



An Empirical Analysis On Role Of Job Satisfaction On Organisational Commitment With Reference To Teaching Faculties In Private Colleges

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ABSTRACT

The purpose of this study was to examine the impact of organizational commitment on job satisfaction. A sample of 300 teachers of higher education institution randomly chosen from selected colleges of Tamilnadu in India. The sample was administered the measures of organizational commitment and job satisfaction. For the purposes of analysis of data linear regression and t-test were performed. Results indicated that organizational commitment had significant impact on job satisfaction of teachers in higher education. The study had implications for educational managers, planners and institution advisors for designing plan and programs aimed to enhance the organizational commitment and job satisfaction of the teachers. The researcher included 274 university teachers in the sample by using proportionate stratified random sampling technique. The data collected are analysed using appropriate statistical techniques such as Arithmetic Mean, Standard Deviation, T- Test and One Way ANOVA. The results of the study found the majority of the university teachers have moderate level of job satisfaction.

INTRODUCTION

This study aims to analyse the relationships between organizational commitment and job satisfaction among. The theoretical platform that was used to approach organizational commitment was based on model of Meyer and Allen (1991), Validated in Brazil. The methods used in the comparison of average were and in the evaluation of relationships, exploratory and confirmatory factor analyses and structural equation modelling. The associations between the constructs showed that affective dimension of commitment

shows a significant relation with satisfaction. In the same way, but with negative relation, the normative dimensions also shows relation with job satisfaction, indicating the higher the normative commitment of employees, the lower their satisfaction. As for the instrumental dimension, there was no relation with satisfaction. The results showed the satisfied when they are affectively committed and dissatisfied if their commitment is only to comply with norms.

The purpose of this investigation was to determine the impact of teachers' satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimension to their universities and satisfied with different dimensions to their job. A survey-based descriptive research design was used. The study was carried on teaching faculty working in two public sector universities of Pakistan. Teacher working at private sector may have varied commitment and job satisfaction levels. The differences between public and private sector teachers regarding organizational commitment and job satisfaction with underlying reasons could be probed. Practical implications; considering the importance of university teachers' organizational commitment and their effects on effectiveness of the universities, policy makers and academic administrators should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make their core workforce highly satisfied and committed. Originality value. The relevant literature shows that university teachers' commitment and job satisfaction is under-researched area particularly in public sector institutions of higher learning in Pakistan. So, the current investigation has contributed to improve the understanding has contributed to improve the besides, the study findings are discussed in perspective of practical implications in public sector universities.

REVIEW OF LITERATURE

Velmurugan (2015): The work Satisfaction of teachers mainly depend upon three important factors they are adequate Salary, job Security and working Environment and culture. The majority of people would like to continue their financial needs are Satisfied. They are Satisfied with their job when they are recognized individually. Incentives should be given to teachers based on their Performance with a view to motivating them. With this above review of the literature, it is very interesting to note that in general all the previous Studied college state University Faculties and job Satisfaction in private college

Ganapathi (2016), But the status of Faculty members in all colleges is Similar in many

aspects. Only limited colleges the faculty members are paid considerable amount of salary. In all other colleges they are paid with low scale consolidate. Someone should taken initiatives to bring to the lives of 1000 of faculty members working in self financing colleges. Otherwise in future the teaching profession will be considered as for the faculty members working in self financing.

Necy (2016), Faculty and staff have important roles in reaching the most targets of the college. The success or failure in achieving these targets is dependent on their performance. The faculty job component satisfaction. Significant predicted overall satisfaction.

Nagamani (2017) : Job satisfaction is affected by the frustration of the employees the disappointment or by the achievements and the derived at the work place. One of the surest signs of the deteriorating conditions in an organization is the low job satisfaction of its employees.

Ranjit paul (2017), Job satisfaction is the amount of pleasure or contentment associated a job. If you like your job Intensely, you will experience high job satisfaction. If you dislike your job will experience job dissatisfaction.

Savita Gahlawat (2017), It is the specialized application of knowledge, skills, and attributes designed to provide unique service to meet the educational needs of the individual, society and of nation.

NEED FOR THE STUDY

The Study aims to focus firstly, on influential factors contributing to job satisfaction and dissatisfaction of college teacher district Faisalabad, Pakistan. And secondly it examines the level of job satisfaction of teacher in public and private sector colleges. The results showed that

there were significant differences in job satisfaction between public and private college teacher. Public college teaches are satisfied with six components (educational qualifications, nature of work, pay, job security, promotional opportunities and work life balance) of job satisfaction. While private college teachers were not satisfied teacher, Job satisfaction, salary and security.

