A Study to Derive Factors of Job Satisfaction among Teachers of Government Polytechnic Colleges of Haryana

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Abstract – The study aims to derive the factors causing satisfaction among teachers working in government polytechnic colleges of Haryana state. Data collected using survey method from 420 teachers of 22 colleges using random sampling method. It was found from the study that there are mainly nine components of the job satisfaction; job freedom, behaviour of senior staff, growth & development, financial benefits, working culture, job resources, working environment, performance appraisal, and student's quality & performance. Out of which behaviour of senior staff members and quality and performance of students were most affecting factors of job satisfaction.

Keywords: Job Satisfaction, Colleges, Teachers, Haryana, India, Work Motivation, Job Freedom, and Job Resources.

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INTRODUCTION

The Indian educational system has been regarded as one of the oldest educational systems. India has produced a lot of great encouraging brains that make India a proud country across the world (Cristina, 2014). The study of the Indian education system is extremely important to analyse and explore the various factors that could lead to the achievement of a sustainable development system of education. India has produced geniuses. The educational system prevailing in India is still regarded as one of the underdeveloped systems in terms of advancement and inculcation of new programmes being introduced across the world. The potential of Indian education remains under a halt because of old theories and lack of growth. The study of Indian education becomes quite essential to understand the concepts related to grade systems and performances. The whole scenario of the educational system remains confined to the patterns of education that are quite old and subjective in nature (Sommerhoff 2018). The non-introduction of the practical knowledge into the curriculum hinders the opportunities for students as well as the teachers to bring out their best. This makes the Indian educational system as the most outdated system prevailing in the educational scenario. The lack of inclusion of the co-curricular activities and performance of the pupils leads towards a qualitative learning environment. The creative skills of teachers as well as students remain unexplored. The subjects taught are not up to the mark to achieve the quality in the Indian educational system are mostly concerned with theoretical learning rather than introducing the practical approaches towards education as they form the essence of the modern education system. The rural areas in the Indian educational system still lag recruiting qualified and qualitative teachers to enable the students to understand the concept and learning of education in a better way. The rural as well as urban educational schools whether private or government are confined to the lower level of teaching standards that hinders the growth of youth in the nation to create a better nation (Akyol and Gunduz, 2014).

The moral education has been a part of the Indian educational system since Vedas but still the concept of mugging up and cramming the concepts done in the class delimit the areas to be explored. The ratio of the teacher-student has also been a major issue because a large number of students are assigned to a particular teacher irrespective of the prescribed ratio of teacher-student. This unbalancing and uncleared approach towards education hinders the elementary system of education that forms the main base to inculcate the values and methods of learning in early childhood. The student mobility in the current educational system is not up to the mark to achieve the quality assurance mechanism. With the introduction of innovations in the educational system, it has become the necessity of India to set up a global education system. The distance learning

educational programs introduced have boosted the growth of the educational scenario to a great extent by increasing the gross enrolment ratio and enhancing the development of educational institutions (Alhodiry, 2016). The rapid changes in teaching areas have brought an improvement in the educational patterns and methods of teaching. The inculcation of co-curricular activities and the overall development of the child has also brought a great development in the teaching-learning process of Indian education. The study of the Indian educational system helps to identify the core areas where the changes, training, and upgradations are required to enhance and achieve excellence in the education.

REVIEW OF LITERATURE:

