducted studies in this area [4-5, 20-22, 8]. One of these studies discussed the relationship of the turnover decisions of the sampled university teachers with their overall job satisfaction. Other studies were concerned with the university teachers' satisfaction with one or two facets of their job such as teaching, research or promotion prospects.

It is observed that most of these relevant studies were done in UK and are therefore mainly UK University based. In addition, without exception, each of these study was carried out within only one university situation. Even now since 1996 some studies specially on university academician, have been published in UK by Oshagbemi focused on UK University teachers job satisfaction [10-17]. However, despite numerous studies about job satisfaction on academic staffs in UK and USA there is a dearth of research in this area in Bangladesh.

Objective: Most of the previous studies have attempted to explain a worker's job satisfaction as a function of the individual's personal characteristics and the characteristics of the job itself. Variables such as age, gender, education status, hours of work and earnings figure prominently in these previous studies.

The vast majority of research in job satisfaction has been undertaken in the USA and UK. The extent to which research findings in these countries can be applied to the Bangladeshi cultural context has not been widely tested. Therefore, the present study is an attempt to examine, compare and measure the degree of job satisfaction of female and male academic.

MATERIALS AND METHODS

Research Setting: The study utilizes a cross-sectional mail survey to assess the satisfaction level of the academic in public universities in Bangladesh. There are a variety of ways to question respondents, such as face-to-face interviews, telephone interviews, mail survey, or a combination of these methods. A mail survey was felt to be appropriate in this circumstance because the respondents were widely dispersed. Bangladeshi public universities were used to select the sample. All the teaching staffs were targeted as the respondents for this research.

Sample: A questionnaire survey was conducted in September-October 2004. The population for this research comprised public university teachers in the Bangladesh. The names of the respondents were obtained from the universities year book of those two universities. The language of the questions was in Bengali. A total of 500 self-administered questionnaires were administered to potential respondents' chosen from 2 public universities in Bangladesh. A total of 244 questionnaires were returned giving a response rate of 48.8 per cent. But only twelve were identified unfilled. Those twelve questionnaires were some missing data and it was difficult to identify the respondents and these questionnaires were omitted to enhance the validity of this study. Finally 232 (46.6%) were valid and used for analysis.

Data Collection: The survey was conducted using a self-administered questionnaire. The questionnaire was designed to collect information on seven facets of satisfaction for analysis and respondents were asked to respond on a five point scale. Section one contained questions on job satisfaction, while section two was asked to provide socio-demographic information for the purpose of sample categorization and profiling.

Section one: This section concerned job satisfaction and was based on the Job Descriptive Index (JDI) [23], a reliable facet measure over time, applicable across a variety of demographic groups [6] and reliable when translated into Bengali. As the JDI has been criticized for being limited to five facets and the particular items might not apply to all employee groups [1]. So another two additional facets extended the instrument: teaching and research, which were used in other studies [17] and measured on a five point scale with least satisfied (1) to very satisfied (5). The structure of this section differed from previous studies insofar as it considered

satisfaction as a positive phenomenon. Consequently, there was no facility for dissatisfaction. However, as the purpose of this research was not to measure degrees of satisfaction and dissatisfaction, but rather to show satisfaction increase or decrease according to demographic or tenure variables, it is not considered a major weakness. Furthermore, it is probable that dissatisfied respondents would have demonstrated their feelings by selecting the most negative option available to them. Indeed, if the "dissatisfied" and "very satisfied" were substituted for the "less satisfied" and "least satisfied" categories, the results would not be dissimilar (Table 2).

Section two: sample profile data. This section contained four self evaluation questions to collect information about socio-demographic questions related to characteristics such as age, sex, rank, length of service in present university, area of academic discipline of the respondents.

Statistical Tools: Bivariate frequency distribution of the respondents, according to age, gender, rank and length of services was presented. Descriptive statistics were computed to examine different levels of satisfaction with each of their primary tasks. Data collected on demographic variables were processed and reported in percentage through the descriptive analysis. Descriptive analysis refers to the transformation to describe a set of factors that will make them easy to understand and interpret [19, 24]. Non-parametric Friedman test and Mann Whitney U test were applied to identify the relationship with overall job satisfaction and the gender groups.

Reliability: The internal reliability of the items was verified by computing the Cronbach's alpha [9]. He [9] suggested that a minimum alpha of 0.6 sufficed for early stage of research. The Cronbach alpha estimated for pay scale was 0.7585, promotion scale was 0.8405, fringe benefits scale was 0.8084, interpersonal relation with colleagues scale was 0.7509, support of research was 0.7591, support of teaching was 0.7536 and the overall job satisfaction scale was 0.7297. As the Cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

RESULTS AND ANALYSIS

Respondents' Profile: Table 1 provides the background to the respondents in this study. The following sub-sections provide the discussion of the respondents' profile.

Gender: The gender distribution of the respondents was predominantly male, of which were 73.7% were male and 26.3% were female. This is opposite of one study [18] and similar to other study [15].

