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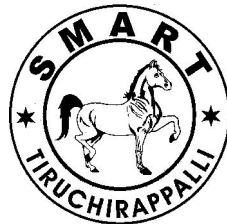
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**SCIENTIFIC MANAGEMENT AND ADVANCED RESEARCH TRUST
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A COMPARATIVE STUDY OF IMPACT OF JOB SATISFACTION ON INDIVIDUAL PERFORMANCE AMONG ACADEMICIANS IN PUNJAB

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Abstract

The satisfaction of teaching fraternity is very important in improving the educational level of the society and furthering the overall interest of society. The present study was conducted to find out the level of job satisfaction among the College Teachers of Professional and Non-Professional Institutions in Punjab and to present their comparative position regarding the impact of the level of Job Satisfaction on their individual performance. To fulfill the objectives of the study, 516 college teachers (258 college teachers from professional institutions and 258 college teachers from non-professional institutions in Punjab), representing five districts (i.e., Amritsar, Bathinda, Jalandhar, Patiala, Ropar) out of 22 districts of Punjab, were selected to constitute the sample. Information from selected college teachers was collected through a questionnaire. The data were further analyzed by using statistical techniques. College teachers of both professional and non-professional institutions in Punjab were found to have high degree of job satisfaction but college teachers of non-professional institutions had an edge over college teachers of professional institutions. The results depicted that college teachers of both the institutions, who enjoyed high level of job satisfaction, did not give their best individual performance.

Key Words: Job Satisfaction, Professional Institutions, Non - Professional Institutions, Measurement of Individual Performance.

JEL Code: J28, P36.

1. Introduction

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. The number of universities has increased to 533, the number of colleges to 25951, the number of students enrolled in higher education is 13.6

million (which is 7.2% of total population) and the number of teachers in institutions of higher education is 5.89 lakhs (**Annual Report, UGC, 2012**). As far as the State of Punjab is concerned, the State has been ranked 7th amongst the Indian States in terms of education. There are 569 colleges and 11 universities which provide higher education in Punjab.

2. Meaning of Job satisfaction

Job satisfaction describes how content an individual is with his or her job. Job satisfaction is an attitude which results from

the experiences of an employee from his job. It is an individual's feeling or state of mind. Job satisfaction is defined as the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (**Locke, 1976 p. 1300**). **Smith (1969)** perceived job satisfaction as the extent to which an employee expresses a positive orientation towards a job. Job satisfaction has also been defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job and an attitude towards one's job (**Brief, 1998**). It is a generalized affective orientation to all aspects of the job. Job satisfaction is a multi-pronged concept. The source of job satisfaction is not only the job but it also emanates from the business environment, government policies, working environment, supervision style, interpersonal relationship and organizational culture and personality factors. Happier the people with their job, the more satisfied they are said to be.

3. Professional and non-professional institutions

In the State of Punjab, higher education is offered by both professional and non-professional institutions. Educational institutions, imparting professional education, are termed professional institutions. At the same time, there are certain educational institutions which impart, both general and professional education. In such institutions, if two thirds of students get professional education, then such educational institutions will be termed professional institutions. All other higher educational institutions will be termed non professional institutions.

4. Review of Literature

Various studies, conducted in the past, have concluded that job satisfaction of college teachers is influenced by various intrinsic as well as extrinsic factors. **Lobosco and Newman (1992)**, in their paper, stated that teachers' perceptions of their jobs are strongly related to their perception of their students.

Andre Bishay (1996), in his study, found that job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience. and activity. **Titus Oshagbemi (2000)**, in his paper, indicated that gender does not affect the job satisfaction of university teachers directly. However, the interaction effect of gender and rank on job satisfaction level was statistically significant. The study, conducted by **Ch'ng et al, (2010)**, shows that management support, salary and promotion opportunities are significant in determining the job satisfaction level of college teachers. **Singh (2012)** asserted that there is significant difference in job satisfaction among college teachers with regard to gender in self financing institutions. There are only a few studies that have linked job satisfaction level to the individual performance of college teachers. **C. Barrett and F. Myrick (1998)**, in their study, concluded that preceptors and preceptees differ significantly regarding aspects of their job in general. A positive significant relationship exists between preceptor job satisfaction and clinical performance. **Ololube (2007)** concluded that teacher related sources of job satisfaction have greater impact on teaching performance. **Syed Ahamad Raza (2010)** concluded that open climate in educational institution was highly positively correlated to the teachers' performance.

