

Job Satisfaction among Faculty Members in Higher Educational Institutions

Praveen. K

Assistant Professor, Vellore Institute of Technology, Chennai

ABSTRACT

Many studies have demonstrated that job satisfaction has a positive impact on the organisational performance. Job satisfaction represents one of the most complex areas facing today's administrators, policy makers, executors and chief educational managers when it comes to managing their both teaching and non-teaching staff. Although thousands of papers and research have been conducted on job satisfaction all over the world, still there is a gap to understand and to analyse the elements that are affecting the faculty members with reference to advance technology, ergonomics and economic conditions. This review article gives us an idea about the factors that are playing a significant role in determining the job satisfaction among faculty members in higher education.

Keywords: Job satisfaction, Faculty, Higher education

INTRODUCTION

Many studies have been under taken in the area of Job satisfaction (JOS) of employees in different sectors and organisations including higher education around the world, due to its significant influence on the success of organisations. Therefore, the understanding of various factors and approaches, which involved in JOS, is very essential and relevant for the wellbeing of employees and the enhancement of job performance (Judge, Thoresen, Bono, & Patton, 2001). A person with a sense of personal wellbeing in relation to work, are promptly committed and engaged in work.

Generally, satisfied employees are more happy and pleasant at their workplace which in turn works smarter and intellectual to enhance productivity (Pepe, Adam, Effah, & Boateng, 2017; Roch&Sai, 2017; Stearns, Banerjee, Moller, & Mickelson, 2015). Therefore, the extent of an employee's JOS is frequently recognised as an imperative factor which influences an individual's decision making to remain in a job. There is no more exception in higher education as the working professional is a human being. Friendly and positive work culture and climate in higher education institutions increase not only staff JOS but also the success of higher education institutions (Dorenkamp & Weiß, 2018).

Job satisfaction is defined as an "emotional state that how an employee evaluates his or her job (Locke, 1970:492). JOS is necessary not only to maintain psychological and physical health (Faragher, Cass, & Cooper, 2013), but it also predicts job-related behaviours as job performance (e.g., Judge, Thoresen, Bono, & Patton, 2001). Previous studies on academics have revealed that JOS is a well-built predictor of academics' turnover intentions (e.g., Daly & Dee, 2006; Rosser & Townsend, 2006; Kim, WolfWendel, & Twombly, 2013).

A. Conceptualizing Job Satisfaction

The theory of motivation-hygiene (Herzberg, Mausner, & Snyderman, 1993) determined the factors that are constitute to JOS for faculty members. The primary belief of this theory individuals gets satisfy when they meet their intrinsic elements of what they do; which are are called motivating factors which includes items such as recognition, autonomy, advancement, achievement and responsibility or the challenge of the work itself. Jobs, however, consist of extrinsic factors as well. These extrinsic or hygienic factors include items such as pay, organizational policies, supervision, benefits, and relationships with peers and colleagues.

Herzberg et al. (1993) determined that when individuals were dissatisfied or not so happy with their assigned tasks, encompassing the activity, rather than the work itself, making them, as opposed to the work itself, causing them to want to leave. It has been concurred from the available extant literature, JOS idea is multifaceted and complex to depict (Hagedorn, 2000). Be that as it may, there were gigantic investigations on JOS researchers are endeavouring towards an appropriate definition and an away from of JOS (Strydom, 2011). JOS has a direct link with motivation bur rarely

don't have standard evidence that it leads mutual relationship vice versa they are two different concepts and approaches to reach the phenomenon (Usopet al., 2013). JOS is not only concurrent with the motivation, but it is also related to increase organisation effectiveness, performance, reduced non-attendance and intention of turnover (Alqashan, 2013; Bernard, 2012).

Spector (2003) viewed a opinion that JOS is not only liking or disliking the work itself but also it is related to job status. Garland, McCarty, and Zhao (2009) argued that JOS is a feeling and sense of affiliation to own's own work and it's a degree of assertion develops towards his/her job whether it might be positive or negative emotion (Locke, 1970; Armstrong, 2020). Satisfaction is directly related to efficiency, enthusiasm, personal well-being, and contentment with one's work (Kaliski, 2007; Aziri, 2011; Bernard, 2012).

B. The Significance of Job Satisfaction

The significance of academic staff JOS can be pragmatic through different magnitudes and various aspects. For example, Machado-Taylor et al. (2010) explain the significance of satisfaction, motivation, and performance of faculty members in colleges which establish the STS which influences learning process of students. To enhance performance and potentials of faculty members can be achieved through competitive advantage and advanced compensations programmes designed by the authority in colleges and (Comm&Mathaisel, 2003; Wong (2009). This low level of satisfaction leads to frustration and causes psychological problems when dealing with peers groups and not being happy and meaningfulness to work in the organization (Ahsan, Abdullah, Fie, & Alam, 2009).

