

Job Performance and Job Satisfaction of Female Faculties in Technical Educational Institution Based on Job Profile and Employer Commitment with Special Reference to Dakshina Kananda District

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ABSTRACT

The current study aims to “Job Performance and Job Satisfaction of Female Faculties in Technical Educational Institution Based on Job Profile and Employer Commitment with Special Reference to Dakshina Kananda District. The sample consisted of 615 females from 11 engineering colleges affiliated to Visvesvaraya Technological University (VTU) from five Taluks of Dakshina Kannada District. Descriptive statistics such as Mean, and SD was used to understand the Organizational role, Job performance, Employer Commitment and job satisfaction for which female faculty in engineering colleges have the highest and lowest scores. Percentage distribution of respondents According to Organizational role, Job performance, Employer Commitment and job satisfaction. Kruskal Wallis test on job profile and demographical variables and job performance was done. Mann Whitney U test fro Demographical variables and job performance. Regression Coefficients was done for employer commitment. Results indicate that Majority of the respondents were actively involved in their role in the organization, their job performance meets the expectation and employers are committed towards their employees. Majority of them were highly satisfied with their job. The study reveals that the difference in the job performance of respondents with different education qualification. and Designation was significant. There was highly significant difference in Job performance of respondents with different Salary scale ($\chi^2 = 26.785$, $p = .000$). Whereas no significant difference was observed in job performance for other job profile variables. The current study gives us an insight into the challenges faced by faculty in engineering colleges and can further be used as a frame work to develop strategies to improve the quality of engineering education.

Keywords : Employer Commitment, Job Satisfaction, Job Performance, Job profile Technical Education, Female Faculties, Job Profile, Demographical Variables

I. INTRODUCTION

Technical Education is a skilful, artful and a constructive education. It plays a vital role in human resource development of the country by creating skilled manpower, enhancing Industrial productivity and improving the quality of life. Faculties of Technical Educational Institution play an important role in shaping the behaviour of students and to develop their intelligence and attitude to deal with the unseen complexities of life and quality education

especially in the beginning year. They are considered as a core stone of successful education system. Various factors in the workplace and home, including the need to secure financing for research, committee responsibilities, and household responsibilities, affect tenured and non-tenured, male and female individuals in different way. Dewe (1986), Manthei and Solman (1988), an eminent scholar writes workload contributes a significant part in producing stress. Student related issues involve faculty to conflict with students over evaluation, advising and

teaching. Organizational structural & procedural characteristics are supported by many researches as a considerable source of stress (Hardie 1996 Ramage 2001),

Workplace stress differs from person to person. It can depend on personality type and how individual respond to pressure. Many researches were conducted on the sources of stress in teaching professions also found that workload contributes a significant part in producing stress (Dewe, 1986; Manthei and Solman, 1988). Teacher stress is a specific type of occupational stress. It is “the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his or her work as a teacher” (Kyriacou, 1987). An attempt is here by made to see the impact of Job Profile and employer commitment on job performance leading to job satisfaction female faculties in technical educational institution.

II. Review of Literature

Studies indicate that job satisfaction and job performance among teachers is dependent on several factors including the Job profile working environment in the institution, employer commitment to make employee happy ,the policies of the organisation, pay and fringe benefits available for the teachers, advancement opportunities, the relationship of the faculty with the administrative staff, co-workers, students and their parents, and the feedback the faculty get from their seniors, co-workers and students. However, studies on impact of employer commitment on job satisfaction and job performance is limited stress and coping strategies employed by engineering faculty are limited.

Hyman and Jeff (2003) in their study found that organisational pressures, combined with lack of work centrality, result in work intruding into non-work areas of employee lives, through intrusions manifest themselves in different ways according to type of

work, levels of worker autonomy and organisational support.

Nolan, M. (2009) in his study, Top Ten Sources of Workplace Stress and How to Fight Them. Data was collected by 80 employees the source of stress among employees was due to lack of appreciation. If efforts are underappreciated, their level of dissatisfaction and stress raises. Another factor that contributes to stress is when individuals feel like they lack control over their role within the organization or the result of their efforts in the workplace.

Sallie Gardner (2010) identified that stress has the adverse impact on the individuals, the profession and the education system. He concludes that a holistic approach and preventive stress management programs provided within tertiary education is needed to the teachers to address the stress related issue.

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Gardner et al;(2005) determined that the effectiveness of stress management training in the treatment of the work-related effect of stress by comparing the role of modifying dysfunctional cognitions with the teaching of appropriate behavioural coping strategies .Those in the intervention conditions received group stress management either with the focus on delivering cognitive therapy techniques or with the focus on behavioural coping skills. Cognitive therapy appears to have been an effective intervention in work-relates stress.

