

## PRAGMATIC STUDY OF ASSISTANT PROFESSOR'S WORK PLEASURE

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### ABSTRACT

*The core objective of this research statement is to uncover the decisive troubles, faced by the teachers while working in institutions and find the ways how institutions make our teachers loyal with their institutes. The purpose of this research is to elaborate the key factors which are useful for the satisfaction of the teachers i.e. workplace environment, reward and recognition, training and development and team work. These factors help to make the policies effective and through this effectiveness, efficiency takes place in the management process. This research paper is based on theoretical considerations, a replica was proposed linking the teacher job satisfaction (TJS) constructs. The survey was conducted in 2012 and covered 200 teachers within the territory of Ghaziabad in Uttar Pradesh. Through this survey we find a strong positive relationship between team work and all other factors.*

**Keywords:** *Teacher Job Satisfaction, Workplace Environment, Reward and Recognition, Teamwork, Training and Development.*

### INTRODUCTION

Societies are normally complex in latest new trends and declaration, swift change of technology, new policy, environment and public aspects. Attitude affects behavior and attitudes of teachers mostly concerned with job satisfaction, institutional commitment and job involvement,. Many researchers originate that Job satisfaction, surroundings, reimburse, work place, and change in technology all of these are main factors that influences teacher's behavior in any association. (Igalens and Roussel, 1999; Brewer et al., 2008). Member of staff satisfaction relays on interpersonal skills, work place, pay, promotions, and relations with co-workers. These factors bring positive approach about that job resultant from assessment of its distinctiveness. An employee among a high job satisfaction holds encouraging feelings about the work and vice versa. Striking job given that guidance, variety of surprises (additional benefit), freedom, and control make happy nearly all the teachers. Cheerful workers are successful workers. Incentive increasing the competence of employee and recognition improved the confident for the employee. It is noteworthy that institutions monitor teachers' attitudes. For this purpose attitude surveys are most popular method. Using attitude surveys provides top management with valuable

feedback on how teachers distinguish their working conditions. (Beer, Specter, Lawrence, Mills, & Walton, 1984. Physical and social aspects involve in execution surroundings either the work is physical or cognitive type. Working status is very important for satisfaction it includes work place, set-aside lighting, interferences, thermal environment, and office equipments. Institution performances increase due to good gathering environment. Institution must concern on work place setting to enhance teacher's capabilities. Administration provides such kind of ergonomics setting to their teachers so they feel effortless in performing work activities that is easily changeable and manageable. Communicating and co-actions also better in workplace between teachers and departments. Broad (2007) described that to achieve the institutional quantitative and qualitative objectives and enhancing teacher's performance effective intrinsic and extrinsic incentives must be given to teachers. Fiscal, non- fiscal benefits (given to teachers), recognizing their work and increasing better and healthy employee and employer's relationship is a key factor in inspiring teachers to work rock-hard. Intrinsic motivation is achieved by accomplishing personal goals and objectives, which motivate teachers and enhance job satisfaction. Employee Reward System must be integrated and supportive with the corporate tactical objective; further reward system must be unbiased and discourage interdepartmental and institutional differences. (Gomez-Mejia and Balkin, 1992). Encouragement of teacher's performance and creating sense of rights in achieving tasks different business groups have been using various incentives, reward and pay system (Cameron and Pierce, 1977).

Team work is another concept used by associations for improving teacher's performance. Teams and groups define work limits; perimeter and modernize scope of work and give the direction to the team members for achievement of team goal which is incorporated with the achievement of institutional target (Parker and Wall, 1998). Successful and effective team depends upon different factors i.e. composition of team, record of accomplishment and integrity, financial soundness, educational background and experience; further team working is not suited to all kinds of jobs (Cameo et al., 1993; Gradstein, 1984).

