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A Comparative Study of Job Satisfaction of Management Teachers (MBA Program) of Private Universities and Affiliated Colleges of State Universities in Gujarat

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Abstract: A satisfied employee increases chance of having, a satisfied customer, and a satisfied customer may lead to growth and success of an organization. All organizations want to satisfy, develop and motivate their human resources. The happier the human resources, the greater chances of organization success. Management colleges or business schools also look to satisfy their human resources specially management teachers to survive to grow, and to lead their institutes. So, researchers decided to do study with a view to measure job satisfaction of the management teachers. The researchers have decided to carry out the study with the aim of measuring job satisfaction level of management teachers (MBA program) of private universities and affiliated colleges to state universities in Gujarat with regard to several parameters. The researchers choose Private Universities and Affiliated Colleges of State Universities in Gujarat running MBA program in their institutes and for that they prepare self administered questionnaire and choose sample of 185 management teachers from Private Universities and Affiliated Colleges of State Universities all over the state. Research reveals interesting findings with regard to satisfaction levels of management teachers for both the group of researches.

Keywords: job satisfaction, management teachers, institutes, college, university, private universities, state universities.

I. INTRODUCTION

All organizations want happy and satisfied human resources for their organization so, it is essential for them to satisfy their employees and due to these reason they are doing employee job satisfaction study in their organizations all our the world. The employee job satisfaction concept is for all types of businesses across all sectors. Education is also one of the service sectors and for them it also becomes essential to do job satisfaction study. By keeping these requirements in mind the researcher had decided to do a specific study for the management teachers to measure their job satisfaction level. Due to this reason the researcher decided to compare job satisfaction level of management teachers of MBA colleges of private universities and affiliated to state universities in Gujarat.

II. REVIEW OF LITERATURE

Many interesting research have been carried out by researchers on the dimension of satisfaction of the private sector university management teachers and public sector university management teachers.

In their study on job satisfaction and burnout among Greek early educators: a comparison between public and private sector employees Tsigilis, N., Zachopoulou, E., & Grammatikopoulos, V. (2006) have found that employees were least satisfied from the salary they get and most satisfied from their supervisor and the nature of their work. It was found that public sector's teachers were less satisfied then their colleagues from the private sector from their compensation and their immediate supervisor.

In their study on job satisfaction a study among public and private sector teachers of Bangladesh M I Rehman, R Parveen (2008) have found that the major features of the job satisfaction profiles of dissatisfied faculty members were identified including their major concern in the areas of pay, promotion and recognition from authority for best job and performance feedback. It is felt that if these concerns are correctly addressed, the size and the gravity of the dissatisfaction experienced by dissatisfied faculty members may be reduced. In Bangladesh, there exists a clear difference between the salary structure of public and private universities. It widely differs even within the private universities. While public university teachers were more dissatisfied about equity of payment private university teachers were discontented regarding payment for exam duties. In this connection, they recommend that public universities should focus on revising pay structure of their teachers. As this structure is designed centrally by Government Pay Commission, it might be a pretty lengthy process to revise it. However, there is a different situation in the private universities. They can promptly revise the pay structure to reduce inequalities of pay of their teachers. They should include teachers in pay reformation. Most importantly private university authorities should seriously consider the matter of giving higher payment for exam duties—including compensation for invigilation in exam halls, remuneration of checking written scripts and taking viva voce. Teachers of both type universities similarly showed dissatisfaction while reacted on Opportunity of research work and Fair promotion procedures. This might be partly for the misconduct of unnecessary promotion as well as human psychological factors that typically acts unfavourably. It is true that there are similar rules and policies for promotion in all the public universities. But it has been observed that promotion decisions in public universities induced too many controversies. This controversy includes political biasness and irregularity. On the other hand the problem with private universities is fairly different as most of them have no structured rules and policies for promotion and also there lies huge dissimilarity and biasness in promotion practices among them. Their recommendation for both type universities is that only fair promotion decisions can increase satisfaction of faculty members in this regard. Also all the private university should design a similar promotion policy and communicate the policy properly with their Faculty Members.

In their study on job satisfaction as predictor of life satisfaction a study on faculty members in government and private colleges in Jammu Bakhshi, A., Sharma, S., Kumar, K., & Sharma, A. (2008) did study at University of Jammu and they have found that there is a significant different in job contentment of private college faculty members and government college faculty members. Private college faculty members have lower job contentment then government college faculty members. They found that there is not any significant disparity in life satisfaction scores of private college faculty members and government college faculty members. They found that in overall sample of the study a positive important correlation between life satisfaction and job contentment.

