

## Investigating Job Satisfaction Among Academic and Non-Academic Employees: Evidence from a Public University in Bangladesh.

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**Abstract.** This study explores job satisfaction and its determinants among academic and non-academic staff at Begum Rokeya University, Bangladesh, to identify factors influencing morale, motivation, and retention in a public higher education institution. Using a mixed-methods approach, quantitative data were gathered via a structured 5-point Likert-scale questionnaire, and qualitative insights were obtained through semi-structured interviews with a purposive sample of 50 employees. Results show moderate overall job satisfaction, with high satisfaction regarding annual leave (mean = 4.32) and work environment (mean = 4.04), but low satisfaction with promotion opportunities (mean = 2.72) and training and development (mean = 2.78). The scale's high reliability (Cronbach's  $\alpha = 0.993$ ; standardized  $\alpha = 0.994$ ) supports the validity of the findings. Herzberg's motivation-hygiene theory highlights promotion and professional development as key hygiene factors. This research offers crucial insights for improving promotion policies and training systems and calls for future longitudinal studies across Bangladesh's higher education sector.

**Keywords:** Job satisfaction, employee motivation, promotion opportunities, work environment, public university

## 1. INTRODUCTION

Job satisfaction reflects employees' cognitive, affective, and evaluative reactions toward their jobs, encompassing how they think, feel, and perceive their work environment [1]. It remains a critical predictor of motivation, performance, employee turnover, absenteeism, and overall well-being [2]. High job satisfaction enhances productivity, organizational commitment, and mental health while reducing turnover intentions—making it essential for organizational success and talent retention [3], [4]. Several theoretical frameworks help explain the determinants of job satisfaction and guide the present study. Content theories, notably Maslow's hierarchy of needs and Herzberg's two-factor theory, distinguish between intrinsic motivators (e.g., achievement, recognition) that actively generate satisfaction and extrinsic hygiene factors (e.g., salary, policy) whose absence causes dissatisfaction but whose presence does not necessarily create high satisfaction [5], [6]. Process theories such as Vroom's Expectancy Theory and Locke's Value Theory emphasize the role of personal expectations and value congruence in linking effort to valued outcomes, which is particularly relevant when examining compensation and recognition expectations [7].

In contrast, situational approaches Social Information Processing model highlight how social cues and workplace context shape employees' attitudes, underscoring the influence of organizational culture and leadership in the Bangladeshi context [8], [9]. Two determinants central to this study—employee recognition and compensation—directly align with these frameworks. Recognition fulfills intrinsic esteem and belonging needs, functioning as a powerful motivator that boosts engagement, commitment, and loyalty [10],[11]. Compensation, as an extrinsic hygiene factor, prevents dissatisfaction when perceived as fair and timely but contributes only modestly to true satisfaction [2], [12]. In Bangladesh, especially within public-sector and academic institutions, delays and disparities in pay remain common, whereas systematic recognition practices are often underdeveloped [13]. Despite extensive global research on job satisfaction, limited empirical evidence exists on the combined influence of recognition and compensation in the Bangladeshi higher education sector, where unique challenges such as resource constraints, bureaucratic delays, and cultural expectations prevail [14].

This study addresses that gap by examining how these two factors interactively affect faculty job satisfaction, motivation, and retention intentions. The research makes several contributions: it extends Herzberg's two-factor model to a non-Western developing context, provides quantitative evidence on the relative weight of intrinsic recognition versus extrinsic compensation in academic settings, and offers practical recommendations for university administrators and HR practitioners [15]. Ultimately, the findings hold significant value for higher education policy in Bangladesh, equipping policymakers and institutional leaders with evidence-based strategies to enhance faculty satisfaction, reduce turnover, and strengthen the academic workforce essential for national development [16].

This research is centered solely on the job satisfaction levels of both academic and non-academic personnel currently working at Begum Rokeya University, Rangpur (BRUR), Bangladesh. It investigates ten distinct aspects of job satisfaction: (1) compensation and benefits, (2) working hours and scheduling, (3) physical and social work environment, (4) job security, (5) opportunities for promotion and career advancement, (6) authority and responsibility, (7) participation in decision-making, (8) welfare facilities and support, (9) supervisory and leadership practices, and (10) interpersonal relationships and employee behavior. The focus is intentionally restricted to the permanent and contractual staff of BRUR, excluding personnel from other universities, colleges, or external organizations. By focusing on a single public university in northern Bangladesh, this study seeks to offer context-specific insights into the elements that affect employee morale, motivation, and retention within this specific higher education institution.

