

## RELATIONSHIP BETWEEN JOB SATISFACTION AND PERFORMANCE OF ACADEMICS: AN EMPIRICAL ANALYSIS OF PUBLIC INSTITUTIONS IN TAMIL NADU PROVINCE (INDIA)

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**Abstract:** *Positive attitude of academic employee is essential for society's development and it would happen when a faculty member is satisfied in his/her job. This paper is an effort to investigate the relationship between job satisfaction and performance of academic employees in public funded arts and science colleges in Tamil Nadu Province (TNP), India. Based on a survey conducted from 201 respondents and applying Pearson correlation test, the empirical result from the data analysis indicates clearly that the level of job satisfaction have strong and positive correlation with overall performance of faculty members. However, some of the factors in job satisfaction have not significantly related with performance of the faculty members. Considering the significant contributions of academics for the development of students, institutions, society and overall development of the country, the policy makers, and regulatory bodies should make appropriate measure to enhance the level of job satisfaction in the workplace which would lead to attract higher performing and more committed academic employees in the higher educational sector.*

**Keywords:** *Job Satisfaction Level, Performance, Public Funded Institutions, and Academic Employees.*

### Introduction

In the present knowledge era, the most significant and valuable asset in any organization is its qualified human resource. Attract and retaining qualified human resource in their job is essential as it may affect their motivation, commitment, intention to stay/quit and job performance. Academic employees working in higher educational institutions play a significant role to produce employable graduates and betterment of the institution which in turn sustainable economic and social development of any country. In Indian higher educational context, the ability of the institution to attract and retain competent faculty members is a serious concern in the recent past particularly after allowing globalization and privatization. Job Satisfaction (JS) of the academic employees play a significant role to attract and retain the qualified faculty members (Wong and Heng, 2009). Highly satisfied academic employees with their job would perform their duties and responsibilities with more commitment, concentration, devotion and competence (Cordeiro, 2010).Truellet *al.* (2006) “Highly satisfied faculty will generally be innovative and motivated to establish and maintain an environment which is more conducive for teaching learning process”. Job satisfaction

means the optimistic emotional response one can experience when doing his/her job. It is either positive and or negative emotional feelings of employee while perform his/her job. Locke and Lathan (1990) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. This paper is an effort to investigate the relationship between job satisfaction and performance of academic employees in public funded arts and science colleges in Tamil Nadu Province (TNP), India.

## Literature Review

### Job Satisfaction

Researches in the past have examined influence of job related attributes/factors on the level of job satisfaction of academic employees. Muhammad Ehsan *et al.* (2012) examined the influence of pay and promotion on the level of JS of academic employees and the result indicates that pay has more significant influence than promotion on JS. Another study by Bowen and Radhakrishna (1991) found that faculty members were more satisfied by job content and less satisfied with opportunities for advancement. A study by Opolot (1991) examined the relationship between salary and JS and this study found that academic staffs were dissatisfied with salary and it is not significantly related with JS. It is pertinent to mention that attractive compensation and other incentive schemes to be offered for attracting and retaining competent faculty members. For example, Mulindwa (1998) found that levels of remuneration have greater contribution of JS among academic and administrative staff. Faculty members would express that they are more satisfied with their job while they are paid competitive and expect recognition from their colleagues and institute for their research contribution (Bozeman and Gaughan, 2011). Salary, job content, working conditions interpersonal relationship, job support and opportunities for promotion are the important determinant factors and these have greater contribution for the JS of academic employees (Sonmezer and Eryaman, 2008). Ahmadi and Alireza, (2007) asserted that absence of work-life balance, lack of opportunities for advancement, less comfortable working conditions led to stress, less satisfaction with their job which in turn increased attrition of employees. Research opportunities, co-workers relations, and training and development have strong and positive significant contributions to job satisfaction of the faculty members (Fessehatsion and Bahta, 2016). Lien (2017) studied that three out of six variables (including Salary and Fringe benefits, Recognition, and Communication) have influential relationship with lecturer job satisfaction by linear regression analysis. Ownership of the organization has significantly influenced on the level of employee JS. For example, academic employees working government engineering and management institutes have more