III. Objective

1. To analyse the difference in the job performance of respondents across various job profile
2. To determine the relationship between employer's commitment and job satisfaction and job performance

3. Research Design

The current study is exploratory in nature. Survey research method has been adapted to conduct the study. Specific questionnaire has been designed for collection of data from female faculties having more than three years of experience in teaching in technical educational institutions established for more than ten years, affiliated to Visvesvaraya Technological University.

4. Sampling

Purposive sampling technique was used to select Engineering colleges. A total of 716 female faculties were selected 11 engineering colleges of 5 different Taluks under Dakshina Kannada has been considered for the study. The table below shows the sample distribution :

5. Inclusion Criteria

Table 1. Distribution of the questionnaire

Category	No. of Questionnaires Distributed	No. of Questionnaires Received	Percentage
Female faculties	716	615	85.89%

- Female faculties who have completed three years of teaching experience in technical educational Institution in Dakshian kananda district
- Colleges affiliated with Visvesvaraya Technological University (VTU) with in

Dakshina kannada District will be included.

- All colleges had been established for more than 10 years. Faculties who voluntarily participated in the study will be included.
- Women, who were both married and unmarried, are considered for the study.

6. Exclusion Criteria

- Male faculties working in technical educational institution were not included in the study.
- Non-teaching female faculties in technical educational institution were not included for the study
- Female faculties with less than three years of teaching experience were not selected for the study

7. Variables Independent variables

Independent variables of the present study are the demographical variables, (age, marital status spouse employment, family type), Job profile variable (education qualification, Specilization, year of work experience, Salary, Mode of transport), Organizational role and employer commitment

Dependent Variable

The dependent variables of the present study are Job performance, job satisfaction, and other job-related issues.

8. Assessment techniques

Data was collected with the prior permission of the Principal after which the teachers were contacted to get the response. Good rapport with teachers was established by giving an introduction about the objectives of the study, importance of their co-operation and their sincere responses before the distribution of the questionnaire. They were also informed that confidentiality of the information would be maintained strictly. The teachers were

instructed very clearly about the pattern of answering the questionnaire. They were given enough time to answer all the statements

Table 2. Percentage distribution of Respondents According to Organization role, Job Performance, Employer Commitment and Job Satisfaction

Components	Number of Respondents	Percentage
Organizational Role		
0-3	103	16.75
4-6	512	83.25
Job performance		
7-16	40	6.5
17-25	323	52.52
26-35	252	40.98
Employer Commitment		
7-16	30	4.88
17-25	203	33.01
26-35	382	62.11

Job Satisfaction		
10-23	37	6.01
24-36	262	42.60
37-50	316	51.38

N=615

In the above table the total score obtained in organizational role was divided into two equal categories 0-3 and 4-6. Majority of the respondents (83.25%) were actively involved in their role in the organization. Score obtained in job performance was categorized into three equal parts, 7-16, 17-25 and 26-35. Highest percentage (52.52%) obtained a score between 17 to 25 and have the opinion that their job performance meets the expectation. In employer commitment scale the scores were categorized into three equal parts, 7-16, 17-25 and 26-35. Highest percentage (62.11%) obtained a score between 26 to 35 and have the opinion that their employers are committed towards their employees. Job satisfaction scores were divided into three equal categories, 10-23, 24-36 and 37-50. Half of the respondents (51.38%) obtained a score between 37 to 50 were highly satisfied with their job.

Table 3. Descriptive Statistics for Organizational Role, Job Performance, Employer Commitment and Job Satisfaction

Factors	MaxiScore	Mean	S D	Mean%
Organization Role	6	4.852	1.276	80.87
Job Performance	35	24.382	5.451	69.67
Employer Commitment	35	26.197	5.207	74.84
Job Satisfaction	50	36.145	7.230	80.32

In Table No 4.44, the mean score for organizational role is 4.852 with standard deviation 1.276, which is 80.887% of the maximum score, whereas the mean score in job performance is 24.382 with standard deviation 5.451, and mean percentage 69.67%. Mean score in employer commitment is 26.197 with standard deviation 5.207, which is 74.84% of the maximum score. The mean score for Job Satisfaction is 36.145 with standard deviation 7.230, with mean percentage 80.32%.

H10: There is no significant difference in the job performance of respondents across the job profile such as Education qualification, Designation, Area of

Specialization, Total years of experience, Length of service in the present institution. Salary and Mode of transport and work load per week.

H11: There is significant difference in the job performance of respondents across the job profile such as Education qualification, Designation, Area of Specialization, Total years of experience, Length of service in the present institution. Salary and Mode of transport and work load per week.

