AN EMPIRICAL STUDY OF ASSOCIATION BETWEEN JOB SATISFACTION AND PERFORMANCE OF TEACHERS AMONG UNAIDED MANAGEMENT INSTITUTIONS IN BENGALURU.

Roy Mathew,
Associate Professor,
Department of Management studies,
Christ University, Bangalore- 560029

Dr. S. John Manohar,
Professor – MBA,
BMS College of Engineering,
Bull Temple Road, Bengaluru – 560 019.

Abstract: *This research is an effort to elaborate various factors of job satisfaction and to understand the association between job satisfaction and performance of teachers in Management institutions in Bengaluru. The sample size was 112 teachers which consisted of Asst Professors, Associate Professors and Professors from unaided management institutions in the city. The study shows that Job satisfaction and performance of teachers are positively correlated. Culture of the institution should be such that the teachers are appreciated by their colleagues which will enhance their overall contribution to the organization. It is also found that the teachers who teach the subjects they love, are the ones who also perform well during their career.*

KEY Words: Professors, job satisfaction, performance, correlation, multivariate regression, SPSS 20.0

1. INTRODUCTION:

Institutions of higher education play premier role in the progress of any country. Teachers play a decisive and formative role in the lives of youth. Teachers and institutions are very important factors in determining the quality of education that children receive. It is only possible when teachers in universities and colleges are satisfied and motivated enough to accomplish their goals effectively. Satisfied teachers would definitely perform better in terms of academic and non academic aspects, as they are important in moulding an ideal student.

This research is an effort to elaborate various factors of job satisfaction, which influence the university / college teachers for their effective contribution to education, also to enhance their performance as well as to increase their institutional effectiveness. The famous rule of thumb in Human Resource Management is that it is always less costly to retain employees than to hire new ones. Another common observation is that where teachers perform well, their students are also high achievers.

In the present scenario of globalized education and tough competition, job satisfaction is an important issue. It has been proved that people are always interested to work only at those organizations where they feel satisfied. Dissatisfaction leads to lower level of job performance. This increases employee's turnover, absenteeism and many such problems. Therefore, the issues regarding college and university teachers need to be studied in detail. Satisfaction is a primary element that leads to a positive behaviour of college /university teachers and also for their productive growth. In numerous studies of Social sciences it has been seen that workers' characteristics and organizations features either determine or are related to job satisfaction (Spector, 1997). Job satisfaction refers to one person's feelings regarding the nature of the work and can be influenced by different factors; such as the

relationship with the supervisor, the quality of the working environment, the motivation system etc. (Nicolescu et al, 2009). According to Herzberg (1959), intrinsic elements of the job are achievement, recognition and reward. The extrinsic elements such as working conditions, salary, supervision, company policy, and interpersonal relationships are referred as "hygiene factors" or "context" factors. All these factors play significant role in increasing job satisfaction of teachers as well which in tern increases the performance level of teachers in the higher education.

1.1 Academic Performance:

Academic Performance is term related with achieving excellence in the field of learning or any discipline which one intends to acquire Knowledge. Academic performance is attaining the point of realization of knowledge. It is a journey of upward movement from information to knowledge.

Academic Performance is indicated by

1. Realization

2. Continuous learning

3. Upward movement towards excellence

4. Contribution to the field of knowledge

5. Learning finer point of any particular field of Knowledge

Philosophy of academic performance

1. The foundation of academic performance is based on a triad

2. Academic excellence

3. Different facets of learning

4. Continuous learning

5. Strive for Knowledge

Foundations of academic performance

1) Strive for knowledge :- Knowing more and knowing new things

2) Continuous learning:- Not a onetime activity

3) Different facts of learning:- It is not-dimensional

1.2 Concept of academic performance

Academic performance is indicated by achievement and contribution of person in the field of learning or academic which he belongs. It may even be extended to other areas of learning, if a person has contributed in other field by exhibiting special interest, skills and research contribution. Academic performance is the contribution of person, scholar, teacher or researcher in the following areas.

o Field of learning

o Areas of research

o Area of teaching

o Area of academic interest

o Ways means that contributed to academic excellence

o Contribution to institutional development

o Curricular activities

o Extracurricular activities

o field of personality development of student

1.3 Nature of academic performance

Academic performance is related with contribution of a teacher/scholar/ researcher in a particular filed in discipline of learning. It is indicated by a variety of indicators. The nature of Academic Performance is exhibited by following simple indices:-

o Progressive :- Upward development of performance

o Continuous:- Regular and recurring in occurrence

o Dynamic :-There is a consistency and regularity in improvement

o Pro-active :- Accepts future changes befog they occur

o Exhibition of talents and skills:- Indicates how a teacher has improved or developed

o Multifarious :- It is not one –dimensional

o Willingness to accept challenge :- New trends, areas of learning

o Excellence:- It is a journey towards the Zenith performance.

