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RESULT OF RESEARCH ON SATISFACTION OF UNIVERSITY PROFESSORS

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ABSTRACT

Motivation methods are used as a main tool for managing human resources in order to carry out organizations' business efforts successfully and improve entities's productivity and efficiency. The research was conducted based on a university example. We aimed to determine the different kind of motivating methods that today's entities are using, and some of the methods that are more efficient to motivate employees.

Keywords:

Bonus, Satisfaction,
Salary, Productivity.

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INTRODUCTION

The researchers did some surveys on teachers' motivation. Within, Silvia and Hatchinson from USA defined „Teacher's motivation is measured by expressing their new ideas, responsibility level and work condition". Also they define real motivation as determined by social communication, respect and real conditions which supply their higher necessity. They did experiments on many factors which support teacher's motivation. They determined that the bonus is not good method to increase motivation. Silvia and Hatchinson did survey in 1985 among 1670 teachers and found out, Professor's motivation is based on the real work condition, expressing their new ideas and met success with responsibility. Researcher Marit Pay thinks there is opportunity to improve teacher's motivation.

In her opinion, work conditions are determined by their satisfaction and confidence which get from social communication, respect and real conditions. Keway and Chikshenzmikay /1990/ did a survey of 1000 teachers and determined that „People can feel their satisfaction and happiness" when they use their individual capacity well. The scientist and researcher Jonson B.C /1986/ concluded „Trust, honest and interest in work influence teacher's motivation." Koltom J.B /1972/ found that evaluation of teacher's advantages helps teacher's motivation, Jonson B.C/1986/ concluded that a good planned school with good methods influences teachers' work efficiency. Damash and Mona /1996/ note that a school should pay attention to their development curriculum and strategy.

Main Part

More than 170 thousand students study at 101 public and private universities of our country which, in turn, employ 7295 teachers. We selected the University of Agriculture, Mongolian University of Science and Technology (MUST) and National University of Medical Sciences as the representatives of the public universities and involved a total of approximately 820 teachers from the three branch universities in Darkhan-Uul Province. Also, we conducted teacher workplace satisfaction surveys consisting of 19 questions and analyzed the results on SPSS 16. We studied the satisfaction of teachers on the salary and found that 7.3 percent of the respondents were satisfied strongly, 43.3% percent the respondents were somewhat satisfied and 49.4% expected changes (Table 1).

Also, these data were compared with the level of education provided by the organization, become inception tools as shown in Figure 1. The figure shows the certificates and cash bonuses provided by the organizations are not the effective ways for intensification. We studied whether the awards given by the organization have a correlation with political party, membership, as shown in Figure 2. A total of 78.8 percent of the survey respondents consider that the awards are provided according to the relationships and party membership. However according to the Adams Equity Theory, unfair awards have negative impact on workplace motivation. Therefore, it is important to award on fair principles. We tried to determine whether teachers think the that what kind of motivation tool do you prefer and 67,6%of this survey respondents wanted to be provided like cash and encouragement Table 3.

Table 1. Satisfaction to the teacher’s salary

		Strongly	Very	Somewhat	Little	Not	Total
Age	20-25	0	2,4	2,2	1,2	0,9	6,7
	26-30	0	0,6	4,7	4,7	2,7	12,7
	31-45	0,2	3,3	17,3	14,7	9,2	44,7
	46-50	0	0,2	7,8	5,3	5,7	19,0
	51and above	0	0,6	11,4	3,5	1,4	16,9
Total		0,2	7,1	43,4	29,4	19,9	100

Table 2. Satisfaction to the organization awards and bonuses

		Are you satisfied with the organization awards and cash bonuses?					Total
		Strongly	Very	Somewhat	Little	Need to change	
Age	20-25	0	3,1	2,7	0,4	0,4	6,7
	26-30	0	3,5	3,1	2,2	3,9	12,7
	31-45	1,6	3,5	21,2	8,0	10,4	44,7
	46-50	0,2	2,0	5,7	2,2	9,0	19,0
	51and above	0	2,0	12,0	1,6	1,4	16,9
Total		1,8	14,1	44,7	14,3	25,1	100

