FACTORS EFFECTING JOB SATISFACTION FOR ONLINE EDUCATION AMONG LECTURERS IN BANGLADESH

KABIR, S. M. H.[1*] – RAHMAN, Z. S. A.[2] – KHAIRUNNASSA, M.[3]

[1] *Faculty of Economics and Management Sciences, International Islamic University Malaysia Selangor, Selangor, Malaysia.*

[2] *Faculty of Film, Theater & Animation, University Technology MARA, Selangor, Malaysia.*

[3] *Faculty of Arts, Asian University of Bangladesh, Dhaka, Bangladesh.*

**Corresponding author*
e-mail: sardarmd.humayun.kabir[at]gmail.com

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Abstract. The global pandemic caused by Covid-19 infectious disease during the year 2020 has pierced the life of humankind in almost all countries and all members of the society. This pandemic issue limits one to cope with a changing work environment and it induces both structural and functional consequences on the education system. Thus, the online education system emerged and repositioned itself as one of the most effective mediums of education system recently. This study examined decision factors such as happiness, quality of work-life commitment and attitude toward online education and its influence on job satisfaction of academic staffs in Bangladesh. A quantitative research approach has been taken using a random sampling method to collect data from 293 lecturers working in colleges and universities in the metropolitan city of Dhaka. For the study, Exploratory Factor Analysis and Structural Equation Modelling techniques were performed. The findings helped in filling the satisfaction-behavioural gap in understanding attitude measures of academic staffs toward conducting courses in online mode.
Keywords: *happiness, quality of work-life commitment, attitude towards online education, job satisfaction, lecturers, Bangladesh*

Introduction

Over the past decade, the method of online education has continued to expand, particularly in the tertiary level. Due to the sudden outbreak of Covid-19 infectious diseases back in the year 2020, the state of the economy globally has impacted significantly which caused the expansion of online education in the last three to four years (Svihus, 2023; Tang et al., 2021). This pandemic issue limits one to cope up with changed work environment and it induces both structural and functional consequences in the education system. The aspects of digital technology and practical utilities on devices, methods, and computerized systems, such as computer technology, the internet, digital communication, and social media has been emerged and repositioned itself as one of the effective mediums of education system recently. Therefore, digital technology is the main part of leading standard equipment to support lecturers' jobs. Even the most skilled and talented lecturers might be prone to severe underperformance if their digital technology attitude lacks.

While the acquisition of adequate teaching and technical skills is essential, it is not a guarantee of success. Individual behaviors regarding the necessity for and use of digital technology in the workplace influence attitudes towards it. An individual's emotional reaction to anything is represented by his or her attitude. Lecturers with a favorable attitude toward digital technology are expected to like and satisfy with their work,

which leads to improved performance. One of the important elements in better individual work satisfaction may be one's attitude regarding digital technology as a critical problem in this age. It is generally acknowledged that professionals with a cheerful attitude, especially lecturers, are more productive and helpful to the institute. Hence, satisfaction is one of the most important elements in lecturer attitude. Lecturers are much more likely to be satisfied at work if they love their job, are confident in their ability to do their duties, and value their position. Lecturers who are content with their jobs are satisfied, which leads to improved performance. Job satisfaction is a pleasant or good emotional state arising from the assessment of one's job and job experiences, and it may be linked to satisfaction depending on one's attitude toward digital technology (Tang et al., 2019). High levels of job satisfaction should also be reported by every employee.

At present, fewer studies on online education have focused on examining the job satisfaction of lecturers educating the tertiary level in Bangladesh. The education system in Bangladesh is at crossroads and many issues surrounding can lead to wrong direction. There have been many vigorous debates and thorough studies on the differences between online and face-to-face classroom teaching, which however is not a focus of this study. Instead, this study's focus is on examining the satisfaction on online learning and teaching process from lectures' point of view. In doing this, it is hoped that this will stimulate an on-going discussion of effective practices that can enhance universities and faculty success in transitioning to teach online. This study attempted to provide a platform of discussions for educators and policy makers on what should be done to increase the satisfaction of lectures in their job while taking classes in online mode.

Literature review

Online education refers to the course where most or all of the content is delivered online and typically have no face-to-face meetings (Allen and Seaman, 2003). At least eighty percent of the course is delivered online. The development of online courses in higher education doesn't happen overnight. The 2008 study by the National Centre for Educational Statistics (NCES) found that the main factors influencing higher-education institutions to offer online courses included meeting students' demands for flexible schedules (68%), providing access to college for students who would otherwise not have access (67%), making more courses available (46%), and seeking to increase student enrolments (45%) (Lewis and Parsad, 2008).