1.4 Importance of Academic Performance

1. It enhances the image of teacher.

2. It is the Motivation to Excel in our field of learning.

3. It improves the Journal prospective of a teacher towards academics.

4. It provides an opportunity to experiment with new ideas and concept.

5. It adds to Institutional image and glory.

6. It is effective way to employ yours capacity and competition to advance in the field of learning.

7. It transmits new knowledge and idea to learn to acquire new knowledge.

8. It broadens the view and prospective of a teacher towards academics.

9. It changes the outlook view of the society towards academics.

10. It can improve qualitative standards of academics.

It is expected that teachers & education Institutions should improve their performance and attain the academic standards .For that API concept include in PBAS.

2. REVIEW OF LITERATURE

Akram (2012) in his study showed that if organizations want to retain competitive employees, they must be able to provide them good working conditions, competitive salaries, employment security and autonomy. He further concluded that financial aspects especially salary is the most important among above variables because each employee needs a livelihood to support his/ her family.

Suki (2011) examined on job satisfaction and organizational commitment: The effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee‟s gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.

Kumar & Bhatia (2011) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and income group of physical Education teachers to compare the job satisfaction among Physical Education teachers and their attitude towards teaching.

Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male & female higher education teachers. Result revealed that the females had significantly higher level of organization commitment.

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs.

female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

Nagar (2012) undertook a study on "Organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its effect on job satisfaction on organizational commitment" Research showed that in term of job satisfaction & organizational commitment the mean score for female teachers was higher than male teachers.

Hanushek and Rivkin (2006) Teacher quality is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher.
Dr. R. B. Vhanabatte and D. D. Newase (2014): There are three categories on which academic performance will be rated first is teaching, learning and evaluation- related activities , second is Co-curricular –extension and professional development related activities and third is research and academic contribution under each category there are certain per-decided activities which are assigned certain points. Teachers will have to perform these activities to earn marks or credits. This research paper throws light on the meaning of and concept of API & there is probable structure of performance indicator for teachers & teacher educational institutes.

3. RESEARCH METHODOLOGY:

3.1 Need for the study:
University Grants Commission (UGC) notifying that "Regulations on Minimum Qualifications for Appointment of teachers and Academic staff in Universities and Colleges and Measures for the Maintenance of standards in Higher Education." Performance of teacher will be assessed on the basis of a Performance Based Assessment System (PBAS) in which scores have been assigned to each sub-dimension or Academic Performance Indicator (API). This research is aimed at evaluating teachers performance and how it is affected by satisfaction level of teachers.
Research Gap Analysis:
After the University Grants Commission (UGC) guidelines for Maintenance of standards in Higher Education through Performance Based Assessment System (PBAS) no study was done to find the impact of job satisfaction on performance of teachers in the higher education.

3.2 Objectives:

1. To study the demographic profile of the respondents in management institutions in Bengaluru.
2. To determine job satisfaction levels of teachers in management institutions.
3. To evaluate performance of teachers in management institutions.
4. To determine the association between job satisfaction level and performance of teachers in management institutions.

3.3 Hypotheses of the study:
1. There is significant difference in the job satisfaction among male and female teachers.
2. There is significant difference in the performance among male and female teachers.
3. There is significant correlation between job satisfaction and performance of teachers

3.4 Sampling technique:

A non probability sampling technique namely Quota Sampling is used for the study. The target respondents are teachers designated- Asst Professors, Associate Professors and Professors.

3.5 Sample size:

The sample consists of 112 teachers from various Management Institutions in Bengaluru. It included 40 female teachers and 72 male teachers from various unaided colleges in the city.

3.6 Scope of the Study:

The data was collected during the period of 3 months from August 2015 to October 2015.

3.7 Sources of data:

The Primary data is collected by using structured questionnaire. The form of question is of both closed and open type. The scales used to evaluate questions are nominal scale and 5 point Likert scale.

3.8 Limitations of the study:

a) Responses may not reveal the actual fact for certain questions

b) The sample size is restricted and quota sampling may not have given the actual picture.

c) The questionnaire consisting of large number of items would have created fatigue among respondents.

3.9 Statistical tools:

➢   Analysis also involves multivariate regression equation of the form.

Y= a + β X

Y= Dependent variable - Performance.

a= Constant value.

β= Unstandardized coefficient.

X= Dimension of independent variable – job satisfaction

➢   Correlation, mean and standard deviation.

4. DATA ANALYSIS

Table 1: Reliability Statistics:

Cronbach's Alpha	N of Items
.981	112

  Interpretation: Reliability is found to be 0.981, which says the data is highly reliable

Table 2: Designation of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ap	89	79.5	79.5	79.5
	asop	20	17.9	17.9	97.3
	p	3	2.7	2.7	100.0
	Total	112	100.0	100.0	

Interpretation: Out of 112 respondents 79.5% were assistant professors, 17.9% associate professors and 2.7% professors.

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

International Journal in Management and Social Science

http://www.ijmr.net.in email id- irjmss@gmail.com   Page 358

Table 3: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	40	35.7	35.7	35.7
	Male	72	64.3	64.3	100.0
	Total	112	100.0	100.0	

Interpretation: Among the 112 respondents 64.3% are male and 35.7% are female teachers.

