Job Satisfaction Amongst Academic Professionals (Teaching Professionals)

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ABSTRACT

The most crucial group of professionals for the future of our country is comprised of college teachers. Hence, it is surprising to see that many college professors still don't like their work today. College professors who are happy in their jobs are better off for it and for society as a whole. It improves collegiate productivity and academic success. Each society's ability to function depends on the role that teachers perform. Teachers are the students' primary source of direction during all of the key phases of their academic careers. When instructors are happy in their jobs, they can accomplish their duties with greater focus and dedication.

INTRODUCTION

College professors who are happy in their jobs are better off for it and for society as a whole. It improves collegiate productivity and academic success. Each society's ability to function depends on the role that teachers perform. Teachers are the students' primary source of direction during all of the key phases of their academic careers. When instructors are happy in their jobs, they can accomplish their duties with greater focus and dedication.

Job Satisfaction has been a significant concern in today's international society. It is essential to the long-term development of all educational systems worldwide. The ability of the teaching job to meet instructors' requirements and enhance their job/teaching performance is what we mean by "job Satisfaction" in this context. Knowledge, abilities, and competences appear when one is content with their performance. Hence, if a college teacher is expected to engage in

constructive activities it is of utmost essence that they find their contentment in executing their duty.

JUSTIFICATION OF THE STUDY

Higher education has a far bigger function to play in society than other educational levels do. It can surely function as a potent tool to aid the process of social change in Indian society because it is at a higher level of the educational pyramid, where it may affect other levels of education and has greater access to all knowledge. It develops future leadership skills in kids who have the ability to advance society. It equips students with the necessary skills to carry out a variety of duties for the advancement of society, the economy, and politics. In addition to being at the cutting edge of knowledge, higher education strives to push these frontiers even further.

The job happiness and dissatisfaction of employees in various businesses has been recorded and explored in a number of papers. Yet, relatively few hypotheses for job satisfaction or discontent have been substantiated by actual data. According to investigations into the causes of job happiness and discontent in higher education, teaching and other activities have a substantial impact on both the job satisfaction and dissatisfaction of teachers. The majority of job satisfaction study focuses on management in commercial, financial, and industrial organizations. There have been few studies on job satisfaction among college teachers. So, more research on college instructors' job happiness is required if we are interested in offering our kids a great education at the college level. It is hoped that this study would help in that regard.

A dazzling, reputable, and top-notch teaching team is necessary for a successful educational institution. Teachers have a crucial role in helping students advance, particularly in practical life, by using the most effective teaching and learning techniques.

The methodical locating, identification, and analysis of documents providing data relevant to the research subject constitute the review of related studies. It is a summary of studies that reputable academics and researchers have published on a subject. "Knowing the literature in any subject area helps one to understand what is already known, what others have attempted to find out, what methods of approach have been promising or disappointing, and what difficulties

need to be solved," wrote Best (1985). The research assistant has the chance to familiarize himself or herself with the most recent information about what has been thought and done in the area of interest by reviewing relevant literature.

In the current study, PG Professors from Eight State Universities in Rajasthan were asked to rate their level of organizational commitment, role effectiveness, and job satisfaction. This chapter reviewed studies on job satisfaction, organizational commitment, role efficacy, and other relevant variables. Suitable scholarly research studies, journals, newspapers, seminar reports, workshops, and publications were used as the sources.

The parts that follow provide a review of related literature.

- Studies related to Organizational Commitment
- Studies related to Role Efficacy
- Studies related to Job satisfaction
- Studies related to Job satisfaction and Organizational Commitment
- Studies on Relation between Teachers' Job Satisfaction and Role Efficacy

STUDIES RELATED TO ORGANISATIONAL COMMITMENT

According to Oscar (1966), the rewards a person has received from the system and the kinds of experiences he has had to go through in order to achieve the rewards have an impact on how strongly that person is committed to the organization.

According to Shagholi R., Zabihi M.R., Atefi M., and Moayedi F. (2011), organisational commitment (OC) offers the necessary background and is a crucial element in schools for boosting educational quality. Productivity, organizational performance, and service quality are all tied to OC. The author looked at two OC elements at once, namely:

1. Upholding membership Two. Attachment. A sample of 903 teachers from Mashhad, Iran's schools provided the data. Teachers think that the two OC components have a strong foundation in educational settings and that there is a strong relationship between them. Results point to the use of OC's elements in creating a positive school environment and achieving academic objectives.

Researchers Mani Dr. R.S. & N. Uma Devi (2011) examined college teachers' organizational commitment levels at the moment. The findings indicate that college professors exhibit all three types of commitment at a modest level. The greatest level is Normative Commitment. The teachers' dedication to their continued employment varies greatly. According to the report, attention must be taken of newly hired teachers and those who are approaching retirement so as to ensure that there is Continuance Commitment amongst newly hired teachers.

