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Academic Qualification and Length of Service as Predictors of Job Satisfaction among Administrators

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Dr. Zaffar Ahmad Nadaf[21]

Abstract

Job satisfaction is one of the most important issues in organizational and leadership studies because it directly impacts individuals' senses of commitment to their jobs and belonging in the workplace. The study tries to predict educational administrators' job satisfaction in relation to the length of service and academic qualification. The educational administrators were contacted personally through, and the Job Satisfaction Scale (JSS) was handed over to them. Multiple regression was used to analyze survey data that were collected from 145college principalsin the state of Jammu and Kashmir. Results show that both length of service and academic qualification significantly contribute to educational administrators' job satisfaction. These factors affect the extent to which they can contribute effectively to improving school performance.

Introduction

Man has a habit of representing himself in every area of his life, and a job is one of his primary areas. It is a fundamental part of the human life cycle and is the foundation of all types of accomplishments, such as physical, psychological, emotional, and societal (Nadaf & Siddiqui 2017). On the one hand, it is a source of earning a livelihood, and on the other hand, it assists numerous other functions for an individual. A sense of well-being, meaningful activities, or aim in life, are well and indeed associated with one's job. "Job offers an individual a sense of creativity, joy, contentment, satisfaction and makes one a valuable social being" (Nadaf & Siddiqui 2017). Therefore, one is likely to develop an optimistic attitude towards his job and reveal great satisfaction.

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Job satisfaction in general has been the subject of extensive study beginning in the early 1900s and continues to be of interest today. Job satisfaction is defined as being an affective response by individuals resulting from an appraisal of their work role in the job that they presently hold (Locke, 1976; Price and Mueller, 1986; Vroom, 1964).

To comprehend job satisfaction, the notion of happiness in life must be understood first. There is a significant misunderstanding about the description of life satisfaction. Thinkers like Shin and Johnson (1978) advocated that life satisfaction can be viewed as an international evaluation of their own life's joy. In the same sense,Ealias and George (2012) asserted that life's happiness is subjected to contentment with one's job. Hence if the employees indicate life satisfaction, we can say they are more likely to be satisfied with their general (Coetzer, 2013).

Job satisfaction is closely related to one's life satisfaction and success (Judge and Watanabe, 2004; Nadaf & Siddiqui, 2017), thereby plays an essential role like administration. Some demarcated it as an attitude held in the direction of one's Job (Brief, 1998; Miner, 1992). Similarly, another scholar elucidated job satisfaction as an overall liking for a job situation. Dawis and Lofquist (1984) outlined job satisfaction as the "worker's evaluation of the extent to which the work environment fulfils his or her requirements" (p. 55). Spector (1997) indicated job satisfaction is mainly the state of mind employees have towards various facets of their jobs and towards their job as a whole.

Irrespective of the definition, job satisfaction usually is supposed to be an attitude (Wright, 2005). Wright and Cropanzano (2000) opined that job satisfaction, by and large, denotes how contented employees are with their occupations. Job satisfaction comprises of both cognitive and emotional constituents. Muchinsky (2000) defined job satisfaction as "the degree of pleasure an employee derives from his or her job" (p. 271). Further,Sipe and Frick (2009) also outlined that job satisfaction is the satisfaction or discontent with one's work environment.

Administrators having vim and vigor about their jobs portray higher results and remain satisfied with life's happiness Nadaf & Siddiqui 2017). They display excessive control everywhere, whether in their family life, an institution where they work, and the society they live in. Administrators, who were satisfied with their jobs, are committed to their institutions with the result. It enhances their enthusiasm, which helps them achieve heights. In contrast to those who are not satisfied with their jobs, theyfrequently respond to their position by coming late and being absent. Low job satisfaction is responsible for the deteriorating conditions in an organization.

Need and Importance of the Study

Quality education is an outcome of excellent administration. The administration is not merely a managerial profession; it is also a new dimension of knowledge, practice, and skill. Presently, administrators are confronted with numerous problems in their respective organizations.Institutions rise to fame or sink to darkness due to the charge of the administrators. He/she echoes the tone and efficiency of the Institutions. He/she is the heart of the educational endeavour. The administrator is represented as a group leader who knows how to involve people, arrange conditions, and initiate processes that will bring out the best in every member.

