

Job Satisfaction among Management Faculty members of Nagpur Region

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Abstract: *This paper focuses on job satisfaction among Management faculty members of Nagpur region. Twenty dimension of job satisfaction—working environment, pay, cooperation of peers, delegation of work opportunity for growth, level of stress, fairness of rewards, delegation of authority, opportunity for advancement, job security, etc.—were finalised as relevant for the after extensive literature review. Job satisfaction was measured for each dimension on a five-point Likert scale with the help of a questionnaire which was filled by 50 Management Faculty members. The objective of this study was to measure gender-wise job satisfaction of Management Teachers and also to measure the significant difference between satisfaction level according to their experience. The mean job satisfaction level was below average specially on few dimensions like job security, delegation of authority, grievance mechanism of the institute, fair rewards and quality of students. So colleges of Nagpur region should take measure to improve the satisfaction level on these dimensions.*

Key Words: Job Satisfaction, Management teachers, dimensions of job satisfaction.

Introduction

Work plays a prominent role in our lives. It occupies more time than any other single activity and it provides the economic basis for our lifestyle. Satisfaction with work or job is generally defined as the employee's general attitude towards his or her job, management and the organization (Mehta, 2012).

Behavior of employees at work is an important factor in organizational growth. Higher financial benefits can be realized by organizations when the employees are committed. A satisfied workforce is essential for the success of organizations and their businesses. Dissatisfied employees make organizations dysfunctional in businesses, damaging their financial performance. Such employees, when unattended, do not have loyalty towards their organizations and therefore, cannot deliver profits. They endanger the very existence of their organizations, jeopardizing the creation of national wealth in the long run. Therefore, making employees behave in a desired manner is extremely important for managers. The latter use incentives, rewards, grievance mechanisms, corporate pep talks and several other measures to achieve the desired results through their subordinates (Kochar, 2008).

Job satisfaction is an affective, cognitive or attitudinal response to work with significant organizational outcomes (Spector, 1997). It has been defined as the extent to which people enjoy their jobs (Fritzsche and Parrish, 2005). According to Weiss and Cropanzani (1996), job satisfaction represents a person's evaluation of the job and the work context. It captures the most popular view that job satisfaction is an evaluation and represents both belief and feelings. Job satisfaction has been defined as the extent to which an employee has favorable or positive feelings about work and work environment (De Nobile, 2003). In general, researchers perceive job satisfaction as a general attitude, rather than specific or actual (Jex, 2002).

Literature review

Several researchers have predicted Emotional intelligence at work has a great influence on the level of job satisfaction and in turn on work performance (Samvitha, Jawahar, *et al.*, 2012). Both women and men perceive that their job satisfaction is influenced by the institutional leadership and mentoring they receive, but only as mediated by the two key academic processes of access to internal academic resources (including research-supportive workloads) and internal relational supports from a collegial and inclusive immediate work environment (Bilimoria *et al.*, 2006). Research on teachers' job satisfaction suggests that educators are most satisfied from the teaching itself and their supervision and dissatisfied from their salary and promotional opportunities (Oshagbemi, 1999; Dinham and Scott, 2000; and Koustelios, 2001). Another study shows that there is a strong direct effect of department climate on outcomes suggesting that department climate is an important factor for universities to consider when attempting to improve faculty job satisfaction and intentions to quit. The second important finding of the same study was that while gender influences job satisfaction and intention to quit this relationship is completely mediated by department climate.(Callister, 2006). Motivators such as recognition and opportunities for growth can lead to satisfaction and motivation, factors of hygiene such as technical supervision can keep away the dissatisfaction (Herzberg *et al.*, 1959; and Bartol and Martin, 1998). Teachers enter the teaching profession for intrinsic factors. Very few teachers enter the profession for extrinsic factors such as salary, benefits, or prestige (Choy *et al.*, 1993). Kleckman and Loadman (1999) reported on the following aspects of teaching: opportunities for professional advancement, level of personal/professional challenge, level of professional autonomy/decision-making authority, general work conditions, interactions with colleagues and interactions with students. Along with Extrinsic and Intrinsic factors, demographic factors also play a vital role in determining the level of job satisfaction. As per the experience and qualification the teaching staff are to be designated and given a proper pay scale as per the norms since the study reveals the concept that the work related factors have an association with the level of job satisfaction.(Celia, 2012). Job satisfaction manifests as three meta dimensions, i.e., 'balance', combining three dimensions for the prevention of dissatisfaction (working environment, pay, and cooperation of peers), and four dimensions for enforcement of motivation (delegation of work, opportunity for growth, delegation of authority, and opportunity for advancement); 'commensuration' representing higher rewards for higher level of stress; and 'security', meaning job security (Kochar, 2012). There is a need to develop high level achievement motivation in teaching faculty. To enhance quality performance, achievement motivation and job satisfaction of teaching faculties of private and public sector higher educational institutions, workshops, seminars and conferences needs to be arranged with practical implications.(Munaf, 2008).

