Research Article On “A Study on Job Satisfaction and Performance of Management Guru’s of Management Colleges-with Reference to Odisha”

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Abstract - Teachers are introspective, cooperative, directive and expressive. Education is successful when there is presence of an effective teacher. An effective syllabus and best curriculum became ineffective if there is absent of an effective teacher. The quality of teaching depends not only on the knowledge of the teacher but also how he/she is comfortable with the profession. There are various external factors which are responsible for the comfortness. At present being the fabricator of social and economic development teachers are not satisfied. As a result of which the profession is running with lack of talent pool. In this research study we emphasize on the different dimensions of job satisfaction, impact of different dimensions over the level of job satisfaction of management college teachers and their level of performance. In this study we have used statistical technique like chi-square test of association and multiple regression analysis for data analysis.

Key words: Teacher, Job Satisfaction, Chi-square, Multiple Regression.

I. INTRODUCTION

“A liberal education is at the heart of a civil society, and at the heart of a liberal education is the act of teaching.” - A. Bartlett

Teaching is an art and an academic process by which students are motivated to learn deeply in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Indian Education Commission (1966) describes teachers as one of the important element or factor for social and economic development of the nation. Teachers are introspective, cooperative, directive and expressive. National policy on education (1986) also viewed that no person is above his/her teacher. Teacher the manufacturer of new knowledge, promoter of innovations and appraiser of the past traditions and cultures. By using education as an influential factor teacher inject or apply it to the students of his/her care. As a result of which the nation gets social and economic fabrication. Teaching is successful when there is presence of an effective teacher. An effective syllabus and best curriculum became ineffective if there is absent of an effective teacher. The quality of teaching depends not only on the knowledge of the teacher but also how he is comfortable with the profession. At present the nation is facing lack of talent pool in teaching profession due to different inherent causes. It invited many of the researchers to have looked over the problem. This study is an attempt to discover the factors behind job satisfaction and performance of teaching.
staffs or management gurus of different management colleges of Odisha.

‘Management college lecturers or so-called management gurus’ are dynamic, innovative, adoptive and strong in decision making. They are different from traditional gurus as far as approach towards practicality is concerned. To relate this study, most of the management gurus play the role of facilitators. A facilitator who helps the students to discover their own idea by conducting group discussions, presentation, and case study.

It is to be noted that job satisfaction has rather tenuous correlation to productivity on the job. In other way job satisfaction is also related with the life satisfaction. It is also commented in different non-academic management literature and media paper that job satisfaction and performance is highly related. Most of the measures purport that job satisfaction of employees is one of the spectacular factor behind employee motivation, objective accomplishment and positive morale of the employee. It is true that a highly satisfied employee need not be a good achiever or profound performer, but an employee dissatisfied with the job can be the cause of irreparable damage of the organization.

1.1. Job Satisfaction

Job satisfaction simply means how content an individual is with his or her job. In simple words, job satisfaction is nothing but the degree or the extent to which one likes or dislikes the job. Job satisfaction may be of affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is related with the pleasurable emotional feelings of one towards the job. Whereas cognitive job satisfaction is related to different facets of job like pay, working hours, promotion process, career development, pension agreements and numerous other aspects of job. However researchers and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Different authors proposed different definition on Job satisfaction. According to Cranney, Smith, & Stone, 1992, “Managers, supervisors, human resource specialists, employees, and citizens in general are concerned with ways of improving job satisfaction”. According to Rosnowski and Hulin, 1992, was possibly the motivation behind the numerous research efforts pertaining to job satisfaction. Brief, 1998, said, in 1976, there were more than 3,300 research articles and dissertations published on job satisfaction. After two decades he also added that in the year 1994, more than 12,400 research articles and dissertations had been published on job satisfaction. According to Paul Specters (1985) “Job Satisfaction is liking of one’s job and finding fulfillment in what you do. It combines an individuals feeling and emotion about their and how their job effect their personal lines”. Therefore, Job satisfaction is such a phenomenon which depends not only from the job or organisation but also it depends upon one’s personal, social, psychological, academic & economic condition.

1.2. Job Satisfaction and Performance

Job performance is defined as how the job is important to the employee, and how the employee mastered in the important skill required for the job if the employees have the authority to determine the way of his or her work. In other words job performance is the observable behaviors that people are doing in their jobs that are relevant to the goals of the organization. It is observed from the literature review and report study that job satisfaction and performance is correlated.

