Status and Hurdles of Job Satisfaction of Staffs in Educational Institutions: An Empirical Analysis on Higher Educational Institutes in Bangladesh

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Abstract
Being a teacher is a noble job. An overview of the academic and non-academic staff at the tertiary level higher education institution is provided in this article. In Bangladesh and around the world, job satisfaction has now come to be recognized as a crucial aspect of organizational behavior, industrial psychology, and human resource management. Contented workers yield higher productivity and make a substantial contribution to the prosperity of their organizations. Examining the importance of professional satisfaction among academic and non-academic staff—faculty and officers from a range of disciplines and roles in postsecondary higher education institutions—was the aim of the study. The study's objectives were satisfied by using just secondary data. High job satisfaction among faculty members in any educational setting may also be a sign of emotional or mental health.

1. Introduction

Every nation's educational system is vital to the community, especially when it comes to the creation of new knowledge. Institutions of higher learning (HEIs) are the most popular venues for knowledge transmission. Academic staff members play a major role in determining an institution of higher learning's success, vision, and mission. A strong base of exceptionally skilled academic professionals is the cornerstone of any outstanding educational institution. Academic staff members are a reflection of the nation's builders and its values (Stanovska et al., 2017). In the field of higher education, academics are invaluable resources that are crucial to the success of educational institutions. Processes and functions, together with the teaching and administrative staff, are major components of higher education's quality. Employee satisfaction with their work has a significant impact on the caliber of education offered and the accomplishment of organizational objectives. Given the strong correlation between employee performance and organizational commitment, work happiness is a crucial area for future research (Junaid et al., 2021). The competitiveness of the education industry is determined by how "engaged" and "committed" educators are to their work. The main objective of strategic human resource management is to figure out how to draw in and retain the best academic talent while monitoring their output (Khan et al., 2021; Van den Brink et al., 2013).

It is believed that an employee's level of contentment or dissatisfaction with their employment is measured by their job satisfaction. This is a very recent term. This is stated because, not very long ago, employment offers were frequently limited to positions that

aligned with the career of the applicant's parent. An individual's degree of job satisfaction is often influenced by several things. The pay and nature of the work, the surroundings, the working conditions, and the leadership are a few of these variables. Job design is concerned with job satisfaction; performance approaches include job enrichment, job rotation, and job enlargement.

This suggests that achieving job satisfaction is necessary for the business to commit to tactics that may be successful, but the decision regarding employee contentment or dissatisfaction with their work should be taken by the specific organization. This is a very recent term. This is said because their ability to achieve their goals and meet their needs will largely depend on the human resource strategy they determine to be appropriate. II. Problem Statement However, using pays to connect motivation, job satisfaction, and organizational commitment is the greatest strategy to increase job satisfaction (Spector, P., 1997).

Aware that this would not suffice to create the necessary level of job satisfaction, other measures such as staff training and skill development arose (Weins-Tuers, T.H., 2000). This could be implemented through the organization's critical continuous learning premise. However, just a portion of human resource management is covered in this exclusive. We need a distinct strategy that targets and covers fair salaries, job conditions, and benefits to boost motivation and happiness, which would in turn increase organizational engagement, in order to obtain an overall holistic picture (Champion Hughes, 2011). Drawing on the aforementioned discourse, the research endeavors to ascertain the influence of the work setting, remuneration and advancement, job stability, rapport with colleagues, rapport with managers, and degree of equity on job contentment among academic personnel in the education domain. The current study aims to determine the various dimensions and densities of satisfaction levels among academic staff members who work in education.

2. Rationale and Scope of Study
This study set out to investigate every potential aspect that can impact academic staff members' job satisfaction in the education sector. Based on the results, it was determined that the factors influencing job satisfaction were very effectively explained and that employees should receive tremendous care and attention in order to improve the institute. According to the findings, promotion, compensation, equity, and working conditions are the main determinants of job satisfaction.

3. Objectives of the Study
The significance and difficulties associated with job satisfaction for academic and nonacademic personnel at Bangladesh's tertiary level educational institutions are the two main goals of this study, which is an attempt to attain them.

The purpose of this study is to:
   a) examine the importance of job satisfaction for academic and nonacademic staff in Bangladeshi tertiary institutions;
   b) identify the strategies, factors, indicators, and essentials that are important for both types of staff to know about in order to improve job satisfaction.
   c) To offer some justifications and recommendations in order to increase the adoption of best practices and policies for various necessary actions for work satisfaction in educational institutions in Bangladesh and abroad.

4. Methodology of the Study

The study is exploratory in nature and is supported by a comprehensive analysis of earlier, pertinent research. The only source of data used in this study was secondary. A wide range of media, including books, newspapers, journals, websites, and national and international periodicals, served as secondary sources of data. A theoretical framework and numerous literature evaluations on the subject were used to assess the data.

Nonetheless, the results of a number of earlier studies have significantly influenced faculty and staff job satisfaction methods and assessments. In order to find relevant edited unedited direct works and diverse published and unpublished position papers for this study, the researcher employed a systematic search methodology, which he was able to detail in this assessment of the literature already in existence.

5. Literature Review

Scholars have defined the phrase "job satisfaction" in a variety of ways. "Job satisfaction refers to a person's general attitude toward his or her job," state Robbins and Coulter (2010). According to Kalleberg (1977), "Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying." "A pleasant or positive emotional state resulting from the appraisal of one's job or job experiences" is how Locke (1976) described job satisfaction. Two main categories of characteristics have been recognized by a significant number of research as significant satisfaction determinants.