Table 4: Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	56	50.0	50.0	50.0
	2.00	10	8.9	8.9	58.9
	3.00	44	39.3	39.3	98.2
	4.00	2	1.8	1.8	100.0
	Total	112	100.0	100.0	

Interpretation: Analysis of the teaching experience shows that 50% of the teachers have less than 5 years of teaching experience.

Table 5: Descriptive Statistics

	Mean	Std. Deviation	N
JOB SATISFACTION	3.2411	.93611	112
PERFORMANCE	3.0445	.14843	112

Interpretation: Mean of job satisfaction is 3.2411 and for performance is 3.0445. Also observe that standard deviation for job satisfaction is .93611 against only .14843 for performance.

Table 6: Correlations

		JOB SATISFACTION	PERFORMANCE
JOB_SATISFACTION	Pearson Correlation	1	.591[**]
	Sig. (2-tailed)		.000
	N	112	112
PERFORMANCE	Pearson Correlation	.591[**]	1
	Sig. (2-tailed)	.000	
	N	112	112

**. Correlation is significant at the 0.01 level (2-tailed).

Interpretation: Pearson Correlation is 0.591 which is significant at 1% level.

Table 7: Regression: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757[a]	.573	.548	.09975

Table 8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.401	6	.233	23.462	.000[b]
	Residual	1.045	105	.010		
	Total	2.446	111			

a. Dependent Variable: PERFORMANCE

Interpretation:

1) R square value being 0.573 we find that 57.3% of the variations in performance of teachers is explained by job satisfaction.

2) Also observe that for job satisfaction is making significant impact on performance of teachers

Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.975	.662		-1.473	.144
	satisfied_with_my_current_job	.605	.091	4.408	6.666	.000
	enjoy_teaching_	.682	.135	4.426	5.060	.000
	handle_subjects_which_I_love_to_teach	1.773	.313	9.755	5.670	.000
	colleagues_appreciate_my_teaching	2.513	.437	17.682	5.748	.000
	teaching_is_liked_by_my_students	-4.761	.832	-34.672	-5.722	.000

	appreciate_the_creative_ and_innovative_ideas_of _the_management	.266	.046	1.845	5.760	.000

Dependent Variable: PERFORMANCE

Interpretation: Colleagues appreciation of teaching has the largest positive contribution of 2.513 towards performance

5. FINDINGS:

[1] Out of 112 respondents 79.5% were assistant professors, 17.9% associate professors and 2.7% professors.

[2] Reliability is found to be 0.981, which says the data is highly reliable
Among the 112 respondents 64.3% are male and 35.7% are female teachers

[3] Analysis of the teaching experience shows that 50% of the teachers have less than 5 years of teaching experience.

[4] Mean of job satisfaction is 3.2411 and for performance is 3.0445. Also observe that standard deviation for job satisfaction is .93611 against only .14843 for performance.

[5] R square value being 0.573 we find that 57.3% of the variations in performance of teachers is explained by job satisfaction.

[1] Also observe that for job satisfaction is making significant impact on performance of teachers

[6] Pearson Correlation is 0.591 which is significant at 1% level.

[7] Colleagues appreciation of teaching has the largest positive contribution of 2.513 towards performance
[8] It is also found that teachers who teach the subjects they love, are the ones who also perform well during their career.

6. CONCLUSIONS:

- There is moderately high level of job satisfaction and performance among the teachers. Performance of teachers can be improved by beeping them satisfied.
- Job satisfaction and performance of teachers are positively correlated. Take measures to keep them happy and satisfied.
- Culture of the institution should be such that teachers are appreciated by their colleagues for their effective teaching.

7. REFERENCES:

[1] Ahmad, Nabi, and Abdul Raheem, (2004) "Job Satisfaction among School Teachers", *The educational review*, vol.47, no.8, pp. 144-148

[2] Akram, A. A. (2012). "Impact of Financial Rewards on Employee's Motivation and Satisfaction in Pharmaseutical Industry, Pakistan", *Global Journal of Management and Business Research*, vol. 12, no. 17, pp. 44-49.

[3] *Castillo,J. X.; Cano, J. (2004)"*Factors explaining job satisfaction among faculty*" Journal of Agricultural Education,*45(3), 65-74

[4] Rahman, M.I.; Parveen,R. "A study of Job Satisfaction among public and private university teachers" electronic copy available at: http://ssrn.com/abstract=1155303

[5] Mawoli, M.A.; Babandako, A.Y. (*2011*) "An evaluation of staff motivation, dissatisfaction and job performance In an academic setting" *Australian Journal of Business and Management Research,* 1(9), 1-13.

[6] Bakhshi, A. "Job satisfaction as predictor of life satisfaction: Astudy on lecturers in govt. & private colleges in Jammu"available at: Electronic copy available at: http://ssrn.com/abstract=1408641

[7] Herzberg, F., Mausner, B., & Snyderman, B. B. (1959, 1987) "*Themotivation to work.* New York: John Wiley & Sons. As quoted in Malik, N. "A Study on job satisfaction factors of faculty members at the university of Balochistan"J*ournal of Research in Education,* 21(2), 50.