

JOB SATISFACTION AMONG TEACHERS: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE UNIVERSITIES IN INDIA

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INTRODUCTION

A teacher plays a prominent role in a society. Teachers have a very strong and most prominent influence on the society they live in. They provide great support in building a perfect and progressive society. They carry the responsibility of imparting learning and education. During the initial years of education, teachers help students determine their objective and ambitions in life. They also help students shape up their future plans. Therefore a good and an insightful visionary teacher plays great role in shaping up his/her student's future. A popular and successful educational system requires a well-respected and excellent teaching staff. In other words, the high quality academic staff is the cornerstone of a successful



educational system. The level of satisfaction of teachers towards their job is very important to study. The involvement and commitment of the teachers to their profession is considered most important element of job satisfaction.

It is an undeniable fact that the future of college, either public or private, is highly dependent on the satisfaction level of its teaching staff. The understanding of factors affecting the job satisfaction of university teachers are of utmost importance for implementation of a successful, innovative and vibrant educational system. This study attempts to find out which facet or dimension affects the job satisfaction of university teachers the most. The problem statement of the present study can be stated as:

To study the job satisfaction among teachers - a comparative analysis between public and private university teachers of Delhi and NCR region.

The study has identified the main objective i.e. to find out the level job satisfaction among teachers, a comparative analysis between public and private university teachers with the help of following sub-objectives:

1. To measure different dimensions of job satisfaction among university teachers.
2. To find out the causes for teachers dissatisfaction.
3. To assess the level of job satisfaction prevalent in both type of universities.
4. To make a comparative study on the public and private university teachers regarding job satisfaction on the different factors.
5. To provide useful guidelines to the universities to implement the changes in the institutional environment that will enhance faculty satisfaction.

Researchers who have studied job satisfaction have used varied definitions. That is why the factors affecting the teacher's job satisfaction vary considerably. According to (Michael H. Grunberg, 1972), job satisfaction is the favourableness or unfavourableness with which employees view their work. It expresses the amount of agreement between one's expectations from the job and rewards that the job provides. (Weiss, 2002) states that job satisfaction is an individual's outlook towards his/her job. (Robbins, 2003) has stated that job satisfaction refers to an individual's attitude towards their job. Job satisfaction can be considered as a happy psychological state, which is a result of appraisal of one's job, as well as, attitude and affective reaction towards one's job. In the present study the researcher has tried to find out the present level of job satisfaction among public and private university teachers. The current study has investigated factors contributing to satisfaction and dissatisfaction of the public and private university teachers of Delhi and NCR region. The study has also aims at finding out disparity between job satisfaction of public and private university teachers through different dimensions and density of

satisfaction levels. In the course of this study the following hypotheses have been tested:

H₀: "There is no significant difference in Public and Private Universities teachers with respect to different factors of Job Satisfaction."

For the practical contributions, this study has identified the factors which lead to the dissatisfaction among the teachers. The study has also identified those factors that provide satisfaction to the teachers. The study has provided useful inputs to the universities for increasing the satisfaction level of the teachers.



RESEARCH METHODOLOGY

The current study is an exploratory cum descriptive research based on a large measure on the collection of primary data and also the secondary data sources. The various steps undertaken in designing the sampling process are as follows:

- **Target population:** Assistant professors, Associate professors and Professors from public and private universities of Delhi and NCR region.
- **Extent:** All the public and private universities from Delhi and NCR region. It includes public universities, such as, University of Delhi, Delhi Technological University, Guru Gobind Singh University (Dwarka), Jawaharlal Nehru University, Jamia Milia Islamia University, Jamia Hamdard University, Indira Gandhi National Open University and so on. It also includes private universities, such as, Amity University (Noida), Manav Rachna University (Faridabad), ITM University Gurgaon, Sharda University (Greater Noida) and so on.
- **Sample:** For the current study a sample of two public and two private universities from Delhi and NCR region representing the universe has been selected. University of Delhi and Delhi Technological University is selected from the list of public universities. Amity University and ITM University is selected from the private universities.
- **Sampling frame:** 100 respondents from each university have been selected ranging from Professors, to Associate professors, to Assistant professors. The respondents were selected in such a way that they belong from both the genders, with different marital status, from different levels of age groups, designations, income levels, experience, and education.
- **Sample size:** A sample of 405 university teachers has been taken into consideration for this study.
- **Sampling Technique:** Judgmental sampling technique has been used for the current study
- **Execution:** 480 questionnaires have been distributed to the respondents, but out of those 480 respondents approached, only 405 usable questionnaires could be

obtained. The researcher has tried to approach the respondents personally.

For the purpose of this study the questionnaire has been self-designed and 90 items were included in it. The pilot study of the research instrument was conducted on 50 respondents. The respondents could understand all the questions with little difficulty. In order to proceed the research, the questionnaires were distributed and collected during the real period of the study and reliability scale has been tested. The reliability coefficient (Cronbach's Alpha) of the items came out to be (0.941) which shows that scale exhibits fairly good level of consistency and reliability. Hence our data is internally consistent and reliable. Also the exploratory factor analysis was applied on the data collected. The results indicate that the ninety variables can be clubbed into 12 factors. Out of these 12 factors 11 factors are found to be relevant. For further study these 11 factors are considered. These eleven factors are named as: Service condition policies, Technological and informational needs, Attitude and behavior of authorities, Working environment conditions, Academic environment conditions, Compensation to the teachers, Research and development facilities, Fringe benefits to the teachers, Coordination and cooperation among the co-faculty members, Attitude and behavior of administrative staff, Attitude and behavior of students.

