

Perceived Organizational Support and Job Satisfaction Among Nursing Instructors in Nursing Educational Institutes, People's Republic of Bangladesh

การสนับสนุนขององค์กรตามการรับรู้และความพึงพอใจในงานของอาจารย์พยาบาล ในสถาบันการศึกษาพยาบาล สาธารณรัฐประชาชนบังกลาเทศ

รินา รานี	บาราล *	Rina Rani	Baral *
สมใจ	ศิริกมล **	Somjai	Sirakamon **
รัตนาวดี	ชอนตะวัน ***	Ratanawadee	Chontawan ***

บทคัดย่อ

ความพึงพอใจในงานมีความสำคัญยิ่งสำหรับการคงอยู่ในงานของอาจารย์พยาบาล การศึกษาพบว่าการสนับสนุนขององค์กรตามการรับรู้ส่งผลต่อความพึงพอใจในงาน การศึกษาเชิงพรรณนาหาความสัมพันธ์ครั้งนี้มีวัตถุประสงค์เพื่ออธิบายการสนับสนุนขององค์กรตามการรับรู้ ความพึงพอใจในงานและเพื่อศึกษาความสัมพันธ์ระหว่างการสนับสนุนขององค์กรตามการรับรู้กับความพึงพอใจในงานของอาจารย์พยาบาล กลุ่มตัวอย่างคืออาจารย์พยาบาลจำนวน 186 คน ที่ปฏิบัติงานอยู่ในสถาบันการศึกษาพยาบาล 43 แห่ง ของสาธารณรัฐประชาชนบังกลาเทศ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบบันทึกข้อมูลส่วนบุคคล แบบสำรวจการสนับสนุนขององค์กรตามการรับรู้ (SPOS) และแบบวัดตรรกะการพัฒนางาน (ajDI) ซึ่งมีค่าความเชื่อมั่นของแบบวัด SPOS และ ajDI เท่ากับ 0.90 และ 0.82 ตามลำดับ วิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนาและสัมประสิทธิ์สหสัมพันธ์แบบ สเปียร์แมน

ผลการศึกษาพบว่า

1. การสนับสนุนขององค์กรตามการรับรู้ของอาจารย์พยาบาลอยู่ในระดับปานกลาง
2. ความพึงพอใจในงานของอาจารย์พยาบาลอยู่ในระดับปานกลาง
3. การสนับสนุนขององค์กรตามการรับรู้มีความสัมพันธ์เชิงบวกในระดับปานกลางกับความพึงพอใจในงานอย่างมีนัยสำคัญทางสถิติ

ผลการศึกษาครั้งนี้ผู้บริหารของสถาบันการศึกษาพยาบาลสามารถนำไปใช้ในการพัฒนากลยุทธ์ในการปรับปรุงการสนับสนุนขององค์กรตามการรับรู้ ซึ่งจะส่งผลให้มีการเพิ่มความพึงพอใจในงานของอาจารย์พยาบาลต่อไป

คำสำคัญ: ความพึงพอใจในงาน การสนับสนุนขององค์กรตามการรับรู้

* อาจารย์พยาบาลสถาบันการศึกษาพยาบาล Patuakhali สาธารณรัฐประชาชนบังกลาเทศ
* Nursing instructor, Patuakhali Nursing Educational Institute, People's Republic of Bangladesh
** ผู้ช่วยศาสตราจารย์คณะพยาบาลศาสตร์มหาวิทยาลัยเชียงใหม่
** Assistant Professor, Faculty of Nursing, Chiang Mai University, Thailand
*** รองศาสตราจารย์คณะพยาบาลศาสตร์มหาวิทยาลัยเชียงใหม่
*** Associate Professor, Faculty of Nursing, Chiang Mai University, Thailand
วันที่รับบทความ 7 สิงหาคม 2558 วันที่แก้ไขบทความ 29 กุมภาพันธ์ 2559 วันที่ตอบรับบทความ 17 พฤษภาคม 2559

