



## SATISFACTION OF MANAGEMENT ACADEMICIANS TOWARDS TEACHING & RESEARCH IN UNIVERSITIES OF HARYANA

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### ABSTRACT

*Globalization and privatization has enforced changes in the management education which inevitably lead to changing expectations of students and academicians. Academicians from ten universities have been surveyed and analysed with the help of well-structured questionnaire. The emphasis has been given on major factor i.e. teaching and research which contributes to the overall satisfaction of management academicians. This paper is useful as a stepping stone towards finding out the satisfaction of management academicians towards teaching and research in universities of Haryana. The paper concludes that “To teach students of different background” came out to be most influential statement under the teaching and research factor. The findings of this paper clearly indicates that academicians are more satisfied in the comparison of academicians in private universities with teaching and research. The practical implications which can be recommended to the state government, universities and policy makers for improving the scenario in management education.*

**Key Words:** Teaching and Research, Academician’s Satisfaction, Management, Universities, Haryana

### INTRODUCTION

**“Customer satisfaction comes from employee satisfaction”**

- **Charlie P. Crockett**

This quote explains the importance of employee satisfaction (academicians) which comes from customer satisfaction i.e. students. The satisfied academicians can transfer their satisfaction to the students. Until and unless academicians are satisfied, they can't perform well. No doubt, students are one of the most important assets of a country and the foundation of a society but their satisfaction comes from academicians' satisfaction therefore, it becomes imperative to highlight the vital role of academicians in making them so. Academicians are the source of knowledge and guidance for students at every stage in their life. Hence, the contentment in academicians is cornerstone of a successful education system that's why satisfaction among academicians in universities and business schools is very important aspect in present era. When academicians are satisfied only then they can perform their responsibilities in a better way. Many factors may be counted for academicians' satisfaction but teaching and research is one of the major factor which leads to their satisfaction. To study the satisfaction level of management academicians, it is required to study in depth and analyse teaching and research factors of academicians' satisfaction in universities of Haryana.

## **REVIEW OF LITERATURE**

A successful education system comprises of high quality and satisfied academic staff who excels in their field. Academicians' contribution to the universities is similar to what employees contribute to an organization. Academicians form the basis of the success of an institution (Khalid et. al., 2014). Pienaaret. al. (2008) pointed out that academic profession is highly important for the sustainability and functioning of any university.

Researchers have studied various factors associated with the job which affect the satisfaction of employees. Robbins (1998) highlighted factors like pay, co-workers, work environment etc. Luthans (2005) also recommended pay, promotion, supervision, co-workers to be affecting the satisfaction of employees. In context with academicians, University strategy and support, teaching opportunities and relationship with other academicians are other factors (Ellickson& Logsdon, 2001, Shah &Jalees, 2004). Researcher has identified the major factors which contribute to the overall satisfaction of academicians and teaching and research came out to be most important factor from literature review which contribute directly to their satisfaction.

## **OBJECTIVE OF THE STUDY**

To Study the management academicians' satisfaction towards teaching and research in universities of Haryana.

## HYPOTHESIS

There is no significant difference in academicians' satisfaction for teaching and research factor between public and private universities of Haryana.

## RESEARCH METHODOLOGY

Table 1

Category	Name of the University
<b>State/Public Universities</b>	Baghat Phool Singh Mahila Vishwavidyalaya, Khanpur (Sonapat)
	Choudhary Devi Lal University, Sirsa
	Guru Jambheshwar University Sci. and Tech., Hisar
	Kurukshetra University, Kurukshetra
	Maharshi Dayanand University, Rohtak
<b>Private universities</b>	Amity University, Manesar
	Apeejay Satya University, Gurgaon
	Baba Mastnath University, Rohtak
	Mahrishi Markandeshwar University, Ambala
	Manav Rachna International University, Faridabad

Source: Generated by researcher

The study is conducted with the help of a well-structured questionnaire developed by the researcher. The questionnaire is divided into two parts. The first part was devoted for respondents profile enquiring into their demographics. The second part consists of a pool of 16 statements regarding teaching and research. All the responses related to this study were obtained on 5 point scale (from point 5 for strongly satisfied with the statement to the point 1 for strongly dissatisfied). A total of 180 questionnaires were circulated among the management academicians of ten universities in Haryana. Out of collected questionnaires, a total of 150 questionnaires were considered fit for the analysis. Out of these, 75 were from public universities and 75 were from private universities. Confirmatory factor analysis (CFA)

is applied to find out the influencing statements to the particular factor and t-test is applied to find out the significant difference between the management academicians' satisfaction towards the teaching and research factor between public and private universities of Haryana. The list of selected universities are given above in table 1.