satisfied with their job than their counterparts of private and self-financed colleges (Ravichandran & Venkat Raman, 2015). Another study by Kayalvizhi and Chokkanathan, 2011; Senthil Kumar and Kannappa, 2016; and Leelavathy, 2012) found lecturers working private and self-financed arts and science colleges were dissatisfied with compensation and other benefits offered by their institution. Larsen and Foged (2017) analyzed and found that teachers working public funded schools were more satisfied than private and self-financed schools. Sharma & Jyoti, (2006) examined that besides income there are a number of factors that contribute teachers' satisfaction. Onget *al.* (2020) examined main dimension for the job satisfaction among Chinese school teachers were job interest and work environment. Thomas *et al.* (2009) studied that job performance is affected by education level in two ways. First one is the level of education and job behavior like task performance, citizenship and counterproductive performance and the second one education level is also affected by job level and its complexity. The study found that education level is optimistically linked to creativity and citizenship actions and pessimistically linked to on-the-job material use and absenteeism. Studies in the past have also strongly support those of demographic and professional factors such as age, gender, educational qualification, designation, work experience and income level have significantly and positively correlated with the JS level of employees in their work place (Ravichandran and Venkat Raman, 2015; Kayalvizhi and Chokkanathan, 2011; Leelavathy, 2012; Venkat Raman; 1998; Azmi and Sharma, 2012; Nifadkar and Dongre, 2014; Dave and Raval, 2014; and Senthil Kumar and Kannappa, 2016).

### **Job Satisfaction and Performance**

Performance of employee is an outcome of actions with adequate skills and knowledge to accomplish the task assigned to a particular employee or group of employees (Prasetya and Kato, 2011). The performance of employee would normally measure after the job is completed and this could be below or moderate or above the standard. Greater performance of employees could produce more quality of product or service which in turn towards the achievement of organizational goal. The performance of academic employees could be measured in terms of teaching, research and development activities and community/extension service (Peterson and Faye, 2006). While teaching performance will enhance the output of students' academic standard, research and development activities would contribute scope for innovation, creativity, develop or introduce innovative curriculum in their subject. Few research studies measured faculty's performance in terms of teaching, research and development activities and services (Narimawati, 2007; and Begum, 2006). Research and development is a significant component of quality higher education. It provides teachers'

competence, skills, knowledge, creative ideas, and scope for innovation which in turn better teaching performance. Many academics believe doing research improves their teaching (Colbeck, 1998, 2002; Gamson, 1995; Robertson and Bond, 2001; Wenzel, 2001; Winkler, 1992; Woolcock, 1997; Zamorski, 2002). Research evidence shows that the level of job satisfaction has significantly and positively related with job performance of employee. Inuwa(2016) analyzed and found that there is positive and significant relationship between job satisfactions on the performance of non- academic staff of the University. Zerbe (1993) studied that satisfaction with human resource activities results in overall job satisfaction that increases the level of job performance of employees. Baluyoset al. (2019) examined that teacher's work performance is highly inversely affected by their job satisfaction on school head's supervision and job security. Amalia and Pilarta (2015) analyzed and indicated that job satisfaction for teachers have significantly influenced over the work success of the teachers resulted in teaching performance. Kadlong (2018) examined the relationship between work performance and job satisfaction among teachers. Their study included many variables for work performance like skills, abilities, initiatives and productivity requirements in many of the area of work performance whereas for job satisfaction it covered the variables such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. The results indicate that there is a moderate correlation between teacher's performance and job satisfaction. Mowday, Porter and Steers (2013) expressed that most employees of today have a high degree of job dissatisfaction which create attitudes that are undesirable on the job and in turn degenerate their performance ability in their working place as well and also develop mindset to quit from the present organization. Vermeeren, Kuipers and Steijn, (2014) studied and observed that job satisfaction have significantly contributed public organizational performance and workers management. The research findings Ezeanyim, Ezinwa, Ufoaroh, Therasas & Ajakpo (2019) revealed that there is a linear relationship between job related factors (such as job reward/pay, promotion, job safety/ security and working conditions) and employee's performance proxy which is employee's morale. It was also found noted that employees are dissatisfied with the working conditions of the organization. Research in the past such as Verma and Jain (2014), Shah *et al.* (2012) and Wolomasiet *al.* (2019) also found that JS have significant and positive correlation with level of performance of employees. Asifet *al* (2016) examined the relationship between job satisfaction of teachers and academic performance of students and concluded that teacher's work had optimistic and moderate correlation with administration, contemporaries, promotion, and working conditions.

### Significant of The Study

There is serious concern about quality of Indian higher educational system and its performance has become an emergent issue. Research studies in the past strongly suggest that satisfied employee would perform higher level in their job and also be more committed towards organization. Thus, it is essential to understand the level of job satisfaction and performance of academic employees. The present research work would provide a comprehensive understanding to the educationist, policy makers and concerned authorities of the institute to make necessary measure for enhancing the level of job satisfaction among academic employees to lead for higher performing and more committed workforce in the Indian higher educational sector.