Abstract

Job satisfaction is crucial for the retention of nursing instructors. Studies indicated that perceived organizational support influences job satisfaction. This descriptive correlational study aimed to describe perceived organizational support and job satisfaction, and to examine the relationship between perceived organizational support and job satisfaction among nursing instructors. The sample consisted of 186 nursing instructors working in 43 nursing educational institutes in the People's Republic of Bangladesh. The research instruments used were the Demographic Data Form, the Survey of Perceived Organizational Support (SPOS), and the abridged Job Descriptive Index (aJDI). The reliabilities of the SPOS; and the aJDI were 0.90 and 0.82, respectively. Data were analyzed using descriptive statistics and Spearman's rank-order correlation coefficient.

The results of this study indicated as follows:

1. Perceived organizational support among nursing instructors was at a moderate level.
2. Job satisfaction among nursing instructors was at a moderate level.
3. There was a statistically significant moderate positive relationship between perceived organizational support and job satisfaction.

The findings of this study could be used by the administrators of nursing educational institutes in developing strategies to improve perceived organizational support; thereby, job satisfaction of nursing instructors would be increased.

Keywords: *job satisfaction, perceived organizational support*

Background and Significance

According to the World Health Organization (WHO), there have been shortages of nursing instructors in both developed and developing countries; critical shortages have been reported in at least 57 developed and developing countries (Christmas & Hart, 2007). The difficulties in retaining qualified and experienced nursing faculty are due to an increase in retirement and faculty leaving for higher paying positions in the private sector (The National League for Nursing Board of Governors position statement, 2006). Other main factors limiting the ability to recruit new faculty include the following: a shortage of adequately prepared nurses, non-competitive

salaries, and lack of funds to create permanent positions (CAN & CASN, 2012). Nursing instructors have an important responsibility to prepare future nurses. (Gormley, 2003). As a result, insufficient numbers of nursing faculties limit the ability to admit and educate nurses (CNA & CASN, 2012). Studies have shown that employee retention is related to job satisfaction (Hinshaw & Atwood, 1983; Christian, 1986). Further, low job satisfaction has been linked to the leaving of nursing instructors from the profession (Tang & Ghani, 2012). Job satisfaction is defined as persistent feelings toward discriminable aspects of the job situation (Stanton, Balzer, Smith, Parra, & Ironson, 2001). Herzberg's two-factor

theory proposed that there are many factors that are related to job satisfaction (Herzberg's et al., 1959). Those factors are divided into two categories: 1) hygiene factors (salary, supervision, interpersonal relations, working conditions, organization policy, and administration), and 2) motivating factors (achievement, work itself, responsibility, recognition, and advancement or opportunity for growth). Job satisfaction is very important for retaining nurses. The nursing faculty vacancy rate has increased at the national and international levels in many countries across the world. The unfilled faculty positions directly affect the supply and demand of the nursing workforce (Derby-Davis, 2013). This phenomenon creates greater and greater pressure on nursing faculty according to increased workload as they are burdened with the responsibility of preparing future nurses (Barrett & Goldenberg as cited in Barrett, Goldenberg, & Faux, 1992). Job satisfaction is important as satisfied employees tend to have higher productivity. According to the study of Embuldeniya (2017), findings revealed that employee job satisfaction is significantly related to productivity. On the other hand, job dissatisfaction or low job satisfaction can affect work outcomes. For example, low job satisfaction among nurses can have an impact on patient outcomes including quality of care (Kwak et al., 2010) and patient satisfaction (Szecsenyi et al., 2011). Job dissatisfaction is related with dysfunctional outcomes, including increased turnover, absenteeism, and reduced job performance (Ivancevich, Konopaske, & Matteson, 2008).