In 2011, Sadeghian M., Hoveida R., and Jamshidian R. looked at the connection between organizational identity and commitment. The statistical society for this study consisted of lecturers working at Esfahan's Teacher Training Centers in the academic years 2010–2011. A stratified random process was used to choose a sample of 60 people. Results revealed a relationship between the following dimensions: membership factor and normative commitment (R2=0.86), similarity factor and continence commitment (R2=0.80), and loyalty factor and affective commitment (R2=0.217). Also, the results of comparing the averages of the two sexes revealed no differences in the replies of the two sexes, but in the case of ages, they revealed variations in the averages of organizational commitment and identification (p=0.000).

In their research, Sarwat N., Hayat K., Qureshi J. A., & Ali M. (2011) discovered the effects of strategic leadership, particularly transactional and transformational leadership, on organisational performance in the context of two key job attitudes: job satisfaction and organisational commitment, both of which contribute to better organisational performance. The resource-based view (RBV) and strategic leadership theories are the theories that have been covered in this essay. Organizational leadership is seen as a priceless, unique, and valuable resource. 250 staff of educational institutions near Rawalpindi and Islamabad answered a questionnaire to provide information. The findings indicate that there is a direct correlation between leadership and organisational performance, but that job satisfaction and organisational commitment have no intervening effects on the Organisational Performance if the leaders from the strategy team are finely in-tuned with the organisational performance from grassroot level.

STUDIES RELATED TO ROLE EFFICACY

By surveying 225 Indian teachers and 222 Iranian teachers, Sridhar Y.N. & Badiei H.R. (2008) looked at and compared the effectiveness of higher primary school instructors in India and Iran. The participant's overall scores for teacher efficacy were almost high. There was no statistically

significant difference in the general teaching efficacy scores between the two nations. In terms of individual teaching effectiveness, a statistical difference between male teachers in two countries was discovered. Compared to their Indian counterparts, male instructors in Iran exhibited higher personal efficacy. However, there was no statistically significant difference between male and female teachers in the two domains of teacher efficacy. However, even when evaluated as a function of nation, the results of an ANOVA showed no significant variations in efficacy views on any dimension for the number of years of teaching experience.

The role of teachers' perceived self-efficacy as a predictor of students' overall perceived self-efficacy was investigated by Nabeel T. and Zafar H. in 2011. A sample of 300 teachers and 300 pupils from various Pakistani educational institutions were chosen for this purpose. Instructors were divided into experienced and inexperienced groups. Two instruments, the Teachers' Self-Efficacy Scale and the General Self-Efficacy Scale (GSES), were employed to meet the study's objectives. Also, brief demographic sheets for the teachers and students were used to list their educational institutions, experience, and institutional affiliations, as well as their ages and genders. The pilot study and assessing the psychometric features of the scales made up Part I of the study, while the main study was covered in Part II. The main study's statistical analysis showed a substantial positive link between students' overall self-efficacy and teachers owns self-efficacy. Compared to less experienced instructors, experienced teachers demonstrated higher levels of teacher efficacy. On the general self-efficacy scale, the overall mean scores of female students were higher than those of male students. When compared to students in the early adolescence group, students who were classified as late adolescents displayed higher levels of self-efficacy. Straightforward linear regression studies indicated that teacher self-efficacy positively influences student self-efficacy.

The self-efficacy of secondary school teachers was examined by Shazadi T., Khatoon S., Aziz S., and Hassan H. (2011). The study's major goal was to determine how age, gender, education level, and teaching experience affected secondary school teachers' levels of self-efficacy. The self-efficacy scale by Albert Bandura was utilised. All secondary school teachers employed by the Federal Directorate of Education in Islamabad made up the study's population. Using stratified random sampling, 10% of the teachers from each of the Federal Directorate of Islamabad's five sectors were selected as the study's sample. The instrument was validated by three specialists. The instrument's dependability was estimated, and the results were (0.896).

ANOVA was one method used to determine the difference between more than two groups, whereas the Ttest was used to determine the difference between two groups. According to the study's findings, the self-efficacy of secondary school teachers is highly influenced by gender, academic background, experience, and location, but not by age or professional background.

STUDIES RELATED TO JOB SATISFACTION

According to Clark and Tamara (2008), there is a significant link between job satisfaction and prospects for advancement. According to the findings, work satisfaction and lower employee turnover are influenced by external needs, possibilities for advancement, and salary in insurance businesses. In the insurance industry, the issue of low job satisfaction and high turnover is a concern.

According to Slugoski (2008), a tiny but considerable amount of the diversity in intent to stay can be attributed to job embeddness, job alternatives, job satisfaction, and overall organisational commitment, which are all factors that are added to the employee retention equation. Sizer (2008) looked at how mentoring relationships affected job satisfaction as well as faculty members' opinions of how successful mentoring relationships are. According to research, professors who have mentors report better levels of job satisfaction than those who don't.

Job satisfaction is a complicated and varied notion that means different things to different people, according to Chopra and Khan (2010). The association between job contentment and performance may turn out to be fictitious; rather, personality determines both satisfaction and performance. Thus, corporate decision-makers must keep in mind the behavioural component of HRM.

