



## An Analysis of Job Satisfaction in Teachers Employed in Private Universities of Rajasthan

### KEYWORDS

Job Satisfaction , Private universities, Rajasthan , Teachers.

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### ABSTRACT

*Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence. In this study the researchers investigated the present level of job satisfaction among the faculty members of private universities of Rajasthan . Based on a survey, it attempts to gain insights into the satisfaction levels from the perspective of the private university teachers of Rajasthan . The study concluded with the facts that faculty members are overall satisfied with their present condition or not satisfied . The researchers summed up with view that private universities of Rajasthan may give more attention to increase and maintain job Satisfaction of these human resources to make them more contented and to make the most of their effort by increasing level of job satisfaction .*

*The purpose of this study is to find out the perceived job satisfaction of faculty members of selected 20 private universities of Rajasthan. The study has identified dimensions requiring improvement and the present level of job satisfaction of faculty members This study mainly focused on satisfaction level of faculty members of selected 20 private universities. From this study it has been found that faculty members are satisfied in some areas but at the same time dissatisfied in other areas.*

### Introduction :

The term Job satisfaction means employee's positive and negative feelings toward his or her work. Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, eg, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work etc. Employers face the challenges of maintaining productivity as well as keeping their workforce engaged and motivated. Environmental pressures, rising health care costs, and the needs of the workforce have placed management in a complicated and tenuous situation. The answer lies with creating a work environment that maintains employee job satisfaction as well as motivates people toward exceptional performance. A new survey conducted by the Conference Board showed only 45 percent of Americans is satisfied with their work. This is the lowest level ever recorded by the Conference Board in more than 22 years of research. Those that fail to improve job satisfaction are at risk of losing their top talented people to the competition. Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence.

The assessment of job satisfaction through employee anonymous surveys became commonplace in the 1930s. Although prior to that time there was the beginning of interest in employee attitudes, there were only a handful of studies published. Latham and Budworth note that Uhrbrock in 1934 was one of the first psychologists to use the newly developed attitude measurement tech-

niques to assess factory worker attitudes. They also note that in 1935 Hoppock conducted a study that focused explicitly on job satisfaction that is affected by both the nature of the job and relationships with coworkers and supervisors. The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" . Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision). A more recent definition of the concept of job satisfaction is from Hulin and Judge who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction can be unidimensional if it comprises evaluation of just one facet of a job, such as pay or

maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

**Objectives of the research:**

The purpose of this study is to find out the perceived job satisfaction of faculty members of selected private universities of Rajasthan.

- To study the present job satisfaction level of teachers in private universities of Rajasthan.
- To evaluate the job satisfaction level of teachers in private universities of Rajasthan.
- To identify dimensions of job satisfaction requiring improvement.

**Research methodology :**

**Data collection :** Primary data was collected through a self structured pre tested questionnaire (5 point likert scale).

**Sample Size :** Sample size is 400 respondents from 20 selected universities, 20 respondents from each university of 20 selected universities; the sample would be spread across departments of Universities such as streams like Arts, Commerce, Science, Management, and Human resource, Finance and Research and Development.

**Sample Unit:**The element available for selection in a sample would be 20 selected private universities of Rajasthan which are

**Selected universities is :**

Amity University, Bhagwant University, Jagannath University, Jaipur National University, Jodhpur National University, Jayoti Vidyapeet Women’s University, Mahatma Jyoti Rao Phoole University, NIMS University, Shri Jagdish Prasad Jhabarmal Tibrewala University, Sri Padmapat Singhania University, Singhania University, Suresh Gyan Vihar University, Shridhar University, Dr K N Modi University, Pacific Academy of Higher Education & Research (PAHER), Raffles University, Homoeopathy University, ICFAI University, Pratap University, Vivekananda Global University

**Statistical tools: Cluster Analysis**

**Hypothesis :**

H<sub>0</sub>: The teachers are not satisfied by their job in private universities of Rajasthan.

H<sub>1</sub>: The teachers are satisfied by the job in private universities of Rajasthan.

