

A CORRELATION STUDY ON JOB SATISFACTION OF MANAGEMENT SCHOOL TEACHERS IN BHOPAL DIVISION

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ABSTRACT

Job satisfaction is a dedicated functional area of the organization which attempts to develop programs, policies and activities to establish a symbiotic relationship between teachers' job satisfaction and organizational needs, goals and objectives. in order to provide a more inclusive picture of the experience in question and to extend understanding in this field to developing countries in general and specifically to the Bhopal division education sector. The objective of this research is to correlation of job satisfaction of teachers in management school.

Keywords: Goals and Objectives, Organizational Needs, Job Satisfaction, Correlation.

Introduction

As mentioned before, among the many published studies of job satisfaction in general and in education in particular, most have been conducted in developed countries, which indicates a need for similar studies to be carried out in developing countries, including in Bhopal division, in order to provide a more inclusive picture of the experience in question and to extend understanding in this field to developing countries in general and specifically to the Bhopal division education sector.

Objectives of the Study

- To measure the level of job satisfaction of teachers in management school.
- To understand the actual condition of the teachers in management school.
- A correlations study on job satisfaction of management school teachers in Bhopal Division

Literature Review

- The second perspective is exemplified by Brayfield and Rothe (1951), who see job satisfaction as "[an] individual's attitude toward his work" (p.307). Numerous academics (e.g. Luthans, 1998; Oshagbemi, 1999; Oplatka & Mimon, 2008; Roelen, Koopmans & Groothoff, 2008) agree that job satisfaction is an attitude.
- Luthans (1998) defines it as an attitude developed by an individual towards a job and its conditions. Such attitudes may be positive or negative. For example, Vroom (1964) describes job satisfaction as "the positive orientation of an individual towards the work role which he is presently occupying" (p.99).
- In the educational context, according to Lawler (1973), teachers' job satisfaction is associated to the role they fulfill within institutes; it is an affirmative relationship between teachers' desire to teach and what they desire from the role, both of which are measured through their perceptions. This is supported by Ho and Au (2006), who uphold that teachers' satisfaction is a combination of what they need from their professional career and what they actually gain from it.

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Research Methodology

The nature of the current investigation is survey method. The target population of this study consists of 200 faculty members from management colleges. Secondary sources are used for this research. The research has been conducted through Questionnaire Method. Data is collected about the post, year of experience, and age. The second portion of questionnaire is developed to measure their job satisfaction level by using the concept of job satisfaction index.

Correlations

The **Correlation** is a statistical tool used to measure the relationship between two or more variables, i.e. the degree to which the variables are associated with each other, such that the change in one is accompanied by the change in another. The researcher may apply either of these methods on the basis of the nature of variables being considered in ascertaining the association between them.

		Correlations							
		TL	R	WL	AI	AW	PA	F	GO
TL	Pearson Correlation	1	.431**	.412**	.091	.567**	.521**	.558**	.512**
	Sig. (2-tailed)		.000	.000	.200	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200
R	Pearson Correlation	.431**	1	.380**	.207**	.555**	.470**	.449**	.504**
	Sig. (2-tailed)	.000		.000	.003	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200
WL	Pearson Correlation	.412**	.380**	1	.381**	.507**	.775**	.470**	.459**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200
AI	Pearson Correlation	.091	.207**	.381**	1	.238**	.116	.284**	.299**
	Sig. (2-tailed)	.200	.003	.000		.001	.102	.000	.000
	N	200	200	200	200	200	200	200	200
AW	Pearson Correlation	.567**	.555**	.507**	.238**	1	.564**	.628**	.528**
	Sig. (2-tailed)	.000	.000	.000	.001		.000	.000	.000
	N	200	200	200	200	200	200	200	200
PA	Pearson Correlation	.521**	.470**	.775**	.116	.564**	1	.585**	.520**
	Sig. (2-tailed)	.000	.000	.000	.102	.000		.000	.000
	N	200	200	200	200	200	200	200	200
F	Pearson Correlation	.558**	.449**	.470**	.284**	.628**	.585**	1	.570**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	200	200	200	200	200	200	200	200
GO	Pearson Correlation	.512**	.504**	.459**	.299**	.528**	.520**	.570**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200	200	200