1.3. Management Education in Odisha

The national knowledge commission set up in the year 2005 recommends certain reforms in the higher education, particularly education in the field of management. As per the report of working group on
management education there are over 1600 management colleges in the country. Out of which 247 colleges are belongs to the state of odisha, which is near about 14% of total colleges. Odisha leading with the figure jointly with the state Kerala. Institute of national repute like Xavier Institute of Management, International Management Institute, Birla Institute of Management and Technology and name a few are operating in the state.

II. REVIEW OF LITERATURE

Rajkatoch (2012) states job satisfaction is the extent to which one feels good about the job. Major constituents of the job satisfactions are good salaries, work environment, job as per academic qualification, desired profession, job security and fringe benefits. The study concluded that female teachers are more satisfied than male teachers. Ngimbudzi (2009) study revealed that teachers are more satisfied with the meaningfulness of job, social benefits and support from administrators, whereas they are least satisfied with job characteristics (pay, fringe benefits, promotion procedure, bonuses, professional growth and in-service training).

Nwachukwu Prince Oloube (2007) made a study on the job satisfaction of the Nigerian teachers and showed the result that male teachers are more dissatisfied with their profession in comparision to the female teachers. As a result of which turnover of male teacher is very high. A research study on job satisfaction of post graduation teachers was done by Sharad Kumar and Sabita Pattnaik (2002).The study reveals that there is difference in job satisfaction between teaching staffs .Gender is the vital cause of that difference. Natarajan (2001) study related to organizational climate and job satisfaction found that there is no existence between job satisfaction and experience. A study was done at Anmalai University basing upon the year of experience and their job satisfaction by Sundarrajan and Minnelkodi (2001) evident teachers having more than 20 years of experience have less job satisfaction than those who are below 20 years of experience. Organ and Ryan (1995) viewed that job satisfaction is one of the significant indicator for different characteristics of work behavior such as organizational citizenship, absenteeism and turnover. It is also the predictor of employee’s feeling towards the work.

Husne Demirela et.al, (2008) has observed that there are many studies in India and abroad that examine the Job satisfaction of the teachers. These studies dealt with job satisfaction and the factors which affect job satisfaction such as salary, gender, administration, working conditions mostly in schools, government colleges and universities. A study done by Blackburn and Robinson (2008) relating to self-efficacy of teachers of agricultural education states that teachers in their early career of teaching are more efficient classroom management. Pronay (2011) study on job satisfaction of non-government colleges of Bangladesh reveals that most of the teachers are dissatisfied due to unclear promotion policies and payment systems. Good working conditions, training and outcome of training are the factors which gave satisfaction to them.

III. RESEARCH OBJECTIVES

i.To study the association between job satisfaction and performance.

ii.To study the major factor or dimensions of job satisfaction.

iii.To determine the influence of job satisfaction dimensions on job satisfaction.

IV. HYPOTHESIS OF THE STUDY

a) There is association between level of job satisfaction and performance.

b) Dimensions of job satisfaction influences level of job satisfaction.
V. RESEARCH METHODOLOGY

Answer to the scientific problem or research problem can be achieved through proper formulation of research methodology. Research methodology is nothing but systematic observation or otherwise obtaining data, evidence or information as part of research study. The research design for this paper is descriptive in nature.

Data Type:-Here we have used only primary data collected through questionnaire.

Sample Size:-In this research study we have used convinental sampling method. Data collected from the respondent as per our convenience and respondents convenience.Finally data collected from 100 teaching staffs of 25 management colleges of Bhubaneswar and Balasore.From which 86 respondents belongs to Bhubaneswar based colleges and 16 respondants from Balasore based colleges. Among these 25 colleges, 20 colleges are coming under Biju Patnaik University of Technology (BPUT) and other 5 colleges are autonomous.

Tools and Technique:-For the purpose satisfying the concerned research objective of this study statistical tool like chi-square test of association and regression analysis was used.

VI. MAJOR DIMENSIONS OF JOB SATISFACTION

Job satisfaction can be defined as an emotional state of mind that reflects an affective reaction to the job and work situation. (Dipboye et.al 1994). Generally major dimensions of job satisfaction include pay, working condition, promotion process, carrer development scheme, co-workers, supervision and retirement benefits and name a few. These dimensions have influence over the level of job satisfaction and ultimate performance of employees. Figure 1.1 represents different dimensions of job satisfaction for management teachers, which have effect over the level of job satisfaction and level of performance;

![Diagram of Job Satisfaction Dimensions](image)

Figure 1.1-Dimensions of job satisfaction for management teachers leading to their job performance.
VII. DATA ANALYSIS AND INTERPRETATION

7.1. Chi-square test of association

Table-A: level of job satisfaction and performance of management teachers.

