

HRD factors affecting Job Satisfaction of Management Educators of Indore city

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Abstract— Teaching faculty is the most important group of professionals for our nation’s future. Teacher is a friend, philosopher and guide for the students. They are producing good leaders, economists and scientists etc. to the nation. Teacher is considered as the building block of the nation. A highly quality of teaching staff is the corner stone of a successful educational system. Attracting and retaining high quality teachers is thus a prime necessity for higher education in India. It is an important thing to understand the factors behind the retention of the high quality faculty in higher education. One such factor is job satisfaction. It is one factor behind the retention of high quality faculty in higher educational institutions in India. In the light of this background, the aim of the above study is to study the factors affecting Job satisfaction and performance of Teachers of Management Institutes with respect to Indore City. The study was conducted using primary data of 113 Management teachers from ten different Management Institutes of Indore using questionnaire method. Only Management Institutes and colleges were selected for the study. The results indicate that the most important factor was found to be “Holistic development Factor”.

I. INTRODUCTION

Human Resource Development is the fundamental idea, which drives an organization across the globe today. Human Resource Development help organizations to assess mistakes, manage change better to retain talent to grow towards the achievement of organizational goals. Human Resource Development can be defined as a set of systematic and planned activities designed by an organization to provide its members with opportunities to learn necessary skills to meet current and future job requirements. Learning is the fundamental principle that drives organizations towards higher concentration on Human Resource Development. HRD activities should begin when an employee joins an organization and continue throughout his/her career, irrespective of the authority and responsibility level that the person holds.

II. THE PLACE OF TEACHER IN EDUCATION

Education is a continuous process and focus on the all round development of personality of an individual. It can be formal or informal. Teacher plays very important role in Formal education. By developing teachers’ with desirable attitude

effective and desirable output can be achieved and this can be possible if the teacher is satisfied with his/her job. Teaching is a part of Education. Teaching is regarded as the noblest profession in our country. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job.

But today in the competitive era ‘Motion is life and rest is death’ in this perspective, life is always in motion. Growth and development are essential and natural features of human being. The teachers have to update themselves in order to perform better. In the light of this background, the aim of this study is to study the impact of Human Resource Development practices on Job satisfaction of Teachers of Management Institutes with respect to Indore City.

III. REVIEW OF LITERATURE

The work of Taylor (1911), based on the assumption that individuals would be motivated and satisfied to perform well if rewards were directly related to the performance of carefully planned task, was the earliest recognized work in the field of job satisfaction.

Then the research of Levenstein (1912), Munsterberg (1913), and Slichter (1919) compiled a valuable information about job satisfaction and job dissatisfaction on a variety of workers in numerous occupations. Many others like Mayo, Rothlisberger and Dickson (1939) job attitude and their relationship to work behavior, Likert’s (1932) contributions to the development of theories of job satisfaction were valuable addition in the early research on job dissatisfaction. Later Maslow (1943) made an important contribution, study of human needs, to knowledge about human motivation, an important factor in job satisfaction.

According to Webster’s Dictionary (1986), job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment. Job satisfaction is defined more specifically in the literature, and several theorists have generated their own workable definitions. Of those researchers, Robert Hoppock is perhaps the most widely cited, although others have emerged with definitions reflecting more current theoretical underpinnings of job satisfaction.

Some of the versions use the terms job attitudes, work satisfaction, and job morale interchangeably, which may explain the lack of a standardized job satisfaction definition.” Sari (2004) showed that the more experienced teachers have less job satisfaction than their less-experienced colleagues.” Jadeja(1997) studied on the Job satisfaction, Values and Problems of in-service female school teachers. Cluster Layer Random Sampling Method was used to select the sample for the study. Colleges, Secondary schools, and seventy five

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primary school teachers included. 584 female school teachers of six districts of Saurashtra selected for the sample. G. G. Nakum formulated Value Scale and self made Problem List and K. P.Viroja formulated Job Satisfaction Test were used for the data collection. Age, educational qualifications, types of school management and experience were included as independent variables, while Job satisfaction, Values and Problems were dependent variables. The data analyzed with different statistical techniques like; F-value, t-value, Mean and Variance of Analysis. Findings of the study were; (1) There was equal Job satisfaction found in each levels of female teachers' education, (2) P.T.C. degree holder school teachers were more satisfied than having B.Ed. degree. (3) There was no any effect on Job satisfaction of school management and medium of the school. (4) There was significant difference found between married and unmarried schoolteachers. (5) Experience was not affected on the Job satisfaction.

Numerous studies have examined job satisfaction among college and university faculty (August & Waltman, 2004; Hagedorn, 1996,2000; Hagedorn & Sax, 2004; Johnsrud & Rosser, 2002; Olsen, 1993; Olsen, Maple, & Stage, 1995; Reybold,2005; Rosser, 2004, 2005; Smart, 1990). Rosser (2005) identifies four significant areas in the literature on faculty satisfaction: rewards and salary, work and career satisfaction, relationships with students, colleagues and administrators, and benefits and job security.