Teachers are key resource of any institution. Institution spend lot of capital on teachers in the form of organizing training and expansion sessions and seminars, further foreign training sessions are also arranged for executives and directors of institutions, this increases teachers skillfulness which in return increase the efficiency and effectiveness of the teachers which outcome in increased institutional productivity (Knoke & Kalleberg). Therefore, need to experiment these factors in less developed country where workers are face different working situation by work burden, fewer economic support, and centralize structure of strategy making. This study recognize that the satisfaction of teacher job purpose to examine the impact of justice of actions, training and development, workplace environment, reward recognition and team work, on teacher job satisfaction.

**H1. There is a relationship between workplace environment and teacher job satisfaction**

**Reward and Recognition:** In teacher satisfaction, respect and acknowledgement are known as important element. Maurer (2001) proposed that institution success associate with teacher satisfaction, through honor and respect, and conceive, these factors are important for job satisfaction (Jun et al., 2006). The research of Pascoe et al. (2002) identifies that Teacher job satisfaction diminishes due to deficiency in recognition and rewarding. For gaining teachers job satisfaction, it is required that management of institution foundation should originate the system that presents rewards and recognition on good work. Flynn (1998) indicated high intent between teachers, rise their team spirit, functioning, motive of the teachers can be maintain by rewards and recognition. The aim of recognition and reward program is to extent teacher job satisfaction and set a system to compensate and team up it to the teachers so that they relate their honor.

**H2. There is a relationship between rewards and recognition and teacher job satisfaction. Teamwork**

In groupings, teachers must have corporate jobs so that they visibly determine the performance of the collective jobs commonly (Delarue, 2003); the worker and leader both realized the teamwork as fatal task. It is described that efficient teamwork can prompt teachers and modify teachers' jobs in the institution if the teachers work in same preambles. Execution and self-power, Person liberty, implication, attaching with team members and satisfaction are the origin to hoist teachers self-powered and motive through teamwork. Rahman and Bullock's (2005) found that influenced relation among teachers is developed by use of shared work. In education sector, we predict the same convinced relation among efficient teamwork and teacher satisfaction. To the achiever of any business efficient teamwork is necessary. As "no man is an island" complete institution can be, rouse due to good property of productive teamwork and institution can be lame due to terrible effects of deficient teamwork. For efficient teamwork attracting and retaining objectives are requires. For producing an efficient team it does not matter how difficult it is to tried people work equally, the team will definitely be unsuccessful without right people for right job. Teamwork is significant either you lead or work in team. In the education sectors, we anticipate that convinced relation among efficient teamwork and teachers expectations.

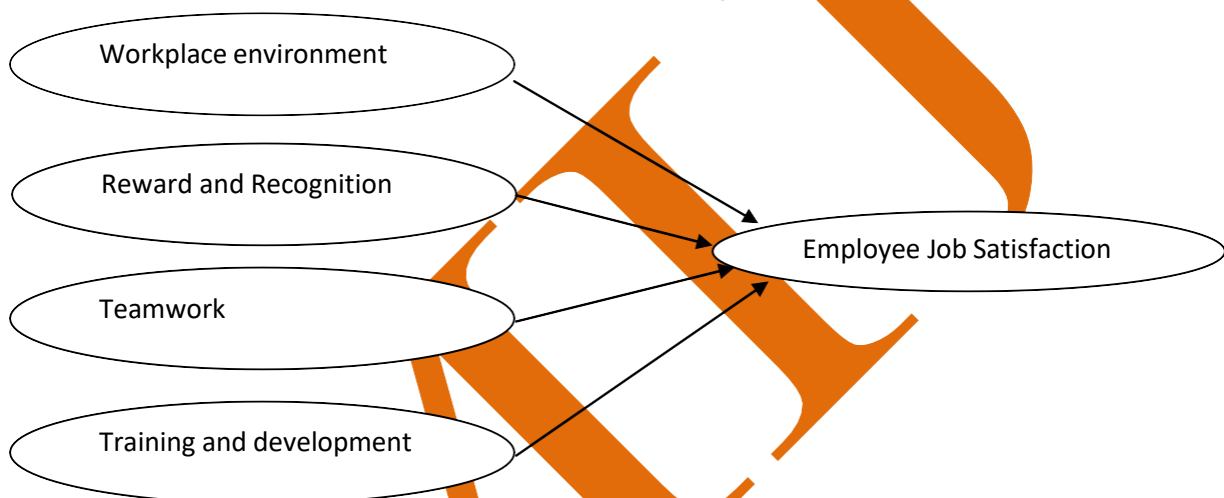
**H3. There is a relationship between teamwork and teacher job satisfaction**