Literature reviews have shown that job

satisfaction is influenced by perceived organizational support (Rhoades & Eisenberger, 2002), and several studies found the relationships between the two variables (Eisenberger, et al., 1997; Burke, 2003; Gutierrez, Candela, & Carver, 2012; Aung, 2014; Miao, 2011). Perceived organizational support refers to employees' perceptions concerning the degree to which the organization cares about their well-being and values their contribution (Eisenberger et al., 1986). Organizational support theory has three forms of favorable treatment: fairness, supervisor support, and as well as organizational rewards and job conditions (Rhoades & Eisenberger, 2002). Eisenberger et al. applied the social exchange theory developed by Blau (1964, as cited in Tanksky & Cohen, 2001) to explain employee-organization relationships. Social exchanges involve reciprocity (Tanksky & Cohen, 2001), whereby each party has perceptions and expectations regarding the behavior of the other party. Perceived organizational support was developed for satisfying employees' socio-emotional needs and showing readiness to give help and reward their extra efforts (Eisenberger et al., 1986). Lack of organizational support can cause dissatisfaction and burnout among nursing instructors. (Patrick & Laschinger, 2006).

Bangladesh is facing a severe shortage of nursing instructors due to rapid increases in class size and the rising number of nursing educational institutions, without corresponding increases in number of nursing instructors (Lund, Huda, & Berland, 2013). The ratio of nursing instructors to students is 1:27 whereas the international standard ratio is 1:8 (HRD, 2011). Nursing

instructors are important people who are in close contact with nursing students. They assume their responsibilities in an unfavorable environment with a discrepancy between the supply and demand resources (Lund et al., 2013; WHO, 2003). Most of the nursing educational institutions are operated by the senior staff nurses who lack teaching experience. Large student groups and a variety of administrative duties have been found to be a cause of dissatisfaction among nursing instructors. Insufficient and out-of-date protocols/guidelines; an increase of class size; time pressure; work overload and tension; and insufficient support also cause nursing instructors not to feel satisfied with their job (Lund et al., 2013). Furthermore, low income and insufficient support for residential facilities are also causes of dissatisfaction among nurse instructors. Nursing instructors' job dissatisfaction has appeared as a red-hot issue for the nursing education sector (Issah, 2013).

Literature review shows that only one study researching about POS has been found among nursing instructors (Gutierrez, Candela, & Carver, 2012). Likewise, although investigation of job satisfaction in the nursing profession has been extensive, it has been primarily concerned with the satisfaction of nurses working in the clinical setting; few research studies have focused on nursing instructors. Also, inconsistent findings have been found among those studies. Several studies explored the relationship between POS and JS among the nursing population; however, only one study was found among nursing instructors (Gutierrez, Candela, & Carver, 2012). Studies related to perceived

organizational support and job satisfaction of nursing instructors have not been found in the People's Republic of Bangladesh. This study aims to examine the POS, JS, and the relationship between both variables among nursing instructors in Bangladesh.

Objectives

1. To describe perceived organizational support among nursing instructors in nursing educational institutes, People's Republic of Bangladesh
2. To describe job satisfaction among nursing instructors in nursing educational institutes, People's Republic of Bangladesh
3. To examine the relationship between perceived organizational support and job satisfaction among nursing instructors in nursing educational institutes, People's Republic of Bangladesh

Conceptual Framework

The concept of perceived organizational support was based on Eisenberger et al. (1986). According to literature review, when employees have access to support from the organization, their job satisfaction would likely to be increased. The concept of job satisfaction was based on Stanton et al. (2001) which comprises 5 facets: (1) work on present job, (2) present pay, (3) opportunities for promotion, (4) supervision, and (5) people at work. The relationship between perceived organizational support and job satisfaction was examined in this study.

Methodology

This is a descriptive correlational study conducted among nursing instructors in 43 nursing educational institutes in seven divisions of Bangladesh. Proportionate stratified random sampling method was used to select the sample from each nursing educational institute. In this study, a total of 188 questionnaires were distributed to the sample of the nursing instructors. The response rate was 186 (98.93%) questionnaires that were complete and used for data analysis.