## **RESULTS AND DISCUSSION**

### **CFA for Teaching and Research**

The teaching and research factor consists of sixteen measurement statements (TR1 to TR16) for CFA. The results of CFA for teaching and research factor are shown in table 2.

CFI, GFI and RMSEA values of the initial model are unacceptable. So, improvement in model was required. For improving the model, statements TR1, TR2, TR8, TR10, TR14 and TR15 are eliminated on the basis of high statistics SRC, MI values and low SRW values which were not acceptable earlier. CFA is conducted again after eliminating the statements. The model fit results are shown in the table 5.3. For improving the values of CFI, GFI and RMSEA, e4 and e5 are correlated. After correlating e4 and e5, the CFA is conducted again. As shown in the table, the model fit indices of final model i.e. CFI, GFI and RMSEA indicate that the refined teaching and research factor is acceptable. The path diagram for refined teaching and research factor is shown in the figure 1.

For the convergent reliability and validity, value of cronbach's alpha came out to be 0.960 which is highly reliable and value of average variance extracted (AVE) is 0.72 which should be greater than 0.5. So, CFA confirms the convergent reliability and validity for teaching and research factor.

Teaching and Research factor has been measured with the help of sixteen statements but after applying CFA technique, only nine statements are left as shown in the table 2. The standardized and unstandardized regression weights of all the statements are shown in the table 3. The results indicate that all the standardized regression weights are high and significant. Since all the standardized weights are higher than 0.5 (minimum level of factor loading for convergent validity) which indicates that convergent validity exist in the factor. Although an ideal factor loading is higher than 0.7 but generally a cut off rate 0.6 is also used to evident the convergent validity of data for model fit analysis. The standardized regression weight is used to analyze comparative influence of the statements to its factor. The higher value of standardized regression weights indicates the higher influence of the statement to the factor. The results indicate that most influencing statement in the factor is *to teach students of*

different backgrounds (0.892) followed by financial support for research (0.884) and syllabus and course content (0.883).

