



**A STUDY ON FACTORS AFFECTING EMPLOYEE'S JOB SATISFACTION IN
HIGHER EDUCATION IN HARYANA**

Jagvir Singh Maan
Associate Professor
Department of Psychology
Govt. College Bhiwani (Haryana)

Abstract

Most of us are working like a machine. Instead of working for living, people spend their lives doing regular work. Although there are some people who are very happy with their jobs and work, most people spend their time only to fulfil the minimum requirements. Job satisfaction depends on various factors. These factors also vary according to time and conditions. Despite that, it is also very important to be satisfied with your work. This satisfaction helps keep you connected with your work for a long time. Job satisfaction also depends on your ability to keep skills up to date. Imagine that you have been working as a technical writer for a long time and suddenly you are given the job of writing ads. Obviously once this change will produce dissatisfaction. It is also possible that even if you do not like the new work, you have to do many tasks. It is better to keep your skills and information updated and is ready to face all kinds of responsibilities. The satisfaction which people experience in their jobs is at large the consequence of the extent to which the various aspects of their work situation tend to be relevant to their job related value system. Job satisfaction defined as an individual's total belief about their job and the attitudes they have towards multiple aspects or facets of their career, as well as an opinion and perception that could consequently impact the degree of fit between the individual and the organization. This paper aims to find out factors affecting employee's job satisfaction in Higher Education in Haryana.

Keywords: job satisfaction, Value system, Skills, Institutions, responsibilities.

Introduction

In a limited sense, job satisfaction refers to the business factor. In other words, it can be said that employee's attitude towards different factors related to business is called job satisfaction.

There are several specific factors related to the system, including remuneration, supervision, working conditions, opportunities for promotion, behaviour of employers, etc. job satisfaction is also possible to the extent that employees' attitude towards these specific factors is favourable. But this definition is not completely successful in explaining the complex nature of job satisfaction as job satisfaction is related to factors other than business factors. Therefore, it is not rational to define work satisfaction only in terms of business factors. Job satisfaction is basically a set of attitudes that employees have about their jobs. In other words, it is a psychological disposition towards their jobs (Schultz and Schultz, 1990). Customarily, Job Satisfaction has been characterized as an enthusiastic response to the work circumstance (e.g., Cranny, Smith, and Stone, 1992). Job Satisfaction is a significant part of a representative's prosperity and has passionate, psychological, and conduct segments (Saari and Judge, 2004). As indicated by Henderson (2003), a few analysts concurred that person's character factor is firmly related with Job Satisfaction (Ibrahim, et.al, 2012). Actually, work disappointment decreases person's presentation and causes some adverse impacts, for example, low profitability, truancy, and leaving the place of employment and it is difficult to prevent job disappointment (Altuntas, 2014). As indicated by Yuewei Chen (2005), if the representatives have positive and charming emotions about the work, their perspectives to the work are characterized as employment fulfillment. In this specific situation, job satisfaction is that how much the representatives like or abhorrence their work and the degree how much their desires concerning work are satisfied.

Review of Literature

Bizarre working hours can convolute interest in public activity and work life balance (Greubel et al. 2016). Eyupolgu and Saner (2009) bolster this view, expressing that a positive atmosphere at college expands staff job satisfaction, yet in addition the establishment's general efficiency, which can at last be converted into understudy achievement in the scholastic setting. Be that as it may, some different investigations mirror representatives' assessments on each particular part of their work, varying from the general definition (Zhu, 2013). Also, job satisfaction here and there can be mistaken for inspiration, yet job satisfaction can't sub for inspiration (Aziri, B. (2011). states that job satisfaction means the joy picked up by a scholastic, from work and business related variables, which incorporate compensation, advancement openings, partners, and ranking staff individuals. Bhutto (2011), who locates that working conditions are the least fulfilling viewpoint in scholastics

'employments. As indicated by Gerald and Dorothee (2004), rewards are unequivocally corresponded with job satisfaction. As indicated by Locke, representatives like to work with individuals being neighborly, strong, and helpful. Mapesela and Hay (2006) show that scholastics are apparently generally influenced by issues, for example, an adjustment in their jobs, which includes in addition to other things, expanding requests on scholastics (outstanding task at hand) and educating and look into. Obviously scholarly staffs are not inspired uniquely by compensation, however by numerous components, for example, advancement and acknowledgment by their bosses. As per Cumming, Fisher and Locke (2011), this procedure gets intricate, since work aspects vary for each person. Consequently, understanding representative employment satisfaction is significant for the change of execution and profitability in an establishment (Nyanga, Mudhovozi, ChiresheandMaunganidze, 2012).

Job satisfaction and morale

Sometimes these words are not used properly due to the close relationship between work satisfaction and morale. Therefore, it is unnecessary to clarify the difference between these two states. Work satisfaction refers to employees' attitudes towards working conditions, supervision and their group life, while industrial morale refers to a sense of unity, brotherhood and unity among the employees of the work group. There are three main determinants of work satisfaction called business factors, personal factors and group factors. On the other hand, there are four determinants of industrial morale, including collective unity, need for goals, vision for goals and individual participation in meaningful work to achieve goals. Individual goals predominate in job satisfaction - whereas in morale, collective goals predominate. An employee gets job satisfaction only when his personal goals that determine his personal reasons play a major role. However, the achievement of individual goals is secondary in maintaining morale or becoming advanced and the attainment of collective goals comes as a very important factor. Cognitive factors predominate in work satisfaction whereas affective factors predominate in morale. Work satisfaction increases if the cognitions related to the employee's own work, management etc. are favourable. On the other hand, high or low morale depends on the affective factors of the collective goal.