The above hypothesis was tested using Kruskal – Wallis test

Table 4. Kruskal –Wallis test on Job Profile and Job performance

Job Profile	Chi-square	df	p-Value	Significance
Edu Qualification	15.138	2	.001	S
Designation	5.009	1	.025	S
Area of Specialization	7.119	3	.068	NS
Total service in Years	3.622	3	.305	NS
Length of Service in the present Institution	3.389	3	.335	NS
Salary	26.785	3	.000	HS
Mode of Transport	4.848	3	.183	
Work Load Per Week	1.601	3	.659	NS

Table no 4 reveals that the difference in the job performance of respondents with different education qualification ($\chi^2 = 15.138, p = .001$). and Designation ($\chi^2 = 5.009, p = .025$) was significant. There was highly significant difference in Job performance of respondents with different Salary scale ($\chi^2 = 26.785, p = .000$). Whereas no significant difference was observed in job performance for other job profile variables.

H20: There is no significant difference in the job performance of respondents according to age group and spouse employment.

H21: There is significant difference in the job performance of respondents according to age group and spouse employment

The Above hypothesis was tested using Kruskal Wallis test

Table 5. Kruskal –Wallis test on Demographical Variable and Job Performance

Demographical Variable	Chi-square	df	p-Value	Significance
Age Group	2.584	3	.460	NS
Spouse employment	4.546	3	.208	NS

Table No .5 show that there was no significant difference in job performance with respect to age group and spouse employment.

H30: There is no significant difference in the job performance of respondents according to Marital status and family type.

H31: There is significant difference in the job performance of respondents according to Marital status and family type.

The Above hypothesis was tested using Mann Whitney-U test (This test was done since there were only two categories in marital status and family type

Table 6. Mann Whitney –U Test for Demographic variable and Job Performance

Demographical variables	Mann Whitney – U	Z	p-Value	Significance
Marital Status	34429.5	0.560	0.575	NS
Family type	42059	0.177	0.860	NS

Table No.6 show that there was no significant difference in job performance with respect to marital status and family type

Relationship between Job performance, Employer commitment and Job Satisfaction

H40: There is no significant relationship between employer commitment and Job Satisfaction, employer commitment and Job performance, Job Satisfaction and Job performance.

H41: There is significant relationship between employer commitment and Job Satisfaction, employer commitment and Job performance, Job Satisfaction and Job performance.

Variables	Correlation	p ,	Significance
Employer Commitment v/s Job Satisfaction	0.545	0.000,	HS

Employer Commitment v/s Job Performance	0.297	0.000	HS
Job Satisfaction v/s Job performance	0.199	0.000	HS

The relationship between organization role and Qualities of job performance was found using Spearman’s Rank correlation, which was found to be significant. ($r = 0.139, p=0.001$). Karl Pearson coefficient was used to assess the relationship between employer commitment with the job satisfaction and the job performance. A significant correlation was found between employer commitment and job satisfaction ($r=0.545, p=.000$), employer commitment and job performance ($r=0.297, p=.000$). Also a significant correlation of ($r=.199, p=.000$) was observed between job satisfaction and job performance.

Regression Analysis of Employer Commitment and Job Satisfaction

H0 : Employer Commitment has no significant effect on Job satisfaction. H1 : Employer Commitment has significant effect on Job satisfaction.

The above hypothesis was tested using Regression analysis by taking employer commitment as the independent variable and Job satisfaction as the dependent variable.

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.308	1.255		12.990	.000
	Employer Commitment	.757	.047	.545	16.109	.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 ^a	.297	.296	6.06478

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
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Regression Coefficients

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		16.308	1.255		12.990	.000
	Employer Commitment		.757	.047	.545	16.109	.000
1	Regression	9545.054		1	9545.054	259.507	.000 ^a
	Residual	22547.066		613	36.782		
	Total	32092.120		614			

- a. Predictors: (Constant), Employer Commitment
- b. Dependent Variable: Job Satisfaction

The regression coefficient of Job satisfaction on Employer commitment is , Beta = 0.757, p < .001 with constant = 16.308, p < .001 . The R2 value is 0.297, which means that 29.7 percent of the variance in the dependent variable Job satisfaction is explained by the independent variable Employer commitment. The ANOVA table reveals that the model is a good fit.(F=259.507, p<0.001). This reveals that Employer commitment has a significant role on Job satisfaction.

IV. Findings

- Majority of the respondents (83.25%) were actively involved in their role in the organization.

- Highest percentage (52.52%) obtained a score between 17 to 25 and have the opinion that their job performance meets the expectation.
- Highest percentage (62.11%) obtained a score between 26 to 35 and have the opinion that their employers are committed towards their employees.
- Half of the respondents (51.38%) obtained a score between 37 to 50 were highly satisfied with their job.
- There was highly significant difference in Job performance of respondents with different Salary scale($\chi^2 = 26.785, p = .000$), and Designation ($\chi^2 = 5.009, p = .025$) Whereas no significant difference was observed in job performance for other job profile variables such as age group, spouse employment, marital status and family type

- The relationship between organization role and Qualities of job performance was found to be significant. ($r = 0.139$, $p=0.001$). A significant correlation was found between employer commitment and job satisfaction ($r=0.545$, $p=.000$), employer commitment and job performance ($r=0.297$, $p=.000$).
- Also a significant correlation of ($r=.199$, $p=.000$) was observed between job satisfaction and job performance .