Acquiring adequate pedagogical and technical skills are two elements crucial to a successful transition to the online classroom. The educational community generally agrees that the success of online courses and curricula depends largely on the use of student-centred pedagogical practices (Grabinger, 2004; Duffy and Kirkley, 2003). Thus, the role of the online teacher is to design, create and facilitate rich interactions among learners in order to keep them motivated. In well-designed online courses, students are frequently asked to take on additional responsibilities, some of which used to be the prerogative of teachers. This is the reason why the shift has often been described as a shift from being "the sage on the stage to the guide on the side" (King, 1993). In addition to the pedagogical challenge of adjusting to online learning environments, and regardless of the technical assistance they may receive from their institutions, teachers need to be proficient in the technologies of distance education in order to be able to select the tools that will allow them to carry out their instructional

goals. This requirement may represent a significant challenge for teachers who entered the profession at a time when technological expertise was not required.

As a result of the threat posed by the COVID-19, almost all education system globally moved to remote learning through a virtual setting. The closure and suspension of tertiary education face-to-face classes have interrupted the regular flow of academic programs (Jacob et al., 2020). Due to the rapid shift from a face-to-face educational institution to a remote learning environment, it has been a challenge for educators to convert the curriculums into a virtual learning space, with the use of instructional technology. There are problems faced by educational institutions regarding their online education system and academic staffs like lack of digital support, poor teaching, unethical issues, improper working condition, etc. These problems create job dissatisfaction of the employees. The job satisfaction of employees is influencing by long hours of work, low treatment level, pressure, poor working environment, work unfairness, less promotional opportunities etc. Low job satisfaction is also increasing the turnover rate of employees. In 1911, Taylor began the idea of calculating job satisfaction, which claimed that rewards such as salaries, incentives, promotions, recognition and prospects for advancement could improve employee job satisfaction and job dissatisfaction, on the other hand, maybe attributed to a lack of work-life balance, a lack of progress and opportunities, less positive work environment, lack of assistance (Sahito and Vaisanen, 2017).

The government of Bangladesh put in a constant effort to boost the country's higher education sector. But, to be successful, the educational institutions must consistently assure employee happiness. Job satisfaction is inextricably linked to an employee's productivity and quality of work. Competitors may copy other assets such as technology, procedures, and techniques, but HR is unique to the company. Organizations spend a lot of money on human resources (HR) in order to recruit, train, develop, maintain, and retain employees. The nine criteria for measuring the job satisfaction were outlined by Spector (1997). Pay, Promotion, Supervision, Fringe Benefits, performance-based incentives, Operating Procedures, Co-workers, Nature of Work, and Communication were the nine elements. Job satisfaction is the optimistic emotions towards a job emerging from an appraisal of its functionality (Chitale et al., 2019). Muhammad and Akhter (2010) examine job satisfaction of workers in Dhaka metropolitan city in Bangladesh based on management, pay and advancement prospects. Their research investigated the link between job satisfaction and the factors influencing it. The outcome revealed that job satisfaction was described as a result of job characteristics and personal characteristics among all the factors.

Job satisfaction used in this study is taken from Joung et al. (2015) and relates to the emotional well-being that affects how people see their jobs. As a result, this construct is made up of two parts: cognitive and emotive. Both elements have an impact on general attitude and conduct, according to Weiss (2002). In a study conducted within the framework of a university, the researcher noticed a negative correlation between academic staff members' job happiness and their workload (Ahsan et al., 2009). According to a Malaysian study, university teaching staff members' job satisfaction is negatively impacted by their workload (Leung et al., 2000). On the other hand, a significant and favourable association between job satisfaction and performance was discovered, suggesting that job contentment is a reliable indicator of greater performance at work (Diamantidis and Chatzoglou, 2018). Another study found that job happiness increased work productivity and performance (Aziri, 2011). This

demonstrates how crucial employee satisfaction is to the efficiency and effectiveness of a firm (Aksoy et al., 2018).

Research framework

Based on the above literature review, hypotheses are developed which are framed in the following diagram (*Figure 1*). The arrow keys indicate the relationships between the variables. Job satisfaction is the dependent variable whereas happiness and quality of work-life commitment are independent variables. Attitude towards online education is the mediator variable.