In their study on Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis M I Rehman (2008) has been found that teachers are very insightful on payment. Although in Bangladesh, there is a clear distinction between the salary structure of public and private colleges, both the authority should modify the salary structure of public and private colleges. They should include teachers in salary reforms. At the same time, teachers are dissatisfied on opportunity of research work and fair promotion procedures in public and private colleges. It is fact that there are similar rules and policies for promotion in all the public colleges. But the problem with private colleges is somewhat different as most of them have no ordered rules and policies for promotion. Fair decisions on promotion can increase satisfaction of faculty members in this regard. Analysis also shows that private college faculty members are enjoying modern classroom equipments and technological facilities than public college faculty members and it has been come out as an important factor for their overall job satisfaction. Most of the respondents think that the authority is not very aware about problems and benefits of faculty members. The public colleges suffer from bureaucratic red-tapism in many cases and afterwards the reaction of authority in the direction of needs and demands of faculty members are delayed. Authorities should arrange regular meetings with faculty members to hear their suggestions and also try to value it. Private college faculty members clearly show less job satisfaction regarding the campus facilities. This problem can be solved only if private colleges try to enlarge their campus facilities. Another point of dissatisfaction is monotony of job as there is lack of opportunity to teach different subjects. This dissatisfaction can be reduced

through plan out the course, syllabus and curricular activities in the organization. Again, both the group showed general dissatisfaction about not having of performance feedback in the organization. Authorities should try to provide correct performance feedback to the faculty members in this regard. They can develop a performance feedback system with provision for financial and non-financial rewards. Finally, relationship with age group has been emerging as an important factor for the respondents. However the private college faculty members are more positive than the public college faculty members in this connection. In spite of many other dissatisfaction factors of different degree, respondents showed extremely positive attitude towards the sense of pride with their job. It truly reflects the confidence of faculty members who still think this job is a decent occupation. College faculty members are proud of the key beliefs of teaching although their salary structure is quite low. So the authority of all the colleges should consider of providing higher satisfaction to the faculty members to support such positive attitude of the faculty members in the future.

In their study on job satisfaction among academic staff: a comparative analysis between public and private sector universities of Punjab, Pakistan Khalid, S., Irshad, M. Z., & Mahmood, B. (2012) have found that salary disparity does exist between public universities and private universities in Pakistan and Educators in public sector universities were found less contented with (1) job security and (2) Co-worker's behaviour, on the other hand private sector universities educators were more contented with their (1) supervision(2) Salary and (3) Promotional opportunities than the educators of public university. even if, both public and private university faculty members show important difference in the level of overall job contentment that they derived from various variables like Relationship with co-workers, Salary, behaviour, promotional opportunity, Job security and Supervision.

III. RESEARCH OBJECTIVE

To compare job satisfaction level of management teachers (MBA program) of private universities and affiliated colleges to state universities in Gujarat with regards to class room teaching and student quality, institutional support, salary, team spirit, freedom-research and security and management of institutes.

IV. RESEARCH METHODOLOGY

Primary research procedures for determining constructs and variables for the study

If any person wants to measure employee's satisfaction he/she need to use some tools for measuring employee's satisfaction. In this process it is the primary need for the researcher to determine constructs or variable for management teacher's job satisfaction measurement. For these they need to use primary or secondary sources of data and these data was derived from review of the literature, pilot survey, and expert's opinion. With the help of these sources (procedure) 6 constructs named as class room teaching and student quality, institutional support, salary, team spirit, freedom research and security, management of institutes were derived along with 17 independent research variables.

Constructs and independent variables used for the study

Construct No	Construct Name	Independent Variables
Construct 1	Class Room Teaching and Student Quality	Class room Interaction Student interaction, student IQ, and student curiosity and student eagerness to learn Contribution in helping my students in achieving their personal and professional goals Freedom to conduct lecture in my own style, own delivery method and course choice
Construct 2	Institutional Support	Training and faculty development initiatives Infrastructure and technological facilities

Construct 3	Salary	Salary with reference to my knowledge, skill and experience
Construct 4	Freedom Research and Security	Job Security Research grant/ research leave and motivation for research Independence of work
Construct 5	Management of Institutes	Performance appraisal and performance feedback system Recognition for extra work Objectives and clearly defined HR policies Participation in decision making Management style/ management/ philosophy/ vision/mission/ strategy at top management Organization culture
Construct 6	Team Sprit	Team spirit of management teachers

Final Research Procedure

This research study adopted the descriptive research design. Data were obtained through primary sources and secondary sources. Primary data was collected through self administered questionnaire while secondary data was collected through literature review. The respondents were drawn from 55 MBA institutes which included private universities and state universities. Universe constituted of management teachers (MBA Program) of private universities and state universities MBA colleges in Gujarat. Sample size of the study was preliminary estimated was 200(40% of approximate population) of management teachers but manage to have 185 responses includes 63 from private universities and 122 from state university affiliated colleges. Samples were collected through convenience sampling methods, primary source.