** Correlation is significant at the 0.01 level (2-tailed).

Bivariate correlation was applied to validate the intensity of interdependency of the factors on each other with a significance level of 0.01, which have been stated above. The results revealed that

- Organizational Atmosphere has a significant correlation with the Organizational Facilities (.628) and Performance Appraisal Procedures (.564) followed by the management of the organization as well as teaching & learning techniques (.567), indicating the fact that if the principal as well as the management appreciate the teachers with their ideas and suggestions, delegates the vested authority to take important decisions amongst the teachers equally, ensures the availability of the resources for the teachers to be able to perform their duties well, carefully structuring within the employment settings such as salary, reimbursements, rewards,

compensation, promotions, scheduling innovative events, activities, development programs so as to overcome the job duties monotonicity etc. the teachers will plan to work with the organization for a long as the presence of these facilities would help to incur job satisfaction.

- Performance Appraisal procedures have a significant correlation with the Workload management (.775) and Organizational Facilities (.585) indicating the fact that as teachers are already bestowed with numerous responsibilities, effective workload distribution, along with the availability of required resources for the efficient working, is the key aspect in order to implement these functions in an operative manner so as to ensure sufficient time required for the completion of syllabus, evaluation of assignments, answer sheets and preparation of lessons which in turn is essential for the future evaluation of one's performance.
- Organizational Facilities has a significant correlation with the Performance Appraisal Procedures (.585) and Organizational Atmosphere (.628) indicating the fact that well organized performance evaluation and appraisal techniques as well as overwhelming working environment will contribute in promoting the satisfaction and efficaciousness among the teachers.
- Training and Learning programs have a significant correlation with the Organizational Atmosphere (.567) and Organizational Facilities (.558) indicating the fact that as environmental conditions, provisions of infrastructure, facilities, technology, equipment, pay, incentives are the factors which influence efficaciousness among the teachers, professional training and learning methods depicting solutions to the problems in an effectual manner by conducting workshops within the premises, by joining a training center etc. are crucial for bringing about improvements in job performance.
- Research Score has a significant correlation with the Organizational Atmosphere (.555) and General Opinions (.504) of the teachers indicating the fact that in the opinion of the teachers, there is close interrelation between the organizational environmental conditions and research, as they are the major motivational factors in supporting and gearing the teachers in writing of articles and research papers, that not only enhances their skills and knowledge but also add value to their job performance and resume which when put together, enables the teachers to acquire appreciation and appraisal and thus in turn deepens their association with the firm.
- Workload Management score has a significant correlation with the Performance Appraisal methods (.775) and Organizational Atmosphere (.507) indicating the fact that the principles of organization's working environment must be formulated in such a manner that brings out the necessary improvements required in teaching-learning process for the purpose of allocating sufficient time in planning and completing the lessons, assignments, tests etc. and making appropriate performance appraisal methods so as to identify their respective strength and weaknesses.
- Academic Involvement Score has a significant correlation with the workload management (.381) indicating the fact that along with the effective and efficient distribution of work as per the specialization of the teachers, the degree of teacher's involvement in constructing of the teaching-learning lessons is imperative for the overall satisfaction and motivation of teachers.
- General Opinion score has a significant correlation with the Organizational facilities (.528) and Performance Appraisal methods (.570) indicating the fact that the organizational resources as well as the Organizational Atmosphere must be combined in a manner that supports the teachers in polishing their necessary qualities for accomplishing the desired tasks thereby, influencing job satisfaction.

Conclusion

The results are in the favor that the organization's management works extensively in motivating the employees to attend as well as to conduct diverse development programs such as faculty development programs; Government programs etc., as they understand how imperative it is to support the teachers for generating awareness with respect to different upcoming topics, innovation, technology and accordingly, encouraging them to take up multitudinal learning lessons so as to match their skills and proficiency with changing time.

Finding & Suggestions

On the basis of teachers' opinion, the organization must work predominantly on the details that can make easy for the teachers to engage with the research evidence. This involves encouraging an evidence informed culture which basically involves making research findings accessible, making the research a priority and immense internal as well as external support.

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