Robert Happock's monograph on job satisfaction, which was published in the 1930s, marked the beginning of the more than 80-year history of this field of study (Khaleque, 1984). Since then, a vast amount of research has been conducted on workers in established and emerging nations, as well as in the manufacturing and service industries, across a variety of professions. Locke (1976) estimated that up until 1976, around 4000 publications had been published on this subject. Numerous studies on workers in banks, companies, NGOs, and educational institutions have been conducted in Bangladesh.

The degree of job satisfaction among Bangladeshi academic members at private universities was examined by Ali and Akhter (2009). The study's findings showed that, with the exception of a few physical facilities, training resources, and course distribution, faculty members were generally happy with their current situation. Regarding job happiness, the study showed no discernible difference between faculty members who were male and female. Sadeghi et al. (2012) investigated how academic staff job satisfaction in Malaysian research universities was impacted by demographic profile. The analysis of the results took into account the overall, extrinsic, and intrinsic job satisfactions. It was discovered that the academic staffs' degree of satisfaction was modest. Age, gender, and academic standing were found to be the determining variables of academic staff work satisfaction.

In 2014, Zaman et al. conducted research on professor job satisfaction at private universities in Bangladesh. The study's findings included pay and benefits, chances for academic pursuits, course load, high-quality students, office and lab facilities, independence in the workplace, professional relationships and interactions with other faculty, job security, administration relationships, and chances to generate new ideas. According to Bari et al. (2013), workplace performance and employee attitude are positively impacted by freedom, career development plans, employee appraisals, learning initiatives, open and comfortable work environments, and favorable supervisor-employee relationships. The researchers proposed that in order to improve employee performance and foster a happy work

environment, things that positively affect employee attitudes and performance should be appropriately focused on.

An extensive study titled "Job Satisfaction of Commercial Bank Employees in Bangladesh: An Empirical study" was carried out by Kumar (2016b).According to the study, bank employees in the public sector were happier at work than those in the private sector. The results of the study showed a strong positive link between factors connected to the job and job satisfaction. Bochen et al. (2015) studied Shenyang, China's university instructors. This study set out to determine the degree of job satisfaction among university instructors and to identify the contributing elements. The total job satisfaction average was 69.71. The study found that while perceived organizational support, psychological capital, and higher monthly pay all had positive effects on job satisfaction, turnover intention, occupational stress, and chronic illness all had negative effects.

In Bangladesh, primary, secondary, and college instructors' job satisfaction was examined by Kumar (2016a) in relation to remuneration. Tilak and Lalita (2013) looked into how satisfied teachers are with their jobs now in both government and private schools. The results of the survey showed that there was no discernible difference between the satisfaction levels of male and female instructors. The survey also showed that there was no discernible difference between government and private school teachers' satisfaction levels.

6. Analysis and Explanation of Study

Regarding ideas of motivation and contentment, Maslow proposed that a hierarchy of personal motivating demands may be established by taking into account human psychology and professional experiences. Certain prerequisites are more crucial than others. When a need is satisfied, a person loses motivation (Luthan, 2005). Failure to address basic human needs, according to Firkhanet al. (2021), includes, among other things, the need for self-esteem, security, affection, and physiological demands as well as the degree of one's own perfection (Maslow, 1954).

According to Rosneet al., teacher work satisfaction will rise when these degrees of need are satisfied. The physiological needs of teachers include things like providing lounges, facilities, and other locations where they may work, in addition to things like salary or remuneration. The safety level's requirements must also be fulfilled after the physiological level's requirements have been fulfilled. The right to a sense of security and well-being for oneself, one's family, one's property, and even one's place of employment are all included in the degree of safety, according to Zaid et al. (2020). Based on people's sentiments about their employment, Herzberg claimed that there are job-satisfiers (Motivators) linked to job content and job-dissatisfies (Hygiene Factors) associated to job context (Falkenburg & Schyns, 2007).

The current performance appraisal procedure evaluates the quantity and quality of classes, number of courses offered, and research projects undertaken by university faculty members. It is typically completed every six months to a year. Universities are pushing their academic staffs to undertake short-term research and publications instead of long-term and/or riskier projects as a result of the assessment.

7. Findings and Recommendations

The investigation has yielded the subsequent findings:

1. The study showed how certain aspects of HRM OB and industrial psychology practices relate to workers' satisfaction.
2. We took into account nine key parameters in this study, which accounted for the majority of HRM practices used by various private financial services firms.
3. It's clear that Bangladesh's private financial services companies lack properly developed HRM procedures.
4. To ensure efficient and successful human resource operations, it is imperative to hire the services of HR professionals, consultants, psychologists, and researchers to help mold and build new strategic focus.

The research makes the following suggestions for carrying out ideal HRM procedures.
1. To create a happy workplace, the company should implement a leadership and motivational program.
2. To develop a valuable and productive workforce, the company should adhere to the performance appraisal system on a regular basis.
3. The self-development program's selection methods and instruments have shown to be incredibly successful.
4. The HRD manager is responsible for creating the organization's standard advancement policy for staff members.
5. The organizations should evaluate employee performance using appropriate methodologies.
6. Financial support, in the form of scholarship should be provided to young Instructors so that they can pursue higher degree.

8. Conclusion

The primary emphasis of this study was the degree of satisfaction among faculty members at various private universities. This survey has revealed that while faculty members are dissatisfied with certain aspects of their jobs, such as pay, personal space, office space, computer facilities, restroom amenities, etc., they are satisfied with other aspects, such as interpersonal skills. Upon concluding their investigation, the researchers may have concluded that colleges should focus more on inspiring and retaining these human resources in order to increase employee satisfaction and maximize productivity through overall organizational excellence.

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