In their study, Bozeman B. & Gaughan M. (2011) explored whether specific elements of the academic faculty employment affect job satisfaction or whether factors affecting the job happiness of other workers are also relevant to university faculty members. Faculty job satisfaction is similar to that of other workers in certain aspects. Like other types of workers, faculty members are more likely to be content if they believe their compensation is commensurate with their value in the market and if their coworkers respect them.

STUDIES RELATED TO JOB SATISFACTION AND ORGANISATIONAL COMMITMENT

According to Tzinier, Waismal, Netanel, and Broadman (2008), personality factors account for a specific variation in job satisfaction and organisational commitment. Data analysis revealed that elements in this persona logical framework explained 58 and 44% of the explained variance in job satisfaction and organisational commitment, respectively.

According to Mosadighrad (2008), hospital staff members are committed to their organisation and have a modest level of job satisfaction. Work satisfaction and organisational commitment were strongly connected with the intention to leave the company.

In Pakistan's public sector universities, Prof. Malik M., Dr. Nawab S., and Naeem B. (2010) looked into how instructors' perceptions of organisational commitment were impacted by several aspects of their job satisfaction. The survey also intended to determine how devoted these professors were to their universities and how satisfied they were with various aspects of their work. The study's conclusions showed that faculty members' organisational commitment was significantly positively influenced by their satisfaction with their salary, the quality of their supervision, and their satisfaction with their work. They were highly committed to the organisation and satisfied with their jobs, managers, pay, coworkers, and advancement chances.

STUDIES ON THE RELATION BETWEEN TEACHER'S JOB SATISFACTION AND ROLE EFFICACY

An extensive study that examined the validity and reliability of the Teachers' Sense of Self-Efficacy Scale (TSES) as well as the relationship between teachers' self-efficacy and work satisfaction was conducted in five nations (Canada, Cyprus, Korea, Singapore, and the United States). The findings indicated a favourable link between the aforementioned factors in each of the five countries (Klassen et al., 2009). Subsequent surveys revealed similar findings, with high self-efficacy teachers reporting high work satisfaction in terms of classroom management and instructional tactics (Klassen& Chiu, 2010; Canrinus, Helms-Lorenz, Beijaard, Buitink, &Hofman, 2012). An examination of structural equation modelling (SEM) was used to conduct

each survey. These findings support the idea that motivating team members to develop high levels of self-efficacy can lead to contented workers who then achieve high levels of participation at work (Borgogni, Russo, Miraglia, &Vecchione, 2013). Gibson and Dembo (1984) claim that teachers who adopt new teaching strategies yet persist in the face of adversity and failure have high levels of self-efficacy. High self-efficacy teachers can also inspire kids, help them perform better, be more bold, and take on new curriculum adjustments (Brookover, 1979; Midgley et al., 1989). All of the aforementioned studies offer compelling evidence that self-efficacy is crucial to the atmosphere in which a group works. According to Skaalvik and Skaalvik's (2010) study of Norwegian primary and middle school teachers, there is a high correlation between teachers' job happiness and self-efficacy. They endorsed the idea that high time pressure, effective parent-teacher relationships, and teacher autonomy were the most significant influences on teachers' job satisfaction (Skaalvik&Skaalvik, 2010). Self-efficacy and job happiness have a substantial association, according to a recent study by Akomolafe and Ogunmakin (2014). Self-efficacy, as the authors clarify, ultimately impacts how a person behaves, thinks, and becomes motivated to participate in a specific endeavour. Because of this, people who have high self-efficacy often behave more favourably and think more imaginatively, which has an impact on motivation. As a result, these teachers are generally happier in their positions. This conclusion may also be explained by the fact that people with high levels of self-efficacy are better able to manage the many responsibilities, problems, and duties associated with their professional role. Consequently, it is not surprising that among teachers, self-efficacy and job satisfaction showed a substantial positive association. Strong evidence is provided by the aforementioned research that show how self-efficacy affects people's job happiness.

CONCLUSION AND RESEARCH GAP

A general conclusion appears to be obvious despite the fact that the results of several of these investigations are inconclusive. In other words, it appears that organisational commitment, teacher efficacy, and job satisfaction are important aspects in a teacher's professional life. There hasn't been a comprehensive examination of all these interactions or a direct assessment of teachers' work happiness, teacher efficacy, or organisational commitment. How and under what circumstances is it possible to increase employee satisfaction, teacher effectiveness, and organisational commitment? What degree of authority does the principal have over post-

graduate teachers? Job happiness, organisational dedication, and instructor effectiveness all contributing to the growth and development of the institution? The purpose of this study is to determine how significant these values—job happiness, teacher efficacy, and organisational commitment—are to PG teachers at Rajasthani State Universities. The investigator greatly benefited from the review of pertinent literature in developing his goals and hypotheses. Also, it was helpful in learning these variables in-depth.

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