5. Statement of the Problem

Since the early 1950's, higher education has been diversified and extended its reach and coverage quite significantly. But to achieve the objectives of national importance, it is the well being of human resources involved in the education system i.e. the teachers, that matters the most. Satisfied teachers can contribute a lot towards the achievement of goals of national importance. The main purpose of the study was to explore the job satisfaction level among college teachers of professional and non- professional institutions in Punjab and

to present a comparative picture regarding the impact of job satisfaction level on individual performance of college teachers of professional and non-professional institutions in Punjab.

6. Need and Significance of the Present Study

Performance of individual employees at work is an important factor in organizational growth. A satisfied workforce is essential for the success of organizations and their businesses. Dissatisfied employees make organizations dysfunctional in businesses, damaging their financial performance. They endanger the very existence of their organizations, jeopardizing the creation of national wealth in the long run. Not much literature is available in which relationship between job satisfaction level and individual performance level is being explored. Further, in the changing scenario of education, it will be interesting to bring out the comparative position regarding the impact of job satisfaction level on the individual performance of college teachers of professional and non professional institutions in Punjab. The present study will help the organizations in controlling such factors which cause dissatisfaction and thus will help in enhancing the quality and performance of their workforce.

7. Objectives of the Study

The main purpose of the study was to explore the job satisfaction level among college teachers of professional and non- professional institutions in Punjab and to present a comparative picture of the impact of job satisfaction level on the individual performance of college teachers of professional and non-professional institutions in Punjab. More specifically, the following are the objectives of the study.

1. To assess the job satisfaction level of college teachers of professional and non-professional institutions in Punjab.
2. To assess the individual performance of college teachers of professional and non-professional institutions in Punjab.

3. To explore the relationship between the job satisfaction level and the individual job performance of college teachers of professional and non-professional institutions in Punjab.

8. Formulation of Hypotheses

On the basis of objectives of the study, following null hypotheses were formulated for the purpose of the study.

1. There is no difference between job satisfaction level of college teachers of professional and non-professional institutions in Punjab.
2. There is no difference between individual performance of college teachers of professional and non-professional institutions in Punjab.
3. There is no relationship between job satisfaction and individual performance of college teachers of professional and non-professional institutions in Punjab.

These null hypotheses were tested in the analysis part of the paper.

9. Methodology of the Study

The sample for the present study was selected from five districts (out of 22 districts in the State of Punjab) i.e. Amritsar, Jalandhar, Ropar, Patiala and Bathinda, so as to represent the whole population of the study. As the research was exploratory in nature, the non-probability sampling technique was used to select the sample. For the purpose of the study, 516 college teachers (i.e. 258 college teachers representing professional and non - professional institutions) constituted the sample. Around 50 teachers were selected from each district. Data for the purpose of this study, were collected through questionnaire, based on Minnesota Job Satisfaction Questionnaire, so as to measure the job satisfaction under 20 facets. The five point likert scale was used to record the responses of teachers to the various aspects of job satisfaction. Performance of

college teachers was measured through a set of questions, based on ' Academic Performance Indicator System, introduced by the UGC for the performance appraisal of college teachers. The data so collected were analyzed, with the help of Graph Pad Prism Software, by applying various statistical measures like frequency count, means, standard deviation, two way ANOVA tests, correlation measure and P value.

10. Limitations of the Study

The present study was confined to finding out the job satisfaction level of college teachers in relation to the intrinsic and extrinsic factors related to work place. There may be various other factors which can affect the job satisfaction level of college teachers like age, gender, educational level of educators, location of the institution, psychological factors, family conditions, overall general conditions prevailing in the society etc. Moreover, data were collected from individual teachers and the responses to the questions depended upon the perceptions of those individual teachers.

11. Analysis of the Study

Job satisfaction level among College teachers of professional and non-professional institutions in Punjab

The main objective of the study was to measure and compare the job satisfaction level of college teachers of professional and non-professional institutions. As already stated, job satisfaction of college teachers was measured on twenty dimension scale of Minnesota Job Satisfaction Questionnaire. The results of data collected, have been presented in the following **Table-1**.

As per the criteria, job satisfaction score ranging from 25 to 75, is termed moderate job satisfaction. As the Table - 1 depicts, the overall job satisfaction score of college teachers of professional institutions was 69.81 whereas the overall job satisfaction score of college teachers of non-professional institutions was

74.48. The overall job satisfaction score of both types of college teachers falls in the moderate level of job satisfaction category. The Table further shows that the factors for which college teachers of professional institutions in Punjab recorded low were somewhat different from that of college teachers of non-professional institutions in Punjab. The factors regarding which their mean scores of job satisfaction level of college teachers of professional institutions were recorded very low, included work involved in the job, creativity involved in doing job, the way institutional policies and practices were put into practice, practising of moral values, chances of social service, compensation received for rendering services, job security enjoyed, general working conditions of the institution and the feeling of accomplishment etc. On the contrary, college teachers of non-professional institutions recorded low about advancement opportunities available on the job, independence involved and recognition for the good work done etc.

