

Impact Of Qualification On Job Satisfaction And Job Performance Of College Academic Staff

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ABSTRACT

Qualification of teaching faculty matters in academic profession in relation to their performance. Quality of educational institutions can be improved by improving teachers' qualifications. Qualification leads to better performance of academic staff in higher educational institutes. Job satisfaction of college academic staff is related to their performance. Data is collected from 313 teachers from Malwa region of Punjab. In this research paper, the data is analyzed through ANOVA and t test. The aim of the research is to find the impact of educational qualification and qualifying NET (UGC) on job satisfaction and job performance of college academic staff. The sample size of the research is 313 academicians. Scope of the study is Private and Aided colleges in Malwa region of Punjab. In this research paper, it is found that there is no significant difference in job satisfaction on the basis of educational qualifications and qualifying NET (UGC). However there is significant positive correlation between job satisfaction and job performance of college academic staff on the basis of educational qualification and qualifying NET (UGC). Job satisfaction and job performance are correlated with each other.

Key Words: Qualification, Job Satisfaction and Job Performance

I. INRTODUCTION

Quality of teaching can be improved by improving the educational and vocational qualifications of teachers. Educational qualifications and training can improve the overall quality of educational organizations (Ismail and Awang, 2017). Qualification leads to better performance of academic staff in higher educational institutes. Performance can be defined as the behaviors of the employees which is relevant for achieving organization goals (Campbell et al., 1990). Performance is a critical concept because, the major contribution of an employee's worth to the organization is through work behavior and ultimately performance (Arvey and Murphy, 1998). Viswesvaran and Ones (2000) stated that job performance is important because in present times, it is related with job satisfaction. Vroom (1964) has also highlighted that an employee's performance is based on individual factors, namely: personality, skills, knowledge, experience and abilities.

Job-satisfaction is an attitude which results from harmonizing of many specific likes, dislikes and experiences in connection with the job. In the present study, the dimensions included are satisfaction with work and working conditions, satisfaction with salary, security and promotion policies, satisfaction with institutional plans and policies; and Satisfaction with authority, its competence and functioning. Overall job-satisfaction is the sum of job-fact satisfaction across all facets of a job. Job-satisfaction has been conceptualized as a weighted sum of job oriented satisfaction. The term 'job satisfaction' is a pleasurable and positive emotional state, resulting from the appraisal of one's job (Locke, 1976). It is a sentimental reaction of individual towards his or her job (Weiss, 2002). Job satisfaction and job performance are correlated with each other.

Time to time the government of our country makes efforts to improve the educational qualities. For improving the quality of higher educational institutes, UGC has announced that NET/SLET/SET shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions in colleges and Ph.D. Degree shall be a mandatory qualification for direct recruitment to the post of Assistant Professor in Universities with effect from 1st July, 2021 (UGC Regulations, 2018). This paper is an attempt to study the impact of qualification and qualifying NET exam on job satisfaction and performance of academic staff in colleges.