Objectives of Study:

- To study various dimensions of Job satisfaction.
- To study gender-wise satisfaction level of Faculty members of Management colleges in Nagpur.
- To study relationship between academic experience of faculty members and their satisfaction level on dimensions of Job satisfaction.
- To study relationship between the different dimensions of Job satisfaction level.

Methodology:

For this study the sample consists Faculty members from Management colleges of Nagpur City. A sample of 50 Faculty was taken into consideration. The convenient sampling technique was used for this purpose. The sample design was as follows:

| gender | | | | |
|-------------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| male | 30 | 60.0 | 60.0 | 60.0 |
| female | 20 | 40.0 | 40.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |
| Experience | | | | |
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| less than 5 years | 15 | 30.0 | 30.0 | 30.0 |
| 5 to 10 years | 30 | 60.0 | 60.0 | 90.0 |
| 10 to 15 years | 5 | 10.0 | 10.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

Dimensions of Job satisfaction taken for this study were based on Literature review, consultation and discussion with various faculty members. The following dimensions were taken for the present study:

- Work Environment
- Co-operation of Peers
- Delegation of Work
- Opportunity for Growth
- Level of Stress
- Fair Rewards
- Delegation of Authority
- Opportunity for Career Advancement
- Job Security
- Quality of Students
- Relationship with Top Management
- Communication Process
- Relationship with Students
- Recruitment Practices
- Attention paid to suggestion
- Infrastructure facilities
- Variety in work
- Fair Compensation Package
- Appraisal System
- Grievance Mechanism

The faculty members were made assured that the information given by them will kept confidential and would be used only for the research purposes. The above dimensions were measured on five point Likert scale(1 denotes Extremely dissatisfied to 5 for Extremely satisfied).

Statistical Technique

The study tried to analyse significance difference between job satisfaction level of female and male faculty members using T test. One way ANOVA has been used to analyse whether Job satisfaction

level differs according to no. of years of academic experience they carries. Finally to investigate the relationship amongst different dimensions of job satisfaction chosen for this study Pearson correlation has been used.

Null Hypothesis (H0):

- 1: There is insignificant difference between satisfaction level on dimensions of Job satisfaction of male and female faculty members.
- 2: There is independent relationship between Job satisfaction level and Academic experience of Faculty members.
- 3: There is no relationship between different dimensions of Job satisfaction chosen for the study and they are independent.