Testing of Hypothesis 1

Table-2 presents a consolidated comparative picture of job satisfaction level of college teachers of professional and non-professional institutions. Job satisfaction levels among college teachers of professional and non-professional institutions, despite being in the category of moderate level of job satisfaction, approached higher job satisfaction category. Moreover, from the Table, it is evident that college teachers of non-professional institutions enjoyed better level of job satisfaction compared to their counterparts in professional institutions. The tabulated value of $F=1.23$ at $\text{Alpha}=0.05$, for the degree of freedom of 257, for both numerator as well as denominator was less than the computed value of $F=1.25$. In other words, the difference between the mean score of overall job satisfaction among college teachers of professional and non-professional institutions was significant. Hence, the First Null Hypothesis is rejected because there was

significant difference between the job satisfaction level of college teachers of professional and non-professional institutions in Punjab.

Individual Performance of College Teachers

One of the major objectives of this study was to find out the relationship between job satisfaction level and their individual performance of college teachers of both professional and non-professional institutions in Punjab. Performance of college teachers was measured through a set of questions based on 'Academic Performance Indicator System', introduced by the UGC for the performance appraisal of college teachers. The responses to the questions relating to measurement of individual performance were consolidated and the levels of job satisfaction of college teachers of both professional and non-professional institutions were compared. The responses to the performance appraisal questions are presented in a comparative form in the **Table-3**.

Testing of Hypothesis 2

The second null hypothesis assumes that there is no difference between the individual performance of college teachers of professional and non-professional institutions in Punjab. As the tabulated results of the responses to the questions relating to individual performance, show, the individual performance of college teachers of both professional institutions (Mean score = 21.42) and non-professional institutions (Mean score = 19.87) was quite average. Professional institutions were performing better than non-professional institutions and hence the Second Null Hypothesis is also rejected.

As far as different areas of performance are concerned, the performance of college teachers of both the institutions was good only with reference to the performance of students. Regarding other areas, the performance of college teachers of both the institutions was either average or below par. There are certain

common areas where the personal performance of college teachers of both types of institutions was very low. These areas included book or professional writing, receipt of grant/ contribution from national or international institution, working as a consultant outside the organization, supervision of PhD students etc. Only a few of the college teachers were engaged in carrying out research or promoting research. They were engaged in the research of their own, and a very few of them were engaged in guiding research.

There are certain areas in which college teachers of professional institutions performed slightly better compared to their counterparts in non-professional institutions. These areas included publication of research papers, attending national and international conference, book writing, participating in professional development activities etc. This may be due to the fact the college teachers of professional institutions were compelled to perform better so as to search for better opportunities outside the institution.

Testing of Hypotheses 3

The third null hypothesis assumes that there is no relationship between job satisfaction and individual performance of college teachers of professional and non-professional institutions in Punjab. **Table-4** depicts that there was significant negative correlation between job satisfaction of college teachers and their individual performance both in professional ($r = -0.1605$) and non-professional institutions ($r = -0.01651$). Overall also, there was significant negative correlation ($r = -0.1936$) between combined job satisfaction level of college teachers of both the institutions and the individual performance of college teachers. It shows that college teachers with low level of job satisfaction, recorded better individual performance. College teachers of both the institutions who were not satisfied with their present job, were trying harder to perform better so as to create more job opportunities

outside the present institution. The results depicted in the Table-4 can also be interpreted as college teachers of both the institutions, having higher job satisfaction level, did not record better individual performance.

12. Findings and Suggestions of the Study

From the study, following findings can be summarized.

1. There was significant difference between job satisfaction level of college teachers of professional and non-professional institutions in Punjab. College teachers of non-professional institutions enjoyed better job satisfaction level compared to their counterparts in professional institutions.
2. There was difference between individual performance of college teachers of professional and non-professional institutions in Punjab. College teachers of professional institutions recorded better individual performance level as compared to their counterparts in non-professional institutions.
3. There was significant negative correlation between job satisfaction level and individual performance level of college teachers of both types of institutions.

