

A Study of Job Satisfaction amongst Delhi University Faculty Based On Seniority of Post

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Abstract: Teachers at the undergraduate level play an important role in shaping the lives of students who stand at the crossroads of their career. The commitment and dedication of teachers, among other factors depend upon their level of satisfaction with their job. No empirical research has been done regarding the level of satisfaction in teachers engaged in one of the most prestigious universities of the country, University of Delhi. The present study was designed to assess the job satisfaction level of Delhi university faculty and to find out whether level of job satisfaction was influenced by position in organisational hierarchy. Little is known about faculty job satisfaction in higher education as well as in the developing countries like India. The present study was designed to assess the job satisfaction level of Delhi university faculty and to find out whether level of job satisfaction was influenced by the seniority in the hierarchy. The study makes a comparison between satisfaction of Assistant professors and Associate professors across three disciplines namely Arts, Science & Arts. The study was a descriptive study and made use of standardized job satisfaction scale as a research tool. 163 faculty members working in Delhi University in 18 different colleges were selected. The findings of study showed that most academic members of Delhi universities were satisfied with their job. However, there were different in satisfaction at the same level across academic streams.

Keywords: Assistant, Associate, Delhi university, Faculty, Satisfaction, Science.

I. Introduction

“I was worth over \$1,000,000 when I was 23, and over \$10,000,000 when I was 24, and it wasn't that important because I never did it for money”.

- Steve Jobs (Co-founder Apple Inc)

The above mentioned line highlights how different people respond to success and achievements in life. As a person gets promoted in his/her job, his pay scale increases, his work profile changes and his privileges and reputation increases. All these factors influence performance and attitude towards work. An attempt was made to analyse whether seniority of position at work affects job satisfaction through survey amongst faculty in University of Delhi working at two levels: Associate Professor & Assistant Professor. The profession of teaching was chosen because teachers have a great deal of influence on the students and their commitment and dedication affects the quality of teaching. The study is aimed at assessing whether people at higher levels are more/less satisfied than those working at lower levels and what are the factors contributing to satisfaction/dissatisfaction. In the next section, a number of articles have been reviewed that aim at identifying the factors contributing to satisfaction in education industry.

II. Literature Review

Quality in teaching and learning can only be enhanced if the faculty members are satisfied and content (Chen, 2006). In 1994, Luthans defined Job satisfaction as “an attitude developed by an individual towards the job and job conditions”. In 1997 Spector refined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. Telman & Unsal 2004 classified the factors affecting job satisfaction into internal, external and personal. Internal factors include characteristics inherent to the nature of work. External factors are the conditions such as job responsibilities, promotion criteria, equation with superiors and co-workers, creativity, job security, organizational structure and culture. Personal factors include factors such as gender, age, length of service, educational level, personality traits and incentive, knowledge and skills. There are several recent studies that have addressed the question of job satisfaction among academic members of higher education in Asia – Pacific area. Regarding the relationship between faculty job satisfaction and demographic variable of academics in a public higher education in Singapore, Paul and Phua (2011) indicated that respondents related satisfaction with interpersonal relationships with students and co-workers, the autonomy and flexibility that the job offered. Conversely, they expressed dissatisfaction over the amount of administrative/non academic work they had to shoulder, heavy workload, salary, presence of ‘red tape’ and other corporate practices and dealing with disruptive students. Age and job position affected the job satisfaction levels of the respondents. However,

variables such as gender, academic qualification, length of employment and marital status showed no significant difference. The study of Noordin and Jusoff (2009) comprised two hundred and thirty-seven of academics from a public university in Malaysia that overall the academic staff of the university has a moderate level of job satisfaction. In addition, current status, marital status, age and salary appear to have significant impact on the respondents' level of job satisfaction. In their research with faculty from three private universities in Malaysia, Santhapparaj and Alam (2005) found that pay, promotion, working condition and support of research have positive and significant effect on job satisfaction. Regarding the relationship between incentives, rewards and recognition on employee motivation and job satisfaction of two hundred and nineteen of academic member of Hue University in Vietnam, Nguyen et al., (2013) found that significantly positive relationship between reward and recognition, satisfaction with supervision and the job characteristics, with job satisfaction as well as a very positive and significant relationship was also observed between job satisfaction and personal motivation. Sabharwal & Corley (2009) concluded that across all disciplines, female faculty members expressed lower levels of satisfaction when compared with male faculty members and that women might place a greater emphasis on intrinsic (contribution to the society, opportunities for advancement, intellectual challenges) than extrinsic factors (salary and benefits).

