

Job Satisfaction: A Study of those who mould the future of India

Pankaj Deshwal

Netaji Subash Institute of Technology, University of Delhi, India

Abstract

The purpose of this paper is to investigate the levels of job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh and to examine the effects of the dimensions of the job on levels of satisfaction among them. This study also gives suggestions to maintain or improve faculty members' job satisfaction level. A questionnaire-based study was conducted on engineering faculty members working in the engineering colleges of technical universities in Uttar Pradesh. A sample of 360 engineering faculty members was drawn from this population. The collected data were entered in SPSS 16 and were analyzed using descriptive statistical methods Mean and Standard Deviation. The job satisfaction levels of the engineering faculty members were found to be moderately high.

Keywords- Job satisfaction, Technical Universities, Faculty satisfaction, Satisfaction and engineering faculty members.

Introduction

Employee job satisfaction is a necessary factor that organizations desire in their Staff (Oshagbemi, 2003). If employees are not satisfied then it may lead to absenteeism and excessive turnover (Chen et al., 2006; Lee et al., 1999; Melamed et al., 1995). The costs attached with job dissatisfaction include training, recruiting, as well as reduction in the student enrollment base. If employees are satisfaction then it can improve productivity, reduce staff turnover and enhance creativity and commitment. So, job satisfaction must be considered, but very few organizations seriously consider job satisfaction (Munhurrun et al., 2009).

As salaries is having role, in the same way working conditions also play an important role in determining the supply of qualified faculty members and in influencing their decisions about remaining in the profession. Some research on teachers says that safe environments, firmed administrative leadership, colleagues cooperation, high parent involvement, and necessary learning resources can have role in effectiveness, enhance their commitment to school, and promote their job satisfaction ([Darling-Hammond 2003](#); [Guarino, Santibanez, and Daley 2006](#); [McGrath and Princiotta 2005](#)).

Several researches have been taken place for supervision and job satisfaction and finding shows significant relationship. Hawthorne studies shows that attitude of the employees can be change by developing co-operative spirit between employees and their bosses (Roethlisberger and Dickson, 1939). Rohila (1966) says that decentralized organization may provide each individual more freedom and opportunities.

Many researches say that colleagues' cooperation and job satisfaction are positively related. Vanjeist (1951) said that colleagues who were rated high by their co-worker were more satisfied with their work. Robert (1977) found that good interpersonal relation as one of the most important factor for job motivation. In one other study, Glicken (1977) found job satisfaction of social workers in which he found prominent role of co-worker relation in the job satisfaction.

Roger (1955) stated that majority of male teachers were very much satisfied with classroom teaching when we talk about teacher-pupil relationship. Smith (1978) found that teachers feel students as their child.

Blum and Naylor (1968) said that security play a role in job satisfaction. Kalanidhi (1973) found women workers treat security as most important factors.

There is a serious shortage of engineering faculty in the India and demand for talented teachers has been increased. Engineering colleges/Universities are now looking for talented teachers and willing to pay them attractive salary. In this scenario to reduce the retention rate and to attract new talent are some challenges.

The role of teacher cannot be denied as she/he has been assigned the responsibility of molding future generation through education. In this process, this study was conducted to find out the factors those play pivotal role in the job satisfaction of teacher. I could not found any study of this type for job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh.

Objectives of the Study

The objectives of this are mentioned below-

- The first objective of this study was to investigate the levels of job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh.
- The second objective of this study was to examine the effects of the dimensions of the job on levels of satisfaction among them.
- Third objective of this study is to give suggestions to maintain or improve faculty members' job satisfaction level.

Methodology

A questionnaire-based study was conducted on engineering faculty members working in the engineering colleges of technical universities in Uttar Pradesh. A questionnaire on five point “Very Satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied” following the Herzberg’s theoretical framework, was developed. Data were collected using personally administered questionnaires for this study. All engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh constituted the population of this study. A sample of 360 engineering faculty members was drawn from this population and convenience sampling method was adopted. The collected data were entered in SPSS 16 and were analyzed using descriptive statistical methods Mean and Standard Deviation. The below mentioned scale was applied to this research:

1.00 to 1.50 is equal to Very Dissatisfied
1.51 to 2.50 is equal to Dissatisfied
2.51 to 3.50 is equal to Neutral
3.51 to 4.50 is equal to Satisfied
4.51 to 5.00 is equal to Very Satisfied

Conclusions and discussion

- Faculty members were found neutral with organizational policies (M=3.29), independence (M=2.67) and promotion opportunities ((M=2.54)
- Faculty members were found satisfied with work variety (M=3.79), creativity (3.78), compensation (M=3.59), work itself (M=3.66), colleagues' cooperation (M=3.87), responsibility (M=3.72), social status of job (M=3.76), job security (M=3.77), achievement (M=3.88) and students' interaction (M=3.98).
- Faculty members were found dissatisfied working conditions (M=2.36) and recognition (M=2.43).
- As faculty members were found to be neutral with organizational policies, independence and promotion opportunities. Participation of faculty members in making organizational policies should be ensured. They should get independence in their work and better promotion opportunities should be provided.
- As most of the faculty members were found to be satisfied with work variety, creativity, compensation, work itself, colleagues' cooperation, responsibility, and social status of job, job security, achievement and students' interaction. So there should be continuously feedback from faculty members for these factors.
- The working conditions should be improved. Their participation in decision-making, revision of curricula, administrative matters and other academic matters must be ensured. The authority should try to establish trust with faculty members.
- This study shows the job satisfaction levels of engineering faculty members and the effects of the dimensions of the job on levels of satisfaction among them, hence the

results from this study can help the faculty members and the technical university administrators to increase the satisfaction level.