II. REVIEW OF LITERATURE

Sharma and Singh (2018) studied technical higher education institutions of Punjab in terms of their competences (N=594) and they stated that the professional competence of teachers lead to qualitative education. The study found poor quality of teachers in technical institutions of Punjab. There were significant differences in competencies public and private sector technical institutes in Punjab. Jocelyn L.N. Wong (2014) when teachers have quest for learning and doing something innovative, they can improve themselves as well as institute and quality of teaching. Improvement in quality may lead to promotion of the academic staff. Stephanie and Richard (2015) emphasized that a teacher should possess all qualities and follow all modern practices which are essential for effective teaching and learning. They should have high level of knowledge and skills. Tom P. Abeles (2005) stated that administrators should make policy related to quality, position and role of faculty in present scenario for betterment of universities and educational institutions. Fischer and Montondon (2005) qualifications do not create any effect on quality of internal audit in colleges and universities. However, quality of internal audit matters in terms of salary, experience and numbers of staff members. Gyan Prakash, (2018) revealed in his study that in higher educational institutes, quality of teachers influences student learning, engagement of teachers in job, qualitative teaching and job satisfaction. Graham Badley, (1999) workshops, consultancy, research and project support in teaching in universities are helpful in improving quality of teaching. Panagiotis and Dimitra, (2009) Job satisfaction and organizational cultures are linked with teaching quality of higher education institutes. Young-Min and Sung-Eun (2017). Vocational qualifications have positive influence on employment rate and wages of the employees. Ismail H. Amzat, (2017) there is no significant relationship between teachers' expectations and their classroom management style. Giovanna et al. (2016) found that over qualifications of the employees lead to job dissatisfaction. Job quality is related to employees' school and university educational pathway. Paolo (2015) found in his study that PhD holders employed in non academic jobs are more satisfied on the basis salary aspect, but less satisfied on the basis of non-monetary aspects of job. Ph.D. holders are satisfied in academic institutes. Raj and Mary (2005) explained in their study on job satisfaction of Government school teachers in Pondicherry Region, the Job satisfaction of Government school teachers at different levels was not high. It was found that no significant difference in job satisfaction of teachers on the basis of gender, instruction medium, educational qualification, salary, religion, experience, age, subject and type of school.

III. METHOD

Data has collected from 313 College academic staff members of private and aided degree colleges in Malwa region of Punjab, through stratified sampling technique. Structured questionnaires on job satisfaction developed by Amar Singh and T R Sharma (1986) and interview schedule based on Academic Performance Indicator of UGC. Job satisfaction scale had six dimensions (Job itself, supervision, colleagues, salary, work condition and promotion. Interview schedule has involved class room teaching, academic results of students, perceived teaching competence of teachers by the students and professional growth of the teachers through research paper presentation in seminars, conferences and attended workshops. Data was analyzed by using t test and correlation in SPSS software.

Objectives of the Study

The research paper has following objectives:

1. To find out the difference in job satisfaction of college academic staff on the basis of educational qualification.
2. To find out the difference in job satisfaction of college academic staff on the basis of qualified UGC (NET) examination.
3. To find out the correlation between job satisfaction and job performance of college academic staff on the basis of educational qualification and UGC(NET) examination.

Scope of the study

This study is restricted to Malwa region of Punjab only. Malwa Region of Punjab includes Districts Barnala, Bathinda, Faridkot, Fazilka, Ferozepur, Ludhiana, Mansa, Moga, Muktsar, Patiala, Parts of Fatehgarh Sahib and Sangrur. Only Degree Colleges have taken for the study.

Hypothesis

The following hypotheses have formulated in connection with above stated objectives:

H01: There is no significant difference in the level of job satisfaction of college academic staff in relation to their educational qualification.

H02: There is no significant difference in the level of job satisfaction of college academic staff in relation to their qualified UGC (NET) examination.

H03: There is no significant correlation between job satisfaction and job performance of college academic staff on the basis of qualified UGC (NET) examination.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Significance of mean difference in Job Satisfaction of College academic staff on the basis of Educational Qualification and Qualified UGC (NET)

Sr. No.	Category		N	Mean	Std. Deviation	SED	t	Sig.
1	Educational Qualification	Master	132	92.71	14.191	1.52	.29	.772
		Ph.D.	181	92.27	12.629			
2	UGC(NET)	Not Cleared	162	91.21	14.362	1.49	1.72	.086
		Cleared	151	93.79	11.936			

The t value for mean difference in job satisfaction of college academic staff with only master degree and Ph.D. degree is 0.29, which is not significant. It means there is no significant difference in job satisfaction of college academic staff having master degree only and Ph.D. degree. Therefore, first null hypothesis (H01) has accepted.

The t value for mean difference in Job Satisfaction between UGC (NET) cleared college academic staff and not UGC (NET) examination cleared is 1.72, which is not significant. It means there is no significant difference in job satisfaction of college academic staff who have cleared or not have cleared UGC (NET) examination. Therefore, second null hypothesis (H02) has accepted. It can be graphically seen in figure 1.

