



## Job satisfaction in education institute: A study of private and government added institute (comparative study)

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### Abstract

It is well known fact that practical knowledge is better than classroom teaching knowledge. Now these days of highly competitive world, success of any institutions depends on its human resource. Education Institutes are no exception to this assumption. A satisfied, happy and hard working employee is the biggest asset of any institutions, including Education institutions. Workforce of any Education institutions is responsible to a large extent for its services and teaching. Efficient human resource management and maintaining higher job satisfaction level in Education institutions determine not only the performance of the institution but also affect the teaching level and performance of the entire education System.

**Keywords:** education institute, human resource, government added, education level, satisfaction

### Introduction

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions of job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). A more recent definition of the concept of job satisfaction is from Hulin and Judge, who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioural components. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction can be one-dimensional if it comprises evaluation of just one facet of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences. Job satisfaction can also be

seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

A study title "Analysis of Factors Affecting Job Satisfaction of the Employees in Government added institute and Private Institute", in India concluded that in India Employees tend to love their job if they get what they believe is an important attribute of a good job. Weight age factor of each such attribute based on exhaustive survey has been calculated. Region, sector and gender wise study of job satisfaction has provided consistent picture with respect to distribution of data set analyzed showed that most of the employees in Indian industry are not satisfied with their job except for a few like male in commerce sector and female in education sector. Total job satisfaction level of males is found to be higher than that of woman. Total job satisfaction level in manufacturing sector is found to be very low. Education Institute essentially provides job to a large no. of individuals and thus it is necessary to measure satisfaction level of employees working at institute and made a comparison of Government Added vs. Private Institute. Government Added institute of study

1. All India Jat Heros Memorial College Rohtak 2. Vaish College Rohtak

### Private institute of this study

1. MR DAV College Rohtak 2. Ram Narayan College kinana Jind

Job satisfaction describes how content an individual is with his or her job. "Job satisfaction can be defined as acceptance of goals, willingness to work hard and intention to stay with the Institute." Work has an economic aspect as well as mechanical aspect; it has also a psychological aspect. The happier people are within their job, the more satisfied they are

said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by Education Institute. To understand that employees are really satisfied with their jobs or not and what is the difference in job satisfaction among government added and private institute will be main focus of this research. Other focuses of this research will be on what benefits and facilities job is providing to the employees. Where the gap exists and where one should modify to have satisfied employees. Why Employees are going to switchover from their frequent jobs very frequently.

### Review of literature

The assessment of job satisfaction through employee anonymous surveys became commonplace in the 1930. Although prior to that time there was the beginning of interest in employee attitudes, there were only a handful of studies published.

Latham and Budworth note that Uhrbrock in 1934 was one of the first psychologists to use the newly developed attitude measurement techniques to assess factory worker attitudes. They also note that in 1935 Hoppock conducted a study that focused explicitly on job satisfaction that is affected by both the nature of the job and relationships with co workers and supervisors.

Edwin A. Locke Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

The dispositional approach suggests that individuals vary in their tendency to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins raised apart have similar levels of job satisfaction. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one

has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Equity Theory shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Equity Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal.

For example, consider two employees who work the same job and receive the same pay and benefits. If one individual gets a pay raise for doing the same work as the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, both individuals get pay raises and new responsibilities, then the feeling of equity will be maintained.

The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfil those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles, designated as a self-guide. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility. This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self guide. When the individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

Frederick Herzberg's two-factor theory (also known as motivator-hygiene theory) attempts to explain satisfaction and motivation in the work place. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals (Hoskinson, Porter, & Wrench, p. 133). Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

While Herzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman & Oldham suggesting consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/

hygiene factors. Finally, the model has been criticised in that it does not specify how motivating/hygiene factors are to be measured that Herzberg's original formulation of the model may have been a methodological artefact. Furthermore, the theory does not

### **Objectives of the study**

The purpose of this research study is to examine the following factors.

To examine the job satisfaction level of employees in government added and private institute.

To examine the Effective Factors in Job Satisfaction.

To examine the institution policy toward Job Satisfaction.

### **Research Methodology**

The study conducted would be mainly descriptive and analytical. It is mainly to comparative analysis of job satisfaction among government added institute employee and private institute of Education. For my research I have chosen the interview and Questionnaire as a medium to collect the data, the interview is taken one on one basis I have made the interview questioner to be responded by employee and students of the institute, the questions were designed to get the best possible answers to make the research successful, This instrument gives information about the all functions and duties performed by the employee. General survey of students, staff, non-teaching staff was carry out by way of informal communications, scrutiny and feedback methods. Feedback form was also used for this purpose.

### **Sampling Technique**

Convenience Sampling was applied because the respondents for this study are not common employees; rather they are employees posted at different positions in education institute. In phase one, preliminary required information was collected with the permission of the institution heads. This information was related to number employee working in the institute, their email addresses and phone numbers. In the second phase, more data was collected using interviews and Questionnaire from the same sample. Primary data used to conducting the research. To getting the primary data there are different approaches available which makes the research more effective. In the way to collect reliable and valid information, I have taken the detail interview of the institute employee. The channel of used to collecting the primary data was interview and questionnaire. Primary data has been collected through an interviewer questionnaire, designed on concept of themes which has been formulated to keep in mind the job satisfaction functions. Interviewer questioner has been made accurately on the concepts which has been positively associated with Institute employee job satisfaction level. The interview was taken amongst the all type of institute employees. The source of secondary data collected is magazine, Research paper and institute record. In this research the researcher used four institute in which two institute are government added and two are private institute. Two hundred respondents are included in this research, hundred from private institute and rest of respondents from government added institute.

