

An Exploratory Study of Job Satisfaction of Teachers in Higher Education

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Abstract

Job satisfaction is a perceived psychological contentment from the roles performed during a job. It is an individualistic and dynamic concept in modern organizations. The major aim of present study is to explore the underlying factors of job satisfaction perceived by teachers associated with higher education. The information was collected from 100 teachers of private universities situated in Dehradun, India. The collected information was analyzed through exploratory factor analysis (EFA). The three factors namely work roles, workplace adaptability and perceived values were explored. The findings revealed that the perceived work roles are main satisfactory attributes in teaching job. The future researchers can validate and relate the explored model with antecedents and consequences at individuals and organizational levels.

Keywords: Work roles, Adaptability, Values, Job Satisfaction, Factors

1. Introduction

The behavioral scholars defined job satisfaction differently, generalization of job satisfaction is near to impossible; satisfaction is a highly subjective and individualistic term used in organizational literature. Satisfaction is one's contentment from his or her existing state & stage of the life. According to Greenberg and Baron (2009) job satisfaction is a negative or a positive feeling toward own life roles and responsibilities. Job satisfaction includes mental, physical, social and various organizational domains in term of combinations of feelings and beliefs about these life domains (George, Jones & Sharbrough, 2005). Job satisfaction results in happiness, pleasure, well being, comfort, confidence and growth in organizational career ladder (Robbins & Judge, 2007). Job satisfaction is the consequence of different monetary and non monetary rewards

expected by the employees during job (George, Jones & Sharbrough, 2005). Arnett, Laverie and McLane's (2002) defined job satisfaction as an effective assessment of himself by the employee in the context of job. Cranny, Smith and Stone (1992) stated that the job satisfaction is the consequence of employee's expectations and actual observations. The low expectations from job result in high satisfaction while high expectations from job result in low job satisfaction. The difference in the perception and value creation through the job contribute toward satisfaction of people (Locke, 1969). Job satisfaction is set of emotions (Robbins, 2005); response toward the situations (Smith, Kendall & Hulin, 1969); and extent of happiness by performing job (Agho, Mueller and Price, 1993). The researchers are focusing on the positive and negative sides of satisfaction. The question is: Is there any possibility of negative satisfaction and if it is there than what will be the consequences? The factor like high level of job stress is associated with low or even negative job satisfaction (Terry *et al.* 1993). The negative job satisfaction leads to greater propensity to leave the job (Cummins, 1990). On the other hand positive side reflects long term productivity and growth at individual and organizational level. The satisfaction theory has great impact on all facets of people lives. The theory of satisfaction is clearly highlighted its significance in modern organization where human resources are the most important and volatile assets.

2. Review of Literature

The job satisfaction theories have been categorized into situational, dispositional and interactional model (Franěk & Večeřa, 2008). As per the situational model the people with same job characteristics receive same satisfaction out of their jobs (Hackman & Oldham, 1980). On the other hand according to dispositional model the people characteristics

determine their job satisfaction level and the job characteristics have no role to determine the satisfaction level. The motivation and need theories are closely related to satisfaction theories. The needs and motivation in people lives develop efficiency, control, focus and sense of achievement. Two-factor theory clearly categorized the various needs as motivator needs and satisfactory needs. Skills identity, task identity, autonomy, task significance and feedback are the mechanisms impact the job satisfaction of people (Hackman & Oldham, 1976). But the recent shift in the need hierarchy of people also shifted the satisfaction model to a different paradigm.

In context of the theory of job satisfaction, it is affected by various attributes, work situations and people mental schema during the job. Singh and Pestonjee (1990) found that satisfaction in the job is positively related to job level, participation and involvement of people in their jobs. High satisfaction leads to organizational commitment and impacts the employee's intention to continue with the current organization. The employees' involvement in their job increases their satisfaction level (Dhar & Jain, 1992). Modern organizations through improved processes and policies create workplaces full of opportunities. The job freedom, dignified income and learning environment can cause satisfaction; while unrecognized work, monotonous job and bureaucracy can cause dissatisfaction. Better working conditions and reduction in the gap between expectations and observed reality lead to gradual increase in satisfaction level of employees over the time (Worrell, 2004).

The teachers work beyond the limits and calling to serve their students (Kumar, 2018). The devotion and commitment of teachers lead them toward higher level of satisfaction. The job satisfaction impacts the personal and professional life of teacher. This study is an investigation into the aspects of job satisfaction in higher education institutions.

3. Objectives of the Study

- To explore the factors of job satisfaction of teachers
- To study the significance of explored factors.

4. Materials and Methods

4.1 Measurement Tool

A Structured questionnaire was developed. Initially, the content validity was checked through expert

validation. 5 point Likert scale was used where 1 mean strongly disagree and 5 means strongly agree with given statements. The Cronbach's alpha value for the scale was 0.91 for the job satisfaction measurement scale. The variables included in the measurement scale are given below.