Bokhari et al., (2019) analysed the measurement model of satisfaction considering the technical teacher working in technical Vocational College Ministry of Education. The research revealed that the desire of the motivator at any stage acts to be an internal factor to achieve success and recognition. Liberty and reliability have been considered to be the essential components that led towards the absolute judgment of uni-dimensional analysis. Linares et al., (2019) analyzed the various perceptions of high school teachers concerning efficacy and job satisfaction. The study has been conducted with 500 respondents who were the school teachers teaching in high school. Physical exertion, disillusion, impaired relations, and professionalism in efficacy have been considered to be the main factors that hindered the perception scale to evaluate the ability of teachers. The amount of satisfaction at the job resulted in the best possibilities for individual progress and sustainment of healthy work culture. Johnsson and Schad (2019) analyzed the working conditions of teachers in Sweden. The research has been conducted with the 20,000 individuals which comprise 16 to 84 years aged primary and lower secondary school teachers of Sweden. It has been found that among respondents 61% of teachers faced one or more problems related to sleep and many other health problems. It has also been found that due to the in separate sufficient time for work and free time teachers faced many health disorders. Tindowen (2019) ascertained the various factors that influence the organizational culture and commitment considering the element of job satisfaction among higher educational Institutes. The study has been conducted with 129 respondents who were active members of the Catholic higher education institutes in the state of the Philippines. The study revealed that the dominant culture in the Philippines following the Catholic religion has no impact on the performance level of teachers. It has also been found that most of the members' faculties had served the institute for a longer duration and possessed a good administrative rank. The physical environment, clarity of the verb grows, communication, overall attitudes, and job identification lead towards a great level of job satisfaction for working teachers in the Philippines. Ishak et al. (2018) elucidated the concept of the working life of teachers and various qualitative aspects that lead to words achievement of organisational targets. The study has been conducted with 200 respondents who happened to be the teachers working in primary school and secondary school as well. The study revealed that the various forms of work-life related to tourism, education, banking, and numerous other fields have been dependent on the culture of work. Hassan (2018) elucidated the concept of the interrelationship between leadership behaviors and hygiene satisfaction among the secondary schools. The study has been conducted with 301 respondents who were Ph.D. graduates including 271 females and 30 males. The study has revealed that there has been a significant relationship between job satisfaction and leadership between authority and teachers concerned. The study revealed that the importance of dimensions related to leadership behavior has been participated, directive, achievement-oriented, and supportive factors. Job satisfaction has been found to improve the working environment of the teachers and enables them to become academically optimized. Keller man (2018) elucidated the concept of job satisfaction among the non-clinical workers working in medical education centres. The study revealed that the satisfaction level of workers led to watts low level of job satisfaction and increased level of stress. It has been found that emotional exhaustion, burnout, depersonalization, and personal accomplishments resulted in effective judging of burnout levels.

RESEARCH METHODOLOGY:

Study was conducted on a sample of 420 teachers working in the government polytechnic colleges of Haryana state. In person data collection takes time, hence visiting all the 22 colleges, seeking permission and then collecting data was a long task and it took almost eight months in data collection. Few of the respondents who could not submit their responses in person, have submitted their responses online by scanning the filled questionnaire to the researcher. There are total six types of respondents considered to be part of the study. These are mainly; HODs, lecturers, senior lecturers, workshop superintendents, foreman, and lab instructors.

DATA ANALYSIS AND FINDINGS:

The job satisfaction among the teachers working in government polytechnic colleges (GPC) of Haryana state shown in this section using factor analysis, one-way Anova and Descriptive analysis method.

Reliability Value

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Description	Items	Alpha Value	Reliability
Job satisfaction	52	0.944	Very High

The reliability of the job satisfaction section of the questionnaire consisting total 52 statements or variables were measured using Cronbach alpha method, and results signified a very high reliability value, which makes the researcher to accept the reliability and go ahead for final data analysis collected using this instrument.

FACTORS OF JOB SATISFACTION

This subsection discusses the findings from the survey regarding job satisfaction in teachers. The data collected regarding factors of job satisfaction among teachers at GPC, Haryana, have been analysed through the application of KMO and Bartlett's test, rotated component matrix, and Variance. The same have been presented below.

| KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.887
Bartlett's Test of Sphericity	Approx. Chi-Square	28750.490
	df	1326
	Sig.	.000

The data obtained by conducting the designed survey in this study was put through the KMO-Bartlett test to check the homogeneity of variances in this dataset. The KMO-Bartlett test is utilised to confirm that the assumption regarding equal variances in the data is true and that it comes from a normal distribution. The application of this test on the current data set shows a significance level of less than 0.05, which implies that the data set shows a normal distribution. The value of KMO is at 0.887, which is between 0.8 and 1, implying that the data sample used in this study is adequate to achieve its stated objectives.