13. Conclusion

There is need to improve the management of professional institutions so as to improve the job satisfaction level of college teachers of professional institutions. Moreover, measures should be taken to motivate the college teachers of non-professional institutions so as to improve their individual performance.

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Table-1 Measurement of Job Satisfaction of College Teachers of Professional and Non-professional College teachers

Sl. No.	Sub Scale	Professional College teachers		Non-professional College teachers		Total	
		N	Mean Response	N	Mean Response	N	Mean Response
1	The chance to work alone on the job (Independence)	258	3.58	258	3.39	516	3.48
2	The chance to do different things from time to time (Variety)	258	3.14	258	3.89	516	3.52
3	The chance to be 'somebody' in the community (Social Status)	258	3.41	258	3.79	516	3.60
4	The way my boss handles his/her employees (Supervision)	258	3.69	258	3.89	516	3.79
5	The competence of my supervisor in making decisions (Supervision – Technical).	258	3.91	258	3.55	516	3.73
6	Being able to do things that don't go against my conscience. (moral values)	258	3.19	258	3.73	516	3.46
7	The way my job provides for steady employment. (Security)	258	3.29	258	3.63	516	3.46
8	The chance to do things for other people. (social service)	258	3.23	258	4.00	516	3.62
9	The chance to tell people what to do. (Authority)	258	3.96	258	3.89	516	3.92
10	The chance to do something that makes use of my abilities. (Ability Utilization)	258	4.02	258	3.95	516	3.98
11	The way company policies are put into practice. (Company policies and practices)	258	3.17	258	3.57	516	3.37
12	My pay and the amount of work I do. (Compensation)	258	3.24	258	3.82	516	3.53
13	The chances of advancement on this job. (Advancement)	258	3.48	258	3.42	516	3.45
14	The freedom to use my own judgment. (Responsibility)	258	3.51	258	3.59	516	3.54
15	The chance to try my own methods of doing the job. (Creativity)	258	3.15	258	3.76	516	3.46
16	The working conditions. (Working conditions)	258	3.29	258	3.82	516	3.55
17	The way my co-worker gets along with each other. (co-worker)	258	3.54	258	3.86	516	3.70
18	The praise I get for doing a good job. (Recognition)	258	3.76	258	3.32	516	3.54
19	The feeling of accomplishment I get from the job. (Achievement)	258	3.36	258	3.82	516	3.59
20	Being able to keep busy all the time. (Activity)	258	3.91	258	3.76	516	3.84
	Total	258	69.81	258	74.48	516	72.14

Table-2 Comparison of Overall Job Satisfaction level among College Teachers of Professional and non-professional Institutions in Punjab

Sr. No.	Type of Institution	No. of College teachers	Mean	Std. Dev.	F Ratio	Significance
1.	Professional Institutions	258	69.81	8.71	1.25	P=0.0349, alpha<0.05, significant
2.	Non-professional Institutions	258	74.48	9.21		

Table-3 Measurement of Performance of College Teachers of Professional and non-professional institutions in Punjab

Sr. no.	Sub Scale	Professional College teachers		Non-professional College teachers		Total	
		N	Mean Response	N	Mean Response	N	Mean Response
1	Research papers published	258	2.27	258	1.77	516	2.02
2	Any book/academic or Professional writing	258	1.49	258	1.36	516	1.43
3	Receipt of any grant/ contribution in the past from any National/ International Institution	258	1.15	258	1.21	516	1.18
4	Participation in National/international conferences	258	2.24	258	1.94	516	2.09
5	Working as a consultant outside the organization	258	1.09	258	1.25	516	1.17
6	Supervision of any students for PhD/ Masters	258	1.08	258	1.44	516	1.26
7	Performance of students	258	4.67	258	4.35	516	4.51
8	Extra co-curricular and extension activities	258	2.31	258	2.03	516	2.17
9	Additional workload	258	2.61	258	2.39	516	2.50
10	Participation in Professional development activities	258	2.50	258	2.10	516	2.31
	Total	258	21.42	258	19.87	516	20.65

Table-4 Pearson Correlation between Job satisfaction and Performance of College Teachers

Job satisfaction	Performance of College teachers					
	Professional Colleges		Non-professional Colleges		Total	
	Pearson Correlation	Sig (2 tailed)	Pearson Correlation	Sig (2 tailed)	Pearson	Sig (2 tailed)
	-0.1605	0.0098	-0.1651	0.0079	-0.1936	<0.0001
	*Significant, alpha = 0.05 R squared = 0.02577		*Significant, alpha = 0.05 R squared = 0.02726		*significant, alpha = 0.05 R squared = 0.03749	