

## **A Study on The Co-Relation Between Job Satisfaction And Empowerment, Involvement, Loyalty of B-School Teachers In The City of Mumbai**

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**Abstract:** *The commonly held opinion is that "A satisfied worker is a productive worker". A satisfied work force will create a pleasant atmosphere within the organization to perform well. Hence job satisfaction becomes a major area of research in B-Schools. There are many factors which contribute towards enhancing the job satisfaction. Monetary needs are of course foremost. But coupled with them, there are other attributes which contribute to raising the level of job satisfaction – two of them being Empowerment & Involvement While Employee empowerment may be influenced by the perception that the organization cares about its employees' well-being and that their work is valued, Job involvement may be more about how individuals relate to their current jobs and less about their relationships with their employers. It is also opined that high job satisfaction results in high level of loyalty & affiliation for the organization on the part of the employee. This study was therefore conducted to find out the correlation or impact that attributes like empowerment & involvement have over enhancing or decreasing the level of job satisfaction of a B-School teacher & the resultant employee loyalty & affiliation*

**Keywords:** *Job Satisfaction, Involvement, Empowerment, Loyalty & affiliation, B-Schools*

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### **I. Introduction**

Teachers are the key agents through which educational plans are achieved. Their responsibility is as heavy as the entire educational goals and societies' ideals and aspirations. It becomes an inspiration, therefore, to maintain a system of motivation to ensure the teachers commitment to carry out with zealous devotion their responsibility of educating the youth. They are directly responsible for quality education, dissemination of knowledge and development of sound attitudes and values of B-School clientele.

The commonly held opinion is that "A satisfied worker is a productive worker". A satisfied work force will create a pleasant atmosphere within the organization to perform well. Hence job satisfaction becomes a major area of research in B-Schools. There are many factors which contribute towards enhancing the job satisfaction. Monetary needs are of course foremost. But coupled with them, there are other attributes which contribute to raising the level of job satisfaction – two of them being Empowerment & Involvement.

Employee empowerment may be influenced by the perception that the organization cares about its employees' well-being and that their work is valued. Empowering teachers may increase job satisfaction. Empowerment influence job satisfaction among workers. Institutions (B-Schools) should create work processes and structures: in such a manner that the teachers feel empowered... However, real empowerment can be felt only if it is directed at all the levels in the hierarchy

Job involvement is a highly personal state. It may be more about how individuals relate to their current jobs and less about their relationships with their employers. People with high levels of job involvement tend to be satisfied with their jobs and highly committed to their careers, professions, and employing organizations. They rarely think about changing employers and generally believe that their personal goals and the organization's goals are compatible

### **II. Review of Literature**

**Salman Khalid, Muhammad Zohaib Irshad and Babak Mahmood (2012)** investigated the relationship between various facets of job satisfaction among university academicians in Punjab Province, Pakistan and how these differences affect overall job satisfaction of academicians. Further it offered practical suggestions to the educational institutions and human resource manager on how to pay, promote, retain and maintain equity in the organizations.

**Gedaliahu H. Harel, Shay S. Tzafrir and Yehuda Baruch (2003)** reviewed the literature of three streams of management studies – Human Resource Management (HRM), women in management and organizational effectiveness- a model was developed, bringing these perspectives together into a single comprehensive framework. The model suggests positive associations between HRM practices, fairness in promotion and organizational effectiveness.

The study by **Abdul Qayyum Chaudhry (2012)** aimed to find out the relationship between occupational stress and job satisfaction based on age, gender, nature of job, cadre, work experience of university teachers, and sector of university.

The study by **Ravindra Pathak and Dr. Manoj Patwardhan (2011)** identified the factors of job involvement, organizational effectiveness and established the relationship between job involvement and organizational effectiveness. This study revealed that the job involved that the employees directly contribute in organizational effectiveness by way of their working style, approach towards the attainment of organizational goals, quality improvement, acquisition of new talent and skills, etc.

**Jaime X. Castillo & Jamie Cano (2004)** in his paper factors explaining job satisfaction among faculty have described the amount of variance in faculty member's overall level of job satisfaction. The factors "recognition," "supervision," and "relationships" explained the variability among faculty members' overall level of job satisfaction. Additionally, they also investigated the suitability of a one-item versus a multi-item measure of overall job satisfaction

### **III. Research Methodology**

#### **i. Research Problem**

In a business setting, it has been proved and accepted that success comes through people and this can happen only when people are having high job satisfaction. Interaction between authorities (management) and employees affect many facets within the business. Categorization of these relationships has been identified with Employee Involvement and Employee Empowerment and the resultant employee satisfaction which gains employee loyalty and consequent affiliation. The main research problem identified here is whether there is a significant relationship between job satisfaction & the other three attributes in context with B-school teachers in city of Mumbai