**Table 2: Model Fitness for Teaching and Research Factor**

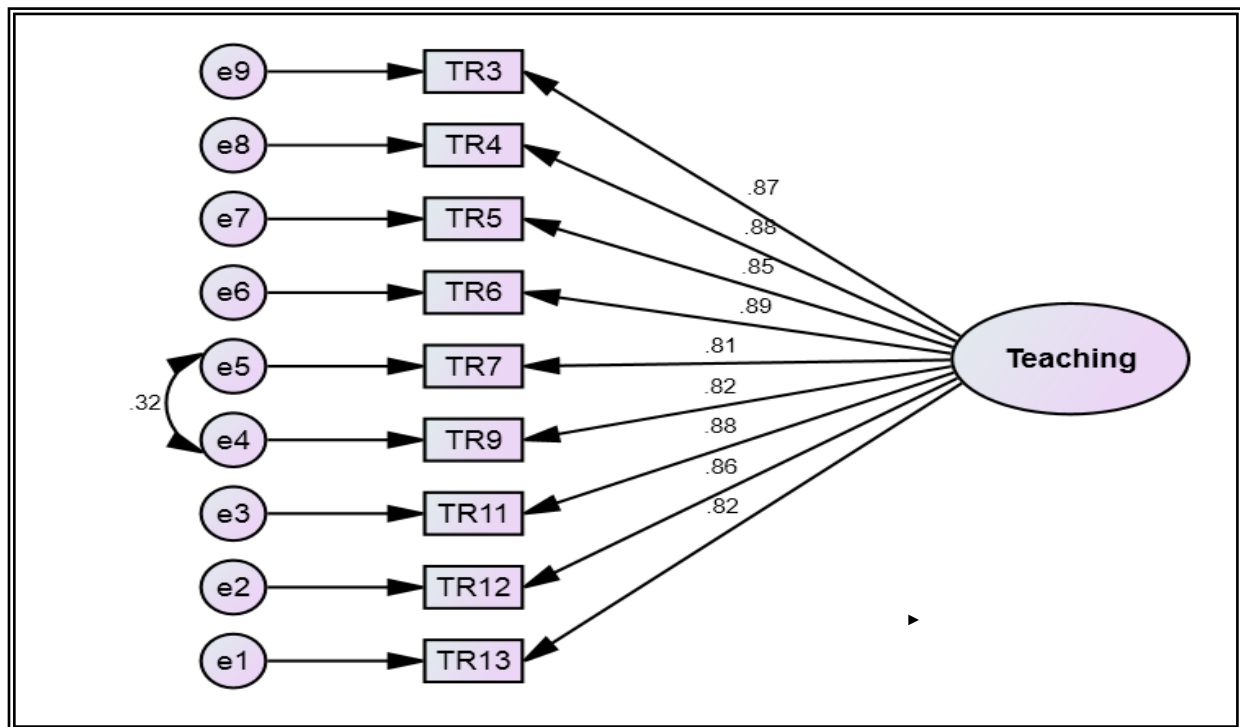
**Convergent Reliability and Validity**

**Model Fitness of Factor**

Teaching and Research (AF1)	No. of Statements	Cronbach's Alpha	AVE	CMIN	CMIN/Df	CFI	GFI	RMSEA	Remarks
Initial Model	16	0.970*	0.67*	412.85 (104)	3.97*	0.87**	0.66***	0.14***	Elimination of TR1, TR2, TR16
Revised model	13	0.968*	0.70*	265.77 (65)	4.08*	0.90**	0.72**	0.14***	Elimination of TR8, TR10, TR15
Revised model	10	0.962*	0.71*	89.41 (35)	2.55*	0.96***	0.88*	0.10**	Elimination of TR14 and club e4 and e5
Final Refined model	9	0.960*	0.72*	54.42* (26)	2.09*	0.97*	0.92*	0.08*	No model improvement required

\*Indicates fit is good \*\* indicates fit is acceptable \*\*\* indicates fit is unacceptable

Source: primary data



**Figure 1: Path Diagram for Teaching and Research Factor**

**Table 3: Overall Estimates of Teaching and Research Factor of Academicians' Satisfaction in Universities**

Teaching and Research AF1 (Measured Statements)	Label	Std. Reg. Weight	Squared multiple corr.	Unstd. Reg. Weight	SE	CR
Timing of lectures	TR3	0.871	.769	1.001	.076	13.223
Syllabus and course content	TR4	<b>0.883</b>	.637	1.046	.077	13.503
Ratio of internal and external system for exam	TR5	0.856	.749	1.002	.078	12.903
To teach students of different background	TR6	<b>0.892</b>	.779	1.087	.079	13.799
System to conduct exam is appropriate and efficient	TR7	<b>0.813</b>	.460	.940	.079	11.963
Paper evaluation system	TR9	0.829	.738	1.012	.084	12.114
Financial support for research	TR11	<b>0.884</b>	.726	1.066	.079	13.525
Encouragement from university for research work	TR12	0.864	.758	1.088	.083	13.061
Knowledge level of students	TR13	0.821	.759	1.000		

Source: Primary Data

Note: Std. = Standardized, Reg. = Regression, Unstd. = Unstandardized, SE= Standard Error, CR= Critical Ratio

However, all the statements in the above factor are important but table 3 shows the comparative influence of the statements. The result indicates that teaching the students of different backgrounds is the most influencing statement, which causes a barrier in the satisfaction level. Academicians face difficulty to teach students as in MBA, the students of different educational background like science, arts and commerce take admission. The second important thing is that, teachers don't get financial support without which it is not feasible to carry research activities for an academician and the third one is the syllabus and course content which is not according to present corporate needs. It doesn't fulfil the demand of corporate sector. Therefore, the teacher feels discontentment so it should be designed and revised timely according to corporate needs. The factor including the statement *System to conduct exam is appropriate and efficient (0.813)* is found to be comparatively less influencing. It might be possible that academicians in universities don't have any problem with the system to conduct exam that's why it came out to be less influencing statement.