Faculty satisfaction has also been shown to have an impact on the turnover of faculty members (Johnsrud & Rosser, 2002; Rosser, 2004; Smart, 1990).

The purpose of this study is to explore the factors affecting the job satisfaction of teachers at college level, so that sound human resource practices may be set up.

IV. OBJECTIVE OF THE STUDY

- To determine the factors affecting the job satisfaction of management teachers.

V. RESEARCH METHODOLOGY

This research study adopted the descriptive research design. Data were obtained through primary sources and secondary sources. Primary data was collected through questionnaire method and expert opinion while secondary data was collected through Review of Literature. Teachers employed in the Private Management Colleges of Indore are the respondents. The respondents were drawn from Private Management Colleges. Thus, faculties employed in these institutions constituted the Universe. The sample size is 113, obtained through simple random sampling method, from primary sources.

VI. RESEARCH ANALYSIS AND INTERPRETATIONS

Researchers have included faculty members from Private Management Colleges of Indore. The researchers have surveyed 113 faculty members from 10 different Private Management colleges of Indore for the survey. For the purpose of collecting data, researchers have used web based and physical copy of questionnaire, and few expert opinions through emails. Researchers divided seventeen variables of HR practices into five different factors.(Table 1).

Table 1

S. No.	Holistic development Factor	Factor loading	Eigen value	% of variation explained
1	FDP	0.672	4.819	28.346
2	Work condition	0.672		
3	Std. per eval syst	0.673		
4	Faculty suggestion	0.781		
5	Per Eval improvement	0.482		
6	Compensation package	0.511		
7	Inactive academic Environment	0.665		
8	Salary reward	0.603		
	Promotability Factor			
1	Criteria merit	0.801	1.751	10.302
2	Seniority cum merit	0.748		
3	Merit cum Seniority	0.763		
	Performance Factor			

1	Teaching Pedagogy	0.682	1.411	8.302
2	Classroom performance satisfaction	0.711		
Job Factor				
1	Institutional task	0.585	1.080	6.352
2	Overburden	0.846		
Recognition Factor				
1	UGC guidelines	0.786	1.063	6.255
2	Criteria seniority	0.542		

The data obtained from respondents was subjected to the principal component analysis with varimax rotation. Only factors emerging with Eigen Value more than 1 were considered for interpretation.

The analysis revealed 5 factors with an Eigen Value 1. Factors based on the variables contributing to the emergence of the factor were named as:

I Factor Holistic Development Factor

II Factor Promotability Factor

III Factor Performance Factor

IV Factor Job Factor

V Factor Recognition Factor

The factor analysis resulted in 5 factors, namely **Holistic development factor, Promotability factor, Performance factor, Job factor, Recognition factor**. The variables which displayed cross-loadings were deleted from the model. These 5 factors were found to have Eigen values greater than 1 and hence they are significant. The factor loading of each factor, Eigen value and the percent of variation explained by each factor are shown in the above table.

The most important factor was found to be “**Holistic development Factor**” since the Eigen value is 4.819 and the percent of variation explained by this factor is 28.346 and this factor consisted of 8 variables.

The next important factors were found to be “**Promotability factor, Performance Factor, Job Factor, and Recognition factor**”. With Eigen values 1.751 , 1.411, 1.080 and 1.063 respectively and percent of variation explained by them were 10.302 , 8.303, 6.352, 6.255 respectively.

The factor analysis resulted in 5 factors, namely **Holistic development factor, Promotability factor, Performance factor, Job factor, Recognition factor**. The variables which displayed cross-loadings were deleted from the model. These 5 factors were found to have Eigen values greater than 1 and hence they are significant. The factor loading of each factor, Eigen value and the percent of variation explained by each factor are shown in the above table. Human Resource Development Practices is an essential part of the job.

CONCLUSION

The Table No. 1 above shows the factors affecting the job satisfaction of management educators of Indore. The Holistic Development Factor is contributed maximum by the faculty

suggestion with a loading of 0.781. This is probability because the development of an individual can take place only when an individual is personally and intrinsically motivated to critically evaluate not only to him but also the system. FDPs are especially important in adapting Faculty members to their changing roles in initiating and setting the directions for change. Aside from the job scope itself, one factor that significantly influences how employees feel about work is the environment. Work environment, means everything that forms part of employees’ involvement with the work itself, such as the relationship with co-workers and supervisors, organizational culture, room for personal development, etc. Standardized Evaluation system provides employees with recognition for their work efforts. It offers an excellent opportunity - perhaps the best that will ever occur - for a supervisor and subordinate to recognize and agree upon individual training and development needs. Performance Evaluation helps in bringing out improvement in Management Teachers in all the aspects. Management Teachers of Indore are not getting attractive compensation package which will further lead to de motivates the employees and leads to job dissatisfaction.

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