The exploratory factor analysis has been used to identify the latent factors having variables with high correlation between them. These factors have high factor loadings with the variables. The variables not only have factor loadings with one factor they have factor loadings to all other factors. For convergent validity the variables must have significant factor loadings to one single factor. The condition of discriminant validity explains that a variable does not have significant factor loadings to many factors. The construct validity convergent as well as discriminant can be tested with the help of confirmatory factor analysis. Confirmatory factor analysis not only represents the structure of the constructs along with their measured variables. It also represents the correlation between the constructs. Therefore, the confirmatory factor analysis is applied on all the eleven constructs.

The responses of the faculty members are analyzed with the help of Frequency Distribution and Descriptive Statistics i.e. through mean and standard deviation. Independent Sample t-test is applied to know the difference between two independent sample means. In this research work t-test has been applied on demographics like gender, and type of university. Then ANOVA test is applied to study the difference among more than two independent samples. In this thesis ANOVA has been applied on the demographics like age, designation, and Income of faculty members.

In the course of the study following hypotheses have been framed and tested:

H₀: "There is no significant impact of gender on factors affecting job satisfaction among university teachers."

H₀: "There is no significant relationship between designation

and factors affecting job satisfaction among university teachers."

H₀: "There is no significant impact of age on factors affecting job satisfaction among university teachers."

H₀: "There is no significant association between income and factors affecting job satisfaction among university teachers."

H₀: "There is no significant difference in the factors affecting job satisfaction level of Public and Private University teachers."



INDINGS AND CONCLUSION

The researcher has categorized the data according to personal data and job information. Eight demographic factors namely, age, gender, marital status, designation, type of university, qualifications, teaching experience and income are selected for the study. The data has been collected from assistant professor, associate professor and professors from both the public and private universities. Response rate from the public universities is 49.4% and from private universities is 50.6%, comprising of 63.2% assistant professors, 22.0% associate professors, and 14.8% professors. The gender of respondents comprises of 49.1% males and 50.9% females from public and private universities. With respect to age, 54.1 % respondents are from age group 25-35 years, 35.8% belong to 35-45 years of age group, and only 10.1% are 45 years and above. With respect to qualifications, 52.8% of the respondents have a postgraduate degree whereas 47.2% respondents have doctoral degree. The teaching experience of 62.2% of the respondents is 1-10 years, 24.4% respondents have an experience of 11-20 years, 9.4% of the respondents have taught for around 21-30 years, and only 4.0% respondents have a teaching experience of above 31 years. Around 81.7% of the respondents are married, whereas, 18.3% are unmarried. With respect to income group 41.7% belong to the income group ranging from 30,001-50,000 rupees, 24.7% of the respondents ranges between 50,001-1,00,000 rupees, 31.1% have an income of 1,00,000 rupees and above, and only 2.5% teachers have an income of less than 30,000 rupees.

The data have been analyzed to answer the research questions, which are the driving force of the study.

Objective one is to measure different dimensions of job satisfaction among university teachers. This objective has been achieved by applying exploratory factor analysis on the data collected and the eleven key factors affecting the job satisfaction of university faculty members are identified. It is found that the first three factors, that is, service condition policies, technological and informational needs, attitude and behavior of authorities have the highest Eigen value and explain the maximum variance of the data. Therefore, these are the most influential factors among all followed by the moderately influencing factors, that is, working environment conditions, academic environment conditions, compensation to the teachers, and research and development facilities. These are further followed by the low influencing factors, that is, fringe benefits to the teachers, coordination and cooperation

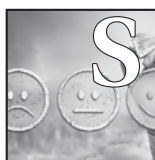
among the co-faculty members, attitude and behavior of administrative staff, and attitude and behavior of students. It is concluded that the factors, such as, service condition policies, technological and informational needs, and attitude and behavior of authorities influence the satisfaction level of the teachers the most, as compared to the other factors.

Objective two aims to find out the causes for teachers dissatisfaction. It has been observed that the dimensions like University rules are influenced by the administration while granting sabbatical leaves, sending teachers on deputation or permitting for attending national or international symposia/conference, the house allotment norms are influenced to accommodate the favorites, and pressurizing authorities for small and legitimate things are the major causes of dissatisfaction of teachers. Teachers are highly dissatisfied with the autocratic behavior of the heads of the teaching departments at the time of assigning teaching courses to them, teachers in the university are victimized if they criticize the functioning of the administration, the remunerative and prestigious assignments in the university are assigned to “yes-man”, and the university authorities are not accessible to the teachers in case they would like to meet them for their departmental and professional problems. The respondents are also dissatisfied on the dimensions that in their university, teacher's participation in decision making bodies is not encouraged, political changes affect the functioning of the university, and that the teachers are free to express their views in and outside the meetings of the different bodies. Obstacles created by administrative staff in the academic affairs, adopting stringent procedures in releasing the grants sanctioned by the central agencies, and unnecessary delays in releasing annual increments in time are also the causes of dissatisfaction.