### Methodology

#### Research Questions

It is evident from the existing research studies for lack of research work which correlates the level of JS and performance of academic employees in the higher educational sector particularly with respect to Indian context though there are several research studies about factors determining the level of JS. This paper aims to analyze and relate the level of JS with performance of faculty members in public funded liberal arts and science colleges. Thus, this paper aims to answer the following research questions.

1. What is the level of JS and performance of academic employees in public funded liberal arts and science colleges?
2. Is there any significant and positive relationship between level JS and performance of academic employees?

#### Objectives of the Study

Based on the above two basic research questions, the following objectives have been framed.

1. To examine the level of job satisfaction among academic employees in public funded liberal arts and science colleges;
2. To study and understand the performance of faculty members; and
3. To analyze the relationship between level of job satisfaction and performance of academics

#### Hypotheses

**H<sub>1</sub>:** Faculty members in public institutions would have more satisfied in their job.

**H<sub>2</sub>:** Academic employees in public institutions would have higher level of performance.

**H<sub>3</sub>:** Job satisfaction level would have significant and positive correlation with performance of faculty members.

### **Variables and its measurement and Instrument**

The present research is specifically concerned with two aspect and its related attributes. The first aspect is job satisfaction and it is measured by five dimensions i.e. monetary benefits (pay, allowances, and promotion), job support (help from administration for doing job, and provision of other essential resources for effective teaching), interpersonal relationship (relation with superior, peer groups, and subordinates), job content (teaching load, guidance from seniors, research & consultancy opportunity, supervising opportunity for M. Phil/PhD scholars, and accomplishment in the job) and working conditions (facilities such as computer/Laptop, adequate furniture, air-conditioning, internet, telephone on their seat, canteen and catering service, E-Library and clean drinking water in the campus). The second aspect is performance of academic employees and as stated in earlier section it could be assessed in terms of teaching, research and development activities, and community services. However, this paper restricts only with research and development activities and it is measured by three dimensions i.e. publication (publication of books, book chapters, articles in news paper/magazine, research papers, and conference papers), professional development activities such as (participating/organizing seminar/conference/workshop/faculty development programs, delivering invited lectures as key note speaker/chief guest in any academic forums, and membership in professional bodies) and research and guidance (guidance ship and awarded M. Phil/PhD scholars, PhD theses evaluated as an Indian examiner, and research projects undertaken and completed). It is important to mention that some of the items for job satisfaction were sourced from the research work of Venkat Raman (1998) with little modification according to the present research work and items for performance were designed and included based on the researchers' own judgment as it seems that there was no research evidence in the past for measuring research and development activities of the academic employees.

The present study is a survey based technique adopting structured questionnaire and it was composed of closed ended items with two parts. Part one dealt with scale items concerning measurement of JS level and part two with performance of academic employees. The scale totally consisted of 20 items for JS level by five dimensions and 13 items for performance with three dimensions as stated in earlier paragraph. The scale items was measured with a five point Likert-type scale to be rated ranging from 5= highly satisfied to 1= highly dissatisfied for JS and 5=strongly agree to 1= strongly disagree for performance. A pre-test with 40 academic employees was conducted and checked reliability of scale items for both JS level and performance by using the Cronbach Alpha level and the value derived was .715 and .682 for JS

and performance respectively. Nunally and Bernstein (1994) suggested coefficients Alpha of value .70 to be considered as good and a value exceeding .60 to acceptable level of internal consistency.