Age: The majority of the respondents were in the 41-50 years and above 50 years group, thereby indicating that university teachers are predominantly senior persons. This study has tried to identify whether age is a significant factor in job satisfaction as other studies suggest. It was further observed that the percentage of respondents who were 31-40 years age group was 22.8%. Only 5.3 per cent of the respondents were less than 30 years of age.

Length of Service: It was useful to find that almost 70% of the respondents had worked in the teaching profession more than 21 years and 11-20 years; however, these figures would compare favourably with similar figures of the length of service of teachers within other higher education sectors, especially teachers within other public universities in Bangladesh.

Rank: Table 1 shows that the majority of the respondents were Assistant professor and Associate professor (about 70%), while a significant percentage were of lecturer rank. Relatively few professors appear to be representative of the percentage of these top officers in the academic population.

The descriptive results show that respondents were most satisfied with their support of research (M=3.02) and support of teaching (M=3.25), but less satisfied with pay (M=1.72), interpersonal relation with colleagues (M=2.39) promotion (M=2.11) and fringe benefits (2.17). The relationship between the entire facet was found to significant, indicating respondents job satisfaction is not related to an individual facet. The data were also subjected to a non-parametric Friedman test. The mean ranks for each facets were support of teaching MR=4.64; support of research MR=4.42; fringe benefits MR=3.24; promotion MR=3.14; interpersonal relation with colleagues MR=3.28; and pay MR=2.28. The significance (sig. 0.0001) at the 0.01 level suggests satisfaction was not independent in the individual job facets.

Table 1: Background of the Respondents

	Frequency	Per cent
<i>Gender</i>		
Male	171	73.7
Female	61	26.3
<i>Age group (years)</i>		
<30	12	5.3
31-40	53	22.8
41-50	95	40.9
50 and above	72	31
<i>Rank</i>		
Lecturer	48	20.7
Assistant Professor	81	34.9
Associate Professor	81	34.9
Professor	22	9.5
<i>Length of service (years)</i>		
0-5	22	9.5
10-Jun	48	20.7
20-Nov	81	34.9
21 and above	81	34.9

Table 2: Summary Statistics for Employee Job Satisfaction

Facets of job satisfaction	Percentage of respondents at levels of job satisfaction		
	Most and very satisfied (5 and 4)	Satisfied (3)	Less and least satisfied (2 and 1)
Pay	9.5	4.7	88.8
Promotion	15.1	11.6	73.3
Fringe benefits	15.9	14.3	69.8
Interpersonal relation with colleagues	28.9	6.9	64.2
Support of Research	37	27.6	35.4
Support of Teaching	47.8	20.3	31.9

Table 3: The Relationship between Gender and Overall Job Satisfaction (Mann-Whitney U test)

	Pay	Promotion	Fringe benefits	Relationships with colleague	Support of Research	Support of Teaching	Overall job satisfaction
Mann-Whitney U	5170.5	383	3992	3750	4161.5	4087.5	4848
<i>Mean rank</i>							
Male	116.76	108.42	109.35	125.07	113.85	109.9	114.35
Female	115.76	139.15	136.56	92.48	123.94	134.99	122.52
<i>Sum of ranks</i>							
Male	19966.5	18540	18698	21387	19467.5	18793.5	19554.5
Female	7061.5	8488	8330	5641	7560.5	8234.5	7473.5
Z	-0.11	-3.242	-2.853	-3.39	-1.063	-2.627	-0.818
Sig. (two tailed)	0.912	0.001	0.004	0.001	0.288	0.009	0.414

The results (Table 2) indicate that a majority (more than 60 per cent) of the teachers are less and least satisfied with their salary, promotion and fringe benefits and interpersonal relationships with colleagues. Despite these problems more than 65% also reported that they were either most satisfied or satisfied with their research and teaching support given by the universities. As the two gender groups were not normally distributed, a Mann-Whitney U test was performed to test the relationship between gender and job satisfaction with each facet. The results (Table 3) indicate significantly higher satisfaction among females for promotion, fringe benefits and support of teaching. The results indicate that males are more satisfied than female with the facet interpersonal relationship with colleague. On the other hand males are more satisfied with support of research and pay but females are more satisfied than male with the facet, overall job satisfaction, but these are not statistically significant.

DISCUSSION AND CONCLUSION

Female employees were found to be significantly more satisfied with promotion and working condition than their male counterparts, this means that women enjoyed their working environment and they have no higher expectation for higher posts. The results also indicate that female employees were found more satisfied with promotion, fringe benefits, support of teaching than their male counterparts, the possible reason would be that women expect less from work and so they are satisfied with less. On the other hand male are more satisfied than female with the facets interpersonal relation with colleagues than their female counterparts, possible because they are not conservatives and they value more the opportunities for self-expression and to influence important decisions.

It is almost found in other study that salary is an emerging facet that affects job satisfaction [2, 7]. Like other study most of the teachers of this study were also found to be least satisfied with their salary. It could be commented that most of the teachers compare their salary with other private universities in Bangladesh. But the govt. of Bangladesh has fixed the salary of the employees in public universities at the same level as the govt. organisation employees.

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