Aziri (2011) determined that decrease in JOS can leads to negative consequences as loyalty, turnover intention and absenteeism (Usop et al, 2013; Juwaheer and Nunkoo (2010). Turnover can be probably the greatest expense credited to any organisation there is no exception of this particular factor. Regardless of employee occupation title and pay grade, employees who report high employment satisfaction will in general accomplish higher profitability. At the point when somebody is content with their activity, they concentrate well and they focus on their tasks. They appear themselves mindful and responsible for accomplishing the organizational goal that makes them happy and satisfied (Dorenkamp & Weiß, 2017; Drysdale, 2005). On the other hand, when one individual from a group shows high efficiency, it is normal for different individuals from the group to attempt to expand profitability at the ideal level. Employees are happy with their job, therefore they can give better SES and which realize that employee retention and loyalty are reliant dependent on the given help of the employees (Daly & Dee, 2006).

Therefore, employee loyalty is expanded through the JOS; consequently it will prompt an expansion in profit. In this circumstance, JOS and the degree of reliability of that worker will be expanded (Kim, WolfWendel, & Twombly, 2013). Almost certainly, a satisfied worker may fail to notice work because of sickness or individual issues, while an unsatisfied workers is bound to take "emotional wellness" days, for example days off not because of illness or individual reasons. At the point when individuals are happy with their job activity and responsibility they might be bound to go to work regardless of whether they have any health issues (Rosser & Townsend, 2006).

C. Factors Influencing Academic Job Satisfaction in Higher Education

Job Satisfaction refers to an individual's positive emotional response to a particular work or job. The following researchers have studied in this area (Mathew, 2008; Rezaei, Rezvanfar, akbari, & Hassanshahi, 2008; Drysdale, 2005) factors that are influencing the teacher JOS were; WOE, recognition, pay and benefits, rewards, management systems, resulting in feedback and motivation, respect, social networking, job security, and organization vision etc; The number of investigators had tried to find out the importance of JOS, and they employed a variety of tools and specific research design for their specific purpose.

Khalid, Irshad, and Mahmood (2012) results indicated that academic staff in private universities are more satisfied in their association with their peers and colleagues and job status. In public universities factors; work, co-workers, pay, supervision, promotion, and WOE are more satisfied. A study was investigated which focuses on JOS that work itself plays a crucial role in explaining the JOS. Bolliger and Wasilik (2009) results revealed that management relationship plays a significant role in determining the job satisfaction.

Tu, Plaisent, Bernard, and Maguiraga (2005) determined paper relationship between Taiwanese and Chinese faculty members in terms of age, findings revealed that no significance difference between the age and JOS. On the other hand, Sadeghi, Zaidatol, Habibah, and Foo (2012) had a contradicting statement from their findings that the demographic characteristics like age and gender had a direct relationship with employee's JOS. Additionally, similar results obtained by Toker (2011) in Turkey, where the study findings indicates that JOS of academicians in relation to demographic characteristics have a strong relationship (Malik, 2011).

D. Personal Determinants of Job Satisfaction

There are different demographic characteristics such as gender, educational level, experience, and age which have an influence on job satisfaction. Al-Ajmi (2006) examined there exists a significant difference between genders. Contrary to the above, Robbins et al. (2003) argues that gender not have greater impact on JOS. An investigation by Crossman,

Drafke and Kossen (2006) results show there was a statistically significant association exist between JOS and education.

A strong relationship exists among age and JOS (Robbins and Judge, 2003; Okpara, 2004; Oshagbemi, 2000). Luthans (2002) fourteen factors covered in this study are salary, supervision, personal life, colleagues, company policies and practice, working conditions, work itself, advancement, promotion, responsibility, ability utilization, achievement, recognition, job security, co-worker, and job status (Fernet, Trépanier, Austin, & Levesque-Côté, 2016; Usop, Askandar, Kadong, & Usop, 2013; Vygovskaya-Kazarina, Kutieva, Orekhova, & Safronova, 2018).

CONCLUSION

This article includes literature review of book, research papers, related article, organizational report, theses, and literature available on internet regarding job satisfaction of higher education institutes. This paper includes the perspectives of various researchers regarding job satisfaction. They found that job satisfaction of faculty members is very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education in all the higher education institutes. There is a considerable impact of the employees perceptions for the nature of his work and the level of overall job satisfaction.

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