V. Implications of the Study

- The current study has provided an insight into the challenges faced by female faculty in technical educational institution in dakshina kannada district. Using this study other interesting factors that influence the performance of female faculty in engineering colleges can be identified.
- For instance, the impact of low job satisfaction and high stress levels on the performance of female faculties can be studied
- Studies conducted on engineering female faculty in India are limited. Therefore, similar studies can be conducted using a larger sample size.
- Conducting a study using a larger sample size would enhance the reliability of the data, which can further be used by the All India Council of Technical Education to enhance the quality of engineering education in India. If sample size is large, the results can also be generalized.
- The current study is an attempt to understand the Job performance and job satisfaction based on job profile and employer commitment. The data obtained from the study can be used to develop training, counselling and coaching model for faculty working in engineering colleges.
- Training the faculty to develop appropriate strategies to deal with stress and job dissatisfaction would help enhance the quality of teaching.
- The study would help to give suggestion to institution and to enhance the employer commitment leading to significant improvement of job performance satisfaction among leading to effective teaching.
- Results provided in the current study can be used to conduct a comparative study. Job satisfaction, employer commitment and job performance employed by female faculties in engineering faculty can be compared with faculty belonging to other disciplines. This would help understand the challenges exclusively faced by female engineering faculty. A comparative study will also help us know whether the factors effecting job satisfaction, employer commitment and job performance employed by female faculty vary with regard to the demographical variable.
- The current study takes into consideration colleges affiliated to Visvesvaraya Technological University (VTU). In Dakshina Kannada district. Studies can be conducted on the challenges faced by female faculty working in private engineering colleges. A comparative study on the challenges faced by faculty working in colleges affiliated to Visvesvaraya Technological University (VTU) and faculty working in private engineering colleges can also be conducted.
- Engineering education in India can be compared to that of other countries. This would help teachers train students to perform globally. A cross nation study would also allow us to compare teaching styles and methods, and help teachers improve in areas they are lacking behind. It would also provide information on technical advancements in teaching.

VI. Limitations of the Study

- The current study is a purely quantitative study. Although as a part of the pilot study, the researcher attempted to understand the issues and challenges faced by female faculty in engineering colleges. This helped the researcher to streamline the research design. An in-depth interview of selected participants, after the data collection, would have helped immensely in better understanding of the context.
- The current study is exploratory. One of the main prerequisites of an exploratory study is having a large sample size. However, the current study consists of a comparatively small sample size (N=615). Lack of time and busy schedules of teachers made it difficult to have a larger sample size. Using a larger sample size would help gain an in-depth understanding of the problem faced by engineering faculty.
- One of the objectives of the current study is to understand impact of employer commitment, job satisfaction, and job performance on female faculties in engineering collage with regard to selected demographic variables. However senior faculty members were unwilling to participate in the study. This made it difficult to compare the challenges faced by faculty regarding their age and experience level.
- The questionnaires used in the study were too long. Several faculty members complained about the length of the questionnaire. This was one of the reasons as to why senior faculty were unwilling to participate in the study. Long questionnaires made the participants hesitant in answering them. The responses could be given out of boredom or in rush; hence they would have lower levels of accuracy.

VII. CONCLUSION

This study aims at finding out the job performance and job satisfaction of female faculties based on their

job profile and the employer commitment in technical educational institution in Dakshina Kannada district. There are very few study on the job performance of female faculties that too in Dakshina Kannada district, Job performance and Job satisfaction of female faculties vary more compared to men as they have to balance their work life. This study infers on how the performance of job and job satisfaction varies depending on their job profile and the commitment of their employers. It also infers on how there is a significant relationship between various components. There are very few study on stress faced by faculties in engineering collage and the stress face by female faculties are more compared to men as they have to balance their work life. This study will infer on how the stress can be balance if an employer is commitment and the impact of the same on job performance and job satisfaction of the employees in relation to their job profile. It also infers on how stress is perceived by academicians in technical educational institution. As working in private engineering colleges has more pressure, profit-oriented and highly dependent to fees as source of funding. The study of contribution stress factor in terms of academician's job responsibility is also a new topic yet to be discovered by any previous scholars; therefore, this study is prominent contribution to the knowledge in academic world nationally and internationally. Also, it is hope that this study has the value of replicability in near future; for adaptation and further exploration purposes in order to provide broader perspective on job performance and job satisfaction leading to more productive work and makes the faculties more effective and efficient in their work.

VIII. REFERENCES

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