Job satisfaction is a vital factor influencing employee motivation, productivity, organizational commitment, and retention across various sectors [2]. In Bangladesh, despite significant national investment and a policy focus on expanding higher education, public universities still face challenges with low employee satisfaction among both academic and non-academic personnel. This situation adversely affects institutional performance, teaching quality, research output, and long-term workforce stability. While anecdotal evidence often points to ongoing issues—such as limited opportunities for promotion, insufficient professional development, heavy workloads, and unfair work environments—there is a lack of empirical data specifically related to public universities in Bangladesh [6]. It is crucial to address these deficiencies not only to improve the

morale and decrease turnover among faculty and administrative staff but also to enhance overall institutional effectiveness in a higher education landscape that is rapidly changing, marked by increasing enrolment, resource limitations, and global competition [3]. Therefore, understanding the specific factors that drive job satisfaction at the institutional level is essential for implementing evidence-based human resource reforms within Bangladesh's public university system [17].

Extensive international research has investigated job satisfaction among university employees; however, studies specifically addressing public universities in Bangladesh are notably limited [18], [19]. The existing literature in Bangladesh primarily focuses on private universities or aggregates data from various heterogeneous institutions, which obscures the unique operational, cultural, and structural challenges faced by the public sector. Furthermore, non-academic staff—who are crucial for administrative efficiency, student services, and the overall functioning of institutions—are frequently underrepresented or completely omitted from these studies. As a result, important aspects such as promotion and career advancement, professional training and development, compensation adequacy, and the physical and psychosocial work environment remain insufficiently explored within the specific context of Bangladeshi public universities [20]. This study aims to fill these significant gaps by offering a comprehensive, single-institution analysis that includes both academic and non-academic employees can guide evidence-based human resource policies and improve institutional performance in the public higher education sector of Bangladesh. This study aims to:

- 1) Assess the overall job satisfaction levels of both academic and non-academic employees at Public University at Begum Rokeya University, Rangpur.
- 2) Identify key factors influencing job satisfaction, including salary, promotion opportunities, training and development, and work environment.
- 3) Examine demographic influences such as age, gender, educational qualification, and tenure on satisfaction.

The study is guided by the following questions:

- 1) What are the current levels of job satisfaction among academic and non-academic employees at Begum Rokeya University?

- 2) Which factors most significantly influence job satisfaction in this context?
- 3) How do demographic variables relate to varying satisfaction levels?

## 2. LITERATURE REVIEW

A study of job satisfaction among university employees in Bangladesh has uncovered several key determinants of job satisfaction in the private higher education sector. Pay, supervisory support, job security, training, and career growth significantly influence academics' job satisfaction [13]. The study showed that compensation and supervisor support were the strongest predictors of satisfaction among a diverse sample from private universities [21]. According to the authors, university administrators should add fair pay to professional development and improved supervisory relationships to boost morale and retain staff in competitive academic markets [14], [22].

Studies in broader Asian contexts show comparable trends. "In a large survey involving Chinese university teachers, moderate overall job satisfaction was reported"[19]. Thus, the studied variables were statistically significantly related to each other in the ways explained in the earlier sections. According to the authors' argument, the individual psychological resources of teachers can be enhanced with institutional support mechanisms of policy and recognition [20], [23].

Studies conducted in different countries show in many cases that job satisfaction can vary according to systems such as management reform and market pressure [10]. The study associated greater marketization of higher education systems with higher levels of job stress [18]. On the contrary, greater tradition related situations were associated with great jobs satisfaction. Therefore, local context must be considered while designing policy reform [24].

Study outside the country are also a source, of academic job satisfaction. In a survey of Polish research revealed that while researchers are motivated by intrinsic factors, like intellectual challenge, autonomy most importantly they are also motivated by external factors, like funding, prestigious position, recognition [25]. faculty satisfaction is more

influenced by collegial environment, peer relationships, departmental atmosphere than by pay, workload and such factors [26].