#### **ii. Objectives of the Study**

1. To study the co-relation or impact of Involvement & Empowerment in raising the level of Job Satisfaction which further leads to Loyalty & affiliation among B-School teachers

#### **iii. Hypothesis**

- I. **H<sub>0</sub>** There is no significant relationship between the level of teacher's job satisfaction and the level of teacher's empowerment.  
**H<sub>1</sub>** There is a significant relationship between the level of teacher's job satisfaction and the level of teacher's empowerment.
- II. **H<sub>0</sub>** There is no significant relationship between the level of teacher's job satisfaction and the level of teacher's involvement.  
**H<sub>1</sub>** There is a significant relationship between the level of teacher's job satisfaction and the level of teacher's involvement
- III. **H<sub>0</sub>** There is no significant relationship between the level of teacher's job satisfaction and the teacher's loyalty and affiliation to B-Schools.  
**H<sub>1</sub>** There is a significant relationship between the level of teacher's job satisfaction and the teacher's loyalty and affiliation to B-Schools

#### **iv. Sources of Data**

##### **Primary Data**

Survey and Schedule using a structured questionnaire was collected from B-School Teachers in the city of Mumbai

##### **Secondary Data**

- Literature from Text Books
- Literature from articles published in Newspapers & Magazines
- Literature from the articles published in journals pertaining to Job satisfaction, empowerment, involvement and loyalty & affiliation.

- Literature from Websites

#### v. Research Design

The research aimed to cover the various facets of Job Satisfaction of B-School Teachers. It would be descriptive in nature because it measures the impact of Teacher's involvement, teacher's empowerment on teacher's satisfaction resulting in teacher's loyalty and consequent affiliation to B-Schools. The data has been collected from the B-School teachers and their responses are analyzed by using appropriate statistical tools. Thus the research design adopted for the study will be Quantitative Descriptive Cross-sectional design to cover the various facets of the study

#### vi. Sampling Design

**Sampling Unit:** The sampling unit was identified by the researcher before selection of the sample. Thus for the specific reasons (logistics, cost, heterogeneous crowd) the sampling unit selected was B-Schools in and around Mumbai and the specific individuals belonging to this region.

**Type of Sample:** Simple Random Sampling method is highly suitable and was used for selecting the teachers from B-Schools as the elements were clearly identified without any difficulty.

**Size of the Sample:** The Sample Size is 120 B-School Teachers

#### vii. Limitations of the Study

1. The study was restricted only to the city of Mumbai. Thus views of respondents from other places were not given an opportunity for consideration in the study
2. Time, Cost & Logistical difficulties were genuine limitations for the study
3. The responses received for the study may have elements of personal biases to varying degrees over which the researcher cannot claim any control
4. The sample size was only restricted to 120 due to time, cost & logistical difficulties thereby preventing a more wider range of views finding place in the study

### IV. Data Analysis & Interpretation

1. To test the first hypothesis the researcher has made an attempt to prove whether there is a significant relationship between the level of teacher's job satisfaction and the level of teacher's empowerment or not. To test the above Hypothesis, the researcher has made an attempt to prove using the correlation technique which is tested at 1% level of significance.

#### Correlations

		% Job Satisfaction	% Empowerment
% Job Satisfaction	Pearson Correlation	1	.930
	Sig. (1-tailed)		.000
	N	120	120
% Empowerment	Pearson Correlation	.930	1
	Sig. (1-tailed)	.000	
	N	120	120

r = 0.930

P= 0.000

**Thus given  $P = 0.000 < 0.001$ , correlation between Teacher's job satisfaction and Teacher's empowerment is significant. Therefore Null hypothesis is rejected by the Researcher. Thus there is a positive and significant relationship between the level of teacher's job satisfaction and the level of teacher's empowerment**

2. To test the second hypothesis the researcher has made an attempt to prove whether there is a significant relationship between the level of teacher's job satisfaction and the level of teacher's involvement or not. To test the above Hypothesis, the researcher has made an attempt to prove using the correlation technique which is tested at 1% level of significance.

#### Correlations

		% Growth Score	% Succession Planning
% Growth Score	Pearson Correlation	1	.267
	Sig. (1-tailed)		.047
	N	30	30
% Succession Planning	Pearson Correlation	.267	1
	Sig. (1-tailed)	.047	
	N	30	30

	N	30	30
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r = 0.903

P= 0.000

**Thus given P= 0.000 < 0.001, correlation between Teacher’s job satisfaction and Teacher’s involvement is significant. Therefore Null hypothesis is rejected by the Researcher. Thus there is a positive and a significant relationship between the level of teacher’s job satisfaction and the level of teacher’s involvement**

- To test the third hypothesis (H<sub>3</sub>), the researcher has made an attempt to prove whether there is a significant relationship between the level of teacher’s job satisfaction and the teacher’s loyalty and affiliation to B-Schools or not. To test the above Hypothesis, the researcher has made an attempt to prove using the correlation technique which is tested at 1% level of significance.