Total Variance Explained									
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.458	31.650	31.650	16.458	31.650	31.650	7.824	15.046	15.046
2	5.309	10.209	41.859	5.309	10.209	41.859	6.054	11.641	26.688
3	4.247	8.167	50.026	4.247	8.167	50.026	5.779	11.113	37.800
4	4.033	7.756	57.782	4.033	7.756	57.782	5.240	10.077	47.878
5	3.550	6.827	64.609	3.550	6.827	64.609	4.147	7.974	55.852
6	3.163	6.083	70.691	3.163	6.083	70.691	4.003	7.697	63.549
7	2.936	5.646	76.338	2.936	5.646	76.338	3.684	7.085	70.634
8	1.910	3.674	80.011	1.910	3.674	80.011	3.189	6.133	76.767
9	1.365	2.624	82.635	1.365	2.624	82.635	3.051	5.868	82.635
10	.704	1.353	83.989						
11	.600	1.153	85.142						
12	.548	1.055	86.197						
13	.529	1.017	87.214						
14	.501	.963	88.177						
15	.455	.876	89.053						
16	.411	.791	89.844						
17	.406	.780	90.624						
18	.379	.728	91.353						
19	.359	.690	92.043						
20	.324	.624	92.666						
21	.313	.602	93.269						
22	.274	.526	93.795						
23	.237	.455	94.250						
24	.228	.439	94.689						
25	.218	.419	95.108						
26	.205	.393	95.502						
27	.183	.352	95.853						
28	.174	.335	96.189						
29	.170	.327	96.516						
30	.153	.294	96.809						
31	.143	.275	97.085						
32	.132	.253	97.338						
33	.128	.246	97.584						
34	.117	.224	97.808						
35	.109	.210	98.018						
36	.102	.197	98.215						
37	.097	.186	98.401						
38	.087	.166	98.567						
39	.083	.160	98.727						
40	.077	.149	98.876						
41	.075	.145	99.021						
42	.070	.135	99.155						
43	.064	.122	99.278						
44	.059	.113	99.390						
45	.055	.106	99.497						
46	.052	.099	99.596						
47	.044	.084	99.680						
48	.041	.078	99.758						
49	.038	.073	99.831						
50	.034	.066	99.897						
51	.029	.055	99.952						
52	.025	.048	100.000						

Extraction Method: Principal Component Analysis.

The data obtained during the present study provided a vast number of contributory factors (i.e., 52) of job satisfaction among teachers employed in government polytechnic colleges of Haryana. In order to reduce this vast number of factors by sifting the major heterogeneous factors that are relevant to the main variable of job satisfaction, data reduction model was applied. For this purpose, the researchers have used Principal component analysis method and total variance test to find the eigenvalues for all the factors. Only the factors that were found to have eigenvalues above 1 were considered in the study. The above table showcases the eigenvalues obtained for all the fifty-two factors that were found in the study. Out of these, nine factors have been found to have eigenvalues above 1. Thus, these factors were recognised as principal components of job satisfaction factors among the respondents in the current study. Additionally, the variance test was applied upon these nine identified factors. It was found that the factor of 'Financial benefits' was found to have the highest variance at 15.046 percent value. On the other hand, the factor of 'Performance appraisal' had the least variance at 5.868 percent.
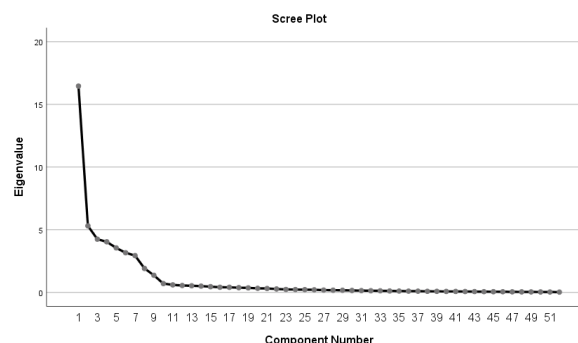
Scree Plot

The above chart shows the graphical representation of eigenvalues compiled through application of the variance test in the previous table. In multivariate studies, the scree plot chart is the line graph of eigenvalues of principal components explored in the data analysis. The x-axis shows the number of factors while the y-axis indicates eigenvalues.

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According to this graph, the factors that showed an eigen value above 1 were considered in the study. Thus, the number of factors which are corresponding to the start of the elbow in this plot have been considered in the study for job satisfaction, i.e. nine factors for job satisfaction.
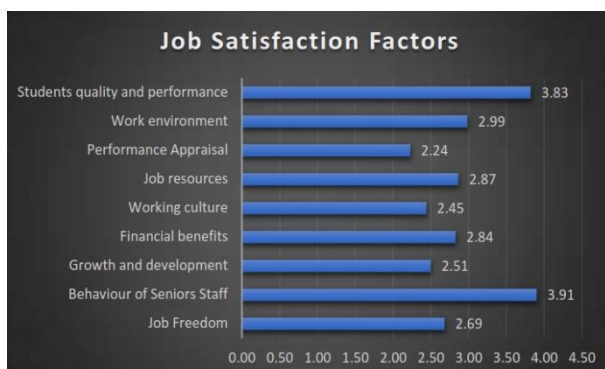
Rotated Component Matrix

