

## Role of Job Satisfaction on Job Performance of Teachers from Government and Private Polytechnics

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**Abstract:** An individual's general attitude towards his or her job is called as job satisfaction. It is the difference between the amount of rewards one receives and the amount he or she believes should receive. Job satisfaction has the direct relation with the job performance of an employee. Lower job satisfaction tends to lead to both turnover and absenteeism, whereas high job satisfaction results in increased job performance. Public sector and private sector differ in nature of work, rewards and pay

**Key Words:** Job Satisfaction, Job Performance, Job Involvement, Public Sector, Private Sector

### I. Introduction

Executives tend to prefer mentally challenging jobs i.e. which give opportunity to use their skills and abilities, and offer a variety of tasks, Public Sector and Private Sector differ in the nature of work, working conditions, job environment, job challenges, authorities and responsibilities, rewards and pay structures, promotion policies, and growth opportunities. All these factors tend to the job satisfaction of the employees.<sup>3</sup> Globalization has given wide spread effect on the stated factors both in public sector and private sector. Hon. Minister Shri. Yashwantrao Chavan made a decision to allow private organizations to open and run structures etc., which tend to job satisfaction of the employees. The paper highlights the role of job satisfaction on job performance of teachers from government and private polytechnic colleges. The factors of the job satisfaction have a different nature in government and private polytechnics. The author has done statistical analysis of the factors to achieve the results of the job satisfaction over job performance of teachers from government and private polytechnics. freedom and feedback on how well they are doing. Under conditions of moderate challenges, they experience pleasure and satisfaction. High level of complexities and challenges in job brings frustration while, low level or repetitive jobs bring boredom to the executives.<sup>1</sup> technical, medical and other institutions offering professional education on unaided basis. Now after more than 25 years to this decision, we find these institutions achieving markable growth and development. These unaided institutions are contributing at high level in meeting the demand of professionals in the country. On the other hand the Government aided institutions are also changing their strategies and policies to cope with and to support the changes in corporate sector. Job security and pension schemes are no more. Developments in Information Technology have created challenging and interesting environment in performing the jobs. One who is accepting these challenges and keeping himself or herself in pace is getting more and more opportunities with higher and higher returns.<sup>2</sup> Hence, it has become significant to study the level of the job satisfaction of the teachers in government aided institutions and unaided private colleges, and study the role of job satisfaction on their job performance. In this paper we have made a study of job satisfaction of teachers from government and private polytechnics, and the role of job satisfaction on their job performance.

### II. Objectives

1. To study the role of total job satisfaction of the teachers from government and private polytechnics.
2. To study the role of payments on job satisfaction of the teachers from government and private polytechnics.
3. To find out the role of promotion on job satisfaction of the teachers from government and private polytechnics.
4. To determine the role of supervision on job satisfaction of the teachers from government and private polytechnics.
5. To study the role of fringe benefits on job satisfaction of the teachers from government and private polytechnics. effective to stop the turnover of the teachers in both the sectors
6. To determine the role of contingent rewards on job satisfaction of the teachers from government and private polytechnics.
7. To study the role of operating conditions on job satisfaction of the teachers from government and private polytechnics.
8. To determine the role of coworkers on job satisfaction of the teachers from government and private polytechnics.
9. To determine the role of nature of work on job satisfaction of the teachers from government and private polytechnics.
10. To study the role of communication on job satisfaction of the teachers from government and private polytechnics.
11. To study the role of job satisfaction on job performance of the teachers from government and private polytechnics.
12. To study the role of job satisfaction on turnover of the teachers from government and private polytechnics.

### III. Hypothesis

1. Job satisfaction plays an important role on the performance of the teachers from government and private polytechnics.
2. Job performance is associated with job satisfaction of the teachers from government and private polytechnics.
3. There is no difference between the teachers from government and private polytechnics.
4. There is no difference between the teachers from government and private polytechnics.