### Correlations

		% Job Satisfaction	% Loyalty
% Job Satisfaction	Pearson Correlation	1	.934
	Sig. (1-tailed)		.000
	N	120	120
	N	120	120
% Loyalty	Pearson Correlation	.934	1
	Sig. (1-tailed)	.000	
	N	120	120

r = 0.934

P= 0.000

**Thus given P= 0.000 < 0.001, correlation between Teacher’s job satisfaction and loyalty and affiliation to B-Schools is significant. Therefore the Null hypothesis is rejected by the Researcher. Thus there is a positive and a significant relationship between the level of teacher’s job satisfaction and the teacher’s loyalty and affiliation to B-Schools**

### Summary of Findings

#### Correlations

		% Job Satisfaction	% Empowerment	% Involvement	% Loyalty
% Job Satisfaction	Pearson Correlation	1	.930(**)	.903(**)	.934(**)
	Sig. (1-tailed)		.000	.000	.000
	N	120	120	120	120
% Empowerment	Pearson Correlation	.930(**)	1	.904(**)	.955(**)
	Sig. (1-tailed)	.000		.000	.000
	N	120	120	120	120
% Involvement	Pearson Correlation	.903(**)	.904(**)	1	.901(**)
	Sig. (1-tailed)	.000	.000		.000
	N	120	120	120	120
% Loyalty	Pearson Correlation	.934(**)	.955(**)	.901(**)	1
	Sig. (1-tailed)	.000	.000	.000	
	N	120	120	120	120

\*\* Correlation is significant at the 0.01 level.

**From the above table, we can conclude that there are positive and significant correlations between all the 4 variables (Teacher’s job satisfaction, % Teacher’s empowerment, % Teacher’s involvement, % Teacher’s loyalty and affiliation to B-Schools)**

**Further the correlation between Teacher’s Empowerment and Teacher’s Loyalty and Affiliation to B-Schools is highest (+0.955)**

### V. Conclusion

From the above results, it can be concluded that Job Satisfaction does have a significant and positive relationship with other attributes like Empowerment & Involvement and together these result in loyalty and affiliation of the B-school teachers. It is fairly well established fact that one of the most important instruments of employee retention is job satisfaction. Generally it is agreed that job satisfaction involves the attitudes,

emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Job Satisfaction can be vital indicator of how teachers feel about their jobs and a predictor of work behaviour.

The results of the current study support the notion that involvement, empowerment and loyalty & affiliation to B-Schools are important to the job satisfaction of teacher. It is recommended that these results be kept in mind when structuring all aspects of teacher positions. While not all suggestions are feasible due to time and budget constraints it is recommended to be aware of current satisfaction levels of teachers in order to address problems efficiently. This will result in a smoother operating B-Schools system that is more apt to successfully serve its purpose as an organization

## **VI. Suggestion & Recommendations**

In general, the study has provided some exploratory information to understand the factors that influence job satisfaction. It has provided some insight for further research and the area or factors that need to be emphasized in order to have effective future research.

Job satisfaction is all about how an individual is at ease with one's work, organization, and compensation. The happier people are within their job, the more satisfied they are said to be. If the teachers are gratified in their job, they are likely to be more productive, have less stress, be less bored, would have less fatigue and will be happier at work. And, as a result, they are likely to be more successful which will highly benefit the B-School in all aspects. The following are a few recommendations for the management of the B-Schools who can help their teachers to be content in their jobs:

The management should give their teachers more control over their work. Where possible, allow them to take on tasks that are typically done by supervisors. This means that they have more influence over planning, executing, and evaluating the jobs they do. In enriched jobs, people complete activities with increased freedom, independence, and responsibility. They also receive plenty of feedback, so that they can assess and correct their own performance. They may also be given the freedom of influence over choosing their own team members. With this method, the management can significantly cut back on supervisory positions, and people will gain leadership and management skills.

It has been proved that money isn't the only ingredient in job satisfaction, the researcher suggests taking up responsibility to provide a satisfying work experience to your teachers, give challenging and exciting assignments to teachers and see their productivity levels touching sky. Reward and recognition motivates the teachers. B-Schools should encourage competitive work culture at the work place and ensure that due recognition / reward / compensation is given to the deserving teachers based on their performance. Reward and recognition goes a long way in influencing the job satisfaction of the teachers

Major source of job satisfaction of most teachers is related to job content factors than job such as achievement, autonomy, growth, recognition, variety challenge, feedback etc. Therefore, when B-Schools do job enrichment and job redesign, teachers should be given more autonomy, responsibility challenging and interesting work i.e. in other words give priority for job content factors

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