Objective three has been set to assess the level of job satisfaction prevalent in both types of universities. It is observed from the results that female faculty members are more satisfied than their male counterparts on different variables, such as, attitude and behavior of authorities, research and development facilities, attitude and behavior of students, coordination and cooperation among co-faculty members, working environment conditions and compensation to the teachers. In case of the variables, attitude and behavior of authorities, research and development facilities, fringe benefits to the teachers, attitude and behavior of administrative staff, attitude and behavior of students, working environment conditions, academic environment conditions, and compensation to the teachers, it is found that the associate professor and professor have significantly higher job satisfaction as compares to the assistant professors. The analysis shows that on some dimensions the teachers at 45 and above age level have significantly higher job satisfaction as compared to teachers at the age levels of 25-35, and 35-45. These dimensions are attitude and behavior of authorities, research and development facilities, fringe benefits to the teachers, attitude and behavior of students, coordination and cooperation among the co-faculty members, academic environment conditions, and compensation to the teachers.

Teachers at an income level of 1,00,000 and above have significantly higher job satisfaction as compared to the teachers at income levels of below 30,000, 30,001-50,000 and 50,001-1,00,00. Dimensions on which the difference was found are: attitude and behavior of authorities, research and development facilities, fringe benefits to the teachers, attitude and behavior of students, working environment conditions, academic environment conditions, service condition policies, and compensation to the teachers.

Objective four aims at making a comparative study on the public and private university teachers regarding job satisfaction on different factors. It is perceived that teachers of public universities are more satisfied as compared to the teachers of private universities. The results of the study show that there exists a notable difference in the level of satisfaction of Public and Private University teachers in case of following variables: attitude and behavior of authorities as well as students, research and development facilities, fringe benefits available, working environment and academic environment conditions, service condition policies, and compensation to the teachers.



UGGESTIONS

Objective five is framed to provide the useful guidelines or suggestions to the universities to implement the changes in the institutional environment that will prevent faculty stagnation and enhance faculty satisfaction. During the conduct of the research it has been found that there are several dimensions on which university teachers are dissatisfied. Thus the management of the university needs to overcome these situations which in future lead to faculty turnover and attrition. It is recommended that there should not be unnecessary pressure on the teachers from their direct authorities. Also the university should follow all the guidelines prescribed by the apex bodies and keep in mind that no authority should indulge in any kind of bias at the time of granting sabbatical leaves and sending teachers on deputation or permitting them for attending national or international symposia/conference. The universities in India are advised to focus more on the technological advancements. It is the responsibility of the university to provide politics-free environment to teachers and avoid the misuse of teachers by the authorities for their personal and professional gains. Every teacher should receive a fair chance to get rewarded on the basis of their performance and results. The university management should, invites the participation from teachers at the time of making decisions for the welfare of the university. Teachers should not be overloaded so that they can devote their valuable time to enhance their research skills. The apex bodies of the universities should create a compensation system which removes all the financial worries of teachers and generates a sense of financial security among teachers. In order to draw talented professional to work for them and to retain their existing highly-qualified staff, universities should offer fringe benefits and other perks to the teachers. These benefits promote a feeling of economic security and job-

stability within the faculty members and contribute highly in the increasing the satisfaction level of the teachers.. Proper and timely actions should be taken for maintaining harmonious relations, mutual trust and respect for each other between teachers and administrative staff. So that universities can achieve their objectives well on time.

Universities should consider maintaining gender equality, where both male and females are treated equally in all aspects. It is advisable to develop an environment where both male and female teachers enjoy same level of autonomy. It is recommended to provide administrative support, independence to the assistant professors in performing their duties. Providing those opportunities to try new ideas and expressing their creativity in research field will definitely enhance their job satisfaction level. It is advisable that universities should provide an environment where there exists a mutual respect among teachers at same and different age groups, equal research and development opportunities are available for all age groups of teachers. Compensation and benefits level should meet the requirements of all age groups of teachers. It is suggested that the administrative officials behave properly with the teachers at all income levels.



COMPARATIVE ANALYSIS

It is suggested that private universities should provide autonomy to their teachers so that they can discharge their duties well in a fearless environment. Private universities should try to retain their teachers by providing them opportunities of research and publications. This can be achieved only by reducing their overburdened teaching hours and restricts them to only 12-16 hours of productive teaching in a week. It is recommended to the management of private universities that they should follow the norms of regulatory bodies for compensating and providing fringe benefits to their teachers. As the compensation and the facilities is the most common reason of dissatisfaction. It is also advised that they should judge their teachers on the basis of their merit, skills, performance, and results achieved not only on the basis of student's feedback. By taking all these steps, private universities can enhance the sense of security and trust among their teachers, which will further increase their satisfaction level. Retaining their qualified and inspiring teachers will help them in establishing the world-class universities in India.

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