A more recent study emphasizes policies and leadership practices. Professors are most satisfied when paid fairly, allowed to research the work they want, provided a work-life balance, and recognised as doing a good job [27]. The actions of azimuths such as clarity on promotion and other criteria, and feedback (including face-to-face feedback) help keep academics at their universities. Toker pointed out that level the satisfaction depends on rank and type of the institution [28]. It also feels that age and length of service may vary among academicians. Thus it will be better if the bodies will chalk out special policies for each of the categories of the academia [29].

Modern organizational science supports these assertions and stipulates structural supports and personal motivators. Transparent systems for promotion, policies that make work achievable and regular assessment of institutional climate will detect dissatisfaction early and rectify it [30]. While institutional resources and departmental influence appear to be the most important drivers of job satisfaction for academics world-wide, recent rapid policy transformations (massification and accountability regime) may have adverse effects to job satisfaction [31].

The satisfaction of non-academic university staff is also noteworthy. According to Smerek and Peterson [11] who applied Herzberg's two-factor theory to their examination, it was found that although intrinsic motivators and extrinsic hygiene factors influence satisfaction differently, both are important, thus the authors of this study suggest the implementation of a combination of human resource efforts to improve the well-being of campus staff [3], [32]. According to Hagedorn it was proposed that there is a multidimensional model of faculty satisfaction that can guide institutional interventions [33]. This model encompasses individual, organizational, and external factors. Additionally, faculty satisfaction relates to retention of faculty, faculty productivity, and student success e.g., pay, work environment, leadership, opportunities for promotion, relationships with coworkers, working conditions, etc.) result in job satisfaction across sectors [34], A shown in Table 1.

**Table 1.** Job satisfaction across sectors

<b>Name of Technology</b>	<b>Name of Application</b>	<b>Name of Job Satisfaction</b>	<b>Source</b>
Survey Questionnaires	Job Satisfaction Survey (JSS)	Academic and non-academic employee satisfaction	[13], [35]
Scale Instruments	Minnesota Satisfaction Questionnaire (MSQ)	Job satisfaction facets including pay, promotion, supervision	[8], [36]
Cross-sectional Survey	Psychological Capital Measure	Job satisfaction and psychological well-being	[19-22]
PLS-SEM	SmartPLS	Determinants of job satisfaction and performance	[27], [37]
Mixed Methods	Questionnaire and Interview	Satisfaction across promotion, training, social support	[11], [38-43]
Empirical Survey	Self-developed Employee Survey	Career growth impact on employee satisfaction	[61]

### 3. METHODS

#### 3.1. Research Area

Begum Rokeya University, Rangpur (BRUR), a public institution situated in Rangpur, Bangladesh, has been deliberately chosen as the focal point for this research. This choice is warranted by its representation of higher education establishments in the northern part of the country and the accessibility of its workforce, rendering it an optimal environment for investigating job satisfaction among both faculty and administrative personnel.

#### 3.2. Study Design

This study is characterized as descriptive and empirical. Its objective is to systematically outline the present condition of job satisfaction among employees at Begum Rokeya

University, Rangpur, utilizing actual data gathered directly from the participants to derive significant insights regarding the elements that affect their levels of satisfaction.

### 3.3. Research Steps:

To ensure a structured and transparent approach, the research followed a sequential process illustrated in Figure 1. This flowchart outlines the key steps, from conceptual framing to final interpretation, providing a visual roadmap of the methodology.



**Figure 1.** Research Flow

The diagram depicts a linear progression of seven interconnected steps, emphasizing the empirical foundation of the study. Each step is explained in detail below, drawing on the study's design and execution:

#### 1) Define Research Area and Study Design

This initial step involved selecting BRUR as the research site due to its representativeness of northern Bangladesh's public higher education sector and logistical accessibility for data collection [20]. The study was framed as descriptive (to map current job satisfaction levels) and empirical (relying on real-world data). This foundational phase ensured alignment with the research objectives, focusing on determinants like recognition and compensation, and set the scope to include both academic and administrative staff [39].



## **2) Identify Population and Sampling**

The target population comprised all 501 permanent employees (faculty and administrative) at BRUR. A purposive sampling technique was applied to select a sample of 50 participants (approximately 10% of the population), ensuring balanced representation across roles (e.g., 60% faculty, 40% administrative). Inclusion criteria were: permanent full-time status, at least one year of service, and willingness to participate [40]. Exclusion criteria included temporary or contractual staff, recent hires (less than one year), and non-employees (e.g., students or visitors). This step prioritized diversity in gender, age, and department to minimize bias, though the non-probability sampling method introduces limitations such as potential selection bias and limited generalizability beyond BRUR, which are acknowledged here as constraints on broader inferences.