V. RESEARCH HYPOTHESIS

(1). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “Classroom teaching and student quality” are same.

(2). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “Institutional support” are same.

(3). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “Salary” are same.

(4). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “Freedom-research and security” are same.

(5). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “Management of institutes” are same.

(6). **(H₀)**: Satisfaction level of faculty members of colleges (affiliated to state universities) & a faculty member of private universities with regard to “ Team Spirit” are same.

VI. RESEARCH ANALYSIS AND INTERPRETATIONS*Hypothesis 1:*

Null Hypothesis (H₀): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Classroom teaching and student quality” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Classroom teaching and student quality” are not same.

Independent sample t test is used to test the hypothesis. SPSS output is shown in **Table 1.1**.

Table: 1.1: Hypothesis Testing 1

Table 1.1

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
classroom teaching and students quality	Equal variances assumed	.030	.862	-1.437	183	.152	-.76828	.53472	-1.82329	.28673	
	Equal variances not assumed			-1.445	127.367	.151	-.76828	.53174	-1.82048	.28392	

An independent samples t test was conducted to compare classroom teaching and students quality” between Management teachers of college affiliated to state university and private university. The null hypothesis cannot be rejected, $t(183) = -1.437$, $p > 0.05$. So it can be concluded that Satisfaction level of Management teachers of colleges (affiliated to state universities) and Management teachers of private universities with regard to “Classroom teaching and student quality” are same. Management teachers of private universities and colleges (affiliated to state universities) are equally satisfied for class room teaching and student quality (classroom interaction, student interaction, student IQ, student curiosity and student eagerness to learn, contribution in helping his/her student in achieving their personal and professional goals, freedom to conduct lecture in his/her own style, own delivery method and course choice).

Hypothesis 2:

Null Hypothesis (H0): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Institutional support” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Institutional support” are not same.

Independent sample t test is used to test the hypothesis. SPSS output is shown in Table 1.2.

Table: 1.2: Hypothesis Testing 2

Table 1.2

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Institutional	Equal variances	1.458	.229	-	183	.014	-.89670	.36066	-1.60828	-	

support	assumed			2.486						.18511
	Equal variances not assumed			-2.536	132.431	.012	-.89670	.35361	-1.59615	-.19724

An independent samples t test was conducted to compare “Institutional support” for Management teachers of college affiliated to state university and private university. The null hypothesis was rejected, $t(183) = -2.486$, $p < 0.05$. So it can be concluded that Satisfaction level of Management teachers of colleges (affiliated to state universities) and Management teachers of private universities with regard to “Institutional support” are not same. With regard to satisfaction level for Institutional support (training and faculty development initiative, infrastructure and technological facilities) Management teachers of private universities are more satisfied than Management teachers of college (affiliated to state university).

Hypothesis 3:

Null Hypothesis (H0): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Salary” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Salary” are not same.

Independent sample t test is used to test the hypothesis. SPSS output in shown in Table 1.3.

Table: 1.3: Hypothesis Testing 3

Table 1.3

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	90% Confidence Interval of the Difference	
									Lower	Upper
Salary	Equal variances assumed	.288	.592	-1.693	183	.092	-.51952	.30695	-1.12513	.08610
	Equal variances not assumed			-1.698	126.560	.092	-.51952	.30595	-1.12495	.08592

An independent samples t test was conducted to compare “Salary” between Management teachers of college affiliated to state university and private university. The null hypothesis was rejected, $t(183) = -1.693$, $p < 0.10$. So it can be concluded that Satisfaction level of Management teachers of colleges (affiliated to state universities) and Management teachers of private universities with regard to “Salary” are not same. with regard to satisfaction level for Salary (salary with reference to his/her knowledge, skill and experience) Management teachers of private universities are more satisfied than Management teachers of college (affiliated to state university).

Hypothesis 4:

Null Hypothesis (H0): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Freedom, Research and Security” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Freedom, Research and Security” are not same.

Independent sample t test is used to test the hypothesis. SPSS output in shown in Table 1.4.

Table: 1.4: Hypothesis Testing 4

Table 1.4

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Freedom, Research and Security	Equal variances assumed	.076	.783	-.566	183	.572	-.33229	.58664	-1.48973	.82515	
	Equal variances not assumed			-.553	117.618	.581	-.33229	.60061	-1.52171	.85713	

An independent samples t test was conducted to compare “Freedom, Research and Security” for Management teachers of college affiliated to state university and private university. The null hypothesis cannot be rejected, $t(183) = -0.566$, $p > 0.05$. So it can be concluded that Satisfaction level of Management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Freedom, Research and Security” are same. With regard to satisfaction level for Freedom, Research and Security (job security, research grant/ research leave and motivation for research) management teachers of private universities and Management teachers of college (affiliated to state university) are equally satisfied.