III. Need Of The Study

University of Delhi is a premier educational body that attracts students from all over the world. Given the high regard which parents, students, academicians and foreign universities attribute to this institution it becomes necessary to examine how motivated the faculty members are with respect to their duties and the level of satisfaction and security they have at work. Delhi University has thousands of teachers working at various levels and this study attempts to make intra post across streams and inter post comparison of job satisfaction and identify whether hierarchy in the organisational structure has any affect on job satisfaction. This study has been done post the introduction of historic change in undergraduate education-the introduction of Four Year Undergraduate Program (FYUP) so as to present the most recent trend in job satisfaction. It is hoped that this study can become the reference point for addressing the concerns of the teachers.

IV. Objectives Of The Study

The following were the objectives of the study:

1. To undertake study of job satisfaction of the faculty of Delhi university.
2. To study the impact of Academic streams on job satisfaction.
3. To find the causes of job satisfaction and job dissatisfaction of the faculty in each Academic stream.

V. Research Hypothesis

1. Job satisfaction of faculty in commerce/economics is equal to faculty in arts.
2. Job satisfaction of faculty in commerce/economics is equal to faculty in science.
3. Job satisfaction of faculty in arts is equal to faculty in science.

VI. Research Methodology

6.1 Sampling Design

At present, there are 16 faculties, 86 academic departments, 77 colleges and 5 other recognised institutes spread all over the city. The current research focuses job satisfaction on two levels across different academic streams. So in order to find job satisfaction in Delhi University, 18 colleges were chosen out of 77. In this study we took three stream namely as Arts, science and commerce/economics to see the impact of designation (assistant Professor/ associate professor) on job satisfaction. Including both Assistant Professors and Associate professors, in our data 47 are faculty in arts, 73 are faculty in commerce/economics faculty and 43 are faculty in science.

TABLE 1 : Academic Stream of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts	47	28.8	28.8	28.8
	commerce/economics	73	44.8	44.8	73.6
	Science	43	26.4	26.4	100.0
	Total	163	100.0	100.0	

On the basis of designation , there are 121 are Assistant Professors and 42 are Associate Professors

TABLE 2 : Designation of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant professor	121	74.2	74.2	74.2
	Associate professor	42	25.8	25.8	100.0
	Total	163	100.0	100.0	

On the basis of gender , there are 84 females and 79 male faculty members.

TABLE 3 : Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	84	51.5	51.5	51.5
	Male	79	48.5	48.5	100.0
	Total	163	100.0	100.0	

6.2 Pretesting

It was pretested (self-administered tests) on a sample of 12 respondents who were chosen as a result of judgment sampling and feedback was considered in finalizing the questionnaire.

6.3 Results of Pretesting

Cronbach Alphas were computed to know the reliability of our data. Cronbach Alpha for internal consistency was .701 which shows that there is reliability and internal consistency. Not all correlations among the questions were less than 0.5. Finally a set of 24 questions were zeroed out to proceed onto next stage i.e. data collection.

6.4 Dependent and independent variables

Job satisfaction has been identified as the dependent variable in this study. It consists of seventeen dimensions of five aspects. The first aspect is nature of Job such as qualification, manageable workload, and atmosphere contributing to professional growth, academic challenges, and sufficient freedom. The second aspect is Benefits from Job such as satisfactory salary, job security, growth opportunities, and learning opportunities. The third aspect is Social Relations such as cooperation from colleagues, responsive seniors, and student's interaction. The fourth aspect is Managerial Aspects of Job such as work recognition, employee friendly management policies, and extent of involvement in management decisions. The fifth aspect is such as Facilities: infrastructure facilities and welfare facilities.

6.5 Data Analysis Method

Questionnaire survey was used to gather data in this study. There were 17 questions in questionnaire and each question has 5 options (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.) The respondents were weighted on a 4-point Likert's scale to measure job satisfaction of faculty in Delhi university (1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied). The questions were combined into one summated scale on which the tests were performed.