## **3) Develop and Validate Data Collection Instruments**

Instruments were adapted from the established Job Satisfaction Survey [41], specifically its ten facets (Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers, Nature of Work, and Communication), tailored to the Bangladeshi academic context. The adaptation procedure involved: (a) forward translation of the 36-item scale into Bengali by two bilingual experts; (b) back-translation to English for fidelity checks; (c) pilot testing with 10 non-sample employees to refine phrasing for cultural relevance (d) content validity assessment by reliability was confirmed via Cronbach's alpha. The final questionnaire used a five-point Likert scale (5 = Highly Satisfactory to 1 = Highly Dissatisfactory).

## **4) Collect Primary and Secondary Data**

Primary data were gathered through structured questionnaires distributed face-to-face to the 50 selected participants over two weeks, achieving a 100% response rate via on-site administration. This was supplemented by informal discussions (n=20) and researcher observations during university events to capture nuanced insights. Secondary data were sourced from BRUR's official website (e.g., staff directories, policy reports), academic journals (e.g., on Bangladeshi public sector satisfaction), and prior studies [13]. This multi-source approach ensured triangulation and depth.

### 5) **Process and Analyze Data**

Raw data were edited for completeness, coded numerically (e.g., Likert responses as 1–5), and entered into Microsoft Excel and IBM SPSS. Descriptive statistics, including frequencies, percentages, and Standard Weighted Average (Mean) scores, were computed for each dimension. Means were interpreted as:  $>3.00$  (satisfactory),  $=3.00$  (neutral),  $<3.00$  (dissatisfactory). Visualizations included bar charts for mean comparisons and tables for facet breakdowns (see Data Analysis section below). All analyses were manual and Excel-based for transparency.

### 6) **Interpret Results and Address Limitations**

Findings were contextualized against theoretical frameworks (e.g., Herzberg's two-factor theory) and Bangladeshi literature. Sampling limitations, such as the modest size ( $n=50$ ) and purposive method's risk of subjectivity, were explicitly noted here to temper conclusions—e.g., results may not fully represent transient influences like seasonal workloads. Ethical considerations, including informed consent and anonymity, were upheld throughout [42].

### 7) **Derive Insights and Recommendations**

The process culminated in synthesizing results to highlight implications for HR practices at BRUR, such as targeted recognition programs. This step bridges empirical data to policy value, ensuring actionable outcomes [5].

## 4. **RESULTS AND DISCUSSION**

### 4.1. **Demographic Analysis**

Comparisons based on demographic variables were impractical because of the limited sample size ( $n=50$ ) and the absence of a stratified data breakdown in the research. Nevertheless, descriptive trends indicate possible variations—such as mid-career individuals (31–40 years) and those with advanced education (postgraduate) who constitute the majority—may influence the moderate scores, although this needs validation in more extensive studies.

### 1) Gender of the Respondents

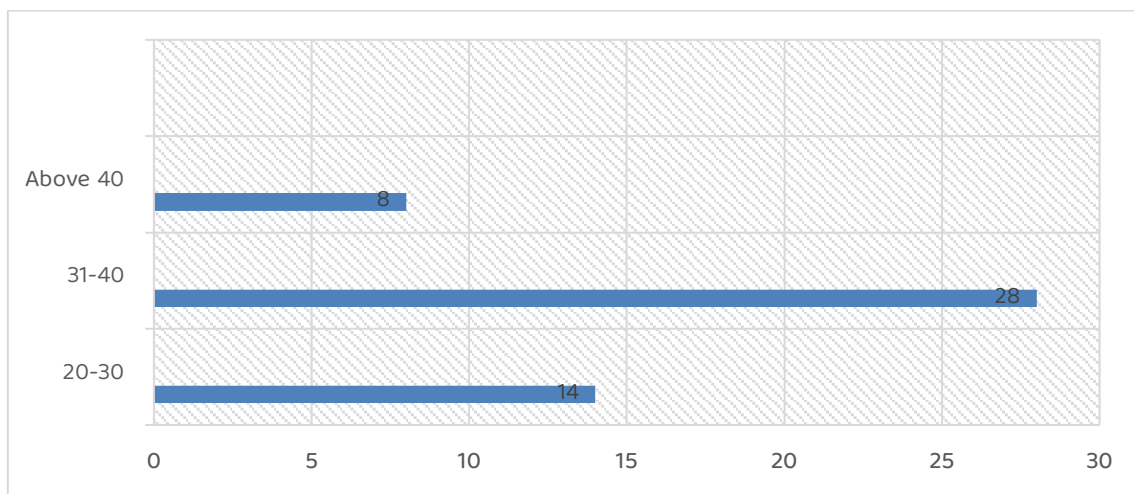
The gender distribution indicates that 72% of the participants are male, whereas 28% are female. This suggests a sample that is predominantly male within the institution under study.

