



JOB SATISFACTION ISSUES FOR CLERICAL STAFF IN THE HIGHER EDUCATION SECTOR

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ABSTRACT

The present study is a significant study of non-teaching personnel who are working in Unaided/Self-financed courses in colleges in Mumbai. The study offers light on the socio economic characteristics of non-teaching employees, workload, other duties, benefits, issues faced by them and policy recommendations. By using the Job Satisfaction Survey (JSS) instrument, Spector's Survey questionnaire was employed as a technique for measuring Job Satisfaction. Participants were 200 Non-Teaching Staff who had been selected from 20 Colleges. The findings support the existence of a substantial association between the various aspects of Job Satisfaction and complete Job Satisfaction of Non-teaching Staff working in Unaided/Self-financed courses in colleges.

KEYWORDS – *job satisfaction, Clerical staff, Higher education.*

INTRODUCTION

Job satisfaction basically refers to how people feel about their jobs and various aspects of their jobs. It is the amount to which people like (satisfaction) or resent (dissatisfaction) their jobs.

According to L.C.Singh and Sudarshan Mishra, self-financing institutions are those that are operated by private finances and private management without any obvious commercialization motivation. Non-teaching personnel are non-teaching employees who work in the administrative, secretarial, laboratory, and library functions of the university/institution/college at various levels.

OBJECTIVES OF THE STUDY

The major objectives of the research are:

1. To investigate the types of studies that have been conducted and are available in the field of job satisfaction.
2. To examine Employee attitudes regarding the job and components of the job.
3. To examine the elements leading to Job Satisfaction of Clerical Staff working in Self-financed courses in colleges.

RESEARCH HYPOTHESIS STATEMENTS

Hypothesis 1

H0: There is no significant relationship between the various aspects of Job Satisfaction and total Job Satisfaction of Clerical Staff working in Self-financed courses in institutions.

H1: There is a significant relationship between the various aspects of Job Satisfaction and total Job Satisfaction of Clerical Staff working in Self-financed courses in institutions.

Hypothesis 2

H0: There is no significant relationship between Demographic variables and overall Job Satisfaction of Clerical Staff working in Self-financed courses in colleges.

H1: There is a significant relationship between Demographic variables and overall Job Satisfaction of Clerical Staff working in Self-financed courses in colleges.

LITERATURE REVIEW

Saari and Judge (2004) investigated employee attitudes that lead to job satisfaction. The activity is associated with the worker's state of mind; when a man enjoys the activity, his satisfaction level rises, hence enhancing the organization's overall performance.

The influence of motivators on job satisfaction is discussed in Savery (1987). He claims that intrinsic motivators help achieve job happiness. According to the analysis, one of the major causes of disappointment is pressure, which must be addressed effectively in order to reduce the amount of disappointment.



Singh and Jain (2013) addressed worker job satisfaction and its impact on performance. The mental condition of employees reflects the morale of the organisation. Because they are the ones that interact with consumers on a regular basis, happy workers play an important role in customer service and sales. The workplace is a critical aspect in job satisfaction. A fantastic workplace and working environment lead to job happiness, which in turn serves to improve employee work performance, productivity, consumer satisfaction, and retention.

Oshagbemi (1999) discusses the work satisfaction ratings of academics and their managers: A comparative study. Managers and academics are unable to achieve work satisfaction because they are dissatisfied with their current compensation, research, management, and administration. As a result, companies must seek for ways to reduce the amount of disappointment, such as making a few changes to the set of management and administration principles and assisting employees to achieve a level of satisfaction.

Savery (1989) covered the Job satisfaction of attendants in Perth, Western Australia. The attendants' job happiness was mostly due to exciting and challenging work, which was followed by a sense of success; he even stated that compensation was a low satisfier. The job satisfaction level increased as the individual aged, with characteristics such as gender, time spent at the doctor's facility, and position held being controlled.

DESIGN/METHODOLOGY

Research methodology is a methodical strategy to tackle an issue. It is a science of examining how research is to be carried out.

Simple random sampling is a sort of probability sampling method that is used as a sampling technique.