**Training and development:** Training provides chances to teachers' improve their knowledge and skills for valuable development (Jun et al., 2006). Taught workers are more satisfy to their job as compared to untaught teachers (Saks, 1996). These training programs positively raise teachers' development that is good for competencies Martensen and Gronholdt (2001). By getting these training programs teachers able to catch self assured, evolution of career, and have positive thought for their companies (Jun et al., 2006). Aim of these training and management

programs to alter teachers' skills and institution potentialities. Institution gets efficient and lush teachers brought back of their investment to make better their knowledge and capabilities. These programs also concerted on teachers' individual and mutual functioning. The concept and implementation of these training programs established on training, management needs, and these needs are determine by training systematic thinking. The time and money investment on these programs associated with institution delegation (Watad & Ospina, 1999).

#### **H4. There is a relationship between training and development and teacher job satisfaction.**

**Proposed Model of the Research** According to the given research hypothesis a model is developed which is as under:



## **RESEARCH METHODOLOGY**

The existing research is descriptive in its nature. Descriptive research can be explained as unfolding something, some phenomenon or any particular situation. Descriptive researches are those researches that describe the existing situations instead of interpreting and making judgments (Creswell, 1994). The main objectives of descriptive research is verification of the developed hypothesis that replicate the current situation this type of research provides information about the existing state of affairs and focus on past or present (Kumar, 2005).

### **3.1 Sample/Data**

To collect the crucial data was used research method on original the scope of research model. Service area was selected as a perfect research location in Uttar Pradesh. A sample of 200 respondents will ask to participate in a self-administered questioner. The study was carried out during the month of Dec 2012 at multi institutes for teachers' survey. Samples of 200 staff were picked, however not all teachers were able to respond to the questionnaires and only 150

questionnaires' were successfully completed. The current study utilizes a non-probability sampling technique that is convenience sampling. Convenience sampling is a sampling technique that obtains and collects the relevant information from the sample or the unit of the study that are conveniently available (Zikmund, 1997). Convenience sampling is normally used for collecting a large number of completed surveys speedily and with economy (Lym et al.,2010). We select these samples from different institutions in Ghaziabad, Uttar Pradesh. The main cluster will target to collect the sample data from the working professionals of different colleges. The selection of teachers is based on the previous results of the studies on teacher job satisfaction. The rationale for this approach was that the study involved several independent variables correlated to the dependent variable (teacher satisfaction and workplace environment). This was done using a five point scale data values (Strongly agree to strongly disagree) to compute the rating index on each of the indicator established to influence the overall satisfaction.

### **Instrument and Measures**

The survey tool of the current study addresses two major purposes. First, analyze the relationship of different variables in the adoption of teacher job satisfaction. Secondly, to collect information about the different attributes of the respondents that can be used to understand the variation of different categories.

The survey instruments contain two sections. Section 1 includes different personal and demographic variables. This section will obtain respondent's information about Name, Gender, Educational level, Income level and Age. Section 2 includes covert variables that are important in the current study. These variables include Workplace environment, Job satisfaction, Teamwork, Training, development, Reward, and recognition. This section of the study is developed based on the approved literature and already used questionnaires. The scales of the study were adopted from the previous literature and published studies. The first variable of the study was workplace environment have six items and this scale were taken from (Lee, 2006). The next variable is Job satisfaction having six items was taken from (Daulatram B. Lund, 2003). The next two variables were Reward and recognition, and teamwork having three and five items taken from (Parvin, Kabir 2011). The last variable is Training and development having five items.