**Table 2.** Distribution of Respondents by their Gender.

Gender	No. of Respondent	Percentage
Male	36	72%
Female	14	28%
<b>Total</b>	<b>50</b>	<b>100%</b>

### 2) Age of the Respondents

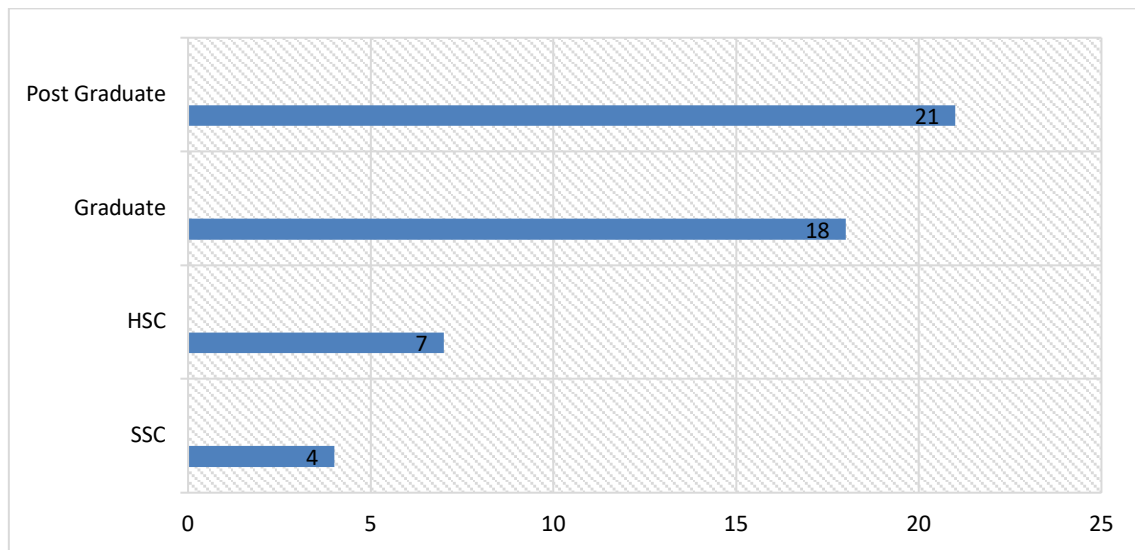
The age distribution shows that 56% of the participants fall within the 31–40 years age range, 28% are between 20–30 years, and 16% are over 40 years. This illustrates a sample primarily made up of mid-career professionals, with a moderate representation of early-career individuals and a limited presence of senior staff, as shown in Figure 2.