Hypothesis 5:

Null Hypothesis (H0): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Management of Institutes” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Management of Institutes” are not same.

Independent sample t test is used to test the hypothesis. SPSS output is shown in **Table 1.5**.

Table: 1.5: Hypothesis Testing 5

Table 1.5

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Management of Institutes	Equal variances assumed	2.198	.140	-.933	183	.352	-1.07195	1.14847	-3.33788	1.19399	
	Equal variances not assumed			-.915	118.707	.362	-1.07195	1.17184	-3.39237	1.24847	

An independent samples t test was conducted to compare “Management of Institutes” for Management teachers of college affiliated to state university and private university. The null hypothesis cannot be rejected, $t(183) = -0.933$, $p > 0.05$. So, it can be

concluded that satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Management of Institutes” are same. With regard to satisfaction level for Management of Institutes (performance appraisal and performance feedback system, recognition for extra work, objectives and clearly defined HR policies, participation in decision making, management style/ management/ philosophy/ vision/mission/ strategy at top management, organization culture) management teachers of private universities and management teachers of college (affiliated to state university) are equally satisfied.

Hypothesis 6:

Null Hypothesis (H0): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Team spirit” are same.

Alternative Hypothesis (H1): Satisfaction level of management teachers of colleges (affiliated to state universities) and management teachers of private universities with regard to “Team Spirit” are not same.

Independent sample t test is used to test the hypothesis. SPSS output is shown in **Table 1.6**.

Table: 1.6: Hypothesis Testing

Table 1.6

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Team Spirit	Equal variances assumed	.160	.690	1.155	183	.250	.27166	.23530	-.19259	.73592
	Equal variances not assumed			1.139	120.771	.257	.27166	.23858	-.20067	.74400

An independent samples t test was conducted to compare “Team Spirit” for Management teachers of college affiliated to state university and private university. The null hypothesis cannot be rejected, $t(183) = 1.155, p > 0.05$. So it can be concluded that Satisfaction level of Management teachers of colleges (affiliated to state universities) and Management teachers of private universities with regard to “Team spirit” are same. With regard to satisfaction level for Team Spirit (Team spirit of management teachers) Management teachers of private universities and Management teachers of college (affiliated to state university) are equally satisfied.

VII. CONCLUSION

The results of the analysis reveal that with regards to satisfaction level of management teachers for “Class room teaching and student quality”, analysis reveals that management teacher of private universities and college (affiliated to state university) both have similar level of satisfaction. Hence we can conclude that with regard to satisfaction level for class room interaction, student interaction, student IQ, and student curiosity and student eagerness to learn, management teachers contribution in helping their students in achieving their personal and professional goals, management teachers freedom to conduct lecture in their own style, own delivery method and course choice both the groups are equally satisfied.

With regards to satisfaction level of management teachers for “Institutional support”, analysis reveals that management teachers of private universities are more satisfied than college (affiliated to state university). Hence we can conclude that with regard to satisfaction level for training and faculty development initiatives, and infrastructure and technological facilities management teacher of private universities are more satisfied than management teachers of college affiliated to state university.

With regards to satisfaction level of teachers for “Salary”, analysis reveal that management teacher of private universities are more satisfied than college (affiliated to state university). Hence we can conclude that with regard to satisfaction level for salary with reference to their knowledge, skill and experience management teacher of private universities are more satisfied than management teachers of college affiliated to state university.

With regards to satisfaction level of management teachers for “Freedom Research and Security”, analysis reveals that management teacher of private universities and colleges (affiliated to state university) both have similar level of satisfaction. Hence we can conclude that with regard to satisfaction level for job security, research grant/ research leave and motivation for research and independence of work both the groups are equally satisfied.

With regards to satisfaction level of management teachers for “Management of institutes”, analysis reveals that management teacher of private universities and colleges (affiliated to state university) both have similar level of satisfaction. Hence we can conclude that with regard to satisfaction level for performance appraisal and performance feedback system, recognition for extra work, objectives and clearly defined HR policies, participation in decision making, management style/ management/ philosophy/ vision/mission/ strategy at top management, organization culture both the groups are equally satisfied.

With regards to satisfaction level of management teachers for “Team spirit”, analysis reveals that management teachers of private universities and college (affiliated to state university) both have similar level of satisfaction. Hence we can conclude that with regard to satisfaction level for team spirit of management teachers both the groups are equally satisfied.

So, the researcher suggested that the managements of affiliated colleges should focus more for the constructs salary and institutional support. The management of affiliated MBA colleges to state university should offer satisfactory compensation and create an environment which may give enough freedom to management teachers. They can also provide better institutional support for the variables training and faculty development initiatives and infrastructure and technological facilities for satisfying their management teachers and for the betterment and development of their institute. The private universities and colleges affiliated to state university should focus on all researched constructs and variables, to make their teachers happy and satisfied.

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