Research instruments

The research instruments consisted of three parts: 1) Demographic data form, 2) the 17-item Survey of Perceived Organizational Support (SPOS), developed by Eisenberger et al. (1986), which rates on a 7-point Likert scale (0 = strongly disagree to 6 = strongly agree). This questionnaire consists of both positive and negative items; thus, all negative items include 2, 3, 5, 6, 10, 13, and 14 were reversed. 3) The Abridge Job Descriptive Index (aJDI); 25 items developed by Stanton et al. (2001). This tool consists of five facets of job satisfaction: work on present job, present pay, opportunities for promotion, supervision, and people at work. Each facet contains 5 items that require responses of “yes”, “question mark”, and “No” (“Yes” for “3” if it describes; “No” for “0” if it does not describe, and “?” for “1” if it cannot describe). Each facet includes 3 positive and 2 negative items. All negative items (dull, uninteresting, underpaid, insecure, dead-end job, unfair promotion policy, annoying, bad, boring, and lazy) were reversed. According to

Best and Kahn (2003), the interpretations of the scores of both instruments were identified as high, moderate or low levels.

The original instruments of SPOS and aJDI were translated from English to Bengali language by the researcher. One nursing instructor who had high English proficiency back-translated this Bengali version into English. Another bilingual professional translator checked to find any discrepancies between the back-translated English version and the original instrument. There was no significant discrepancy between the two versions. The researcher had sent this version with original one to her advisors for approval before collecting data. The construct validity of SPOS was 0.90 (Shore & Tetrick, 1991) while the aJDI was validated by the developer of the instruments (Stanton et al., 2001). In this study, the Cronbach's alpha reliabilities of the SPOS and the aJDI were .90 and .82, respectively.

Protection of Human subjects

Prior to data collection, the study protocol was approved by the Research Ethical Committee of the Faculty of Nursing, Chiang Mai University, Thailand, and the Directorate of Nursing Service, Bangladesh. All participants were informed about the purpose and the methods of the study. They were informed that their participation in this study was voluntary. Hence, they could refuse to participate or withdraw from the study at any time without any negative consequences or losing any benefits. They were also reassured that their responses would be kept confidential and that their identities would not be revealed in research reports or publications of the study.

The participants who agreed to participate in the study were asked to sign a written consent, and no gift that might be interpreted as coercive was given.

Data analysis procedures

Data were analyzed using a computer software package. Descriptive statistics were employed to describe demographic data, POS, and JS. Spearman's rank-order correlation test was used to explore the relationship between POS and JS as the data were not normally distributed after Kolmogorov-Smirnov test.

Results

1. The mean age of the subjects was 44 years with the age ranging from 29 to 59. Among them, the majority were female (84.9%), married (83.9%), and held master's degrees (61.80%). With regards to the years of working experience

as a nurse, the mean number was 15.54 and the range was between 5 and 34. The average years of working experience as a nursing instructor was 6.38, with the highest percentage of them (55.90%) working for 1-5 years. Most of the nursing instructors earned 15,001-25,000 Bangladeshi Taka per month (60.70%).

2. The overall mean score of POS as perceived by the subjects was at moderate level (\bar{X} =3.29, SD=0.80) (Table1).

3. The overall job satisfaction as perceived by the subjects was at moderate level (\bar{X} =31.14, SD = 17.12). Likewise, four dimensions of job satisfaction (work on present job, present pay, supervision, and people at work) were at moderate (\bar{X} =7.23, SD=2.52; \bar{X} =5.64, SD=2.32; \bar{X} =7.01, SD=2.55; and \bar{X} =7.41, SD=2.41, respectively) while the dimension of job opportunities for promotion was low (\bar{X} =3.83, SD=2.82). (Table1).

Table 1 Mean, standard deviation, and levels of perceived organizational support and job satisfaction among the subjects (n = 186)

Variables	\bar{X}	SD	Level
Overall perceived organizational support	3.29	.80	Moderate
Overall job satisfaction	31.14	7.12	Moderate
work on present job	7.23	2.52	Moderate
present pay	5.64	2.32	Moderate
opportunities for promotion	3.83	2.82	Low
supervision	7.01	2.55	Moderate
people at work	7.41	2.41	Moderate

4. There was a moderate positive relationship between perceived organizational support

and job satisfaction ($r = .44$, $p < 0.0001$) (Table 2).