**Figure 2.** Distribution of Respondents by their Ages.

### 3) Educational Qualification of the Respondents

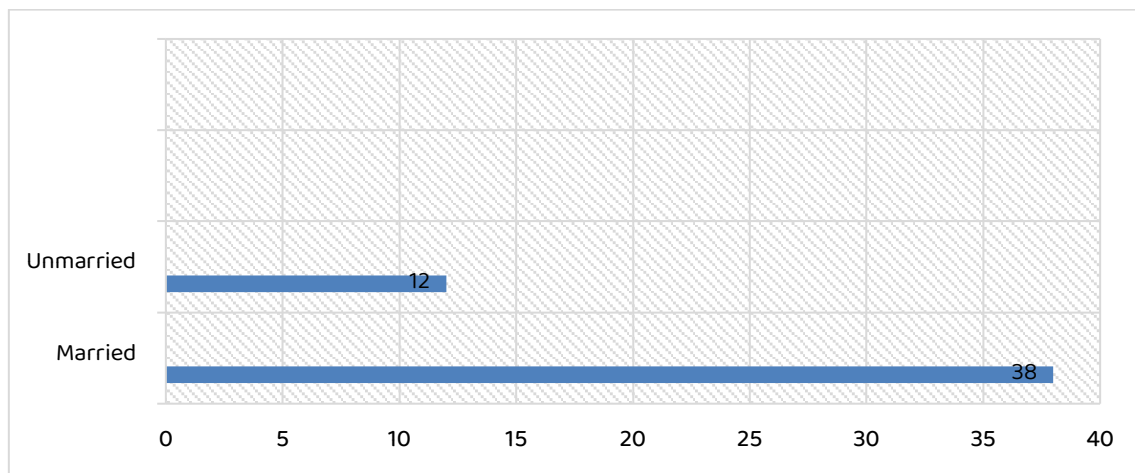
The educational background reveals that 42% of the participants possess postgraduate degrees, 36% have undergraduate degrees, 14% hold HSC qualifications, and 8% have SSC qualifications. This indicates a highly educated sample overall, aligning with the expectations of an academic institution, where higher qualifications are more common among academic positions and lower ones among support staff, as shown in Figure 3.



**Figure 3.** Distribution of Respondents by their Educational Qualification.

#### 4) Marital Status of the Respondents

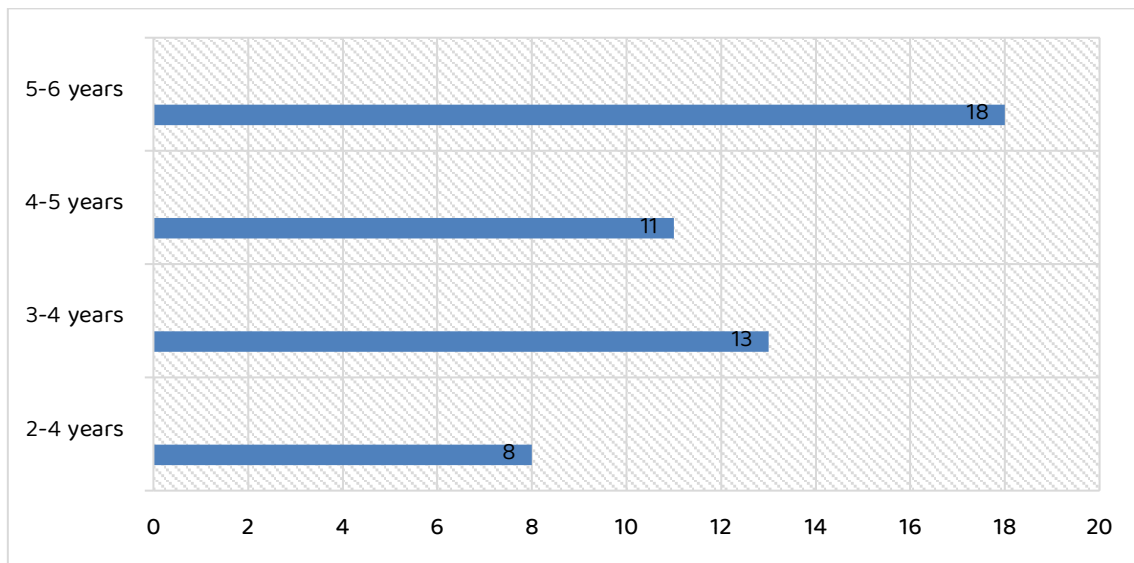
The marital status distribution indicates that 76% of the participants are married, while 24% are unmarried. This reflects a sample in which the majority have family obligations, as shown in Figure 4.



**Figure 4.** Distribution of Respondents by their Marital Status.

#### 5) Length of Service of the Respondents

The length of service distribution shows that 36% of the participants have 5–6 years of service, 26% have 3–4 years, 22% have 4–5 years, and 16% have 2–4 years. This indicates a sample with moderate tenure, predominantly featuring mid-level experience, and a lower representation of newer employees, as shown in Figure 5.