**Table 4: Comparative Analysis of Academicians' Satisfaction in Public and Private Universities with regard to Teaching and Research Factor**

Factor (AF1)	Statements/Constructs	Type	N	Mean	Std. Deviation	't' value	Sig. (2-tailed)	Remarks
Teaching and Research	Adequate Workload	Public	75	3.66	0.99	8.43	.000	Significant
		Private	75	2.14	1.20			
	Allocation of subjects on the basis of expertise area	Public	75	3.42	1.22	5.92	.000	Significant
		Private	75	2.26	1.17			
	Timing of lectures	Public	75	3.72	1.05	8.12	.000	Significant
		Private	75	2.28	1.10			
	Syllabus and course content	Public	75	3.64	1.03	7.67	.000	Significant
		Private	75	2.21	1.23			
	Ratio of internal and external system for exam	Public	75	3.68	1.09	7.14	.000	Significant
		Private	75	2.34	1.19			
	To teach students of different background	Public	75	3.60	1.00	6.85	.000	Significant
		Private	75	2.25	1.37			
	System to conduct exam is appropriate and efficient	Public	75	3.32	1.18	5.91	.000	Significant
		Private	75	2.18	1.15			
	Paper setting system	Public	75	3.18	1.46	3.65	.000	Significant
		Private	75	2.37	1.24			
	Paper evaluation system	Public	75	3.46	1.28	5.08	.000	Significant
		Private	75	2.40	1.28			
	Availability of all teaching materials in classroom	Public	75	3.45	1.29	5.35	.000	Significant
		Private	75	2.33	1.26			
Financial support for research	Public	75	3.56	1.16	6.56	.000	Significant	
	Private	75	2.26	1.24				
Encouragement from university for research work	Public	75	3.56	1.28	6.06	.000	Significant	
	Private	75	2.29	1.27				
Knowledge level of students	Public	75	3.53	1.23	6.84	.000	Significant	
	Private	75	2.20	1.15				
Availability of research leave	Public	75	3.29	1.30	5.27	.000	Significant	
	Private	75	2.25	1.10				
Ample time available to carry out research work within department	Public	75	3.42	1.34	5.16	.000	Significant	
	Private	75	2.33	1.24				
University organizes various academic programmes for	Public	75	3.33	1.30	5.12	.000	Significant	
	Private	75	2.30	1.13				

	academicians (Workshops, Conferences, orientation refresher courses etc.)							
<b>Overall Factor</b>	Public	75	3.78	0.90	7.75	.000	<b>Significant</b>	
	Private	75	2.28	0.99				

Significant at 5% Level

Source: Primary Data

**Null Hypothesis: There is no significant difference in academicians' satisfaction for teaching and research factor between public and private universities of Haryana**

The result of independent sample t-test in table 4 shows that the probability values of all statements are less than 0.05. Hence, at 95 percent confidence level the null hypothesis is rejected. There is significant difference in academicians' satisfaction of public and private universities of Haryana for teaching and research factor.

It is identified that the mean value regarding the teaching and research factor in public universities is 3.78 and mean value regarding the same factor is 2.28 for the private universities, which shows that academicians are more satisfied in the public universities under the teaching and research factor than private universities. The reason may be that in public universities, University Grant Commission (UGC), All India Council of Technical Education (AICTE) sets all the norms regarding teaching and research which are justifiable at par to international standards like adequate workload, timings of the lecture, paper setting and paper evaluation system etc. but in the private universities, they follow their own norms as other private organisations do. In private universities, academicians are overloaded and not satisfied with timing of lectures, internal- external ratio system and paper setting and evaluation system as they are profit centred institutions hence they extract maximum output from a single employee without considering the excess work load. In the field of research also, academicians in public universities get lot of funds and projects from various funding agencies but it is not easy to get projects and funds by academicians for private universities. But this finding is contradictory to Bas and Ardic (2002) research which found academicians of private universities are more satisfied with teaching and research factor than academicians of public universities.



## CONCLUSION

It can be concluded from the analysis of satisfaction of management academicians in universities of Haryana that academicians in public universities are more satisfied neither than in private universities. From the review of literature, researcher has identified that teaching and research is the most contributing factor to the overall satisfaction of management academicians. From the analysis, it can be concluded that there are major sixteen statements which influence the teaching and research factor most “*To teach students of different background*” came out to be most influential statement and “*System to conduct exam is appropriate and efficient*” found to be least influential statement in the teaching and research factor.

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