Objective of the study

- To identify the Job satisfaction factors of higher education institutions in Haryana.
- To measure the job satisfaction concept and its significance to higher education institutes in Haryana.

- To suggest new ways and means for improving satisfaction with their job in higher education institutions in Haryana.

Research Methodology

There are many research techniques available for investigation of employment fulfillment. A dominantly quantitative methodology is proper for this sort of study, without excusing the insight and Applicability of different techniques, including subjective and joined methodologies, for different circumstances. This examination utilized quantitative strategies concerning review polls to gather quantitative information for achieving this exploration article.

Research Design

An exploratory research configuration is embraced, in this way making research as productive as conceivable yielding greatest data with negligible use of exertion, time and cash. As per (Polit and Hungler, 1991), exploratory research is worried about the marvel of intrigue and seeks after the components that impact influence, cause or identify with the wonder.

Scope of Study:

The study deals with variables like location of colleges, teaching experience of faculties, qualification of teachers, management of colleges, gender, of faculties. Faculties with sufficient job satisfaction will be able to fulfil the educational objectives and national goals.

Data Analysis and Interpretation

Information investigation and Interpretation" alludes to the act of basically seeing the assembled data, framing an understanding from the outcomes lastly shaping the ends with the relationship of the discoveries.

Testing of the Hypothesis

Hypothesis - 1

There is significant difference between male and female faculty members regarding the factors measuring their job satisfaction”.

Sources	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	15	35	3	5	4	62
Female	20	22	1	2	3	48
Total	35	57	4	7	7	110

Calculation of Chi-square

fo	fe	(fo - fe)	(fo - fe) ²	(fo - fe) ² ÷ fe
17	20.57	-3.57	12.74	0.62
33	32	1	1	0.031
5	4	1	1	0.25
3	2.28	0.72	0.52	0.228
2	1.14	0.86	0.74	0.65
19	15.42	3.58	12.81	0.83
24	26	-1	1	0.042
4	6	-1	1	0.34
2	2.71	-0.71	0.50	0.29
0	0.85	-0.85	0.72	0.847
105	110			$\chi^2 = 6.128$

The calculated chi-square value is 6.128 which smaller than the table value (7.779) at 0.10 level of significance with degree of freedom 4. Thus the calculated value hold good for alternate hypothesis and there is significant relation between the male and female.

Hypothesis - 2

There is no significant difference among faculty members with different qualification regarding the factors measuring their job satisfaction.

Sources	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1-3	1	1	1	4	11	18
4-6	0	2	0	6	10	18
7-9	0	2	1	5	8	16
10-15	5	3	0	10	12	30
>15	4	2	0	9	13	28
Total	9	7	1	34	54	110

Calculation of Chi-square

Fo	Fe	(fo -fe)	(fo -fe) ²	(fo -fe) ² ÷ fe
1	2.28	-1.28	1.63	1.27
0	1	-1	1	1
0	0.14	-0.14	0.019	0.135
4	4.85	-0.85	0.722	1.148
11	7.71	3.29	10.82	1.40
0	1.37	-1.37	1.87	1.36
0	1.07	-1.07	1.144	1.069
0	0.152	-0.152	0.023	1.151
6	5.18	0.82	0.67	0.129
10	8.22	1.78	3.16	0.38
0	1.37	-1.37	1.87	1.36
2	1.07	0.93	0.86	0.803
2	0.152	0.848	0.72	4.73
5	5.18	-0.18	0.032	0.006
8	8.22	-0.22	0.048	0.005
5	2.57	2.43	5.90	2.29
3	2	1	1	0.5
1	0.285	-0.285	0.08	0.28
10	9.71	0.29	0.08	0.008
12	15.4	-3.4	11.56	0.75
4	3.4	1.6	2.56	1.07
3	2.87	0.13	0.016	0.008
1	1.27	-0.27	0.07	0.26
9	9.07	-0.07	0.0049	0.0005
13	14.4	-1.4	1.96	0.136
110	110			$\chi^2 = 21.248$

The calculated chi-square value is 21.248 which greater than the table value (15.812) at 0.20 level of significance with degree of freedom 16. Thus the calculated value hold good for null hypothesis and there is significant relation between the faculty members and years of service.

Major Findings

The findings indicated that key aspects, which affect employee satisfaction at the Higher Education Institutes of Haryana, are related to factors such as job security, provision of good salary packages, advancement, and relationship with colleague.

The study also exhibits that there are relationship with colleagues is a Gordian knot for the institution, due to lack of co-operation among employees, it affectsto complete their tasks smoothly, it was one of the major challenges that academics experienced.

Management at the Institutions of Haryana do not influence expectancy by providing training or even allowing academics to take study leave to advancement themselves, in order to accomplish efficiently teaching, learning and research more effectively.

Conclusion

This research study exhibits that academic employees of job satisfaction at the HEIs in Haryana State may not be satisfied with all aspects related to job satisfaction, but their work life balance is very good, the mean of academics work life balance is good at all perspective, After that the mean of access to resources is good which is the next factor of job satisfaction. The management should plan for an academic year regarding career development opportunities for academicians. They should design proper criteria for selection of academicians who are to be sent for attending such types of trainings or faculty -development programs. The management should appreciate and provide achievement certificates to academicians in the form of announcement and meetings, trophy and appreciation letter. Higher education at present is in need of strengthening their innovation which can be introduced in various ways in the culture of the universities. The Institutions can incorporate faculty development programs which may cater to the needs of the faculty which includes personality development, hands on training on new software modules related to curriculum etc.

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