- 1= Less than to equal 33,
- 2= Between 34-50,
- 3= Between 51-67,
- 4= More than equal to 68.

All data were analyzed using the Statistical Package for the Social Sciences (SPSS) 20.0 software. As the number of respondents are more than 30, data is normally distributed and all parametric tests can be applied (Central Limit Theorem).

6.6 Statistical Tools Used

1. Co-efficient of Reliability
2. Student's 't'- test
3. Test of Homogeneity of Variances
4. ANOVA
5. Arithmetic mean and median

VII. Results And Discussion

7.1 Reliability

In this research, internal consistency analysis was conducted to assess the reliability of this constructed measurement for job satisfaction of academic members. All five aspects were identified to measure the variable of job satisfaction which is the dependent variable of this study.

TABLE 4 : Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.810	17

The internal consistency analysis yielded Cronbach's alpha coefficients 0.761, which is significantly higher than the 0.7. Hence, based on the validation of construct reliability it was concluded that research construct of job satisfaction is reliable in this study.

7.2 Satisfaction level of Assistant Professors & Associate Professors

As sample size is two so "T" test is applied as samples are independent. According to our scale, Mean score of job satisfaction in Assistant professor is 62.33 and Standard Deviation is 7.402. This means Assistant professors are generally satisfied. For Associate Professors, mean score of job satisfaction is 60.97 and Standard Deviation is 10.74. This implies that Associate Professors are also satisfied.

TABLE 5 : Group Statistics

	Designation of respondent	N	Mean	Std. Deviation	Std. Error Mean
jst	Assistant professor	121	62.3306	7.40201	.67291
	Associate professor	42	60.9762	10.74423	1.65787

At significance level of 5%, job satisfaction of Assistant professors and Associate professors are not significantly different as p value shows .452 (assumed variance not equal) which is more than .05. Both are equally satisfied.

TABLE 6 : Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jst	Equal variances assumed	8.373	.004	.902	161	.368	1.35439	1.50090	-1.60960	4.31838
	Equal variances not assumed			.757	55.111	.452	1.35439	1.78923	-2.23115	4.93992

7.3 Satisfaction level across Academic streams (Assistant professors)

In this study we took three stream namely Arts, science and commerce/economics to see the whether Assistant Professors are equally satisfied across all major streams of academics.

As there are three independent samples, so to apply ANOVA we have to test Homogeneity of Variances. At a significance level of 5% there is no difference between Variances among groups.

TABLE 7 : Test of Homogeneity of Variances

Jst			
Levene Statistic	df1	df2	Sig.
1.215	2	118	.300

At a significance level of 5%, satisfaction level among different academic streams is significantly different as p-value (.000) is less than 0.05. Or we can say at least on group satisfaction level is significantly different.

TABLE 8 : ANOVA

Job Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	984.857	2	492.429	10.395	.000
Within Groups	5589.919	118	47.372		
Total	6574.777	120			

The above table is for multiple comparisons of Assistant professors across different academic streams.

Dependent Variable: Job Satisfaction

Tukey HSD

TABLE9 : Multiple Comparisons

(I) Acad Stream of respondent	(J) Acad Stream of respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
arts	commerce/economics	-6.51648*	1.44302	.000	-9.9417	-3.0913
	science	-5.27619*	1.89982	.017	-9.7857	-.7667
commerce/economics	arts	6.51648*	1.44302	.000	3.0913	9.9417
	science	1.24029	1.72761	.753	-2.8604	5.3410
science	arts	5.27619*	1.89982	.017	.7667	9.7857
	commerce/economics	-1.24029	1.72761	.753	-5.3410	2.8604

*. The mean difference is significant at the 0.05 level.

At significance level of 5%, satisfaction level of Assistant professors in commerce/economics is significantly different from Assistant professors in Arts. Although both faculty member are satisfied but on the basis of mean value faculty incommerce/economics (mean= 64.43) are more satisfied then faculty in arts (mean= 57.91).

On the basis of satisfaction Assistant professors in Science are also significantly different from Assistant professors in Arts at a significance level of 5%. Although both faculty members are satisfied and on the bases of mean value of satisfaction level faculty in Science (mean= 63.19) are more satisfied then faculty in arts (mean= 57.19).