### IV. Review of Literature

Kaplan R A, Bosh off A B, Keller man A M.(2000) studied the job involvement and job satisfaction of south Africa nurses and expressed fear that wide spread dissatisfaction may lead to fewer people entering the profession.<sup>4</sup> Singh Mira(1990) studied job satisfaction and performance of bank officers and bank clerical staff.<sup>7</sup> Robbins(1993) studied employee attitudes toward involvement in and satisfaction with the job and commitment to the employing organization have become of compelling interest to industrial psychologists because of their impact on behavior at work. Thomas K. Bauer (2004) made survey on working conditions over workers job satisfaction. David Zatz (1996) analyzed that job involvement and inter role conflict do not seem to be directly related.<sup>8</sup> Susan J. Linz, Anastasia Semykina (2005) found that individuals who exhibit internal locus of control perform better, but this result is not always statistically significant.<sup>9</sup>

### V. Methodology

The samples were selected from teachers from government and private polytechnics of Dhule city. The researcher collected data of 15 teachers from government polytechnics and 15 teachers from private polytechnics. Job Satisfaction Scale by Paul E. Spector (1994), and Job Performance Scale by A.P.Singh and D.N.Pestonjee, 1981 were used to collect the data. Mean, S.D. *t* technique is used for study the mean difference of both the groups.

### VI. Results

Table I: shows the mean difference for job performance and job satisfaction among the teachers of government aided polytechnic and private unaided polytechnic.

**Table 1. Mean difference for job performance and job satisfaction**

Sr. No.	Factor	Govt. Polytechnic (N=15)		Private Polytechnic (N=15)		<i>t</i>
		Mean (X <sup>-</sup> )	S.D. (σ <sup>-</sup> )	Mean (X <sup>-</sup> )	S. D. (σ <sup>-</sup> )	
1	Job Performance	46.667	4.44	46.6	3.05	0.048
2	Total Job Satisfaction	140.067	16.23	135.933	21.59	0.594
3	Pay Factor	14.33	4.011	14.13	3.879	0.1388
4	Promotion Factor	12.066	4.959	15.8	2.879	2.521
5	Supervision Factor	16.6	2.471	15.4	3.895	1.007
6	Fringe benefits	13.4	4.127	13.8	3.798	0.276
7	Contingent Rewards	14.66	3.238	14.53	2.499	0.1262
8	Operating Conditions	11.6	2.602	11.8	2.712	0.206
9	Co-workers	19.8	2.481	16.266	3.623	3.11
10	Nature of work	18.33	3.091	18.86	3.30	0.456
11	Communication	19.266	4.218	15.33	4.205	2.557

## VII. Analysis

**1. Job Performance:** The mean for job performance of government polytechnic teachers is 46.667 and S.D. is 4.44; the mean for private polytechnic teachers is 46.6 and S.D. is 3.05. The obtained 't' is 0.048. Hence the hypothesis is accepted and there is no difference between teachers of government and private polytechnic for their job performance. Though the overall impressions of all the 14 factors regarding the job performance among both the groups are interrelated with each other, there is no difference between both the groups. Through the statistical analysis, the quality of work performance, efforts expended on the job, ability to work without supervision and dependability is at higher level among the government polytechnic teachers. The initiative on the job is showing higher level in private polytechnic teachers. This analysis represents that the job performance depends upon the different aspects of the job.

**2. Job Satisfaction:** The mean for total job satisfaction of government polytechnic teachers is 140.067 and S.D. is 16.23; the mean for private sector employees is 135.933 and S.D. is 21.49. The obtained 't' is 0.5944 which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for their total job satisfaction. Through the overall impression, the government polytechnic teachers' mean is higher than the mean of teachers from private polytechnic. There are various factors which are responsible for the job satisfaction of government polytechnic teachers. The mean difference between both the groups is 4.133, which is representing that there is mean difference for job satisfaction, though the obtained 't' is less than the tabulated value. Hence the hypothesis is accepted. Both the groups are showing the level of job satisfaction which is illustrated in factor wise analysis.

**3. Pay Factor:** The mean for the pay factor of job satisfaction of government polytechnic teachers is 14.33 and S.D. is 4.011; the mean for private polytechnic teachers is 14.13 and S.D. is 3.879. The obtained 't' is 0.1388, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for the pay factor of job satisfaction. Through the overall impression of the government polytechnic teachers, the satisfaction about the stability and chances of salary increment are more in comparison with the private polytechnic teachers. While there is no difference regarding the fair payment and appreciation between the teachers from government and private polytechnics. The obtained 't' is less than the tabulated value, hence the hypothesis is accepted.

