

# A Study of Correlation of Motivational Factor with Overall Job Satisfaction of B- School Faculties in the Context of Pune Region

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## Abstract:

**E**ducation is very important source of knowledge in today's world. A good education system in place and its benefits and success entirely depends on the quality of the faculties. It is important that the faculties must have contentment or sense of fulfilment with their job. This is the utmost essential factor in the area of higher education. Several studies have examined from developing countries on Job satisfaction of faculties in Management education. Management education is having more demand in today's competition. Management education is become a big shot in business world. Job satisfaction can be defined as the encouraging emotive feeling arising from getting what someone is expecting out of. . High level of Job satisfaction shows good emotional and mental state of faculties. If the faculties are not contended with their work profile it is possible that they will not put more efforts in giving their performance which is directly affect the education system and students of the nation. The purpose of this study is to identify the relationship between demographic characteristics (age, gender, academic rank, Working experience in academics) & Job satisfaction of B school Faculties in Pune Region. Data was collected through survey method. A questionnaire is designed to survey with 300 faculties from selected B School in Pune region. Results of this study showed that most faculties were only a moderate level of job satisfaction. However, female faculty members were less satisfied than male faculties. It was found that male faculties outnumber female faculties. Faculty's ages are evenly spread over all age groups. Maximum numbers of faculties have experience below 10 years.

**Keywords:** Job satisfaction, Demographic Characteristics, B School, Faculty, Higher Education

## I. INTRODUCTION

Are you satisfied about your work profile or your job? This is one of the most researched questions asked and researched in the workplace psychology domain. Work fulfilment or happiness about work and representative satisfaction has been characterized distinctively. It may be basically how anybody is content with their occupation, at the end of the day, regardless of whether anybody like employment or perspectives of it, e. g, task profile or monitoring.

Others believe that work happiness is about the employment (full of feeling occupation fulfilment) or insights about the employment (intellectual occupation fulfilment).

Due the prevalence of employment fulfilment inside the field of word related and hierarchical brain research, different specialists have given their own particular meanings of what occupation fulfilment is. Job satisfaction is a very important attribute which is frequently measured by organizations.

Fulfilling the expectations of the students, management, employers and the institution depends on the motivation level of the faculty members here one has to understand that every B school has two different types of faculties i.e. full time academicians and part/full time corporate experienced faculties. Both these types have their different expectations and motivating them will require a clear understanding of two motivational theories

- Maslow's hierarchy of needs and
- Herzberg's two factory-hygiene theory.



Figure 1: Maslow's Five-Level Hierarchy

According to Maslow's theory (hierarchy of needs) there are five levels of requirements. These requirements are Physiological, Safety, Love and Belongingness, Esteem and Self-actualization.

The first level is the physiological kind of requirements. These are fundamental requirements to live such as food, water, clothes, sleep (rest), and shelter (housing). As the experienced faculty has reached considerably higher level of management or at least senior middle level management position they are well settled in their life and are not worried about basic needs.

The next requirements level is security. This indicates that the person's environs is safer to them or their family. Safer the surroundings means more stability. Security may include financial stability so that there is no financial disturbance in the future. This sense of security may be developed by formulating appropriate retirement package, offering assured job posting, and other related benefits. The faculties have also crossed this level of motivation and are safely placed in their life. What they need is a regular income that can help them maintain their position in the society and life style.

The third level of requirements is affiliation. This is about the requirement to feel a sign or sense of belonging. In professional world, this could be a feeling of inclusion in a team as though they are a part of team. It is always seen that 'acceptance by others' is always desired by the people. Because the faculty has spent longer time in corporate world at various locations and have come and settled in the city where they are teaching because of their children's higher education or for retirement, they may or may not have friend circle, the faculties for social groups amongst themselves and like to satisfy the social need. It is seen that the corporate experienced part time / full time faculties have already achieved all the need levels as suggested by Maslow.

The top two levels are of most importance to this category of faculties' viz. Esteem and Self-actualization. They mainly look for self-respects and the respect of others. Also they are looking for fulfilling one's potentialities thus seeking to achieve self-actualization. The fourth level of requirement is referred to as esteem. Esteem means respect.