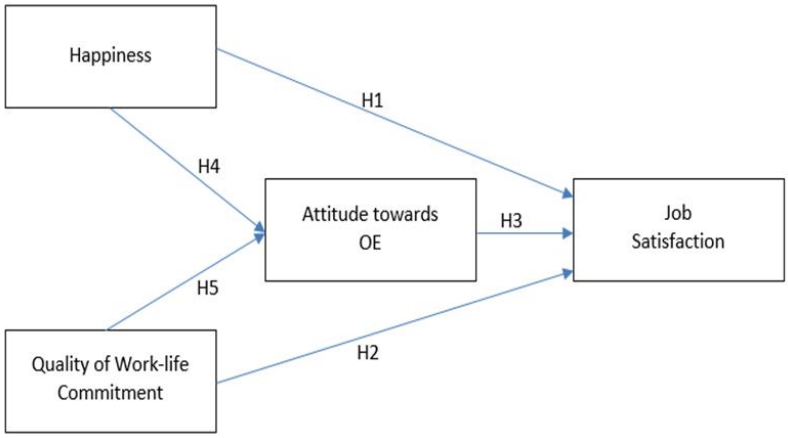

Figure 1. *Research framework.*

Materials and Methods

To meet the objective of this study, a questionnaire instrument has been adapted based on previous similar study instrument from Krishnan and Sethuramasubbiah (2012). The instrument comprise two main sections: the first section includes demographic characteristics of the respondents who were working as lecturers in colleges and universities in Bangladesh. Demographic characteristic means their gender, age, delivering lecture in media type, work experience, employment status and tenure in the current job. The sample was chosen randomly from the list of colleges and universities approved by the university grants commission (UGC) in Bangladesh. The second section of the instrument intended based on lecturers' happiness, quality of work-life commitment, attitude towards online education and its impact on their job satisfaction. Random sampling procedure was selected as it was the most appropriate probabilistic approach for this study. For six months, the questionnaires were disseminated. The target sample size was minimum 300 lecturers.

For data analysis, the study also considered issues related to data screening prior to further analysis, such as the treatment of incomplete data, multicollinearity and detection of outliers and normality issues. Cronbach's alpha, composite reliability, convergent validity and discriminant validity were measured to find the reliability and validity of the constructs. As Attitude towards Online Education questionnaires were rarely used in previous studies to predict academic staffs' job satisfaction, exploratory factor analysis (EFA) with principle component analysis method in SPSS has been used to get the best estimates. Then, confirmatory factor analysis (CFA) with structural

equation modelling technique in AMOS has been used to evaluate the structural model of the study and getting the results of the path coefficients between the relationships of the study variables. In SPSS, Cronbach's Alpha is generally used to measure the reliability or internal consistency of questionnaire items. After running the reliability test, it was found that for all the constructs, the Cronbach's Alpha value was greater than 0.7 (for Attitude towards Online Education, α=0.858; for happiness, α=0.751; for quality of work-life commitment, α=0.828; and for Job Satisfaction, α=0.713) which means that all the constructs used in this research are reliable enough (Hair et al., 2010). The composite reliability also reached the cut-off value of 0.7 and is over 0.8 for all the constructs. As a result, the structures' composite reliability provides a good evaluation. The convergent validity is also found good when the AVE of each construct is estimated at 0.5 (Fornell and Larcker, 1981). All constructs in this investigation met the 0.5 cut-off estimate. So, reliability and validity of the data are satisfactory.

Results and Discussion

Descriptive analysis

In this study, a total of 293 valid responses were received with a response rate of 97%. After running descriptive statistics in SPSS, the demographic information including their gender, age, education, religion, marital status and work experience of the respondents are presented in *Table 1*. Among the respondents, mostly were male (66.6 %), aged between 36 to 45 years (40.3%), post-graduate degree holders (72.7%), married (74.1%), Muslims (97.6%), with more than 6 years of experience (73.7%). After performing descriptive statistics in SPSS, the data sets were examined for missing data. In the continuous and categorical scale replies, there were no missing data fields found. The skewness and kurtosis distribution methods were used to determine normality test of the data sets. Skewness refers to the regularity of a distribution, while Kurtosis refers to its homogeneity as compared to a normal distribution. The usual range of skewness and kurtosis, according to Hair et al. (2010), is less than ±3. There were no items in the 5-point Likert type response scale which exceed this range and therefore all items in this investigation were within the normal range.