**4. Promotion:** The mean for the promotion factor of job satisfaction of government polytechnic teachers is 12.066 and S.D. is 4.959; the mean for private polytechnic teachers is 15.8 and S.D. is 2.879. The obtained 't' is 2.521, which is not significant at 0.05 level. Hence the hypothesis is rejected and there is significant difference between both the groups on the promotion factor. The teachers from the government polytechnic are not satisfied for this factor, because they are always in the conflict of promotion because of various social, political and government policies regarding caste, religion wise priority than the seniority and knowledge. Therefore they are not having satisfaction because of the promotion opportunity. While in private polytechnics, there is opportunity to the person with quality. The promotion with the quality is main criteria in private sector and efficient persons always prove their quality. Hence they are having large job satisfaction regarding promotion.

**5. Supervision:** The mean for the supervision factor of job satisfaction of government polytechnic teachers is 16.6 and S.D. is 2.471; the mean for private polytechnic teachers is 15.4 and S.D. is 3.895. The obtained 't' is 1.007, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government polytechnic and private polytechnic teachers for the supervision factor of job satisfaction. Through the overall impression of all the four sub-factors of supervision regarding the job satisfaction among both the groups, they are interrelated with each other and there is no difference between both the groups. Through the statistical analysis, competency level of supervision and interest in feeling of the teachers is at higher level among the government polytechnic teachers, while there is more fairness for supervision among private polytechnic teachers. However, both the groups like their supervisor and are satisfied for the factor of supervision. The obtained 't' is less than the tabulated value, hence the hypothesis is accepted.

**6. Fringe Benefits:** The mean for the fringe benefits factor of job satisfaction of government polytechnic teachers is 13.4 and S.D. is 4.127; the mean of private polytechnic teachers is 13.8 and S.D. is 3.798. The obtained 't' is 0.276, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for the fringe benefit factor of job satisfaction. Through the overall impression of all the four sub-factors of fringe benefits regarding the job satisfaction among both the groups, they are interrelated with each other and there is no difference between both the groups. Through the statistical analysis, both the groups are satisfied with the benefits they receive and feel as compatible with the other organization. The level of satisfaction for the benefits received is at higher level among the government polytechnic teachers. While the private polytechnic teachers feel the benefit package more equitable than the government polytechnic teachers. The obtained 't' is less than tabulated value, hence the hypothesis is accepted.

**7. Contingent Rewards:** The mean for the contingent rewards factor of job satisfaction of government polytechnic teachers is 14.66 and

S.D. is 3.238; the mean of private polytechnic teachers is 14.53 and S.D. is 2.499. The obtained 't' is 0.1262, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for the contingent rewards factor of job satisfaction. Through the overall impression of all the four sub-factors of contingent rewards regarding the job satisfaction among both the groups, they are interrelated with each other and there is no difference between both the groups. Through the statistical analysis, the level of recognition, appreciation and rewards is higher among government polytechnic teachers, while the private polytechnic teachers are more satisfied with the way they are rewarded. The obtained 't' is less than tabulated value, hence the hypothesis is accepted.

**8. Operating Conditions:** The mean for the operating conditions factor of job satisfaction of government polytechnic teachers is 11.6 and S.D. is 2.602; the mean of private polytechnic teachers is 11.8 and S.D. is 2.712. The obtained 't' is 0.206, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for the operating conditions factor of job satisfaction. Through the overall impression of all the four sub-factors of operating conditions regarding the job satisfaction among both the groups, they are interrelated with each other and there is no difference between both the groups. Through the statistical analysis, both the groups are satisfied about the operating conditions. The level of satisfaction is higher among the government polytechnic teachers for the rules and procedures, while the private polytechnic teachers are more satisfied regarding paper work required because there is excessive paper work in the public sector organization. The obtained 't' is less than tabulated value, hence the hypothesis is accepted.