Work is one of the most absorbing things men can think and talk about. It fills themore significant part of the working day. For the fortunate, it is a source of great satisfaction; forothers, it is the source of great grief" (Herzberg, Mausner, & Snyderman, 1959, p. 3). Job satisfaction is a critical determinant of an individual's decision to stay with an organization, including the academic administrators. Examining the perceived sources of administrators' satisfaction and dissatisfaction with their work has substantial implications for policies and practices that can be implemented to increase administration retention.

Statement of the Problem

Academic Qualification and Length of Service as Predictors of Job Satisfaction among Administrators

Objectives of the Study

The objectives of the study are as follows

Objective 1. To find out the differences between Job Satisfaction and length of service among academic administrators.

Objective 2. To find out the differences between Job Satisfaction and academic qualification among academic administrators.

Objective 3. To determine whether the predictive variable Academic Qualification, Length of Service would significantly predict Job Satisfaction among academic administrators.

Review of Literature

Job satisfaction has been described in so many ways by researchers. Vroom (1964) defined job satisfaction as the optimistic orientation of a person towards his or her current work role. According to Locke (1976) job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1300). Luthans (1994) described job satisfaction as an attitude developed by an individual towards the job condition and job itself.

There are major theories that support those different definitions. One of those studies is Taylor's Scientific Management Theory which is an early study focusing on motivation and job satisfaction (Taylor, 1911). Taylor (1911) mentioned that it is necessary to give some special motivator to the workman, such as promotion, higher wages and better working conditions, if the manager desires any effort from the workman. Duncan (2006) highlighted that Taylor's belief of job satisfaction connected to extrinsic rewards and the physical needs of the worker, which meant that meeting these needs would maximize the workers potential.Abraham Maslow believed that his hierarchy of needs theory outlines

how people satisfy various personal needs in the context of their work. According to Maslow (1954), humans have five basic needs; (1) physiological needs, (2) safety needs, (3) affection and belongingness needs, (4) esteem needs, and (5) self-actualization or self-development needs. Maslow (1971) also believed that an individual could not be satisfied unless the elements of the hierarchy of needs are met. He considered the concept of self-actualization as the ultimate state for satisfaction but believed that very few individuals could achieve it (Maslow, 1971).

Several studies have addressed the factors that influence job satisfaction and dissatisfaction (Thomas, 1987; Fraser & Hodge, 2000; Volkwein&Parmley, 2000; Volkwein& Zhou, 2003; Smerek& Peterson, 2007). Some researchers believe specific factors such as promotion, and fringe benefits influence job satisfaction. While others believe that intrinsic and extrinsic factors such as job security, work conditions, achievement and recognition influence job satisfaction and dissatisfaction (Thomas, 1987). For example, Talbert-Hersi (1994) defined general job satisfaction as extrinsic and intrinsic factors contributing to a feeling of fulfillment and happiness felt by individuals as they relate to their occupation and the tasks associated with them. These intrinsic and extrinsic factors that contribute to general job satisfaction, as described by Talbert-Hersi (1994), are salary, the work itself, fringe benefits, working conditions, achievement, recognition, responsibility, supervision, and institutional policies and practices.

Research Methodology

"All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry and inquiry leads to the investigation" (Maxim, 1853-1927). Progress largely depends on the increased amounts of research. Research is a systematic attempt to answer meaningful questions by applying scientificprocedures (Nadaf & Siddiqui 2017). Research refers to a process wherein activities are carried out systematically to find the solution to a problem related to any aspect (Nadaf & Siddiqui

2017).It offers a variety of steps to carry out the study systematically and logically. It is fundamental to clearly define the problem, state objectives, and hypothesis (Nadaf & Siddiqui 2017). The research methodology offers details about what, where, when, how much, and by what means the investigation is initiated.