### **Sampling and Data Collection and Analysis**

The survey of the present study was carried out among public funded liberal arts and science colleges from Tamil Nadu Province (India). The data collection was carried out during the academic year 2019-20 and it was completed middle of March, 2020 i.e. before announcement of general lockdown in India due to covid-19 pandemic. This province consist 37 districts ([www.tn.gov.in](http://www.tn.gov.in)) and researchers tried to consider one sample college from each district as representative sampling. But considering the following two additional criterion, the researchers were able to select only 25 as sample colleges. These criteria's are: 1) The college which is 50 years old and above from the date of its establishment with disclosure of its faculty profile including contact details such as email address and contact number in its website; and 2) Post graduate and research department as Sample College and no degree or constituent college was considered. Based on above criterion and taking into consideration to obtain a fair representation from sample respondent on age, gender, educational qualification, and teaching experience, the researchers mailed 10 questionnaires to each of selected college either by hard copy (print) or online (Google form) mode as per the convenient of respondents with their prior approval. Out of 250 respondents (25X10) 223 responses have been received and of which 22 were found incomplete and remaining 201 responses were taken for further data exploration. The researchers have applied descriptive statistics to assess the level of JS and performance and Karl Pearson Correlation test to find out relationship between level JS and performance. In the descriptive statistics, mean score range out of five was used to have a more meaningful interpretation on the level of JS and performance modifying slightly the five point Likert-scale into three stages. Thus, the range of average scores of JS and performance level were described as 1-2.49 to be interpreted as "less satisfied/low performance", 2.5 to 3.49 to be "moderate level", and 3.5-5 to be as highly satisfied/performed (Kassaw & Golga, 2019).

### **Results and Discussion**

#### **Level of Job Satisfaction and Performance**

Data analysis from descriptive statistics (table 1) clearly shows that academic employees have highly satisfied in all aspects except in "job support" and "working conditions" where they satisfied moderately (Mean=3.22 & 3.18 respectively for job support and working conditions). It could argue that public funded institutions have not facilitated adequate support for job and infrastructure facilities to work comfortably. This could be the reason due to lack of financial

autonomy to the public funded institutions as these institutions are required to obtain necessary approval/sanction from the government for every aspect and they cannot charge from the students. With regards to performance of academic employees, there is slightly higher level with respect to “publication” (Mean= 3.55) and “research and guidance” (Mean=3.62) and moderate level for “professional development activities” (Mean=3.36). Again it could say that due to lack of financial autonomy, teachers may not able to initiate and conduct/organize activities (such as organizing seminar/conference/workshop, and other faculty development programs) related to development of their profession. Overall academic employees in public funded institutions have higher level JS (Mean=3.76) and just above the moderate level of performance (Mean=3.51).

**H<sub>1</sub>:** Academic employees in public funded institutions would have more satisfied in their job. The data analysis provides partial support to this hypothesis as they have moderately satisfied with respect to “job support” and “working conditions”. The findings of this study is corroborating with (Sonmezer and Eryaman, 2008; Muhammad Ehsan *et al.* 2012; Bowen and Radhakrishna, 1991; Fessehatsion and Bahta, 2016; and Lien 2017) where higher level satisfaction in some aspects and moderate in other aspects and it is contradiction with Jyoti and Sharma (2006) where private school teachers are highly satisfied as compared to its counterpart of government school though they received low salary packages.

**Table 1: Descriptive statistics of JS and Performance**

Variables	N	Mean	Std. Deviation
Monetary benefits	201	4.13	.768
Job Support	201	3.22	.626
Job Content	201	4.06	.486
Interpersonal Relations	201	4.22	.503
Working Conditions	201	3.18	.548
Overall Job Satisfaction	201	3.76	.326
Publications	201	3.55	.699
Professional Development Activities	201	3.36	.739
Research and Guidance	201	3.62	.678
Overall Performance	201	3.51	.554

Bhutto, 2012; and Stephen, 2005) and monetary benefits and job content were highest satisfaction among academic employees (Mulindwa, 1998; Ali and Ahmed, 2009; and Muhammad Ehsan, 2012).

**H<sub>2</sub>:** Academic employees in public funded institutions would have higher level of performance. The Outcome of results jointly supports to this proposition but not independently as there is moderate performance level in “professional development activities”. The findings of this study is substantiated with previous research (Narimawati, 2007; Begum, 2006; and Pawase, 2013) for overall performance of academic and other sector’s employees at higher level.

### Relationship between Job Satisfaction and Performance

Data analysis from correlation test (table 2) clearly explains that monetary benefits, job content and overall JS have strong and positive correlation with performance of academic employees at 1% level. However, “job support”, “interpersonal relationship”, and “working conditions” have not positively correlated with performance. Correlation analysis also provides strong evidence that there is lack of job support and working conditions to perform their job comfortably in the public funded institutions. This result partially affirm past research evidence that JS level has strong and positive relationship with performance of academic employees (Inuwa, 2016; Zerbe, 1993; Baluyoset al. 2019; Amalia and Pilarta 2015; Kadtong, 2018; and Hour, 2020).

**H<sub>3</sub>:** Job satisfaction level would have significant and positive correlation with performance.

The result supports jointly but not independently to this proposition as some of the JS factors (job support, interpersonal relation and working conditions) have not significantly related with performance though the overall JS level have significant and positive relationship with performance.