Table 1. *Demographic characteristics of respondents.*

Category (variable)	Frequency (N)	Percentage (%)
Gender		
Male	195	66.6
Female	98	33.4
Age		
21 to 25	4	1.4
26 to 35	95	32.4
36 to 45	118	40.3
46 to 55	63	21.5
56 to 65	13	4.4
Education		
Diploma	2	0.7
Graduate	9	3.1
Post-graduate	213	72.7
Others	69	23.5
Marital status		

Married	217	74.1
Unmarried	62	21.2
Widowed	11	3.8
Divorced	3	1.0
Religion		
Muslim	286	97.6
Hindu	5	1.7
Buddha	1	0.3
Christian	1	0.3
Work experience		
<1 year	8	2.7
1 to 3 years	44	15.0
3 to 6 years	25	8.5
>6 years	216	73.7

Exploratory factor analysis

In SPSS, after running dimension reduction on the data, we can see from the KMO table that, the measure of sampling adequacy is 0.903 (*Table 2*) which is more than 0.6 and it means sampling is perfectly adequate. From the data extracted for communalities using principle component analysis extraction method, there is no value which is less than 0.3, means we can keep all the variables. After running EFA in SPSS, from the Total Variance Extraction table, we can see that 60.982% of total variance has been explained by all the variables in the model. There were six components out of thirty three are having Eigen value of greater than 1 and the rest components are having Eigen value of less than 1. It means we have found six components which should be retained. After analysing the data again in SPSS through fixed number of Factors (six) and setting Coefficient value less than 0.5, we can see the Component Correlation Matrix is orthogonal. Then, we checked the Varimax method in SPSS for analysing orthogonal matrix. After removing some components due to cross loading, from the Rotated Component Matrix (*Table 3*), we can see the final extracted components related to their corresponding variables.

***Table 2**. KMO and Bartlett's test results.*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.903
Bartlett's Test of Sphericity	
Approx. Chi-Square	6224.664
df	528
Sig.	0.000

***Table 3**. Rotated component matrix[a].*

Category	Component			
	1	2	3	4
Ha1	.662			
Ha3	.688			
Ha4	.670			
Ha5	.661			
QWC2		.693		
QWC3		.742		
QWC4		.859		
QWC5		.852		

QWC6	.823		
QWC7	.831		
QWC8	.800		
JS1		.605	
JS3		.740	
JS4		.797	
JS5		.767	
JS6		.713	
JS8		.534	
Att1			.612
Att2			.778
Att3			.844
Att4			.800
Att5			.866

Note: Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization; a. Rotation converged in 8 iterations.

Confirmatory factor analysis

IBM AMOS (version 25) has been used for confirmatory factor analysis. There are varieties of indicators that tell us how good the model fits through Structured Equation Modelling (SEM) technique. The global model fit can be done in two non-exclusive ways, by using inference statistics, i.e. so-called tests of model fit, or by the use of fit indices, i.e. an assessment of approximate model fit (Hair et al., 2010). Now a day, it has become usual to find out the model fit both for the measurement model and for the structural model. Structural model means where all constructs correlate freely.

Figure 2 represent the structural model of this study. In AMOS, the chi-square value is called CMIN. From *Figure 2*, we can see that CMIN is 486.721, RMSEA is 0.073 and CFI is 0.915 which support the standard threshold of fit indices. So, based on the CFI, Chi-Square and RMSEA values, the model fit is found to be good. Based on the measurement model, the hypothesized path coefficients are presented in *Table 4* which shows the critical ratios (CR) obtained for the model. It presents the hypothesized paths, coefficients, CR and the p-values. The critical ratio and significance of path coefficients are used as the basis for supporting or rejecting the proposed hypotheses in this research. Therefore, it can be concluded that happiness, quality of work-life commitment and attitude towards online education (H1, H2 and H3) all are positively significant towards job satisfaction of lecturers in Bangladesh as the CR values are 10.214, 4.172 and 2.774 respectively where the threshold is CR$\geqslant\pm$1.96 and the path is significant at the 0.05 level. The indirect path happiness is not significant on attitude towards online education, but quality of work-life commitment is significant on attitude towards online education. That means, there is no mediation (H4) of attitude towards online education between happiness and job satisfaction, whereas, there is partial mediation (H5) of attitude towards online education between quality of work-life commitment and job satisfaction.