Population

The present study attempts to study educational administrators' job satisfaction; therefore, all the affiliated, non-affiliated, private grant-in-aid and constituent colleges of Kashmir valley serve as the population for the present study (N=145). (See figure 1)
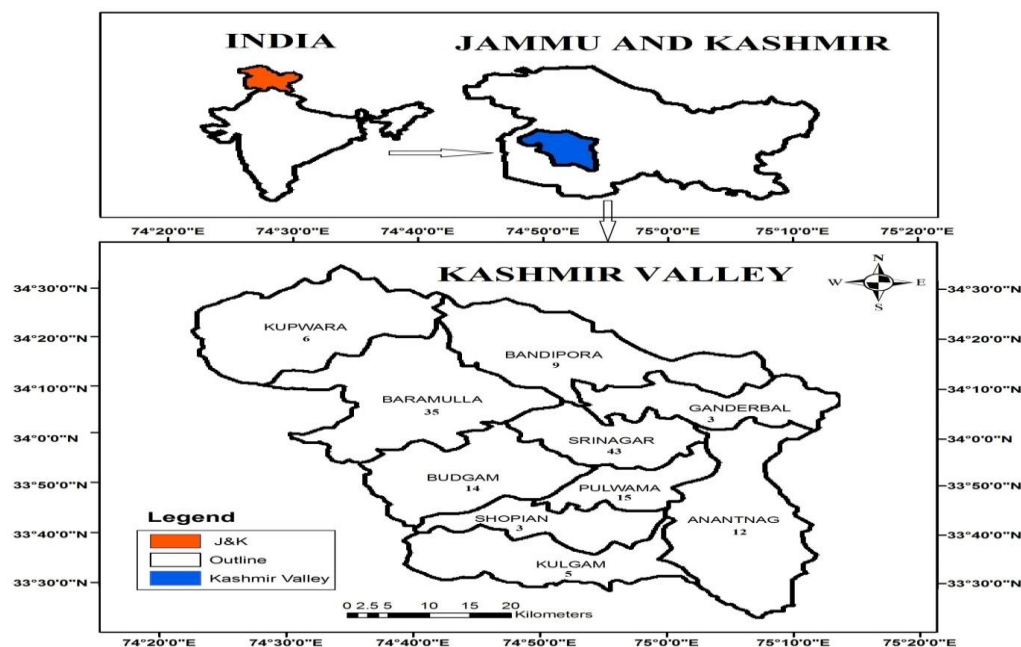
Since the study population is small, the researcher thought it would be more useful to select all the Institutions (see appendix A). The reason for the small population size is that there is only one administrator in Institutions. The researcher has toiled and travelled the length and breadth of Kashmir Valley to collect the data since it was difficult to catch the administrator in a single visit.

Description of the Population

The population of the present study comprises of the length of service and academic qualification. The length of service was divided into two categories. (See figure 2) The administrators with experience of

one to four (1-4) years were described as junior, and those administrators who have experience of four to Eight (4-8) years as administrators are defined as senior administrators. Further, the academic qualification is distributed into two categories whether the respondents had a Master's Degree(P. G.) or Doctorate (Ph.D.)
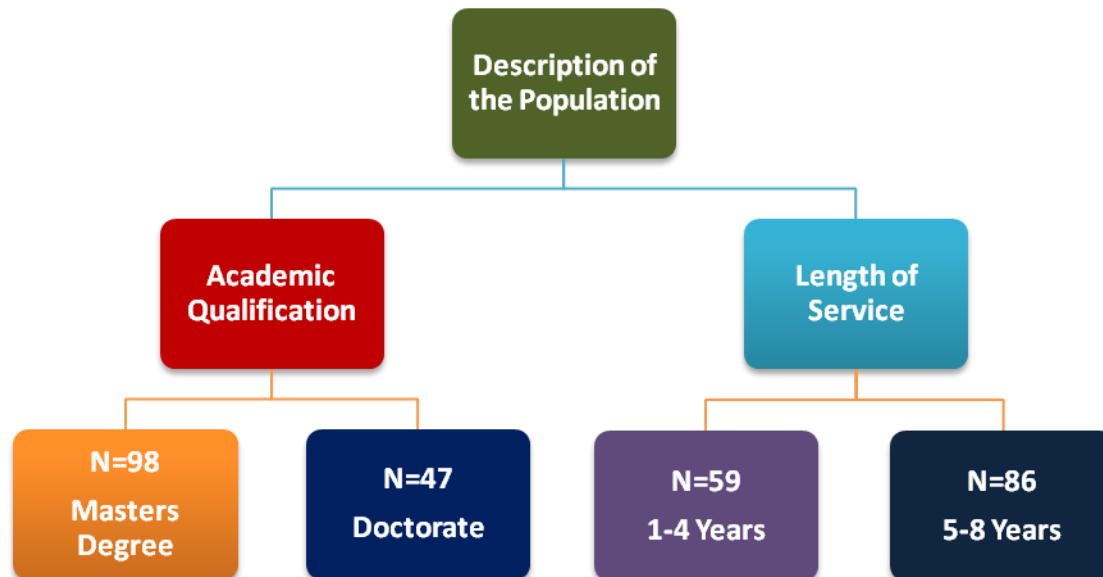
Variables