**9. O-workers:** The mean for the co-workers factor of job satisfaction of government polytechnic teachers is 19.8 and S.D. is 2.481. The mean of private polytechnic teachers is 16.266 and S.D. is 3.623. The obtained 't' is 3.11, which is not significant at 0.05 level. Hence the hypothesis is rejected and there is significant difference between government and private polytechnic teachers for the coworker factor of job satisfaction. Through the statistical analysis, the teachers from private polytechnics are not satisfied for this factor because of the competition involved at work. The more efficient teachers get more opportunities, hence the relationships among the teachers are found tense. The government polytechnic teachers are more satisfied as no such competition upon quality is involved. The public sector employees have their unions, hence the relationships among employees are found more satisfactory. While in most of the private sector organizations, either unions are not formed or they are not strong. Hence the government polytechnic teachers have large job satisfaction regarding co-workers.

**10. Nature of Work:** The mean for the nature of work factor of job satisfaction of government polytechnic teachers is 18.33 and S.D. is 3.091; the mean for private polytechnic teachers is 18.86 and S.D. is 3.30. The obtained 't' is 0.456, which is accepted at 0.05 level. Hence the hypothesis is accepted and there is no significant difference between government and private polytechnic teachers for the nature of work factor of job satisfaction. Through the overall impression of all the four sub-factors of nature of work regarding the job satisfaction among both the groups, they are interrelated with each other and there is no difference between both the groups. Through the statistical analysis, both the groups are satisfied about the nature of work. The level of satisfaction is higher among the government polytechnic teachers as they like the work, feel a sense of pride and enjoy the job, while the level of satisfaction about the challenges in job is higher among the private polytechnic teachers. The nature of job in public sector organization is a routine one and bound to the rules, regulations and procedures. Hence the employees in public sector feel their job as meaningless. There are everyday new challenges in the private sector job, hence the employee in private sector are found more satisfied for the nature of the work. The obtained 't' is less than the tabulated value, hence the hypothesis is accepted.

**Communication Factor:** The mean for the communication factor of job satisfaction of government polytechnic teachers is 19.266 and S.D. is 4.218; the mean for private polytechnic teachers is 15.33 and S.D. is 2.557, which is not significant at 0.05 level. Hence the hypothesis is rejected and there is significant difference between government and private polytechnic teachers for the communication factor of job satisfaction. Through the statistical analysis, the teachers from private polytechnic are not satisfied because of the hierarchy levels at the work place, and because of competitions the goal are not clearly explained. They do not know the complete nature of the job and it is not clear to them what is going on in the organization. Hence the communication is poor in private polytechnics. While in government polytechnic, no such competition is involved, the paper work is strong and information is available in the form of circulars to each and every employee. Hence government polytechnic teachers are more satisfied for communication factor of job satisfaction.

With respect to the interpretation and statistical analysis, the job performance is associated with the job satisfaction because in three factors i.e. promotion, coworkers, and communication, hypothesis is rejected. It indicates that these three factors are negatively representing the job performance according to the job satisfaction. Therefore the role of job satisfaction is very dominant for the job performance according to the environmental situation in public and private sector.

### VIII. Conclusion

1. There is no difference for job performance among teachers from government and private polytechnics.
2. There is no difference for job satisfaction among teachers from government and private polytechnics.
3. There is no difference between teachers from government and private polytechnics for their jobsatisfaction with respect to pay factor.
4. There is significant difference between teachers from government and private polytechnics for their job satisfaction with respect to promotion factor.
5. There is no difference between teachers from government and private polytechnics for their job satisfaction with respect to supervision factor.
6. There is no difference between teachers from government and private polytechnics for their job satisfaction with respect to fringe benefits factor.
7. There is no difference between teachers from government and private polytechnics for their job satisfaction with respect to contingent rewards factor.
8. There is no difference between teachers from government and private polytechnics for their job satisfaction with respect to operating conditions factor.
9. There is significant difference between teachers from government and private polytechnics for their job satisfaction with respect to coworker's factor.
10. There is no difference between teachers from government and private polytechnics for their job satisfaction with respect to nature of work factor.
11. There is significant difference between teachers from government and private polytechnics for their job satisfaction with respect to communication factor.

### Limitations

1. The sample size is very small.
2. No other variables are included in the study for analysis e.g. age, sex, education, experience etc.

### Recommendations

1. This study is useful for the differentiation of the government and private colleges and education field.
2. This study is representative of pilot study and useful to the policy makers, students and parents to understand the merits and demerits in the education field.

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