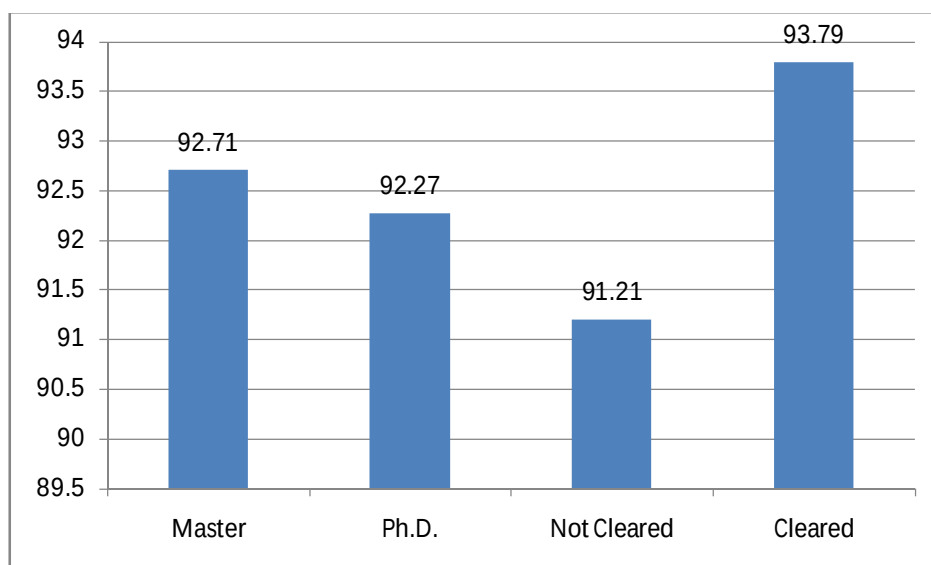


Figure 1 Significance of mean difference in job satisfaction of college academic staff on the basis of educational qualification and qualified UGC (NET) examination

Table 2 Correlation between Job Satisfaction and Performance of College academic staff on the basis of Educational Qualification and Qualified UGC (NET)

Sr. No.	Variable	Category	Correlation	Sig.
1	Educational Qualification	Master	.238	.000
		Ph.D.	.623	.000
2	UGC(NET)	Not Cleared	.483	.000
		Cleared	.278	.001

The coefficient of correlation between job satisfaction and performance of college academic staff having Master Degree is .238, which is significant at .01 levels of significance. It means, there is significant positive relationship between job satisfaction and performance of post graduate college academic staff. As the job satisfaction of college academic staff increases, their performance also increases. The coefficient of correlation between job satisfaction and performance of college academic staff having Ph.D. Degree is .623, which is significant at .01 levels of significance. It means, there is significant positive relationship between job satisfaction and performance of doctorate college academic staff. As the job satisfaction of Ph.D. college academic staff increases, their performance also increases. It is also clear from the table that the relationship between job satisfaction and performance of doctoral academic staff (.623) is stronger than Post Graduate College academic staff (.238).

The coefficient of correlation between job satisfaction and performance of college academic staff who have not cleared NET is .483, which is significant at .01 levels of significance. It means, there is significant positive relationship between job satisfaction and performance of college academic staff who have not cleared NET. As the job satisfaction of these college increases, their performance also increases. The coefficient of correlation between job satisfaction and performance of NET cleared college academic staff is .278, which is significant at .01 levels of significance. It means, there is significant positive relationship between job satisfaction and performance of NET cleared College Lecturers. As the job satisfaction of doctoral academic staff increases, their performance also increases. It is also clear from the table that the relationship between job satisfaction and performance of non NET cleared college academic staff (.423) is stronger than NET cleared college academic staff (.238). Therefore, third null hypothesis (H03)

has rejected. Correlation between job satisfaction and job performance can be seen graphically in figure 2.

