CHAPTER 1
INTRODUCTION

1.1 BACKGROUND

Evans (1997) defined job satisfaction of an academic faculty as a “state of mind determined by the extent to which the individual perceives his/her job related needs being met”. Since independence, India has shown an exponential growth in terms of the number of Universities. With the growing number of universities, the requirement of faculty has also grown. Figure 1.1 and 1.2 shows the growth of Higher Education in India. As per the University Grants Commission (UGC) reports, the growth of higher education in India is drastic. The enrollments show a tremendous growth but with respect to this, the growth in number of teaching staff is extremely poor. One of the oldest surveys in context to Indian academics conducted by Altbach (1977) studied the working conditions, attitudes and organizational environment of college faculty in India. Paucity of faculty in higher education, especially in technical education is the biggest challenge, India is facing. Recruitment in itself is very difficult because the number of applications is very high, but finding the suitable faculty is difficult. Moreover, recruitment costs for replacing the turnover is very huge, in terms of time, resources and productivity. Therefore, recruitment of new faculty is as intricate as retaining the existing faculty.
Figure 1.1: Growth of Higher Education (*1950-51-2010-11)
(Source: UGC Statistics)

Figure 1.2: Growth of Higher Education Institution
(Source: MHRD/UGC)
Job satisfaction contributes majorly to such a problem. The faculty is recruited on need basis and on value basis. Faculty recruited on need basis may sometimes not be well qualified for the position, but the ominous need compels the institutions to compromise on the quality. This leads to deterioration in performance and dissatisfaction amongst the faculty. The faculties recruited on value base have more likelihood to leave if dissatisfied and seek better opportunities at other places. Talented faculty adds value to the university and thereby retaining them is a challenge. The question now arises is that what makes the retention of existing faculty so difficult? Is it salary or job satisfaction or lack of motivation?

The study aims at evaluating predictors of job satisfaction and affective organizational commitment among faculty in different academic environments. Job satisfaction and affective organizational commitment, being investigated by various disciplines such as psychology, sociology, economics and management sciences have become important areas of study in organizational literature. This is mainly because many experts believe that job satisfaction trends and commitment can affect faculty retention and influence work productivity and faculty turnover. The studies regarding job satisfaction and organizational commitment continue to emerge, and the results are often valued for both humanistic and financial benefits. Additionally, job satisfaction is considered as a strong predictor of overall individual well-being as well as an indicator of employee’s intentions and decisions to leave a job.

Literature suggests that low job satisfaction and commitment among faculty can be the reason for faculty turnover and retention. Presently, faculty shortage is being witnessed in higher education throughout the country. The overall aim during the study is to understand the impact of demographic variables and predictors that have an impact on job satisfaction and commitment of faculty. Thus, the present study covers two major constructs in understanding the aforesaid problems - job satisfaction and affective organizational commitment. The predictors of job satisfaction considered for the present study are: salary, promotion, work life balance, support from supervisor, support from administration, recognition at workplace and work satisfaction;
Where salary measures the satisfaction with the current salary and benefits, promotion measures the satisfaction with the current opportunities for growth, work life balance measures the satisfaction with the ability to balance work with personal commitments, support from supervisor measures the satisfaction with the Head of Department/Supervisor and the support provided by him/her at work, support from administration measures the satisfaction with the role of administration in providing autonomy and support to faculty, recognition at workplace measures the satisfaction with the appreciation for work and work satisfaction measures the satisfaction with work done and opportunities provided at the work place.

1.2 RATIONALE OF THE STUDY

1. Job satisfaction is considered as a strong predictor of overall individual well-being. Organizational Commitment and Job Satisfaction are indicators of employee’s intentions and decisions to leave a job.

2. Even though there have been several studies on job satisfaction and organizational commitment in academics, majority of these studies has been conducted by researchers in North America and European nations. Studies on faculty in higher education in Asian context are few and in context to India, the studies are rare.

3. Faculty crisis in higher education has been witnessed throughout the country, making recruitment and retention of faculty imperative.

1.3 OBJECTIVES OF THE STUDY

The main objective of the study is to examine the job satisfaction and affective commitment of faculty in Indian Universities. The objectives of the study are:

1. To study the difference in impact of predictors on job satisfaction and affective commitment in private and government universities among faculty members teaching engineering and management courses.
2. To study the difference in impact of predictors of job satisfaction and affective commitment in private and government universities among male and female faculty members.

3. To examine the impact of demographic factors on predictors of job satisfaction and affective commitment and the difference of their impact between private and government universities’ faculty members.

4. To examine if there is a significant relationship between job satisfaction and affective commitment.

5. To identify the predictors in the study, that lead to higher job satisfaction among faculty members in private and government universities.

1.4 CONTRIBUTION OF THE STUDY

Firstly, the study provides evidence that popular constructs from Western/North American management literature should not be automatically dismissed as being culture specific. The study has revealed that most of the western parameters used in this study have similar meanings in the Indian context as well. The findings of this study have shown that work-related attitudes and practices such as job satisfaction and organizational commitment are important to faculty irrespective of their cultural contexts.

Secondly, the current study further adds to the body of knowledge by examining the influences of numerous demographic characteristics on two central occupational attitudes among Indian university faculties, namely organizational commitment and job satisfaction which have rarely been examined in prior research in a single study. The study predicted that support from supervisor, support from administrator, salary and promotion were the most determining factors for job satisfaction. By increasing faculty’s satisfaction on these parameters, higher commitment can be achieved. University authorities can consider these predictions for their decision making in increasing the level of satisfaction of their faculty in government and private universities.
1.5 ORGANIZATION OF THE THESIS

Research presented in this thesis studies the role of predictors on job satisfaction and affective commitment. The results obtained from this study are encouraging. The study has been organized in 5 chapters. A brief outline of each chapter is as follows:

Chapter 1 is an introduction of the thesis. It establishes the opening discussion of environment in universities and gives an introduction to job satisfaction and affective organizational commitment. It underlines the need and objectives of the study. The chapter throws light on various research objectives and hypotheses that have been addressed in this thesis. The chapter also describes the significance and contribution of the study.

Chapter 2 is enriched with an exhaustive and comprehensive literature review. The chapter gives historical evolution and background of job satisfaction and organizational commitment. The review of literature allows understanding the gaps in previous researches and opportunities and motivations for adding into the existing literature.

Chapter 3 describes the methodology used to carry out the current study. The chapter gives details of the population and the sampling used for the study, and also explains the sample and different demographics used. The research instruments used in the study are explained in details. Procedures used for data collection and data analyses are also discussed in this chapter. Reliability and validity of the research tools is presented in the chapter.

Chapter 4 gives in detail the findings and analyses of the study. It starts with demographic analysis of the participants. Then, it presents the means and standard deviations of the various variables of the research instrument used. The analyses are carried out using Independent samples t-Test, ANOVA, Pearson product-moment correlation, Regression and Association Rules.
Hypothesis 1 and 2 are tested using t-Test. Hypothesis 3 is tested using One-Way ANOVA and Two-Way ANOVA. Hypothesis 4 is tested using Pearson product-moment correlation. Predictions are made using Regression and Association Rules.

Chapter 5 is devoted to conclusions and implications of the study. This chapter also discusses the limitations and scope for future research in the area of job satisfaction and organizational commitment.