- Same type of study can be conducted in different part of India so that the future of students takes shape in better way.

Analysis:

Table 1. Mean scores on fifteen dimensions of job satisfaction

Dimension of Job	N	M	SD
Working Conditions	360	2.36	1.19
Organizational Policies	360	3.29	1.36
Recognition	360	2.43	1.09
Promotion Opportunities	360	2.54	1.08
Independence	360	2.67	1.16

Work Variety	360	3.79	1.17
Creativity	360	3.78	1.02
Compensation	360	3.59	1.29
Work Itself	360	3.66	0.98
Colleagues Cooperation	360	3.87	1.15
Responsibility	360	3.72	1.29
Social Status of Job	360	3.76	1.19
Job Security	360	3.77	1.77
Achievement	360	3.88	1.19
Students Interaction	360	3.98	1.39
Overall Job Satisfaction		3.58	1.22

The
e

job satisfaction levels of the engineering faculty members were found to be moderately high. However teachers were neutral with dimensions: organizational policies (M=3.29, SD=1.36), independence (M=2.67, SD=1.16) and promotion opportunities (M=2.54, SD=1.08). The teachers were satisfied with work variety (M=3.79, SD=1.17), creativity (3.78, SD=1.02), compensation (M=3.59, SD=1.29), work itself (M=3.66, SD=0.98), colleagues' cooperation (M=3.87, SD=1.15), responsibility (M=3.72, SD=1.29), social status of job (M=3.76,

SD=1.19), job security (M=3.77, SD=1.77), achievement (M=3.88, SD=1.19 and students' interaction (M=3.98, SD=1.39). The teachers were dissatisfied with working conditions (M=2.36, SD=1.19) and recognition (M=2.43, SD=1.09).

References

- Blum, Milton L., & Naylor, Jack C. 1968 Industrial psychology, Harper and Row, New York, 364-386.
- Chen, S.H., Yang, C.C., Shiao, J.Y. and Wang, H.H. (2006), "The development of an employee satisfaction model for higher education", The TQM Magazine, Vol. 18 No. 5, pp. 484-500.
- Glicken, M.D, (1977), A regional study of the job satisfaction of social workers. Unpublished doctoral dissertation, University of Utah, **1977**.
- Lee, T., Mitchell, T., Holtom, B., McDaniel, L. and Hill, J. (1999), "The unfolding model of voluntary turnover: a replication and extension", Academy of Management Journal, Vol. 42, pp. 450-62.
- Melamed, S., Ben-Avi, I., Luz, J. and Green, M. (1995), "Objective and subjective work monotony: effects on job satisfaction, psychological distress, and absenteeism in blue-collar workers", Journal of Applied Psychology, Vol. 80 No. 1, pp. 29-42.
- Munhurrun, P.R., Naidoo, P. and Bhiwajee, S.D.L. (2009), "Employee perceptions of service quality in a call centre", Managing Service Quality, Vol. 19 No. 5, pp. 541-57.
- Oshagbemi, T. (2003), "Personal correlates of job satisfaction: empirical evidence from UK universities", International Journal of Social Economics, Vol. 30 No. 12, pp. 1210-32
- Darling-Hammond L. 2003. Keeping good teachers: Why it matters, what leaders can do? *Educational Leadership* 60(8):6-13.
- Guarino CM, Santibanez L, Daley GA. 2006. Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research* 76(2):173-208.
- Kalanidhi, M.S.,1973, Problem of job satisfaction among women workers in industry, (In) Shanmugam, T.E.(E.d.), Researches in Personality and Social Problems, University of Madras, India.

McGrath DJ, Princiotta D. 2005. Private School Teacher Turnover and Teacher Perceptions of School Organizational Characteristics. NCES 2005-061. Washington, DC: National Center for Education Statistics.

Roethlisberger, F.W., and Dickson, W.J., 1939, *Management and the worker*, Harvard University press, Cambridge.

Rohila, P., 1966, Job satisfaction- a research summary, *Indian Education Review*, 1.

Roger, D., (1955), A Study of the reaction in the elementary schools, *Journal of Social Education*, 4, 120-121.

Smith, F.D., 1978, A network analysis of a bureau of Indian affairs school system of determine factors involved in job satisfaction, *Dissertation Abstract International*, 38, 7, 4085-A.

Vanjeist, R.H., 1951, Worker Popularity and job satisfaction, *Personnel Psychology*, 4.