Table 2 Spearman's Rank-order correlation of coefficients between nursing instructors' perceived organizational support and job satisfaction as perceived by the subjects (n = 186)

	Job Satisfaction	
	r	P
Perceived Organizational Support	.44	< 0.0001

Discussion

1: Perceived organizational support

Nursing instructors in Bangladesh perceived overall organizational support at a moderate level (Table 1). This means that nursing instructors who worked at nursing educational institutes perceived that their organization cared about their well-being nicely in some ways while unpleasantly in some points.

The possible reasons can be explained in relation to organizational support theory. Firstly, fairness concerns the ways used to determine the distribution of resources, both material and interpersonal, among employees (Rhode & Eisenberger, 2002). Material supply facilities such as overhead projectors, computers, multimedia and stationery were not sufficiently available in each nursing educational institute. For example, at Patuakhali (Barisal province) nursing educational institute, there were 9 nursing instructors and 240 students while only 10 desktop computers and one LCD projector were provided. Likewise, some of the nursing institutes had limited internet access.

Secondly, supervisor support is the general degree to which employees perceive their well-being (Rhode & Eisenberger, 2002). The possible reasons for perceiving somewhat support could be due to the welfare received

from nursing institutes and the government. According to the regulation regarding leave rules in Bangladesh, the government provides all public employees (including nursing instructors) sick leave, maternity leave, and family and medical leave support (Daily Star News, 2011). However, there was insufficient accommodation provided. Thus, most of the nursing instructors lived outside the campus and had to spend time travelling from home, which affects daily work.

Thirdly, organizational rewards and favorable job conditions includes things such as recognition, pay, promotion, job security, autonomy, stressors and training (Rhode & Eisenberger, 2002). The Directorate of Nursing Services in Bangladesh provided a variety of training programs for nursing instructors, supported nursing instructors for higher education both in the country and overseas, and encouraged nursing research (Lund et al., 2013). This could have led nursing instructors to feel that working in nursing institutes is challenging.

In Bangladesh, the reward system for the nursing profession started in 1977, with five committee members. Among nursing educational institutes, local authorities selected the persons with excellent performance each year to be rewarded. Regarding nursing instructors, the best

is nominated for a Florence Nightingale “Lady of the Lamp” award. However, there has been only one nursing instructor working at Midfort Nursing Institute, Dhaka, who has earned this award (DNS, 2010-2012).

Another possible reason for the moderate level of POS in this study is the work experience of the subjects. Rhoades, Eisenberger and Armeli (2001) stated that work experience can have an influence on POS. In the present study, 55.90% and 29.00% of the subjects had worked as nursing instructors for 1-5 years and 6-10 years, respectively. The less experienced instructors might perceive less favorable treatment from their nursing institutes.

This result, the perceived moderate level of POS, was similar to the findings of a study in Egypt among nursing academic staff (Mohammed & El-Shaer, 2013). The authors found that more than half of the subjects were very satisfied with POS whereas around 40% of them were unsatisfied.

2: Job satisfaction

The results of this study showed that nursing instructors’ perceived overall score of JS at a moderate level (Table 1). Four dimensions of job satisfaction including work on present job, present pay, supervision, and people at work were also at moderate levels; however, the dimension of opportunity for promotion was at a low level (Table 1). These findings indicate that nursing instructors who worked at the 43 nursing institutes did not appreciate their job highly.

The results of this study are in line with a study in Afghanistan (Gui, Barriball, & While,

2009) while inconsistent with the study by Fain (1987). The latter found a low level of job satisfaction among nursing teachers in the United States.

The findings of each dimension of job satisfaction are discussed in detail as follows.

1. Work itself: Nursing instructors perceived the facet of work on present job at a moderate level (Table 1). This might be due to high workload. In this study, the results showed that 47.80% of nursing instructors reported that the average number of students in the classroom was 40-50 (Table 2). Regarding the ratio of nursing instructor to students in clinical practice, 68.80% of the subjects reported that it was 1:21-30 even though the Human Resource Development under the Ministry of Health and Family Welfare stated that the international standard is 1:8 (HRD, 2011). According to Lund, (2013) in Bangladesh there was an insufficient number of instructors for increasing class sizes and number of institutions.