***Table 4**. Path coefficient results.*

Paths	Estimate	S.E.	C.R.	P
Att <- Ha	-.014	.069	-.195	.845
Att <- QWC	.179	.042	4.231	***
JS <- Ha	.580	.057	10.214	***

JS <-QWC	.106	.025	4.172	***
JS <- Att	.169	.061	2.774	.006

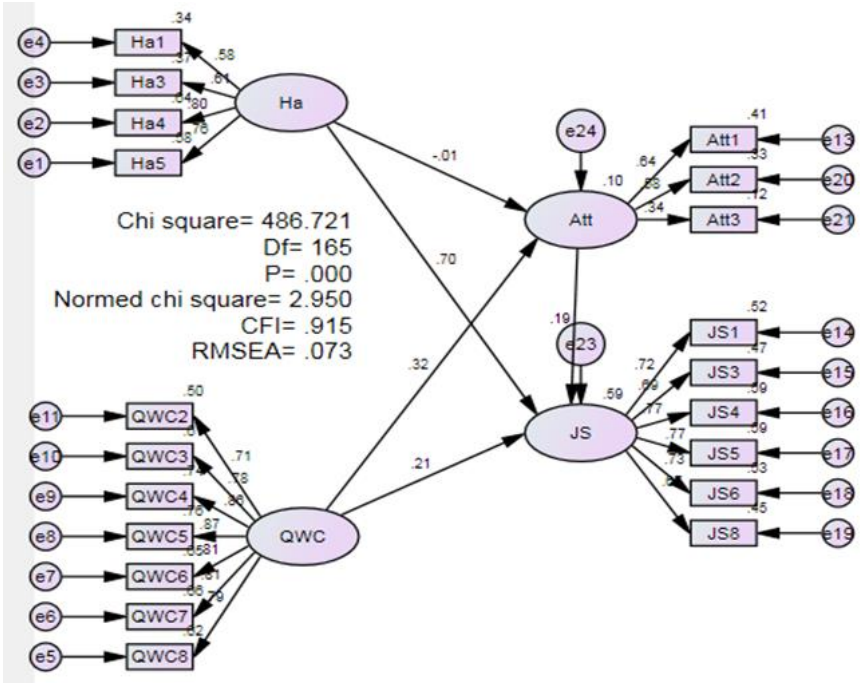

Figure 2. *Structural equation model.*

Our results have a wide variety of application possibilities. Well-satisfied academic staff may build a national and international reputation for themselves and their institutions in professional fields, research, and publication if the right supports are in place. If lecturers' attitudes toward providing online education are considered to be paramount, policies that seek to improve academic job satisfaction through, for example, the provision of networking and professional development opportunities, as well as enhancing lecturers' social status and providing more supportive work environments (Ansyari et al., 2019) should be prioritized. Furthermore, according to Castellacci and Viñas-Bardolet (2019), ceteris paribus, academics in European nations with a permanent contract are more happy with their jobs than those engaged on a temporary basis.

The purpose of this study is to see if there is a link between attitudes about online education and job satisfaction in the education sector. Three direct effects are supported by the structured model, which achieved model fit. The current study's findings, in general, have supplied solutions to the research questions. According to the data, the university's academic staff has a modest degree of overall satisfaction. A well implemented organizational climate survey may give significant information that can be used to influence and boost the success of many colleges. Universities that opt to conduct a survey, on the other hand, must be prepared to respond to both positive and bad results, as well as engage with employees, in this case, academic staff, to improve the workplace environment. Failure to respond to employee input can lead to a rise in the number of workforce issues at a university, which can have severe consequences for the institution. To be a world-class university, it must have world-class academic staff members who are devoted, skilled, informed, and most importantly, committed to the institution and their careers. All of these qualities, however, may fade over time if

academic staff members believe they are dissatisfied with their jobs at the institution. As a result, it is strongly advised that the institution consider undertaking a university-wide organizational work-environment survey since the data acquired can give useful information that can be used to guide and boost the university's future performance in becoming a world-class university.

Limitation and implication

There are certain limitations to this study that need to be addressed in future research. To begin with, the research topic and findings were restricted to Bangladeshi lecturers working in academic institutions, not the whole academic staffs like assistant professors or higher ranking staffs. As a result, the findings may not be applicable to the whole education sector in the country. In the future, researchers may investigate expanding the population to include additional Bangladeshi institutions. In addition, additional criteria such as pay scale, training, career planning, and job rotation may impact job satisfaction, according to the many studies discussed earlier. As a result, it is advised that, more factors need to be investigated to predict job satisfaction.

Conclusion

This study was effective in identifying key characteristics that impact job satisfaction among lecturers working in local colleges and universities in Bangladesh. The outcomes of this study lead to management activities that focus on academic staffs' attitudes toward online education in order to improve job satisfaction. It's worth noting that satisfied lecturers are proud of their institution, but dissatisfied lecturers could consider quitting it, or possibly the academic world altogether; alternatively, they might retreat or disconnect from their academic community. Given the importance of job satisfaction in our model, it appears that policies related to increase academic staffs' quality of work-life commitment is essential to keep or increase academicians' job satisfaction to an acceptable level.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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