Assistant professors in Science are not significantly different from Assistant professors in commerce/economics at a significance level of 5% for satisfaction level. Both faculty members are satisfied and on the basis of mean value of satisfaction level faculty in Science (mean= 63.19) are less satisfied then faculty in commerce/economics (mean= 57.19).

Tukey HSD

TABLE 10 : Job Satisfaction

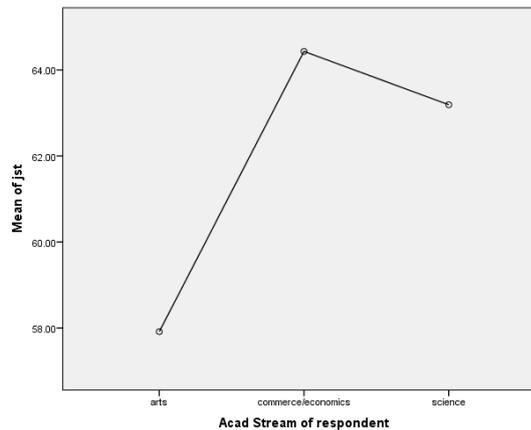
Academic Stream of respondent	N	Subset for alpha = 0.05	
		1	2
Arts	35	57.9143	
Science	21		63.1905
commerce/economics	65		64.4308
Sig.		1.000	.747

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 32.760.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The mean plot (below) of different academic streams shows satisfaction level of Assistant faculty members across different streams.



7.4 Satisfaction level across Academic streams (Associate Professors)

As there are three independent samples, so to apply ANOVA we have to test Homogeneity of Variances. At a significance level of 5% there is no difference between Variances among groups.

TABLE 11 :Test of Homogeneity of Variances

Job Satisfaction			
Levene Statistic	df1	df2	Sig.
.847	2	39	.436

At a significance level of 5%, satisfaction level among academic streams is not significantly different as p- value (.338) is more than 0.05 , so on the basis of these results we can say that Associate professor among different streams equally satisfied.

Table 12 : ANOVA

Jst					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	256.363	2	128.181	1.117	.338
Within Groups	4476.614	39	114.785		
Total	4732.976	41			

7.5 Satisfaction level of Assistant Professors across Gender

As sample size is two (Males & Females) so “T” test can be applied as samples are independent.

In this study, mean score of job satisfaction in Males is 62.91 and SD is 7.15. This means Male faculty is satisfied. In comparison between Females and Males, mean score of job satisfaction in Females is 61.83 and SD is 7.63. This means Female faculty is also satisfied.

At significance level of 5%, job satisfaction of males and females is not significantly different as p value shows .426 which is more than .05, means both are equally satisfied.

TABLE 13 : Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jst	Equal variances assumed	.121	.729	-.799	119	.426	-1.07995	1.35160	-3.75624	1.59635
	Equal variances not assumed			-.803	118.139	.424	-1.07995	1.34503	-3.74344	1.58355

7.6 Satisfaction level of Associate Professors across Gender

As sample size is two so “T” test can be applied as samples are independent. In comparison between Males and Females, mean score of job satisfaction in Male is 61.91 and SD is 10.46. This means Male faculty at associate level is satisfied

Mean score of job satisfaction in Females is 59.58 and SD is 11.25. This means Female faculty are satisfied.

Both faculty members are satisfied.

TABLE 14 : Group Statistics

	Gender of respondent	N	Mean	Std. Deviation	Std. Error Mean
jst	Female	19	59.8421	11.25099	2.58115
	Male	23	61.9130	10.46602	2.18232

At significance level of 5%, job satisfaction of male and female is not significantly different as p value shows .541 which is more than .05, both are equally satisfied.