However, in recent years, a remarkable development has taken place through several initiatives with financial assistance from the government, the WHO, and the Department for International Development (BNC, 2013). Nursing instructors had more opportunities to improve their working conditions. For example, they were provided with chances to improve their work and career through continuing education or training.

2. Pay: The results of this study indicate that the perception of nursing instructors on the dimension of pay was at a moderate level (Table 1). This means that nursing instructors

felt somewhat dissatisfied with the payment they received. The findings of this study showed that 34.40% and 26.30% of the subjects got average salaries of 15,001 – 20,000 and 20,001 – 25,000 Taka, respectively. On the other hand, in Bangladesh monthly average expenditure is 20,000 – 35,000 Taka (Cost living, 2014). This amount of salary is not enough to live on. These may influence nursing instructors' to have moderate satisfaction regarding pay.

3. Opportunity for promotion: The perception of nursing instructors on the dimension of opportunity for promotion was at a low level (Table 1). The possible reason may be the difficulty to reach the promotion criteria while the better promotion opportunity helped enhance the higher salary, benefits, and prestige (Rubel & Kee, 2014). Further, the findings indicate that more than half of the nursing instructors (61.80%) had completed a master's degree; however, promotion was based primarily on seniority not on education (DNS, 2013).

4. Supervision: The perception of nursing instructors on the dimension of supervision was at a moderate level (Table 1). In each nursing educational institute, nursing instructor incharges had their duties to teach in class, laboratory, and clinical settings. Moreover, they acted as the head and supervisor responsible for administrative duties. They usually also worked closely with nursing instructors through assigning duties, checking class attendance, and evaluating teaching/learning. However, some nursing instructors felt that they had less chance to attend training programs and teaching assignments were distributed unfairly. It was also found that

the mean score of the item 'Up to date' was at low level ($\bar{X}=1.18$, $SD=1.44$). Some of nursing instructor incharges did not know how to operate the computer; thus, they lacked skills to update information through information technology. Therefore, updated information was not regularly conveyed to their subordinates (DNS, 2013).

5. People at work: The perception of nursing instructors on the dimension of people at work or co-workers was at a moderate level (Table 1). The possible explanation could be due to the organizational characteristics of a female-dominated society. This stereotype helped to make nursing instructors feel comfortable to contact, relate, and help each other in their institutes. This study also found that co-workers were perceived as helpful people. The mean score of the item 'helpful' was 2.64 ($SD = 0.95$). However, they might feel unhappy with their co-workers in some situations such as inadequate sharing about information or knowledge according to their workload and insufficient time.

3: Relationship between perceived organizational support and job satisfaction

The findings presented that perceived organizational support had a moderate positive correlation with job satisfaction ($r = .44$, $p < 0.0001$) (Table 2). This finding indicates that if POS increased, the JS increased. The nursing instructors in the nursing educational institutes might fairly believe that their organization valued their contribution and cared about their well-being, and this led them to feel satisfied in their job to some extent as presented above. Perceived organizational support affects the worker's

understanding of the way that the organization motivates their personnel. This infers what the workers would expect of the organization in a wide variety of conditions. Perceived organizational support raises their expectations that the organization would provide more rewards if they could achieve the organizational goals. (Eisenberger et al., 1986). The results of this study were similar to the finding of Aung (2014) which revealed that there was a positive moderate relationship between POS and JS among Myanmar nurses. The findings were also consistent with the study of Burke (2003) in Canada, Ahmad, and Yekta (2010) in Iran, Kwak et al. (2010) in Korea, and Miao (2011) in China. The only study finding that there was no relationship between POS and JS was conducted in the USA (Gutierrez, Candela, & Carver, 2012).