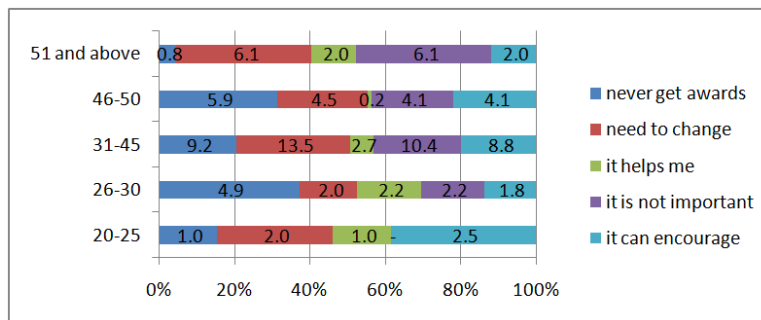
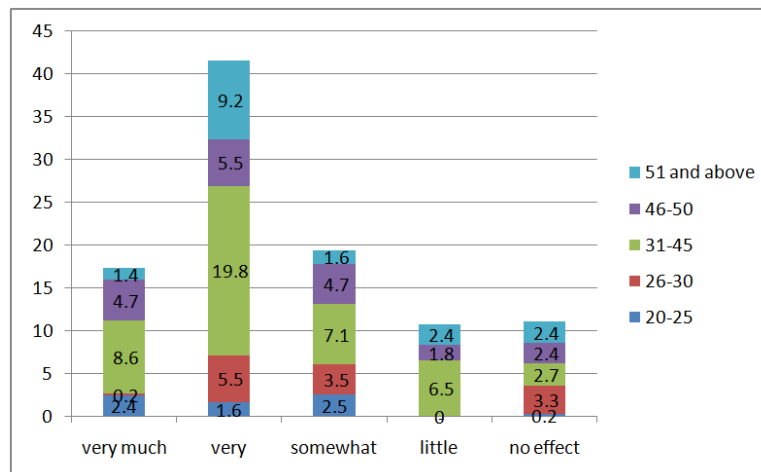


Figure 1. Are the honored diplomas and cash motivation tools?



We determined how does administration encouragement influence work process and its result Table 4. According to this survey, 94.7% of respondents agreed with administration encouragement can motivate teacher's work. It shows that, director, training office manager, head of department should encourage teachers among colleague.

According to the Theory of Justice, a person will compare his or her work results with others including salary and awards, invested knowledge, skills, practices and experiences, and also compares those with people. The impression and impact of this comparison is expressed through future of the person, work attitudes and evaluation of the organization.

Table 3. What kind of motivation method do you prefer?

		Cash	Encouragement	Combine	Total
Age	20-25	1,4	1,0	4,3	6,7
	26-30	0	2,9	9,8	12,7
	31-45	8,6	12,0	24,1	44,7
	46-50	0,0	1,2	17,8	19,0
	51 and above	0,4	4,9	11,6	16,9
Total		10.4	22.0	67.6	100

Table 4. Does administration encouragement help your work efficiency?

		Yes	Sometimes	No	Total
Age	20-25	2,9	3,7	0,0	6,7
	26-30	5,7	7,1	0,0	12,7
	31-45	22,4	18,2	4,1	44,7
	46-50	10,6	8,4	0,0	19,0
	51 and above	5,5	10,2	1,2	16,9
Total		47.1	47.6	5.3	100

Table 5. Does your work administration can award teachers honestly?

		Yes	Sometimes	No	Total
Age	20-25	0,8	4,5	1,4	6,7
	26-30	2,9	5,9	3,9	12,7
	31-45	7,5	20,4	16,9	44,7
	46-50	5,1	6,9	7,1	19,0
	51 and above	3,3	8,4	5,1	16,9
Total		19.6	46.1	34.3	100

Table 6. What are the reasons awards are provided by your organization?

		Work achievement	Stable work	Personal Relationship	Poor evidence	Total
Age	20-25	2,4	2,7	1,6	0,0	6,7
	26-30	3,7	2,7	4,1	2,2	12,7
	31-45	11,2	14,9	10,6	8,0	44,7
	46-50	4,3	9,0	2,7	2,9	19,0
	51 and above	5,7	10,4	0,6	0,2	16,9
Total		27.3	39.8	19.6	13.3	100

Table 7. Factors for teacher dissatisfaction

No	Reason	Quantity	Percentage	Weighted percentage
1	Low salary	205	25,0	25.0
2	Bad management methods and poor organization	158	19,3	44.3
3	Bad working conditions	148	18,0	62.3
4	Implementation of teacher a development program	143	17,4	79.7
5	Teacher team work and cooperation	95	11,6	91.3
6	Opportunities for advancement	71	8,7	100

Table 8. Teacher's satisfaction and age

	Age category					Result
	20-25	26-30	31-45	46-50	51 and above	
Satisfied with salary	37	61	228	90	114	530
Unsatisfied with salary	18	43	139	66	24	290
Total	55	104	367	156	138	820

We tried to determine whether teachers are confident that they will be awarded for good work and 34,3 percent of this survey respondents were not confident that they would be awarded for good works and that it tends to have a negative impact on workplace motivation Table 5.