TABLE 16 :Independent Samples Test

	Levene's Test for Equality of Variances	T-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jst	Equal variances assumed	.205	.653	-.617	40	.541	-2.07094	3.35633	-8.85432	4.71245
	Equal variances not assumed			-.613	37.326	.544	-2.07094	3.38007	-8.91759	4.77571

7.7 Causes of job satisfaction and job dissatisfaction

7.7.1 Assistant Professors

TABLE 17 : Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Work acc. to qualification and skills	121	4.4793	.62047	2.00	5.00
Job security	121	3.0083	1.33851	1.00	5.00
Conducive atmosphere contributing to growth	121	3.7107	.87975	1.00	5.00
Academic challenges	121	3.9835	.74143	1.00	5.00
Learning opportunities	121	3.2810	.98508	1.00	5.00
Cooperation from colleagues	121	4.0579	.71060	2.00	5.00
Workload manageable	121	3.9752	.79018	2.00	5.00
Seniors responsive to needs	121	3.9917	.77991	2.00	5.00
Student interaction	121	4.5702	.58916	2.00	5.00
Sufficient freedom	121	3.8595	.81961	2.00	5.00
Work recognition	121	3.545	.8563	1.0	5.0
Growth opportunities	121	3.4215	.91060	1.00	5.00
Employee friendly management policies	121	3.5289	.86674	1.00	5.00
involves in management decisions	121	2.7934	1.21736	1.00	5.00
Satisfactory salary	121	3.8678	.82606	1.00	5.00
Satisfactory academic infrastructure	121	3.2314	1.25672	1.00	5.00
Welfare facilities	121	3.0248	1.22108	1.00	5.00

There are total 121 assistant professors in our sample. Assistant professors are satisfied with work acc. to qualification and skills (mean= 4.47) and student interaction (mean= 4.57) in class room, and dissatisfied of management decision involvement (mean= 2.79).

7.7.2 Associate Professors

TABLE 18 : Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Work acc. to qualification and skills	42	4.4048	.79815	2.00	5.00
Job security	42	4.5000	.55216	3.00	5.00
Conducive atmosphere contributing to growth	42	3.3095	1.09295	1.00	5.00
Academic challenges	42	3.5952	1.01356	1.00	5.00
Learning opportunities	42	2.8095	.96873	1.00	5.00
Cooperation from colleagues	42	3.6190	1.01097	2.00	5.00
Workload manageability	42	3.6667	1.11894	1.00	5.00
Responsive seniors	42	3.5476	.86115	2.00	5.00
Student interaction	42	4.5238	.67130	2.00	5.00
Sufficient freedom	42	3.9524	.82499	2.00	5.00
Work recognition	42	3.690	.9497	1.0	5.0
Growth opportunities	42	3.0476	.98655	1.00	5.00
Employee friendly management policies	42	3.3095	1.04737	1.00	5.00
Involvement in management decisions	42	2.7381	1.28897	1.00	5.00
Satisfactory salary	42	4.2857	.67302	2.00	5.00
Satisfactory academic infrastructure	42	3.0238	1.29705	1.00	5.00
Welfare facilities	42	2.9524	1.22877	1.00	5.00

There are total 42 Associate professors in our sample. Associate professors are satisfied with work according to qualification and skills (mean= 4.40) and student interaction (mean= 4.52) in class room, and dissatisfied due to inadequate management decision involvement (mean= 2.73).

VIII. Conclusion

As per the findings described in this study, there was no significant difference in job satisfaction level of Assistants professor and Associate professors. This is a sign that teachers are unmindful of the designation they work at in the university. However, there is significant difference in job satisfaction level of Assistant professor in arts and commerce/economics. in the case of arts and science, science and commerce/economics no significant difference was found. Male assistant Professor and Female assistant Professors are also not significantly different w.r.t job satisfaction level.

In the case of associate professors, no significant difference in job satisfaction level of arts, commerce/economics and science faculty members. Similarly on the basis of gender, Male associate Professor and Female associate Professors are also not significantly different w.r.t job satisfaction level

Both Assistant professors and Associate professors in Delhi University are satisfied with work acc. to qualification and skills and student interaction.

Both Assistant professors and Associate professors are dissatisfied with involvement in management decision. This indicates that decision making is concentrated only at the topmost level.

IX. Limitations Of The Study

In this study, the data obtained through questionnaires were all self-reports from the participants to determine which aspects of their position are satisfying and dissatisfying, hence, the findings may be subject to response consistency effect. On the other hand, this study cannot be generalized to all other university in India; the findings of this study are restricted to the University of Delhi which the samples were drawn. Also , the highest hierarchy, i.e. Professors have not been considered due to there being a handful number of them as compares to hundreds working at lower levels.

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