### **Limitations of the study**

Sample may not represent the true population. Satisfaction level to various factors may differ from person to person. Study may be obsolete because of changing environment and needs. Employees may not will to co-operate.

### **Findings of the study**

Respondents of the present study were selected from teaching and non-teaching staff of government added and private institute of Education in NCR Region of Haryana State. Job satisfaction was measured using the likert scale. A single item on five-point rating scale ranging from quite dissatisfied to quite satisfy was taken. These items were, (1) pay (2) working conditions (for example, safety, heat, noise, dust) (3) service conditions (for example, security, promotion, welfare) (4) relation with superiors, peers and workers, and (5) company as a whole. It has been observed that degree of job satisfaction of private institute was found to be significantly lower than in government added institute. At least two reasons were found to be responsible for the low job satisfaction level of employees of private institute. When data were analyzed, surprising results were found. Employees of private institute perceive that their jobs are not secure. In fact in private institute, the environment is highly competitive and job security is based on performance and various other factors. Though it is true that this environment provides a challenging job profile, it also creates a less secure environment. During this period, employees feel insecure, this reduces overall job satisfaction. In government added institute, welfare policies are clearly defined and legally enforced. Retirement, pensions, gratuity, and other related welfare policies are effectively executed. So there is no problem with social security. In private institute, welfare activities are neither well planned nor well executed. Employee workload is very high and job security is very low. Most employees are from middle class families. These employees have seen the golden period of government added institute jobs during their growing stages. So the effect of welfare schemes of government added institute jobs from their psyche. Private institute employees are ready to work hard but they demand pensions, security, and sometimes an easy lifestyle. These findings in the education institute could be extended to explain the job situation in other service sectors. In terms of security, promotion, and welfare policy, there is a clear difference between government added and private institute employees.

### **Suggestions and Recommendations**

The Employees of Government Added Institute are much more satisfied than private Institute employees but there are always chances of improvement. Government Added Institute can take steps to keep its employees more satisfy as follows:- Recognition for work accomplished by employees is less in Government Added Institute, so institute can provide recognition by giving rewards on timely basis, by praising employees in meetings, by sending letters of good worker to their homes. Government Added Institute can provide opportunity to learn new skills with the help of training and education programs weekly for 1-2 hours. As duties of

employees in Government Added Institute remain same, employees feel boredom, so institute should provide variety of job responsibilities and adequate opportunity for periodic changes in duties. Most important cause of dissatisfaction in Private Institute employees is of job security. So, Private Institute must provide an element of security to employees. Institute can provide security in terms of conditions that until employee will fulfil these conditions his/her job will remain secure. Other important cause of dissatisfaction among private Institution employee is low salary. It has been found that employees of Private Institute were less satisfied with their jobs compared to employees of Government Added Institute. To increase their satisfaction, private Institute need to increase salary of their employee. Long tenure of working in organizations increases the job satisfaction of employees. The middle class is very protective towards family members, so private institute must launch special schemes to safeguard the interests of family members of employees. This may be education facilities for children, pension schemes for employees, accommodation for employees, gratuity, and other retirement benefits. In the light of the findings, job security is one of the most important ingredients of job satisfaction. Secure job environment enhances the degree of job satisfaction. Management of private institute must create an environment of job security among employees. Indians work with emotions, so any legal job contract will not motivate them. Instead, there should be a psychological or emotional bond between employees and the institute. Apart from job security, management must provide job stability. There should be a challenging environment. The job structure should comprise horizontal as well as vertical growth. The job should provide enough scope for the employees in terms of promotion and transfer. General suggestions for any institute to keep its employees satisfied are:- Understand employee first. Understand his requirement. Understand his interest of domain. Understand his problems. Understand how much time is devoted to his family. Understand his family problems. Understand his any financial issues. Understand what he is thinking about his institute head or team lead. Understand any exploitation. Understand any mind teasing is any.

### Conclusion

The result of the study indicates that heavy work load, low salary, unsecure job type and management miss understanding increase job dissatisfaction. On the other hand, secure job environment, welfare policies, and job stability increase the degree of job satisfaction. Efficient human resource management and maintaining higher job satisfaction level in education institute determine not only the performance of the institute but also affect the growth and performance of the entire education system. So, for the success of education institute, it is very important to manage human resource effectively and to find whether its employees are satisfied or not. Only if they are satisfied, they will work with commitment and project a positive image of the Institute. So, for better level of education and performance of institute, it is very important to manage human resource effectively and to find whether its employees are satisfied or not. Only if they are satisfied, they will work with commitment and project a positive image of the institute. The present project makes an

effort to study the job satisfaction level among employees of selected private institute and government added institute in NCR Region of Haryana State.

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