In order to fully get aware of this level, one must have a higher picture about them and must consider the self-respect. This requirement level has two parts: viewpoint of self-esteem, and want for respect from the society. The esteem need can be satisfied by ability to maintain a car (probably a servant driven), may be able to dine at good restaurants or five-star hotel, travel in air-conditioned comforts or fly from place to place. These expenses cannot be done out of savings and so they expect the remunerations to be reasonable good to indulge in such activities that can satisfy esteem needs.

The next level of requirements is self-actualization. This level is defined as someone has achieved all the things in life that they want to achieve. In other words, the other four levels of requirements are satisfied. This particular level mainly puts emphasis on the person's ability (to achieve the desired things). Thus, Maslow theory states that nobody is entirely reached to the self-actualization level.

People make efforts to be better and may use their ability, skills in innovative ways. This is important to inspiration as a person must be inspired to accomplish their requirements and try hard for the next level until they reach self-actualization. These requirements inspire humans to think about themselves and breathe a rich life.

This is otherwise called Two-Consider Hypothesis. Frederick Herzberg's two-figure theory (generally called a cleanliness speculation) attempts to clear up fulfilment and inspiration in the work environment. This theory imparts that fulfilment and dissatisfaction are driven by various parts – inspiration and cleanliness variables, autonomously.

Herzberg's two factor theory proposes that employment fulfilment and disappointment are not two inverse finishes of a similar continuum, but rather are two particular and, on occasion, even inconsequential ideas. "Inspiring" elements like pay and advantages, acknowledgment and accomplishment should be met all together for a representative to be happy with work. Then again, "cleanliness" elements, (for example, working conditions, organization strategies and structure, employer stability, connection with partners and nature of administration) are related with employment disappointment.

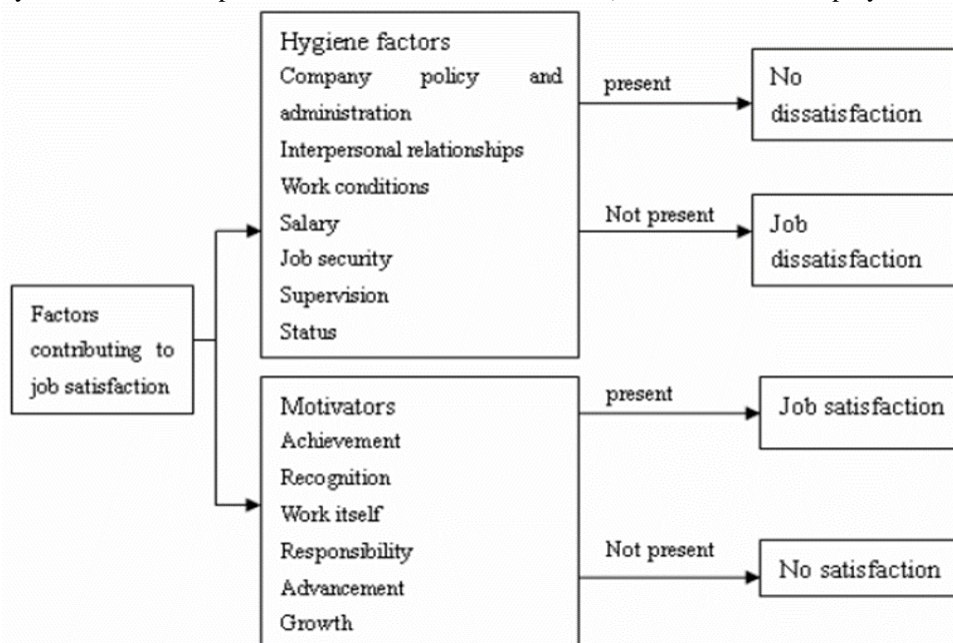


Figure 2: Graphical Representation of Herzberg's Description of Satisfiers and Dissatisfiers

Since both the cleanliness and motivational elements are seen as free, it is conceivable that workers are neither fulfilled nor disappointed. This theory proposes that when cleanliness variables are low the representative is disappointed, yet when these components are high it implies the worker is not disappointed (or impartial), but rather not really fulfilled. Regardless of whether a worker is fulfilled is subject to the spark elements.