(Job Satisfaction Measurement Scale)

V1: I feel creative and satisfactory with my work

V2: My work is challenging

V3: My work gives me sense of accomplishment

V4: My boss influential person at work place

V5: My boss leaves me on my own to do my job

V6: My boss values my opinion and asks my advice regarding my job

V7: I feel my income from my job is adequate for normal expenses

V8: I feel I got less salary than I deserve (Reverse coded)

V9: In my organization there are good opportunities for growth and advancement in my career

V10: My organization values the talents and skills of employees

V11: My peers are ambitious and smart

V12: My co-workers are responsible and accountable at workplace

V13: My colleagues are loyal with each other

Finally, the information was collected from 100 respondents. Out of total respondents 52 percent respondents were male and the remaining 48 percent of the respondents were female. In case of age wise distribution 32 percent of respondents were under the age of 25 years, 30 percent of the respondents were between 26-35 years age group, 20 percent of the respondents were between the age of 36 to 45 and the remaining 18 percent of the respondents were belong to age group of 46 years and above. Moreover the majority of the respondents have 1 to 6 years of experience.

5. Results

5.1 Descriptive Statistics

The Descriptive statistics of job stress and job satisfactions are given below in Table 1. The variable V1 showed highest mean value of 3.52 with standard deviation of 1.10, while variable V11 showed mean value of 1.68 with standard deviation of 0.76. The variables are showing positive and negative correlation between each other.

Table 1: Descriptive Statistics Job Satisfaction (N = 100)

Var.	Mean	SD	Correlation Matrix													
			V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12		
V1	3.52	1.10	1													
V2	3.00	1.00	.72**	1												
V3	2.66	1.49	.68**	.89**	1											
V4	3.32	1.72	.42**	.79**	.90**	1										
V5	3.16	1.33	.70**	.87**	.94**	.92**	1									
V6	2.62	1.48	.28**	.20*	.44**	.47**	.58**	1								
V7	2.80	1.06	-.37**	-.15	.07	.38**	.25*	.70**	1							
V8	2.70	0.75	.59**	.45**	.49**	.35**	.38**	-.28**	-.50**	1						
V9	3.04	1.30	.35**	.27**	.52**	.46**	.39**	-.03	-.14	.87**	1					
V10	2.50	1.27	.17	.42**	.72**	.71**	.55**	.23*	.17	.53**	.81**	1				
V11	1.68	0.76	.01	.47**	.38**	.63**	.40**	-.26**	.11	.42**	.37**	.39**	1			
V12	2.50	1.27	.63**	.93**	.97**	.93**	.93**	.32**	.06	.53**	.52**	.70**	.56**	1		
V13	2.54	1.29	.29**	.42**	.54**	.48**	.35**	-.29**	-.31**	.88**	.92**	.79**	.56**	.59**	1	

Source: SPSS Output

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

5.2 Exploratory Factor Analysis

To explore the underlying factor structure of job satisfaction R-type exploratory factor analysis was used. To explore the factors principal component analysis was used. The Varimax with Kaiser Normalization factor rotation was used. The rotation was converged in 6 iterations. To extract the factors Eigen value criteria was used. The factors with Eigen value greater than 1 were extracted. In total 3 factors were extracted from 13 variables. The extracted factor structure is given in Table 2.

Table 2: Extracted Factor Structure (Job Satisfaction)

Rotated Component Matrix				
Variables	Work Roles	Workplace Adaptability	Perceived Values	Communalities
V5	.908			.989
V2	.895			.874
V1	.884			.923
V3	.872			.971
V12	.827			.968
V4	.700			.971
V13		.911		.987
V9		.851		.814
V10		.829		.833
V11		.711		.531
V8		.678		.916
V7			.976	.956
V6			.713	.818
Eigen Value	7.13	2.79	1.62	
Variance Explained	37.973	32.158	18.726	

Source: SPSS Output.

The model explained the 87.85 percent of cumulative variance and three factors were extracted. The extracted factors are described below.

Work Roles: The factor explained the highest variance (37.97) in the explored model. The creativity, challenges, autonomy in work and sense of accomplishment through the job are main attributes of work role satisfaction of academicians.

Workplace Adaptability: The second explored factor explained 32.15 percent of variance in the model. The teachers adaptability toward their workplace were explained in terms of good opportunities for growth and advancement in my career, organization valuation of teacher's talents and skills and adaptability for peers pressure at workplace.

Perceived Values: The third explored factor explained the 18.72 percent of variance and

attributes of factor explained the perceived values in term of money and workplace acceptance of teacher by the boss and others.

6. Discussion and Conclusion

The job satisfaction is behavioral feeling about the work roles. The perceived creativity and sense of contribution to the organization generate contentment and lead teachers toward job satisfaction. The result of contentment is confidence and comfort in job (Robbins & Judge, 2007). The values perceived as recognition and economic value results teacher satisfaction. George, Jones and Sharbrough (2005) propounded that monetary and non monetary reward from the job results in satisfaction. In the present study teachers are assessing their satisfaction in context of roles, adaption to workplace and values generated in job.

To generate competitiveness in the era of globalization, privatization and liberalization the higher educational institution has to focus on the needs of individual faculty members. The teachers working beyond the limitations can generate success at personal and professional levels. The job satisfaction impacts the commitment. The teachers' involvement in their work roles can develop sense of organizational commitment. The recognition, creativity, challenges and growth opportunities can cause satisfaction in teachers in higher education.

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