	FB	GO	WC	WE	SQP	JR	BSS	JF	PA
There is a leave system for higher education of faculty	.904	-.005	.077	.107	-.006	.145	.023	.104	.062
There is a provision of funding from college for attending FDPs, or workshops	.900	.055	.180	.110	.002	.104	.007	.063	.055
There is an incentive system for the research achievements	.900	.093	.140	.129	-.011	.071	.006	.057	.043
There is a provision of paid leaves for attending FDP or workshops	.884	.012	.117	.126	.044	.093	.008	.029	.075
If I work on holidays we get paid for the same	.877	.101	.203	.108	.022	.079	.009	.089	.082
Medical insurance we get free for us and for our dependent as well.	.876	.118	.151	.084	-.007	.092	-.017	.084	.122
We can get food items at subsidized rate from café, or canteen	.857	.057	.161	.083	-.001	.153	.028	.099	.163
I get invigilation or exam evaluation charges	.841	.127	.218	.113	.000	.113	.010	.114	.084
I am getting salary as per AICTE or State Government Norms	.827	.083	.110	.138	-.011	.169	-.015	.104	.107
We get enough time and support to do research	.091	.905	.066	.087	-.013	.163	.027	.102	.130
ICT related trainings are provided to make us tech savvy	.092	.891	.094	.076	-.014	.160	-.003	.102	.041
I get huge exposure for being part of various clubs or committees	.082	.878	.141	.112	-.041	.114	.020	.147	.131
Frequency of workshops or FPDs is good enough for learning	.031	.874	.051	.135	-.089	.092	-.013	.145	.148
Skills enhancement training is conducted for teachers on regular basis	.019	.862	.058	.056	-.083	.127	-.040	.146	.050
College send us for industrial trainings with students to have industry exposure	.088	.824	.224	.076	-.045	.151	.019	.110	.134
College always motivate us to do research	.170	.810	.191	.066	-.028	.243	-.003	-.002	.124
We help other faculty members in case of difficulty in any subject	.226	.145	.836	.195	-.031	.101	.018	.109	.147
Team spirit is there among faculty members	.226	.174	.819	.204	-.034	.109	-.002	.075	.175
We do participate in groups on various occasions like teachers' day function, Independence Day function or annual function	.235	.087	.807	.178	-.039	.171	-.007	.139	.210
We share knowledge with each other	.176	.103	.801	.199	-.020	.127	-.015	.129	.146
We conduct activities or events which require group efforts and work in groups	.199	.162	.792	.186	-.038	.198	.007	.100	.169
All my colleagues are cooperative and supportive	.167	.130	.786	.242	.004	.197	-.058	.195	.207
We do conduct brain storming session for solving some common issues related to academics	.240	.122	.775	.178	-.046	.201	-.009	.174	.215
Each faculty has separate cabin or research cells for focusing on research	.146	.066	.133	.911	-.036	.073	.003	.106	.084
Staff discussion rooms is there	.163	.074	.210	.904	-.038	.031	-.029	.095	.063
Separate washrooms and rest rooms for faculty members	.143	.125	.197	.878	.000	.018	-.033	.077	.090
College has café or canteen for faculty members also	.147	.073	.174	.871	-.057	.076	.009	.053	.092
Creche facility or child care facility is there for faculty kids	.158	.057	.189	.857	-.057	.129	-.001	.119	.110
Classrooms are spacious and have all facilities to teach (latest equipment and technology)	.121	.190	.202	.831	-.010	.057	-.075	.042	.074
Students are disciplined and follow the instructions	.002	-.047	-.061	-.028	.937	-.031	.041	-.037	.045
Students are supportive and take the feedback of faculties in constructive way	.006	-.041	-.034	-.028	.935	-.031	.042	-.024	.022
Students give respect to faculty	-.002	-.040	-.028	-.031	.919	-.068	.009	-.008	.022
Students are attentive and keen for learning	.021	-.041	-.018	-.036	.882	.000	.062	.017	-.061
Students are interactive and participate in the discussions	.005	-.078	.004	-.037	.843	-.051	-.011	.044	-.081
We have access to books or resources required to teach students	.149	.192	.194	.058	-.060	.884	-.018	-.042	.091
We have access to all the stationery we require for our work	.195	.177	.219	.051	-.038	.884	-.004	-.062	.066
College have provided us with personal computers or laptops for our work	.224	.192	.260	.024	-.051	.816	.007	-.002	.059
Tea or snacks we get free	.175	.181	.104	.151	-.022	.815	-.008	-.020	.104
In college we have all the basic facilities such as; chalk, duster, wifi or LAN connection, printer etc.	.193	.341	.125	.095	-.063	.733	.021	.013	-.027
My HOD appreciate my efforts related to teaching	.040	-.029	-.012	.006	.006	.005	.895	-.025	.012
My research work or project work other than teaching get appreciated and rewarded as well	.003	.035	.024	.025	.020	.022	.891	-.035	.015
My seniors treat me with respect and always motivate me	.041	.008	.039	.001	.033	.006	.882	-.006	.009
My seniors are very experienced and I can learn a lot from them	.026	-.025	-.054	-.053	-.001	-.054	.807	.034	.001
My HOD is very humble and cooperative	-.065	.015	-.027	-.068	.074	.019	.793	-.033	.004
I can add some new portion or topics to my syllabus if I feel so important for my students	.097	.183	.190	.098	.003	.034	-.036	.891	.042
I can sometimes reschedule my class if I have emergency	.141	.207	.180	.099	.012	-.002	.005	.888	-.002
I can decide about the assessment components and also the time when I want to take those assessments	.212	.144	.133	.139	-.006	-.073	-.047	.793	.075
I get enough liberty to adopt any method of teaching I want	.158	.152	.175	.114	-.009	-.077	.004	.756	.239
All faculty get equal chance for promotion based on performance	.196	.191	.310	.185	-.006	.089	.025	.078	.822
Student feedback is recorded without any bias and shared with faculty members	.193	.251	.345	.126	-.013	.063	.023	.132	.814
API score is used for appraisal and promotions	.180	.201	.318	.148	.001	.127	-.001	.161	.763
Performance appraisal Is transparent	.215	.196	.297	.126	-.057	.063	.018	.044	.755