In addition, it is felt that when inspirations are met the worker is thought to be fulfilled. This partition may help in representing the multifaceted nature of a representative's emotions, as they won't not feel both fulfilled and disappointed in the meantime; or neither fulfilled nor disappointed.

Herzberg's two factor model or proposition is applicable to full time academicians. According to this approach, various aspects resulting in job contentment (motivators) are different from those aspects that may results in unhappiness (demotivators) in the job. The approach further suggests that growth requirements are the only real inspiration of the employees. Employees are inspired by the presence of encouraging factors, but not satisfied by presence of motivators but get dissatisfied by presence of demotivators,

Herzberg's two factor proposition is about the aspects having an effect on people's way of thinking about work. This even mentions that elements such as organization policy, regulation, one-to-one interaction, operational surroundings, and salary are hygiene factors rather than inspiring ones (the motivators). They collectively work as motivators or demotivators depending on how they are handled. According to this approach, non-existence of such hygiene factors may result in unhappiness about job, but their presence merely does not result in getting the satisfaction.

It is also stated that inspiring aspects are elements that enhance a person's job. Particularly, these are elements that were solid foundations of work contentment. These are accomplishment, appreciation, the effort itself, accountability, and progression. These encouraging elements (satisfiers) are linked with continuing constructive effects in work execution while the hygiene elements (non-satisfiers) will result in only short-term changes in work perception and functioning. For the employee to be inspired, they must feel personally accountable for the products produced from the job. This feeling will certainly push them or encourage them to work harder so as to achieve their desired personal goals, as well as the goals of the organization. It is also required that the employee must feel like the work that they are doing is meaningful and enriching.

The study measure the Job satisfaction on such factor are Satisfaction from Classroom Teaching, Performance Appraisal, Cooperation and Behaviour of Colleagues (Peers), Physical Working Condition, promotion policies, Pay, Organization Culture, Administration Reasoning/Vision/Mission/Technique, Support for Research Environment in Organization, Job Security, Reputation of Foundation in Market.

**OBJECTIVE**

- To study the important motivational factor that plays a critical role in job satisfaction of teaching faculty.
- To describe correlation of Motivational Factor with overall Job satisfaction of B School faculty.

**II. METHODOLOGY**

Present research will come under the descriptive research, which will investigate the correlation of motivational factors on job satisfaction.

**FINDINGS**

Field Survey findings are obtained by analysing the data collected and are based upon the questionnaire. Subsequent survey findings are presented here. Cronbach's alpha is mainly used to check how reliable is the data collected? Generally value of Cronbach's alpha increases, as the value of correlation coefficients (between the two terms) increase. The maximum value for Cronbach's alpha is 1, and in generally the minimum value is 0. It can have negative value.

**Anova: Single Factor**

SUMMARY						
Groups	Count	Sum	Average	Variance		
Gender	300	177	1.4750	0.2515		
Age	300	269	2.2417	0.6554		
academic rank	300	251	2.0917	1.1764		
Working experience	300	330	2.7500	0.8950		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F Crit
Between Groups	99.2396	3	33.0799	44.4290	2.5E-25	2.6236
Within Groups	354.408	476	0.7446			
Total	453.6479	479				
Alpha	0.9775					

**Anova: Two-Factor without Replication**

SUMMARY						
Groups	Count	Sum	Average	Variance		
Gender	300	177	1.4750	0.2515		
Age	300	269	2.2417	0.6554		
academic rank	300	251	2.0917	1.1764		
Working experience	300	330	2.7500	0.8950		
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	152.3889	299	1.2806	1.7710	0.000105	1.2910
Columns	28.5722	2	14.2861	19.7571	1.15E-08	3.0338
Error	172.0944	598	0.7231			
Total	353.0556	899				
Alpha		0.9493				

Values of alpha shown here are in the range of commonly accepted values and thus indicate acceptable reliability Respondents' opinions about their satisfaction levels about various factors were analyzed.