Data Analysis:

The mean Job Satisfaction of the Management Teachers in Nagpur is found to be 2.7290. None of the teachers has secured highest level of job satisfaction as the mean scores on different dimensions are between 3.80 and 1.90, depicting that all is not well in their job. Most of the management teachers in Nagpur are satisfied on Co-operation of Peers which reflects good team work. This study shows that The Management teachers in Nagpur doesn't feel secured about their job, also they are least satisfied with the quality of students taking admission in their respective colleges. It was found during the study that there is no proper Grievance Redressal system in management colleges of Nagpur.

| Sr. No. | Dimensions | Mean | Sr. No. | Dimensions | Mean |
|--------------------------------|------------------------------------|--------|---------|-------------------------------|--------|
| 1 | Work Environment | 3.7000 | 11 | Relation with Top Management | 3.2000 |
| 2 | Co-operation of Peers | 3.8000 | 12 | Communication Process | 2.8000 |
| 3 | Delegation of Work | 2.8000 | 13 | Relationship with Students | 3.5400 |
| 4 | Opportunity for Growth | 2.9000 | 14 | Recruitment Practices | 2.7000 |
| 5 | Level of Stress | 2.8000 | 15 | Attention paid to suggestions | 3.2000 |
| 6 | Fair Rewards | 2.1000 | 16 | Infrastructure Facilities | 3.3000 |
| 7 | Delegation of Authority | 2.1000 | 17 | Variety in Work | 3.1000 |
| 8 | Opportunity for Career Advancement | 2.5400 | 18 | Fair Compensation Package | 2.2000 |
| 9 | Job Security | 1.9000 | 19 | Appraisal System | 2.1000 |
| 10 | Quality of Students | 1.9000 | 20 | Grievance Mechanism | 1.9000 |
| Mean Job Satisfaction = 2.7290 | | | | | |

Table 1.1 Mean Satisfaction on dimensions

To test the First Null Hypothesis i.e. “There is insignificant difference between satisfaction level on dimensions of Job satisfaction of male and female faculty members” Independent Sample t-test was used by taking Alpha value of 0.05. This study shows that satisfaction level of dimensions like Co-operation from Peers, Delegation of Work, Fair Rewards, Job Security, Quality of Students, Relationship with Top Management, Relationship with students, Recruitment Practices, Variety in work, Fair Compensation and Grievance Mechanism is indifferent between Male and Female management teachers. Whereas the satisfaction level of other dimensions like Work Environment, Opportunity for growth, Level of Stress, Delegation of Authority, Career Advancement, Communication Process, Attention paid to suggestions, Infrastructure facilities and Appraisal system show a significant difference between Male and Female Management teachers of Nagpur.

| Relationship of Satisfaction Level of dimensions between Male and Female | | |
|---|---------------------------|-----------------------------|
| Dimensions | Significance Level | H0 Accepted/Rejected |
| Work Environment | 0.006 | Rejected |
| Co-operation from Peers | 0.63 | Accepted |
| Delegation of Work | 0.77 | Accepted |
| Opportunity for Growth | 0.005 | Rejected |
| Level of Stress | 0.048 | Rejected |
| Fair Rewards | 0.293 | Accepted |
| Delegation of Authority | 0.293 | Rejected |
| Career Advancement | 0 | Rejected |
| Job Security | 0.005 | Accepted |
| Quality of Students | 0.589 | Accepted |
| Relationship with Top Management | 0.193 | Accepted |
| Communication process | 0 | Rejected |
| Relationship with students | 0.18 | Accepted |
| Recruitment Practices | 0.779 | Accepted |
| Attention paid to suggestions | 0.048 | Rejected |
| Infrastructure facilities | 0.027 | Rejected |
| Variety in work | 0.55 | Accepted |
| Fair Compensation | 0.56 | Accepted |
| Appraisal System | 0 | Rejected |
| Grievance Mechanism | 0.222 | Accepted |
| Alpha Value = 0.05 | | |

Table 1.2 Relationship of Satisfaction Level of dimensions between Male and Female