**Table 2: Correlation between Job Satisfaction and Performance**

		MB	Job Sup	JC	IPR	WC	JS	Publication	PDA	RG	Performance
MB	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	201									
Job Sup	Pearson Correlation	.009	1								
	Sig. (2-tailed)	.903									
	N	201	201								
JC	Pearson Correlation	.422**	.228**	1							
	Sig. (2-tailed)	.000	.001								
	N	201	201	201							
IPR	Pearson Correlation	.188**	.128	.430**	1						
	Sig. (2-tailed)	.008	.071	.000							
	N	201	201	201	201						
WC	Pearson Correlation	-.098	.074	.022	.002	1					
	Sig. (2-tailed)	.164	.297	.754	.976						
	N	201	201	201	201	201					
JS	Pearson Correlation	.626**	.521**	.726**	.576**	.326**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
	N	201	201	201	201	201	201				

Publication	Pearson Correlation	.209**	.076	.220**	.035	-.035	.192**	1			
	Sig. (2-tailed)	.003	.287	.002	.624	.626	.006				
	N	201	201	201	201	201	201	201			
PDA	Pearson Correlation	.184**	.037	.269**	.156*	.003	.231**	.505**	1		
	Sig. (2-tailed)	.009	.603	.000	.027	.971	.001	.000			
	N	201	201	201	201	201	201	201	201		
RG	Pearson Correlation	.207**	.020	.184**	.084	.010	.190**	.374**	.387**	1	
	Sig. (2-tailed)	.003	.778	.009	.238	.884	.007	.000	.000		
	N	201	201	201	201	201	201	201	201	201	
Performance	Pearson Correlation	.255**	.056	.287**	.118	-.009	.261**	.798**	.815**	.738**	1
	Sig. (2-tailed)	.000	.426	.000	.095	.897	.000	.000	.000	.000	
	N	201	201	201	201	201	201	201	201	201	201

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

\* . Correlation is significant at the 0.05 level (2-tailed).

MB= Monetary benefits; Job sup= Job Support; JC=Job Content;

PR=Interpersonal Relations; WC=Working Conditions;

JS= Overall Job Satisfaction; PDA= Professional Development Activities;

RG= Research and Guidance

Performance= Overall Performance

### Implication of the Study

The present study is able to make a comprehensive understanding about the attitude and performance level of academic employees in the public funded institutions. The methodology of measuring performance (more specifically termed as “research and development activities”) of academic employees has created a valuable theoretical contribution in this study as there was no research evidence in the past for measuring performance of research and development activities though there were several research for measuring teaching and students academic performance. Therefore, the methodology to measure the performance of research and development activities and its relationship with the level of JS of academic employees could be taken as new contribution of this study and also in higher educational sector. Further, the correlation analysis of JS with performance of academic employees confirmed or negated propositions existing in the research literature. The results of the study offer an insight into satisfactory or dissatisfactory level for concerned authorities of higher educational institutions. It also indicates factors which are not contributing higher level of satisfaction among academic employees and low performance in their job. For example, lack of “job support” and “working conditions” in the workplace led to less JS which in turn not significantly and positively correlated with performance of academic employees in these public funded institutions. This could help the concerned authorities to make essential steps for enhancing the above factors which would directly impact both teaching and research and development activities of

academic employees. Overall the performance of research and development activities of academics in the public funded arts and science colleges is not up to the mark as their overall performance is just above the moderate level (Mean=3.51) though their monetary benefits are competitive and higher level of job satisfaction.

### Limitations of the Study

There are certain limitations existed in this study despite best efforts of the researchers. The present study restricts with JS and performance of academics with more specifically research and development activities and not teaching and overall performance of the institute. Since the present study restricts with only public funded institutions and covers Tamil Nadu Province, generalization from these findings to overall higher educational sector and national level needs to be kept in perspective.

### Scope for Future Research

Indian higher educational sector facing a wide range of issues and challenges due to exponential growth and it provides several research opportunities. However, considering the present research work, the following empirical investigation could be taken in the future. A similar research work could be undertaken for the effectiveness of research and development activities on the quality of teaching because a good researcher may or may not be a good teacher and vice-versa. Future research could also make an attempt to find out the impact of JS on the organizational commitment of academics. Further, a comparative study can be empirically tested between public and private and self-financed colleges with similar or additional variables to bring into a comprehensive understanding about the overall dynamics behavior of academic employees in Indian higher educational sector.

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