If a teacher is awarded less because of poor work productivity and results, the management must explain the situation to the employee and make understand that he or she can be awarded the same as others. A total of 19,6 percent of the survey respondents consider that the awards are provided according to the relationships and party membership, 67% of professors

The result of method of „XI square test”

Line	Row	F _a	F _x =(M _Д *Б _Д)/h	F _a - F _x	(F _a - F _x) ²	$\frac{(F_a - F_x)^2}{H}$
1	1	37	35,549	1,451	2,1060	0,0592
1	2	61	67,220	-6,220	38,6823	0,5755
1	3	228	237,207	-9,207	84,7747	0,3574
1	4	90	100,829	-10,829	117,2731	1,1631
1	5	114	89,195	24,805	615,2820	6,8982
2	1	18	19,451	-1,451	2,1060	0,1083
2	2	43	36,780	6,219	38,6823	1,0517
2	3	139	129,793	9,207	84,7747	0,6532
2	4	66	55,171	10,829	117,2731	2,1256
2	5	24	48,805	-24,804	615,2820	12,6070
						25,5990

$$X^2_{\text{count}}=25,5990$$

F_a - repetition of observation

F_x - waiting repetition

X² meaning theory $\alpha = 0.01$

Numbers of free members = (Column numbers- 1)(Row numbers- 1) = (2-1)(5-1) = 1*4=4

$$X^2_{\text{theory}} = 13,277$$

$X^2_{\text{count}} < X^2_{\text{theory}}$ In this case H₀ would be accepted.

$X^2_{\text{count}} > X^2_{\text{theory}}$ In this case H₀ wouldn't be accepted.

$X^2_{\text{count}} = > X^2_{\text{theory}}$ = There is 13,277 so H₀ hypothesis will not be accepted.

think that teachers can be awarded by their success and a long sustainable work, 13,4% of respondents consider that the awards are not provided honestly Table 6. According to the Theory of Expectation, when an expectation of results from great efforts disappears, work activity decreases rapidly as it becomes unimportant whether the work is done or not. There is, therefore, no need for further efforts. In this sense, the theory of expectation opens a wide range of possibilities for the management of the university, which wants to increase the teacher motivation. The university management must coordinate the relationship between the results and awards very carefully. If teachers' skills are enough for task execution and if the management provides all necessary tools, then, the employee will be able to plan his or her work to the level required for receiving the award. While 62.9 percent of the respondent teachers are satisfied with their works 37.1 percent are not satisfied. We listed the reported reasons of the unsatisfied survey respondents (Table 7). The table shows that 62.3 percent of the reasons why the teachers are unsatisfied with their works include low salary, management methods, poor organization, and bad working conditions. Therefore, the university management must focus on these factors. We conducted the following survey in order to determine the correlation among age and satisfaction by using XI square test (Table 8).

Working hypotheses

H₀ – Teacher's age doesn't influence their satisfaction.

H₁ – Teacher's age influences their satisfaction.

In other words, the hypothesis was approved that professor's age depends on their satisfaction. It means that those who work for a long time are satisfied with their jobs.

Conclusion

Low teacher salaries an unclear or poorly defined evaluation system, and management preference in evaluation still exist as the main weaknesses for a good workplace motivation and job satisfaction. Salary and cash bonus cannot play the role of motivation tools.

- Any underestimated efforts or work achievements, poor salary system, or underserved awards bring negative impacts to any organization. The organization must consider the forms of awards, and the impact on the recipients before providing the awards.
- The several common weaknesses were observed: There is still unclear evaluation system for several university teachers' work results under the current market economy, lack of management support in providing the conditions and possibilities for motivation, connecting the salaries and inceptions with productivity growth, awarding the right employees, recruiting right teachers, supporting the teachers' self-development as well as helping them solve their social problems. We consider that one possibility for eliminating these weaknesses and improving the teachers' work productivity is to use the motivation tools and methods.
- The university management must solve the following problems along with selection of the motivation tools and methods and forms of awards and inceptions for improving the employees' work quality and results and increasing their work productivity:
 - Fairly evaluate the teachers' work
 - Provide possibilities for teachers to study and develop
 - Develop and implement a policy on salary and inceptions, suitable for the teachers' work
 - Improve working conditions and, solve the social problems of the teachers.

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