Table 1: High Satisfaction Indicators

Parameter	Satisfied (as % of Respondents)	Highly Satisfied (as % of Respondents)
Satisfaction from Classroom Teaching	50%	38%
Training and Development Programs for Faculty	28%	20%
Performance Appraisal	28%	5%
Cooperation and Behaviour of Colleagues (Peers)	68%	13%
Physical Working Condition	75%	15%
Student Interactions, Students IQ, Student Curiosity, Eagerness to learn	65%	30%
Recognition for Extra Work / Qualitative Work	38%	10%
Objectives and Clearly defined promotion policies	30%	5%
Salary / Payment	33%	17%
Participation in Decision Making	15%	13%
Management Functioning Style/ Vision / Mission / Strategy	35%	13%
Challenging & Interesting Work	50%	18%
Job Security	36%	15%
Organization Culture	43%	13%
Support for Research Environment in the Institution	40%	5%
Reputation of Institution in Market	43%	47%
Overall Job Satisfaction	43%	17%

Table 2: Factors or Parameters showing Coefficient of Correlation with overall job performance and job satisfaction level.

Parameter and Correlation with Overall Job Satisfaction	Coefficient of Correlation	Type of Correlation
Satisfaction from classroom teaching	0.2773	weak
Training and Faculty Development Programs	0.6452	strong
Performance Appraisal	0.5536	moderate
Cooperation and behaviour of peers (colleagues)	0.2534	weak
Physical Working Condition	0.0478	very weak
Student interaction, Students IQ, Student Curiosity, Eagerness to learn	0.3322	weak

Recognition for Extra Work/Qualitative Work	0.4329	moderate
Objectives and Clearly defined promotion policies	0.5194	moderate
<b>Salary</b>	<b>0.8603</b>	<b>very strong</b>
Participation in Decision Making	0.5725	moderate
Management style / Management philosophy	0.6741	strong
Challenging and Interesting Work	0.7445	strong
Job Security	0.6798	strong
<b>Organization Culture</b>	<b>0.8062</b>	<b>very strong</b>
Support for Research Environment in Organization	0.5304	moderate
Reputation of organization in market	0.5514	moderate
<b>Overall Job Satisfaction</b>	1	
<b>Rating Scale (Coefficient of Correlation)</b>	<b>Inference</b>	
0.00 to 0.19	very weak	
0.20 to 0.39	weak	
0.40 to 0.59	moderate	
0.60 to 0.79	strong	
0.80 to 1.0	very strong	

### III. SUGGESTION

- Regarding overall job satisfaction, the study shows that the factors ‘salary’ and ‘organization culture’ are of utmost importance (showing very good association with overall work satisfaction level) to the respondents and greatly influence the degree of job execution and accomplishment.
- In view of the strongly correlated factors, related to overall job satisfaction, the study recommends that it is important to provide not only the ‘job security’ but also create ‘challenging & interesting work’ environment for the faculty members. Also it is recommended that the management may have clear and transparent style, philosophy in creating and maintain such work place. It is very essential to keep faculty members motivated which in turn have impact on the job performance and job satisfaction levels. This may be achieved by organizing or conducting ‘Training and Faculty Development Programs’ on periodic basis.
- In view of the moderately correlated factors, the study indicates that it is very essential to engage faculty members in decision making activities. Also it is recommended that the management may put in place performance appraisal on regular basis and have clear and defined ways to reward the faculty members. It is very essential to support, encourage faculty members in their research activities. This will indicate that the organization recognizes for extra work / qualitative work and thus not only motivate the faculty members to undertake such activities but also enhances the organization reputation in the market.
- Institutes should give more weightage to faculty participation in the decision making.
- Enough importance should be given to research and supportive environment should be created to groom the skills of the faculties.

### IV. CONCLUSION

As hypothesized by the framework, the research identified one factor, salary or the payment as one of the important factor that have influence on the overall job performance and job satisfaction levels of the B-school faculty members. According to various demographics factors it is seen that there are differences in responses about important factors that influence the overall job performance and job satisfaction levels the B-school faculty members. Based on the survey findings such as the rating for various factors and overall job performance and job satisfaction levels as indicated by the B-school faculty members, appropriate suggestions were offered that will benefit the institutions and other stakeholders in the higher education sector in India.

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