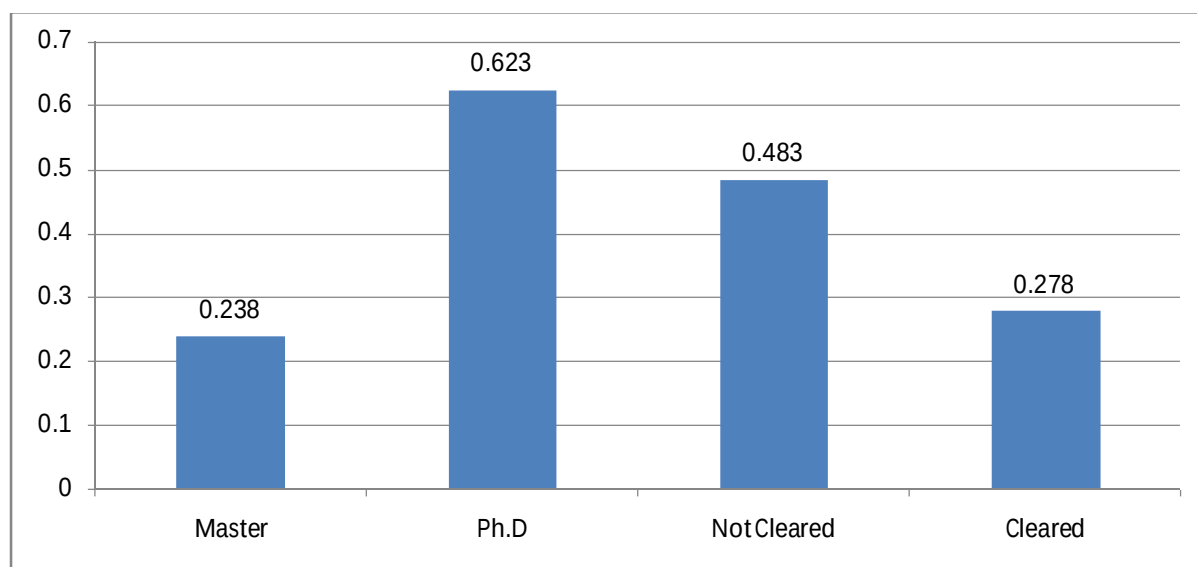


Figure 2 Correlation between Job Satisfaction and Performance of College academic staff on the basis of qualification and UGC (NET) examination

V. FINDINGS OF THE STUDY

There is no significant difference in job satisfaction of college academic staff on the basis of qualification i.e. Master degree and Ph.D. degree. There is no significant difference in job satisfaction of college academic staff members who have cleared or not have cleared UGC (NET) examination.

There is significant positive relationship between job satisfaction and performance of academic staff having only master degree. Performance of academic staff, having master degree increases, when job satisfaction increases.

There is also significant positive relationship between job satisfaction and performance of doctoral academic staff. As the job satisfaction of doctoral academic staff increases, their performance also increases. The relationship between job satisfaction and job performance of doctoral academic staff is stronger than academic staff having master degree only.

There is significant positive relationship between job satisfaction and job performance of college academic staff members who have not cleared NET. As the job satisfaction of these academic staff increases, their performance also increases. There is significant positive relationship

between job satisfaction and performance of NET cleared college academic staff. As the job satisfaction of Ph.D. College academic staff increases, their performance also increases.

Relationship between job satisfaction and performance of non NET cleared college academic staff (.423) is stronger than NET cleared college academic staff (.238).

VI. CONCLUSION AND SUGGESTIONS

There is no significant difference in job satisfaction on the basis of educational qualifications and qualifying NET (UGC). However there is significant positive correlation between job satisfaction and job performance of college academic staff on the basis of educational qualification and qualifying NET (UGC). Job satisfaction and job performance are correlated with each other. College management and administration should motivate academic staff for improving their qualification to perform better.

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