**Data analysis and Interpretation :**

**Table 1: Final Cluster Centers**

	Cluster	
	1	2

External pay equity	2	3
Fringe benefits	1	2
Feeling of accomplishment	4	4
Support and guidance from supervisor	2	4
Fair input-output ratio	4	5
Autonomy to take actions/decisions	2	2
Challenge in job	2	3
Quality of supervision	4	4
Internal equity of pay	3	2

**Table 2: Number of Cases in each Cluster**

Cluster	1	187.000
	2	213.000
Valid		400.000
Missing		.000

Satisfaction reflects in performance of an employee and therefore it is inevitable for higher education system to make it better to leverage best performance in terms of quality of education. Teachers have been grouped into two clusters based on their job satisfaction level.

First cluster represents job satisfaction level of **46.75%** teachers. Teachers falling under this cluster can be titled as **“Not satisfied”** because they are not contended from their jobs on most of the dimensions. They feel that teachers in other universities are paid more in comparison to them. They are highly dissatisfied with the nonmonetary benefits and facilities provided to them by their universities. They also face problem of lack of support and guidance from their supervisors. Supervisors/ seniors are required to be more empathetic towards junior teachers. They also believe that they are not given autonomy to take their actions and decisions without interference of university/ colleagues. They also don’t consider teaching as a challenging job. They find it repetitive and monotonous. They need to be trained to improve their pedagogy and learn creative way to impart education in students. They also admitted that some times they feel that other employees are getting more in comparison to them. They were neutral about pay equity. On the contrary they feel that they are fairly paid in ratio to what they contribute to the university. They were quite satisfied about the quality of supervision in their work and feeling of accomplishment in doing their job.

Second cluster is partially satisfied rather **emotionally satisfied** from their job. **53.25%** teachers fall under this cluster. These teachers admitted that they get feeling of accomplishment from their job. They are also happy with the

support and guidance they receive from their supervisor. They also believe that they receive fair enough in ratio to their contribution to university. They find input output ratio extremely satisfactory. They also scored high when asked about quality of supervision. They were contended on this dimension too. They were neutral about external pay equity and extent to which they consider their job challenging while these respondents showed dissatisfaction about the fringe benefits they get from their university. They were discontented on the fact that they can't take their action/decisions on their own. They also reported problem of internal pay inequity in their universities. They feel the problem of discrimination in their university regarding amount of pay given to employees. This calls for a need to regularize pay structure of private universities in Rajasthan.

Overall it can be interpreted that no segment of teachers working in private universities of Rajasthan is fully satisfied from their job. There is an urgent need of upgrading number of dimensions to improve job satisfaction level of teachers in higher education system of Rajasthan. Half of the teachers feel emotionally contended but this is not sufficient in long run to extract the best possible performance from teachers.

### Conclusions and Suggestions:

Satisfaction reflects in performance of an employee and therefore it is inevitable for higher education system to make it better to leverage best performance in terms of quality of education. Teachers have been grouped into two clusters based on their job satisfaction level.

Overall it can be interpreted that no segment of teachers working in private universities of Rajasthan is fully satisfied from their job. There is an urgent need of upgrading number of dimensions to improve job satisfaction level of teachers in higher education system of Rajasthan. Half of the teachers feel emotionally contended but this is not sufficient in long run to extract the best possible performance from teachers.

- As the conclusion In this research it can be said that respondents were highly dissatisfied with the non-monetary benefits and facilities provided to them by their universities.
- As the conclusion In this research it can be said that respondents were quite satisfied about the quality of supervision in their work and feeling of accomplishment in doing their job.
- As the conclusion In this research it can be said that respondents find input output ratio extremely satisfactory.
- As the conclusion In this research it can be said that respondents were highly dissatisfied by the salary provided to them by their universities

Overall it can be interpreted that no segment of teachers working in private universities of Rajasthan is fully satisfied from their job. There is an urgent need of upgrading number of dimensions to improve job satisfaction level of teachers in higher education system of Rajasthan. Half of the teachers feel emotionally contended but this is not sufficient in long run to extract the best possible performance from teachers. As a suggestion it can be said that This calls for a need to reframe & regularize pay structure of private universities in Rajasthan and universities should work on facilities and benefits provided to the teachers .

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