To test the Second Null Hypothesis i.e. “There is independent relationship between Job satisfaction level and Academic experience of Faculty members” One Way ANOVA test was conducted by taking Alpha value of 0.05. This study shows that satisfaction level of dimensions like Work Environment, Co-operation from Peers, Delegation of Authority, Job Security, Relationship with Top Management, Relationship with Students, Recruitment practices, Variety in work, Fair Compensation, Appraisal System and Grievance Mechanism is independent of Academic Experience of Management teachers. Whereas the satisfaction level of other dimensions like Delegation of Work, Opportunity for Growth, Level of Stress, Fair Rewards, Quality of students, Communication process, Attention paid to suggestions & Infrastructure Facilities depends on Academic experience of Management Teachers of Nagpur.

| Relationship of Satisfaction Level of Variables with Work Experience | | |
|---|---------------------------|-----------------------------|
| Variables | Significance Level | H0 Accepted/Rejected |
| Work Environment | 0.56 | Accepted |
| Co-operation from Peers | 0.164 | Accepted |
| Delegation of Work | 0 | Rejected |
| Opportunity for Growth | 0 | Rejected |
| Level of Stress | 0 | Rejected |
| Fair Rewards | 0 | Rejected |
| Delegation of Authority | 0.139 | Accepted |
| Career Advancement | 0.069 | Accepted |
| Job Security | 0.446 | Accepted |
| Quality of Students | 0.04 | Rejected |
| Relationship with Top Management | 0.733 | Accepted |
| Communication process | 0.031 | Rejected |
| Relationship with students | 0.244 | Accepted |
| Recruitment Practices | 0.791 | Accepted |
| Attention paid to suggestions | 0.046 | Rejected |
| Infrastructure facilities | 0 | Rejected |
| Variety in work | 0.018 | Accepted |
| Fair Compensation | 0.164 | Accepted |
| Appraisal System | 0.139 | Accepted |
| Grievance Mechanism | 0.318 | Accepted |
| Alpha Value = 0.05 | | |

Table 1.3 Relationship of Satisfaction Level of Variables with Work Experience

It is observed through applying Person Correlation on the data gathered by this study that Satisfaction level on Opportunity for Growth has a very strong co-relationship with Delegation of Work. Likewise Attention paid to suggestions has a very strong co-relationship with Communication process.

On the other hand Satisfaction level on work environment has negative co-relationship with Level of Stress, Delegation of Authority, Career Advancement, Job security, Infrastructure facilities, Fair Compensation, Appraisal System and Grievance Mechanism. Negative Co-relationship was also found between Delegation of Work and Job Security & Quality of Students; Opportunity for growth with Quality of students; Level of Stress with Fair Rewards, Quality of students, Relationship with Top Management, Communication process, Relationship with students, Fair compensation & Grievance mechanism; Delegation of Authority with Quality of Students & Relationship with Top Management; Career Advancement with Communication process; Job security with communication process; Quality of students with recruitment process & infrastructure facilities; Communication process with Infrastructure facilities & Appraisal system; and Attention paid to suggestion with Appraisal System. (Annexure)

Conclusion:

Through this study it can be concluded that management teachers at Nagpur are not fully satisfied with their Jobs. There are few dimensions of Job Satisfaction on which the mean satisfaction was measured above average, they were Variety in Work, Infrastructure Facilities, Attention paid to suggestions, Relationship with Students, Co-operation of Peers & Co-operation of Peers, but for all other dimensions the satisfaction level measured were below average. So measures should be taken to improve the satisfaction level, otherwise teaching quality may get hampered because of demotivation. This study also shows that satisfaction level differs according to the number of years of experience a management teacher have. Few dimensions of Job satisfaction shows that satisfaction level differs between male and female teachers.

Limitations and Future Research:

This study was confined to only Nagpur and only 50 Faculty members were taken for the study so the findings cannot be generalized. The dimensions taken for the study were based on previous researches, but new dimensions of job satisfaction would have been come out if interview of these faculty members would have been taken. These limitations were faced because of the limited time and resources during the study. Further study can be done on a larger scale, covering more cities and colleges. Level of satisfaction can also be studied on different levels of experience.

Annexure: Table of Pearson Correlation between various dimensions of satisfaction

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