Implications for Nursing Administration

The results could provide baseline data for administrators of nursing educational institutes regarding perceived organizational support and job satisfaction that they can use for improving their work or furthering research. Directors of nursing and nursing instructors-in-charge, in collaboration with the Department of Ministry of Health and Family Welfare (MOH & FW) can maintain Bangladesh nursing institutional education policy that increases supervisor support, organizational rewards, and job conditions such as recognition and promotion opportunities which lead to increased organizational support. Nursing administrators, in collaboration with the Director of General Health (DGH), can develop and improve

favorable treatment by providing technical training, short course training, and workshops for nursing instructors. Nursing instructors' satisfaction with work should be enhanced by providing an educational environment. As well, nursing instructors-in-charge should establish strategies to decrease workload, increase salary, and provide accommodation support to reduce job dissatisfaction.

Recommendations

Based on the results of the study, the recommendations for future research are as follows: 1) replicate this study in private nursing educational institutes in Bangladesh or other types of educational institutes; 2) conduct a research study to compare POS and JS across regions as well as between different levels of educational institutes, healthcare setting and other organizations; and 3) examine other factors such as organizational commitment, organizational climate, and organizational benefit that are related to POS and JS among nursing instructors in nursing educational institutes, People's Republic of Bangladesh.

Acknowledgements

The researcher would like to express deep gratitude to the Directorate of Nursing Service and Ministry of Health & Family Welfare in Bangladesh for providing the scholarship to continue this master's degree at Chiang Mai University.

References

- Ahmad, Z. A., & Yekta, Z. A. (2010). Relationship between perceived organizational support, leadership behavior, and job satisfaction: An empirical study in Iran. *Intangible Capital*, 6(2), 162-184. doi:10.3926/ic.2.16-184
- American Association of Colleges of Nursing. (2012). *Nursing Faculty Shortage Fact Sheet*. Retrieved from <http://www.aacn.nche.edu/media-relations/fact-sheets/nursingfaculty-shortage>.
- Aung, M. L., Akkadechanunt, T., & Chontawan, R. (2014). Factors related to job satisfaction among nurses in general hospitals, Yangon, The Republic of the Union of Myanmar. *Nursing Journal*, 41, 108-112.
- Bangladesh Nursing Council. (2013). *Under Ministry of Health & Family Welfare*. Dhaka: Bangladesh Nursing Council.
- Barrett, M. C., Goldenberg, D., & Faux, S. (1992). Career patterns and job satisfaction of Canadian nurse educators. *Journal of Advanced Nursing*, 17(8), 1002-1011.
- Best, J. W., & Kahn, J. V. (2003). *Research in education* (9th ed.). Boston: Pearson Education.
- Burke, R. J. (2003). Nursing staff attitudes following restructuring: The role of perceived organizational support, restructuring processes and stressors. *International Journal of Sociology and Social Policy*, 23(8/9), 129-157.
- Christmas, K., & Hart, K. A. (2007). Workforce shortages are a global issue. *Nursing Economics*, 25(3), 175.
- Christian, P. L. (1986). The impact of expectations on faculty job satisfaction. *Journal of Nursing Education*, 25(9), 378-383.
- Daily Star news. (2011). *South Asian for Human Rights. Bangladesh: Maternity leave now 6 months*. Retrieve from <http://www.southasianrights.org/?p=2233>.
- Derby-Davis, M. J. (2013). *Predictor of nursing faculty's job satisfaction and intent to stay in academia. University, College of Health Sciences, Department of Nursing, 3200 South University Drive, Fort Lauderdale*. Retrieve from <http://dx.doi.org/10.1016/j.profnurs.04.001>
- Director of Nursing Services. (2013). *Nursing Education Program. Government of the People's Republic of Bangladesh*. Retrieve from <http://www.dns.gov.bd/Nursing Education Program.html>.
- Directorate of Nursing Services. (2012). *Annual report, Seba Poridoptor, Motizil ba/a, Espahani building, Dhaka, 1000, 14-15*. Retrieve from www.dns.gov.bd.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied psychology*, 71(3), 500-507
- Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of applied psychology*, 82(5), 812-820.