Variable is any entity that can take on different values. Therefore we can say thatVariables are those measurable attributes of objects, events, things, and beings. In simpler terms, variables are the characteristics or conditions observed, manipulated, or controlled by the investigator during his research study.

Null Hypothesis (Ho)

The study's null hypotheses were framedbased on the research objective's thorough review of the related literature.

Ho1. None of the predictive variables will significantly predict job satisfaction of academic administrators.

Ho2. There will be no significant difference between Job Satisfaction and length of serviceamong academic administrators.

Ho3. There will be no significant difference between Job Satisfaction and academic qualificationamong academic administrators.

Operational Definitions of Variables

Job Satisfaction

Job satisfaction can be viewed as an employee's emotional feeling towards his job, pay, or working condition. In the study, educational administrators' job satisfaction is considered to be the administrators' total score on the two dimensions scale of job satisfaction (Job intrinsic and job extrinsic) prepared by Singh, A. and Sharma, T.R. (2005).

Length of Service

Length of Service of the stated investigation shall refer to the number of years as the Institution administrators. In the presentstudy, length of service was divided into two groups (1^{st}1-4 years; 2^{nd}5-8 years).

Academic Qualification

Academic qualification of the stated investigation shall refer to the degrees obtained during or before service. The present research educationalqualification was divided into two groups (1^{st}Master's Degree; 2^{nd}Doctorate).

Research Instruments

Research instruments are tools used by the researcher to obtain the respondents' empirical data in his study. A brief description of the research instrumentemployed in the stated researchis given below:

Job Satisfaction Scale (JSS)

JSS designed and standardized by Singh, A., and Sharma, T.R. (2005), is used to ascertain administrators' job satisfaction. The scale is comprehensive and omnibus. It is brief, reliable, and

valid, comprising 30 items, which are divided into two factors:job intrinsic and job extrinsic, and can be administered to any worker.

Data Collection

The term 'data collection' purely denotes the best way the researcher obtains the empirical data used to test the stated study (Nadaf & Siddiqui 2017). The present study was based on a focussed population survey. To have a clear insight, Administrators of all the affiliated, non-affiliated, private grant-in-aid, and constituent colleges of Kashmir valley served as both population and sample for the present study. All Administrators of Kashmir valley were contacted personally through questionnaires excluding Tangdhar (because of the disputed status of the Jammu & Kashmir State resulted in continuous cross-border firing incidents). However, the administrator of the Tangdhar College was contacted through speed post.

Analysis and interpretation of the data

Analysis and interpretation of the data were carried out with the help of SPSS version 21).

Analysis and Interpretation of the Data

Analysis of data is transforming data to extract useful information and conclusions (Nadaf & Siddiqui 2017). It is the process of systematically applying statistical and logical techniques to evaluate data.

Ho1. None of the predictive variables will significantly predict job satisfaction of academic administrators.

To realize the Ho1 multiple regression analyses were applied

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.