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 7 iterations.

Total nine factors extracted from the factor analysis, using varimax rotation method and based on the criteria of loading a statement on a factor if the factor loading is above 0.45. The nine components of the job satisfaction were mainly; job freedom, behaviour of senior staff, growth & development, financial benefits, working culture, job resources, working environment, performance appraisal, and student's quality & performance.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Job Freedom	420	1.00	5.00	2.6893	.74323
Behaviour of Seniors Staff	420	1.00	5.00	3.9081	.73509
Growth and development	420	1.00	4.00	2.5062	.87900
Financial benefits	420	1.00	5.00	2.8359	.94355
Working culture	420	1.29	4.86	2.4485	.90692
Job resources	420	1.00	5.00	2.8724	.77816
Performance Appraisal	420	1.00	5.00	2.2363	.77780
Work environment	420	1.00	5.00	2.9917	.89632
Students quality and performance	420	1.00	5.00	3.8295	.87450
Scale N (listwise)	420				

Job Satisfaction Factors

- Students quality and performance — 3.83
- Work environment — 2.99
- Performance Appraisal — 2.24
- Job resources — 2.87
- Working culture — 2.45
- Financial benefits — 2.84
- Growth and development — 2.51
- Behaviour of Seniors Staff — 3.91
- Job Freedom — 2.69

The above chart and table provide the tabular and graphical representation of the descriptive statistical analysis on data obtained regarding the factors for job satisfaction among the teachers employed in government polytechnic colleges of Haryana. According to the data obtained by surveying 420 respondents for this study, it was found that the factor related to the behaviour of senior staff had the highest mean value at 3.91. This was followed by the factor related to 'student quality and performance' at a mean value of 3.83. On the other

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hand, the factor related to 'performance appraisal' had the least impact on job satisfaction and had the lowest mean value at 2.24. Another factor that showed low mean value were pertaining to 'work culture' and 'growth and development', at mean values of 2.45 and 2.51, respectively. The other factors which were related to work culture, financial benefits, or other things, had average mean values between 2.51 and 3.

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