Population of the Study- Clerical Staff working in Unaided / Self-financed courses at Colleges affiliated to University of Mumbai.

Sampling unit - Affiliated Colleges of University of Mumbai providing Self-Financed Courses. The present study is confined to the Western Suburbs of Mumbai.

Data collecting tools- Both primary and secondary data sources were employed. The internet was used to gather research articles. Secondary sources such as published research papers, journals, news stories, and other national and international reports have been used to acquire more information on recent trends and factual data.

Tools for assessing Job Satisfaction - By using the Job Satisfaction Survey (JSS) instrument, a survey questionnaire was utilized as a tool for evaluating Job Satisfaction. Spector created this, which includes 36 objects based on nine work

characteristics. Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Work, and Communication are all aspects of the employment.

HYPOTHESIS TESTING INFERENTIAL ANALYSIS

Inferential analysis is used to apply the findings of a random (probability) sample to the population from which the sample was derived. Inferential statistics are widely used to develop predictions and address cause-and-effect issues. This analysis was employed for hypothesis testing in the current investigation.

Hypothesis 1

H0: There is no significant relationship between the various aspects of Job Satisfaction and total Job Satisfaction of Clerical Staff working in Self-financed courses in institutions.

H1: There is a significant relationship between the various aspects of Job Satisfaction and total Job Satisfaction of Clerical Staff working in Self-financed courses in institutions.

To test above null hypothesis we use Pearson correlation test for the data related to different facets of Job Satisfaction and overall Job Satisfaction of Non-teaching Staff working in Unaided/Self-financed courses in colleges.

There exist significant low degree positive correlation between **Overall job satisfaction** and **pay** ($r = 0.272^{**}$, $p = 0.00 < 0.01$); between **Overall job satisfaction** and **Co-workers** ($r = 0.157^*$, $p = 0.013 < 0.05$); between **Overall job satisfaction** and **communication** ($r = 0.15^{**}$, $p = 0.00 < 0.01$) and between **Overall job satisfaction** and **fringe benefits** ($r = 0.25^{**}$, $p = 0.00 < 0.01$).

1. There exist significant moderate degree positive correlation between **Overall job satisfaction** and **Promotion** ($r = 0.403^{**}$, $p = 0.00 < 0.01$); between **Overall job satisfaction** and **supervision** ($r = 0.428^{**}$, $p = 0.00 < 0.01$); between **Overall job satisfaction** and **contingent rewards** ($r = 0.419^{**}$, $p = 0.00 < 0.01$) and between **Overall job satisfaction** and **nature of works** ($r = 0.421^{**}$, $p = 0.00 < 0.01$).
2. Correlation between **Overall job satisfaction** and **operating conditions** ($r = -0.035$, $p = 0.31 > 0.05$) is **insignificant** low degree negative.

As a result of the above analysis, we can infer that there is a substantial positive association between all but one aspect of Job Satisfaction and total Job Satisfaction. Therefore, the null hypothesis is rejected.

Conclusion: There is a significant association between the various aspects of Job Satisfaction and total Job Satisfaction of Clerical Staff working in Unaided/Self-funded courses in institutions.

Hypothesis 2

H0: There is no significant relationship between Demographic variables and overall Job Satisfaction of Clerical Staff working in Self-financed courses in colleges.



H1: There is a significant relationship between Demographic variables and overall Job Satisfaction of Clerical Staff working in Self-financed courses in colleges.

Researchers utilize Pearson correlation test for data related to Demographic factors (Gender, Age, Years of experience, Educational level, and Employment level) and overall Job Satisfaction of Clerical Staff working in Unaided/Self-financed courses at colleges to test the aforementioned null hypothesis.

1. There exist insignificant low degree positive correlation between **Overall job satisfaction** and **gender** ($r = 0.045$, $p = 0.531 > 0.05$) and between **Overall job satisfaction** and **age** ($r = 0.109$, $p = 0.123 > 0.05$).
2. There exist insignificant low degree negative correlation between **Overall job satisfaction** and **years of experience** ($r = -0.017$, $p = 0.811 > 0.05$) and between **Overall job satisfaction** and **educational level** ($r = -0.038$, $p = 0.589 > 0.05$).