- Embuldeniya, A. (2017). The impact of employee job satisfaction on employee productivity in apparel industry of Sri Lanka. *International Journal of Multidisciplinary Research*, 3(12), 2455-3662.
- Fain, J. A. (1987). Perceived role conflict, role ambiguity, and job satisfaction among nurse educators. *Journal of Nursing Education*, 26(6), 233-238.
- Gormley, D. K. (2003). Factors affecting job satisfaction in nurse faculty: A meta-analysis. *Journal of Nursing Education*, 42(4), 174-178.
- Gui, L., Barriball, K. L., & While, A. E. (2009). Job satisfaction of nurse teachers: A literature review. Part II: Effects and related factors. *Nurse Education Today*, 29(5), 477-487.
- Gutierrez, A. P., Candela, L. L., & Carver, L. (2012). The structural relationships between organizational commitment, global job satisfaction, developmental experiences, work values, organizational support, and person-organization fit among nursing faculty. *Journal of advanced nursing*, 68(7), 1601-1614. doi:10.1111/j.1365-2648
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley & Sons.
- Hinshaw, A. S., & Atwood, J. R. (1983). Nursing staff turnover, stress and satisfaction: Models, measures and management. In H. H. Werley., & J. J. Fitzpatrick (Eds.), *Annual Review of Nursing Research* (p. 133–153). New York: n.p.
- Human Resources Development. (2011). *Government of the People's Republic of Bangladesh. Human Resources Development Unit, Data sheet*. India: Ministry of Health & Family Welfare.
- Issah, M. (2013). *The relationship between perceptions of fit and job satisfaction among administrative staff in a midwestern university* (Doctoral dissertation, Bowling Green State University).
- Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2008). *Organizational Behavior and Management* (8th ed). New York: McGraw-Hill/Irwin.
- Kwak, C., Chung, B. Y., Xu, Y., & Eun-Jung, C. (2010). Relationship of job satisfaction with perceived organizational support and quality of care among South Korean nurses: A questionnaire survey. *International journal of nursing studies*, 47(10), 1292-1298.
- Lund, D. K., Huda, N., & Berland, A. (2013). Alliance for Nursing Development in Asia project of partners in population and development (PPD). In *Proceedings cooperative Dialogue on advanced Nursing education in Bangladesh*. Dhaka: n.p.
- Miao, R-T. (2011). *Perceived organizational support, job satisfaction, task performance and organizational citizenship behavior in China*. Retrieved from https://pdfs.semanticscholar.org/3994/d9fa9457966dd30b08b7a5b02a1f459936b8.pdf?_ga=2.76387997.90193475.1604310660-1749772082.1602219652

- Mohamed, L. K., & El-Shaer, A. M. (2013). Professional commitment and perceived organizational support among nursing academic staff: A comparative study. Faculty of nursing, Tanta University and Mansoura University. *Medical Journal of Cairo University*, 81(2), 235-243.
- National League for Nursing [NLN] Board of Governors. (2006). Position statement: mentoring of nurse faculty. *Nursing education perspectives*, 27(2), 110-113.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.4.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*, 86(5), 825-836.
- Rubel, M. R. B., & Kee, D. M. H. (2014). Quality of work life and employee performance: Antecedent and outcome of job satisfaction in Partial Least Square (PLS). *World Applied Sciences Journal*, 31(4), 456-467.
- Shore, L. M., & Tetrick, L. E. (1991). A construct validity study of the survey of perceived organizational support. *Journal of Applied Psychology*, 76(5), 637-645.
- Stanton, J. M., Balzer, W. K., Smith, P. C., Parra, L. F., & Ironson, G. (2001). A general measure of work stress: The Stress in General scale. *Educational and psychological Measurement*, 61(5), 866-888.
- Szecsényi, J., Goetz, K., Campbell, S., Broge, B., Reuschenbach, B., & Wensing, M. (2011). Is the job satisfaction of primary care team members associated with patient satisfaction?. *BMJ quality & safety*, 20(6), 508-514.
- Tang, W. M., & Ghani, M. F. A. (2012). Job satisfaction among nurse educators in the Klang Valley, Malaysia. *International Journal of Nursing Science*, 2(4), 29-33.