1	(Constant)	67.711	1.922		35.236	.000
	Academic Qualification	7.243	1.126	.440	6.431	.000
	Length of Service	5.369	1.073	.342	5.003	.000

a. Dependent Variable: Job Satisfaction

Interpretation of Table 1

After careful examination of Table 4.3.19.2 reveals that the standardised coefficient (β), having a t-value significant at 0.00 level. The academic qualification contributes 44.0% of the total variance in predicting Job satisfaction among administrators (β= .440; p< 0.00), while as Length of Service also significantly contributes 34.2% of the total variance in predicting Job satisfaction among administrators (β = .265; p <0.00). Therefore Ho1 was rejected.

Ho2. There will be no significant difference between Job Satisfaction and Length of Service among administrators.

Table 4Difference in Job Satisfactions and Length of Service among educational administrators

	Length of Service	N	Mean	SD	t-value
Job Satisfaction	1-4 years	59	81.30	7.60	**6.44****
	5-8 years	86	88.97	6.15	

** Significant at .001, [NS] Insignificant

Interpretation of Table 2

Table 4estimates the responses used to assess the Job Satisfaction of administratorswith Length of Service. The said table accounts for the mean score and the t-value on job satisfaction and its specific facets.

The stated table shows that there is a significant difference between the Administrators having 5-8 years of length of service and the administrators having 1-4 years of length of service on JSS. The mean score of administrators having 5-8 years and 1-4 years of service length is 88.97 and 81.30. The calculated t-value (6.44) is significant at the 0.01 level. Therefore the $H_0 2$ is rejected.

The results from the objective no. 2 indicated that there exists a significantdifference in job satisfaction and length of service. Administrators whose length of service lies in between 5-8 years as principals are more satisfied with the job than the principals whose length of service lies between 1-4. According to Eckman (2004), job satisfaction increases with years of experience. The more experienced, the more satisfied with the job. Administrators whose length of service would be higher would improve their mean scores as they are close to retirement and look forward to that time. These findings are in line with Nadaf & Siddiqui 2017; Sodoma, 2006; and Eckman, 2004.

Ho3. There will be no significant difference between Job Satisfaction and Academic qualification among administrators.

Table 4Difference in Job Satisfaction and Academic Qualification among administrators					
	Academic Qualification	**N**	**Mean**	**SD**	**t-value**
Job Satisfaction	P.G.	98	82.90	7.00	**8.81****
	Doctorate.	47	92.02	5.19	

** Significant at .001, [NS] Insignificant

Interpretation of Table 5

Table 5 delineates the responses' estimation, used to assess administrators' job satisfactionwithan academic qualification. The said table describes the mean score and the t-value on overall job satisfaction and its specific facets.

The stated table displays a significant difference between the Administrators having a Doctorate as academic qualification and having P.G. as an educational qualification on JSS. The mean score of administrators having Doctorate as academic qualification and the administrators having P.G. as academic qualification is 92.02 and 82.90, respectively. The calculated t- value (8.81) is significant at the 0.01 level. Therefore the H_03 is rejected.

The results from the objective no. 3 indicated that there exists a significant difference in the Job satisfaction and Academic Qualification of principals. Principals with higher academic qualification Doctorate Degree (PhD) are more satisfied with their jobs, than the principals with less academic qualification is Master's degree (P.G.). Understandably one would accept that a higher degree prepares a principal at a higher level and in return make the job less stressful and possibly more rewarding. The findings are consistent with Nadaf & Siddiqui 2017; Haines, (2007), who revealed that managers with higher qualification levels express more job satisfaction in public and private sectors than less educated managers.

Limitations

The findings of this research study were based entirely on administrators who were employed as educational administrators in colleges located in the State of Jammu and Kashmir. The results must be interpreted with caution for three primary reasons. First, for the purpose of this study, 'administrator' was defined as an individual mainly involved in decision-making, supervising, and general management function. Second, the population for this study was limited to administrators employed in

Kashmir division only. Third, the results cannot be representative of administrators at universities since the sample for this study was obtained from higher educational institutions offering bachelorcourses. Despite these limitations, this study provides information that may be useful in job satisfaction research, enhance program planning and improvement, and student recruitment and retention.

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