**Figure 5.** Distribution of Respondents by their Length of Service.

#### 4.2. Weighted Average

The weighted average scores across the evaluated facets indicate a moderate level of overall job satisfaction, with a grand mean of approximately 3.47 on a 5-point Likert scale, exhibiting variations by dimension. According to the ten factors specified in the study's scope, these items can be categorized into broader dimensions for enhanced analysis. In the domain of work-life balance and welfare, including annual leave and welfare benefits, employees expressed high satisfaction, with a mean score of 4.32 for annual leave, reflecting strong perceived support in time-off provisions. Likewise, the work environment and interpersonal dynamics, which encompass elements such as the workplace and employee behavior, also demonstrated high satisfaction, with a mean of 4.04 for the work environment, indicating favorable perceptions of both the physical and social settings. Supervision and management, which include the supervision system and organizational social responsibility, yielded moderate satisfaction, with means of 3.46 for the management system and 3.52 for organizational social responsibility, suggesting acceptable yet improvable leadership practices. Autonomy and involvement, which cover authority and responsibility, freedom at work, and decision-making participation, also reflected moderate satisfaction, with a mean of 3.44 for freedom at work, indicating sufficient but not outstanding empowerment. However, career development, which includes promotion and advancement as well as training and development, exhibited low satisfaction, with means of 2.72 for promotion opportunities and 2.78 for training and development, underscoring significant shortcomings in professional growth. It is

important to note that dimensions related to pay and benefits, working hours, and job security were not explicitly evaluated in the analysis but may correspond with moderate overall trends based on qualitative insights. Result of weighted average analysis as shown in Table 3.

**Table 3.** Result of Weighted Average Analysis

No.	Factors	Weighted Average
1	Satisfaction Level of Employees on Management System	3.46
2	Satisfaction Level of Employees on Salary	3.36
3	Satisfaction Level of Employees on Promotion Facility	2.72
4	Satisfaction Level of Employees on Annual Leave	4.32
5	Satisfaction Level of Employees on Medical Leave	3.12
6	Satisfaction Level of Employees on Festival Bonus	3.48
7	Satisfaction Levels of Employees on Travelling and Accommodation Allowance	3.34
8	Satisfaction Level of Employees on Freedom Work	3.44
9	Satisfaction Level of Employees on Working Hours	3.38
10	Satisfaction Level of Employees on the Relationship between Compensation and Performance	3.04
11	Satisfaction Level on Organization's Social Responsibilities	3.52
12	Satisfaction Level on Employees Recognition for Contribution	3.24
13	Satisfaction Level of maintain a balance between family and work life	3.62
14	Satisfaction Level of Employees on Environment of Begum Rokeya University, Rangpur	4.04
15	Satisfaction Level of Employees on the Overall Job Security	3.50
16	Satisfaction Level of Employees on Training and Development Provided by the Organization	2.78
17	Satisfaction Level of Employees on Job as a Whole	3.16

#### 4.3. Reliability Analysis

The Reliability Statistics table evaluates the internal consistency of a 16-item scale, which likely gauges job satisfaction or employee perceptions within organizational contexts. Cronbach's alpha is 0.993, which is almost the same as the standardized alpha (0.994) that

considers item variance differences, thereby confirming its robustness, as shown in Table 4. In summary, the scale is highly appropriate for composite scoring in inferential analyses or applications such as employee surveys, thereby improving score validity.

**Table 4.** Reliability Statistics

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
0.993	0.994	16

#### 4.4. Discussion

This research conducted at Begum Rokeya University, Rangpur (BRUR) featured a workforce that was predominantly male (72%), mid-career (56% aged 31–40 years), highly educated (78% holding graduate or postgraduate degrees), married (76%), and with mid-tenure (mostly 3–6 years). The overall job satisfaction was found to be moderate, with a grand mean score of 3.47 on a 5-point Likert scale. Employees reported high levels of satisfaction with annual leave ( $M = 4.32$ ) and the overall work environment ( $M = 4.04$ ), indicating a strong appreciation for welfare provisions and supportive interpersonal relationships. Moderate satisfaction levels were noted for management systems ( $M = 3.46$ ), freedom at work ( $M = 3.44$ ), and organizational social responsibility ( $M = 3.52$ ). Conversely, significant dissatisfaction was noted regarding promotion opportunities ( $M = 2.72$ ) and training and development programs ( $M = 2.78$ ), highlighting considerable deficiencies in career advancement and professional development. The 16-item measurement scale demonstrated exceptional internal consistency (Cronbach's  $\alpha = 0.993$ ; standardized  $\alpha = 0.994$ ), affirming its reliability and appropriateness for composite scoring and subsequent inferential analysis.