OBJECTIVES OF THE STUDY

Following are the objectives of this study

- To measure the total level of job satisfaction of university teacher

- To measure the level of job satisfaction with various facets of job
- To find out the differences in the level of job satisfaction based on age, gender and educational level

SCOPE OF THE STUDY

Satisfaction at work is a complex subject and difficult to define because it is too subjective and, after all, everyone has needs and goals. It can then be said that the satisfaction of a person depends, among other job satisfaction within the scope of public administration, its peculiarities concerning human resources management must be considered.” Job satisfaction can be influence by a person’s ability to complex required tasks, the level of in an organizational and the way management treats employees. Job satisfaction falls into two levels: Affective job satisfaction and cognitive job satisfaction.

Research Design: Descriptive Research

Data Collection: Primary data through Structured Questionnaire and Secondary data through journals, magazines, websites etc.

Sampling Design: Responses collected from 274 respondents using proportionate stratified random sampling.

LIMITATIONS OF THE STUDY

- This research study was carried out in very short span of time
- The study was carried out with a very limited budget and resources.
- This study only focused on the private colleges universities operating in the province.

DATA ANALYSIS

CHI SQUARE TEST

H0: There is no significant relation between age and monthly income of respondents **H1:** There is a significant relation between age and monthly income of respondents

TABLE 1: THE RELATIONSHIP BETWEEN AGE AND MONTHLY INCOME OF RESPONDENTS

	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-sided)
Person chi-square	1081.777	600	<.001
Likelihood ratio	382.577	600	1.000
Linear-by-linear association	44.874	1	<.001
No of valid cases	120		

INFERENCE:

Since the computed value (0.001) is less than the level of significance (0.05) the H1 is accepted. Therefore there is a significant relationship between age and the monthly income of the respondents.

ONE WAY ANOVA

H0: There is no significant relation between age and working experience

H1: There is a significant relation between age and working experience

TABLE 2: THE RELATIONSHIP BETWEEN AGE AND WORKING EXPERIENCE

AGE	Sum of the		Mean	F	sig	Bayess
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	squares		square			factor
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Between	2999.142	14	214.224	36.735	000	6.863
Within group	612.325	105	5.832			
total	3611.467	119				

INFERENCE:

Since the computed value(0.00)is more than level of significance (0.05),the null hypothesis is accepted. Therefore there is no significant relationship between age and working experience.

CORRELATION ANALYSIS

TABLE 3 CORRELATION BETWEEN THE WORKING EXPERIENCE AND AGE OF THE RESPONDENTS

		Age	Experience
Age	Pearson correlation	1	031
	Sig(2tailed)		0.737
	N	120	120
Experience	Pearson correlation	031	1

	Sig(2 tailed)	0.73 7	
N		120	

INFERENCE:

The table clearly shows that the experience of the respondents was negatively correlated with the age of the respondents.

Pearson correlation coefficient was -0.31

Significant level at 2 tailed test was 0.737

FINDINGS:

- 52.1% of the respondents are female.
- 56.2% of the respondents belong to the age group of less than 30
- 57.9% of the respondents job experience between 5 – 10 years
- 42.1% of the respondents monthly income ranges between Rs.20000-30000
- 58.7% of respondents education level has bachelor degree
- 56.2% of the respondents eligible for senior level promotions as per the norms.
- 44.6% of the respondents having good communication among the faculty.
- 48.8% of respondents having good co-operation among the colleagues
- There is a basic salary timely increment available for every six months to the respondents.
- There is a faculty development programs happen to improve the productive mind set and enhancing confidence.
- 53.7% of the respondents got all related books issued by library for their research.

SUGGESTIONS:

- In private college majority of the workers having M.Phil. It is suggested that the employees can be encouraged to pursue higher studies by giving them some concession. It will increase the employee's job satisfaction.
- Senior faculty have to extend all sort of assistance to their junior faculty as and when needed and clarify their doubts whenever junior faculty approach senior faculty for clarification.
- It is suggested that periodical evaluation of the respondents have to be done so that

each member of the staff would try to make better performance every time in the hope of rewards.

CONCLUSION:

It is concluded from the above discussion that majority of the respondents are female, have a master's degree with M.Phil., belongs to an age group of more than 21. So the largest part of the respondents are satisfied with the work itself, salary, working conditions, job security and co workers'. The young teachers find the salary level in public institutions very attractive and find it very reasonable when compare with their qualification. The assessment of job satisfaction in many organizations has become an important practice to determine employee well-being. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job.

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