As a result of the foregoing, we may infer that there is an insignificant positive low degree association between total work satisfaction and gender and age. Whereas there is a negligible, low-degree association between total work satisfaction and years of experience and educational level. Therefore, it is impossible to rule out the null hypothesis.

Conclusion: There is no statistically significant association between demographic characteristics (gender, age, years of experience, and educational level) and overall job satisfaction of clerical staff working in unaided/self-financed courses in colleges.

MAJOR FINDINGS

Socio Economic Pattern of Respondents

Non-teaching personnel are important participants in the educational sphere. Their socioeconomic circumstances heavily influence their decision to enrol in self-financed courses. The following factors were discovered by the respondents' socioeconomic study:

1. Gender is a crucial characteristic to understand the respondents' sex pattern. Female respondents account for 50.5 percent (101 respondents), while male respondents account for 49.5 percent (99 respondents).
2. The experiences of a person have an impact on his or her personality, as well as the methods in which he or she approaches the situation at hand. As a result, the researcher looked at the varying job experience. The majority of responders, 108 (54%), had 3-10 years of work experience. 55 respondents (27.5%) have less than two years of job experience, 32 respondents (16%) have 11-20 years of work experience, 3 respondents (1.5%) have more than 30 years of work experience, and only 2 respondents (1%) have 21-30 years of work experience.
3. Age is the most important factor in determining an individual's socioeconomic level. The age distribution pattern suggests that the non-teaching personnel was quite young. The majority of respondents (50.5%) are between the ages of 22 and 29 years old, with 57 respondents (28.5%) being between the

ages of 30-39 years old, 24 respondents (12%) being between the ages of 40 and 49 years old, and 10 respondents (5%) being between the ages of 21 and younger. However, it is worth noting that 8 respondents (4%) were above the age of 50 and had previously worked in unaided/self-financing courses.

4. Regarding educational level, it is worth noting that all responders were well qualified. The majority of responders, 167 (83.5%), have finished their Bachelor Degree. 32 respondents (16%) have earned a Master's degree. However, it is worth noting that one responder (0.5%) possessed a Doctorate Degree and had previously worked in Unaided/Self-financing courses.

SCOPE FOR FURTHER RESEARCH

1. There is always need for more research into the most efficient use of personnel with new technologies.
2. Similar study can be undertaken in other regions of the nation with a different sample.

CONCLUSION AND RECOMMENDATION

Since 1990, the Indian government has been inviting and encouraging the privatisation of higher education. Colleges have become an accessible alternative for highly skilled persons seeking temporary work as prospects in higher education have increased.

Challenges Faced by Clerical Staff

Clerical employees encountered a variety of obstacles in their employment.

- **Working Conditions** - They were largely connected to their institutions' working conditions as well as the perks they got.
- **Other perks** - They were not receiving benefits such as HRA and pension. The majority of non-teaching personnel stated that they did not receive any benefits such as Provident Fund, HRA, or Pension.
- **Job Security and Salary Payment** - The obstacles were classed as job security, salary payment, vacation pay, leave, and other issues experienced by non-teaching personnel. The importance of job security, compensation, and leave was stressed because the majority of non-teaching personnel were experiencing issues in these areas.
- **Vacation pay** - Non-teaching personnel also faced difficulties with vacation pay since their institutions did not pay them.
- **Casual Leaves and Maternity Leaves** - The majority of non-teaching personnel working as permanent and contractual - full time and part time - were given the option of taking a casual leave. Maternity leave is available to female employees. Maternity leave was taken by just a small percentage of the total female non-teaching employees working in Unaided/Self-financing courses at institutions.



- **Other Issues** - There were non-teaching employees who were dealing with issues such as working hours, job load, and other responsibilities.

We require a contemporary, liberal educational system that can adapt to the changing requirements of a changing society. This should be attainable if the University, National regulatory authorities, or the government take effective efforts to preserve and improve the job satisfaction levels of Clerical personnel in unaided/self-financed courses.

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