The Research on Job Satisfaction of Employees in Begum Rokeya University, Rangpur has significance for the management of the university as well as human resources practice of higher education institutions of Bangladesh. The overall job satisfaction was moderately rated which indicates that the work environment is positive enough. However, there are certain issues that need intervention as well. Moreover, these issues include the promotion opportunity and training and development [14], [43]. The discontent pertaining to these areas suggests an institutional weakness around career progression policies which, if not addressed, may enhance turnover and lessen organizational effectiveness [44]. It is therefore important that university managers use transparent

promotion processes and adequate professional development programs for all staff. Career development is another key driver for job satisfaction according to the motivation-hygiene theory suggestive of Herzberg, [11]. Moreover, positive satisfaction towards their work environment as well as annual leave works wonders in uplifting their morale and retaining employees respectively. The analysis backs studies that explored how favourable working conditions are linked to organizational commitment [2], [45]. Since most workers are already mid-career and well educated, tailored interventions that combine flexible policies to address life stage demands with professional aspirations can enhance work-life balance and engagement [46]. Moreover, enhancing participative decision-making and recognition of employees may further improve job satisfaction in addition to effective communication with management and peers at work, aligning with the social information processing theory that emphasizes social cues in the workplace [8], [47]. Based on the findings, policymakers and institutional heads can provide policies to enhance human capital, workplace climate and overall performance of the institutions in the competitive higher education environment of Bangladesh [44-49].

Findings of this study must be interpreted in light of some limitations of the methodology. The non-random sample size of 50 employees purposefully selected by the researchers represents only about 10% of the total staff population. As a result, limited generalizability to all university employees or other institutions in Bangladesh suffer. Using a larger, randomized sampling method will bolster external validity [56-59]. Furthermore, this research relied on self-reported questionnaire data, which may be afflicted with bias like response distortion (social desirability, acquiescence, etc.) that may have caused overstatement of satisfaction [41]. Interviews, focus groups and organizational statistics could be used to consolidate findings. The job satisfaction-related determinants and outcomes cannot be inferred causally due to a cross-sectional design. Longitudinal studies which track variations at regular intervals will yield greater insights into the HR intervention dynamics and causation. Fourth, the study focuses only on one public university with limited context [52-55]. A comparative study that looks at various universities, both public and private, urban and rural will help contribute to our understanding of the institutional



cultures and structural conditions impacting job satisfaction. Lastly, digital transformation, offering employees remote work options, and growing employee expectations due to changes in Bangladesh's education sector require future studies. In addition, future studies incorporating psychological capital, organizational support, and leadership style as mediators would offer more complex models of employee satisfaction [19], [27]. In all, the use of different methodologies and larger samples could enhance knowledge and practical application on increasing job satisfaction in the academics of Bangladesh.

## 5. CONCLUSION

This research examines job satisfaction levels among both academic and non-academic staff at Begum Rokeya University, Rangpur (BRUR), Bangladesh, utilizing purposive sampling methods. The results indicate a moderate overall satisfaction level (grand mean 3.47/5), with particularly high satisfaction reported in areas such as work-life balance and work environment. In contrast, satisfaction levels regarding supervision and autonomy are moderate, while career development satisfaction is notably low—these findings align with Herzberg's two-factor theory (1959). Key factors contributing to dissatisfaction include limited opportunities for promotion and training, exacerbated by bureaucratic hurdles and resource limitations. Conversely, welfare provisions and interpersonal relationships are identified as significant sources of satisfaction. Demographic trends suggest that mid-career and highly qualified employees tend to have higher expectations, especially concerning growth-related aspects. Theoretically, this study expands intrinsic-extrinsic models to a non-Western setting from a practical standpoint, it advocates for improved training and fair promotion policies at BRUR. A significant contribution of this research is its potential to inform higher education policy in Bangladesh by identifying gaps that impact non-academic staff, thereby guiding reforms in funding, recognition systems, and workload equity by the University Grants Commission and the Ministry of Education [55-59]. Limitations of the study include a small sample size, the use of purposive sampling, a single-site focus, and restricted demographic analysis. Future research should consider employing larger probability samples, mixed methods, and Structural Equation Modeling (SEM) to explore mediation effects (for instance, the

relationship between recognition, compensation, and retention; Vroom, 1964), as well as longitudinal studies across public universities.

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