**Procedure:** The questionnaire was distributed among 200 respondents in Ghaziabad colleges. These respondents are selected based on criteria above discussed. The purpose of study and questions were explained to the respondents so they can easily fill the questionnaire with relevant responses. 150 questionnaires were selected and rest of the questionnaires were not including in the future analysis due to incomplete or invalid responses. After collecting the completed questionnaire, these questionnaires were coded and enter into SPSS sheet for further regression analysis.

**Reliability Analysis:** Over all cronbach's alpha of all variable are acceptable more than acceptable and recommended value 0.50 by nominally (1970) and 0.60 by Moss et al. (1998). This shows that 26 items were reliable and valid to measure the opinions of teachers.

Table 1: Reliability of measure instrument

| Scale                    | Item | Cronbach alpha |
|--------------------------|------|----------------|
| Workplace Environment    | 6    | 0.667          |
| Job Satisfaction         | 6    | 0.694          |
| Reward and Recognition   | 3    | 0.686          |
| Teamwork                 | 6    | 0.800          |
| Training and Development | 5    | 0.820          |

## Results and Analysis

**Profile of the Respondents:** Demographic and Personal data such as, educational level, gender, age and income have been given below.

Table 2: Profile of the respondent

| Variable  | Category        | Frequency | Percentage |
|-----------|-----------------|-----------|------------|
| Gender    | Male            | 80        | 53.3       |
|           | Female          | 70        | 46.7       |
| Age       | Below 18        | 8         | 5.3        |
|           | 18 - 25         | 59        | 39.3       |
|           | 25 - 35         | 59        | 39.3       |
|           | 35 - 45         | 12        | 8.0        |
|           | 45 and above    | 12        | 8.0        |
| Income    | Below 15000     | 50        | 33.3       |
|           | 15001 - 30000   | 46        | 30.7       |
|           | 30001 - 45000   | 30        | 20.0       |
|           | 45001 and above | 24        | 16.0       |
| Education | Graduation      | 35        | 23.3       |
|           | Master          | 77        | 51.3       |
|           | M.phil/PhD      | 22        | 14.7       |

## Hypothesis testing result

**1. Workplace Environment, Teacher job satisfaction:** According to the result of study, the variable of workplace environment has a significant positive relationship with ( $\beta=0.233$ ) and ( $p < 0.000$ ). That means workplace environment contribute more than 23% to teacher job satisfaction.

**2. Reward and Recognition, and teacher job satisfaction:** The regression result of this study the significant positive relationship between reward and recognition and teacher job satisfaction with ( $\beta=0.128$ ) and ( $p < 0.040$ ) that means reward recognition contributes more than 12% to job teacher job satisfaction.

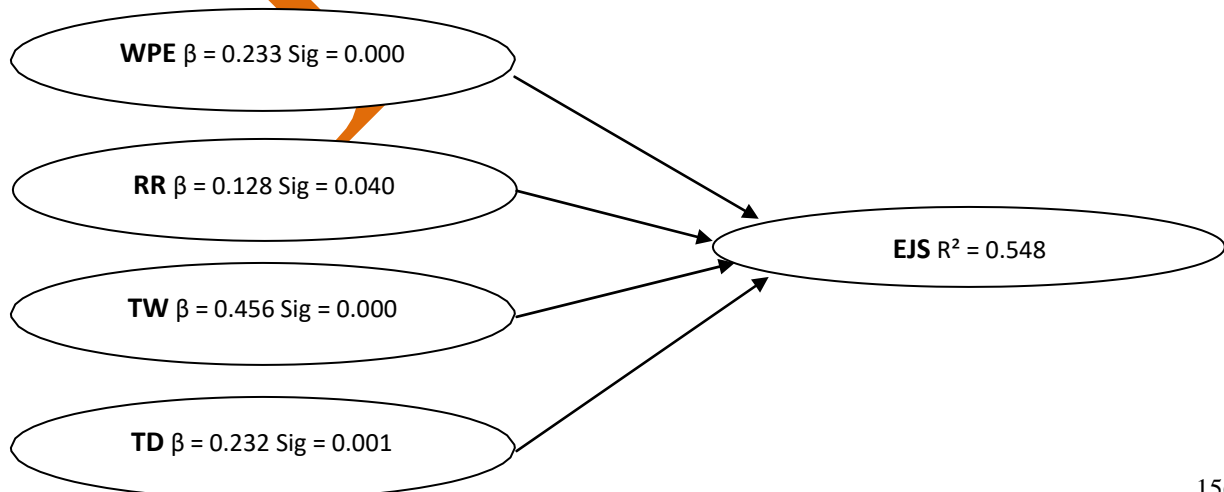
**3. Teamwork and Teacher job Satisfaction:** The regression analysis of this study the significant positive relationship between teamwork and teacher job satisfaction with ( $\beta=0.456$ ) and ( $p < 0.000$ ) that mean teamwork contribute more than 45% to teacher job satisfaction.