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>LEVEL OF SATISFACTION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
<td>MEDIUM</td>
</tr>
<tr>
<td>AVG.</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>GOOD</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>VERY GOOD</td>
<td>09</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: compiled from primary source data

Null Hypothesis (H_0): Job satisfaction is associated with performance.

Alternative Hypothesis (H_A): Job satisfaction is not associated with performance.

\[ \chi^2 = \sum \frac{(O - E)^2}{E} \]

O = the frequencies observed
E = the frequencies expected

Interpretation

The calculated value of the chi-square (\( \chi^2 \)) of the Table-A is ‘1.7252’ which is less than tabulated value ‘9.488’ at 5% level of significance. However, the null hypothesis is accepted that there is association between job satisfaction and performance.

7.2. Multiple Regression analysis for testing of Hypotheses SPSS Output

Table-1: Variables Entered/Removed

<table>
<thead>
<tr>
<th>Model</th>
<th>Variables Entered</th>
<th>Variables Removed</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEAV.FAC, WORK.PRE, PR.APP, JOB.SEC, PR.POL, SAL</td>
<td>-</td>
<td>Enter</td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOB.SAT
b. Tolerance = .000 limits reached.

Table-2: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.936*</td>
<td>.875</td>
<td>.867</td>
<td>.28412</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), LEAV.FAC, WORK.PRE, PR.APP, JOB.SEC, PR.POL, SAL

The multiple correlation coefficient R = 0.936 indicates that there is a strong correlation between job satisfaction with the variables predicted by the regression model. The Adjusted R Square value tells us that our model accounts for 86.7% of variance – a very good model.

Table-3: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>52.733</td>
<td>6</td>
<td>8.789</td>
<td>108.874</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>7.507</td>
<td>9</td>
<td>.081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60.240</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOB.SAT

Table-4: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>333</td>
<td>1.554</td>
<td>1.502</td>
<td>.066</td>
</tr>
<tr>
<td>SAL</td>
<td>237</td>
<td>2.118</td>
<td>3.941</td>
<td>.000</td>
</tr>
<tr>
<td>JOB_SEC</td>
<td>204</td>
<td>1.19</td>
<td>2.666</td>
<td>.009</td>
</tr>
<tr>
<td>PR.POL</td>
<td>-194</td>
<td>-1.785</td>
<td>-2.209</td>
<td>.000</td>
</tr>
<tr>
<td>PR.APP</td>
<td>-001</td>
<td>-1.75</td>
<td>-0.000</td>
<td>-0.004</td>
</tr>
<tr>
<td>WORK.PRE</td>
<td>271</td>
<td>1.83</td>
<td>0.821</td>
<td>-8.730</td>
</tr>
<tr>
<td>LEAV.FAC</td>
<td>-308</td>
<td>-2.50</td>
<td>-2.202</td>
<td>2.593</td>
</tr>
</tbody>
</table>

a. Dependent Variable: JOB.SAT
The unstandardized Beta Coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the criterion variable while other predictors remain constant.

Unstandardized regression coefficients are used to estimate the regression line as follows:

\[
Y = 0.533 + 0.001X_1 + 0.937X_2 - 0.941X_3 + 0.971X_5 - 0.501X_6
\]

\[
\Rightarrow Y = 0.533 + 0.937X_1 \text{(salary)} + 0.001X_2 \text{(job security)} - 0.941X_3 \text{(promotion policies)} + 0.971X_5 \text{(work pressure)} - 0.501X_6 \text{(leave facilities)}
\]

Interpretation of the Results

It is clear from the regression equation that all the variables are positively correlated with ‘level of job satisfaction’ except the variables \(X_3\) (promotion policies), \(X_4\) (performance appraisal) and \(X_6\) (leave facilities). The coefficient (0.971) indicates that the variable \(X_5\) (work pressure) significantly influences the variable \(Y\) (level of job satisfaction). The next influencing variables are \(X_1\) (salary) with coefficient of (0.937) and variable \(X_2\) (job security) with coefficient of (0.001).

VIII. CONCLUSION

The last ten year witnessed drastic revolution in the management education with its growing demand. Management gurus overpower others in decision making skills with their idealized vision. Whereas the job satisfaction level of these gurus highly affected by the work pressure and salary package. Varying with the traditional system of teaching management teachers focuses on practical or corporatized approach of study, which force them to work hard. Working hard with the production of future corporate leader, they are not compensated financially what they deserve. This became one of the great force or dimension for job satisfaction. It also indirectly influences the performance of management teachers. Another important factor is job security. It is also observed from the study that private college teachers have the fear of losing job.

REFERENCES