**4. Training and development, Teacher job satisfaction:** The regression result of this study the significant positive relationship between training and development and teacher job satisfaction with ( $\beta=0.232$ ) and ( $p < 0.001$ ) that means reward recognition contributes more than 23% to teacher job satisfaction.

Table 3: Regression Results

| Hypothesis | Model Variable | Estimate | S.E.  | C.R   | P     | Results   |
|------------|----------------|----------|-------|-------|-------|-----------|
| H1         | WPE → EJS      | 0.233    | 0.063 | 3.705 | 0.000 | Supported |
| H2         | RR → EJS       | 0.128    | 0.045 | 2.421 | 0.040 | Supported |
| H3         | TW → EJS       | 0.456    | 0.071 | 5.731 | 0.000 | Supported |
| H4         | TD → EJS       | 0.232    | 0.053 | 3.251 | 0.001 | Supported |

Figure 1: Structure model results



## DISCUSSION

The main purpose of the study is to establish the critical factors of the teacher's satisfaction and find the impact of teacher's satisfaction on their trustworthiness in the college segment in Ghaziabad. Satisfaction accommodate contains four main factors, which are named workplace environment, reward and recognition, teamwork and training and development.

In this study, teamwork was found to be the most important factor on teacher's satisfaction with the value of its standardized regression weight being 0.456 (p, 0.000). This result shows that teamwork provides various benefits to institutions such as diversification, increased productivity, decreased turnover, knowledge sharing and improved safety.

Workplace environment found another factor which significant influence on teacher's job satisfaction of its regression weight being 0.233 (p, 0.000) To regulate the forecaster of physical workplace environment satisfaction this study used linear fixation analytical thinking.

Linear relation between autonomous variable and subordinate variable simulate linear fixation analysis. Secure relation between autonomous variable and subordinate variable are designate if the linear relationship is in straight form. To heighten the initiation and a beneficial institution culture, institution may prepare a learning environment through training and education, by educate and train the teachers. The third factor which influence on teachers job satisfaction being weight 0.232 (p 0.001).

On the conception of teacher satisfaction the reward and recognition was consider as the third significant component. This consequence affirms the study of Jun et al. (2006) and Maurer (2001). For the advance of teacher's participation and continue mutual work institutions must originate the stately reward and recognition systems. Department must honor as intend of accompaniment special functioning level on the recognition of teacher's effort on excellence work. For the purpose of teacher dedication to TQM execution, institution require qualified quality attempt to measure the performance. That found in entailment of public sector that both decision-making leaders and managers should be aware the significant of reward and recognition in teaching sector. Is 0.128 (p 0.040) but is also significant influence on teacher's job satisfaction.

## LIMITATIONS AND FUTURE RESEARCHES

In study there is some restriction. It is found that straight and convinced relation is sustain among teachers job satisfaction through study and the whole population of teaching sector in Ghaziabad's institution cannot be inferred due to this study access. The uncomfortable nature of the field and the possibilities of personal association even so the large-scale valued surveys are necessary for the selection of case study methodology. Another restriction on the complete



teachers job satisfaction in the existing literature is the universal consent on the potential affect of vital component of teachers satisfaction, Teachers job satisfaction and teachers commitment may not be exclusively specify through these four components. Rather many other components may act upon it that is out the range of this research.

## **REFERENCES**

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