

## **JOB SATISFACTION DYNAMICS IN THE WAKE OF NATIONAL EDUCATION POLICY, 2020: AN EXAMINATION THROUGH TWO-FACTOR AND SITUATIONAL OCCURRENCES THEORIES**

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### **Abstract**

The growth trajectory of higher education in India is intimately linked to the nation's overall development. Presently, higher education plays a pivotal role as the backbone of the country, and the issue of job satisfaction within educational institutions has emerged as a prominent and evolving topic. Ensuring job satisfaction among lecturers in higher education is deemed crucial for economic growth. However, the landscape has undergone significant changes with the introduction of the National Education Policy (NEP) in 2020, impacting the working environment and workload of lecturers, particularly through the incorporation of interdisciplinary subjects across various departments.

Lecturers today are not only engaged in academic responsibilities but also find themselves involved in administrative and research-related tasks. This transformation has introduced a complex scenario where job satisfaction is influenced by diverse factors, including research paper publications, seminar participation, and organizational duties. This paper sheds light on these factors, examining how they affect job satisfaction in the post-NEP-2020 era and their consequent impact on employee performance. The exploration is presented with specific reference to Herzberg's Two-Factor Theory.

The study emphasizes that satisfied teachers exert a positive influence on students, while dissatisfied teachers may negatively impact student outcomes. By focusing on the job satisfaction of teachers in Indian universities, this research seeks to contribute valuable insights into the evolving dynamics of higher education in the country.

**Key words;** Higher Education, Gross Enrolment, Multidisciplinary, NEP-2020, Deemed University, and Autonomous.

### **Introduction**

The landscape of higher education in India is undergoing a seismic transformation, spurred by the National Education Policy (NEP) of 2020. This policy envisions a future where education is not only inclusive but also adaptive to the evolving needs of a dynamic society. One of the central pillars of this transformation is the ambitious goal set by NEP Section 10.8, aiming to achieve a Gross Enrolment Ratio of 50% by 2035. This numerical target is not just about expanding the student base; it represents a paradigm shift towards democratizing education, making it accessible to a broader spectrum of the population.

A distinctive facet of this educational evolution is the establishment of Multidisciplinary Education and Research Universities. These institutions are set to become crucibles for the proliferation of multidisciplinary courses, effectively dismantling the traditional silos between disciplines such as Arts, Science, Commerce, Engineering, Law, and Medicine. This move towards a more interconnected and interdisciplinary model reflects an understanding that real-world challenges seldom conform to neatly defined disciplinary boundaries.

Alongside structural changes, financial considerations are coming to the forefront. The NEP signals a commitment to elevate education investment to 6% of GDP, recognizing the pivotal role education plays in fostering societal development and innovation. This envisioned financial injection is poised not only to accommodate the surge in student enrollment but also to fortify the educational infrastructure, creating an environment conducive to research, experimentation, and academic excellence.

The regulatory landscape, a linchpin in this paradigm shift, is slated for a comprehensive overhaul with the proposed creation of the Higher Education Council of India. Positioned as a guardian of quality and standards, this regulatory body is expected to streamline and enhance the higher education system. Initiatives like Academic Bank Credit and the establishment of the National Research Foundation add layers to this transformation, emphasizing a commitment to creating a vibrant and research-oriented academic ecosystem.

These transformative measures are responses to multifaceted challenges. Industrial demands for a workforce with diverse skills, the evolving nature of careers, and intense global competition in education are key drivers of change. The shift towards vocationally relevant courses is aligned with the aspirations of students who seek an education that directly prepares them for the demands of a rapidly changing job market.

In this expansive context, understanding how these sweeping changes reverberate within the academic community is crucial. This paper delves into the potential impact of these shifts on the job satisfaction and dissatisfaction of faculty members across a spectrum of institutions—universities, affiliated colleges, autonomous institutions, and deemed universities. Through the analytical lenses of the two-factor theory and the situational occurrence theory of job satisfaction, the paper seeks to decode the intricate interplay of factors shaping the professional experiences of educators in this evolving educational landscape.

By doing so, it aims to contribute nuanced insights into the evolving dynamics of job satisfaction within the context of India's changing higher education scenario. As the educational landscape undergoes metamorphosis, understanding and addressing the factors influencing the job satisfaction of educators becomes not only a scholarly pursuit but also a crucial component in shaping the future of education in India. Through these insights, stakeholders can make informed decisions, policies can be refined, and educators can be better equipped to navigate and contribute meaningfully to this transformative journey.

## Research Methodology

In alignment with the paper's objectives, the research methodology employed is designed to succinctly capture the factors influencing job satisfaction and dissatisfaction among university teachers. The study conducted a questionnaire survey in 2023, encompassing teachers from diverse universities in India, including central, state, public, private, and deemed universities, as well as teachers from affiliated and autonomous colleges.

**Sample:** To address constraints in time and resources, a sample size of 100 was chosen, utilizing Cochran's formula with a 10% margin of error, given the social science nature of the research. The survey was distributed using a snowball sampling method.

## Questionnaire

To measure the job satisfaction and dissatisfaction of university teachers, a questionnaire comprising eight basic job elements and some demographic questions was constructed. The job elements are as follows:

1. Teaching
2. Research
3. Administration and management
4. Pay Matrix
5. Chances of Promotions
6. HOD's Behaviour
7. Colleague Behaviour, and
8. Departmental Facilities

**Demographic Elements:** In addition to the job-related elements, the questionnaire included demographic questions covering age, rank (Assistant Professor, Associate Professor, or Professor), gender, teaching experience in higher education, and the type of institution (Central, State, Autonomous, Private, or Deemed).

Respondents were asked to indicate their rate on Linkert's 5-point scale ranging from 1 to 5 representing 1 – Very Dissatisfied, 2 – Dissatisfied, 3- Neutral, 4 – Satisfied, 5- Very Satisfied.

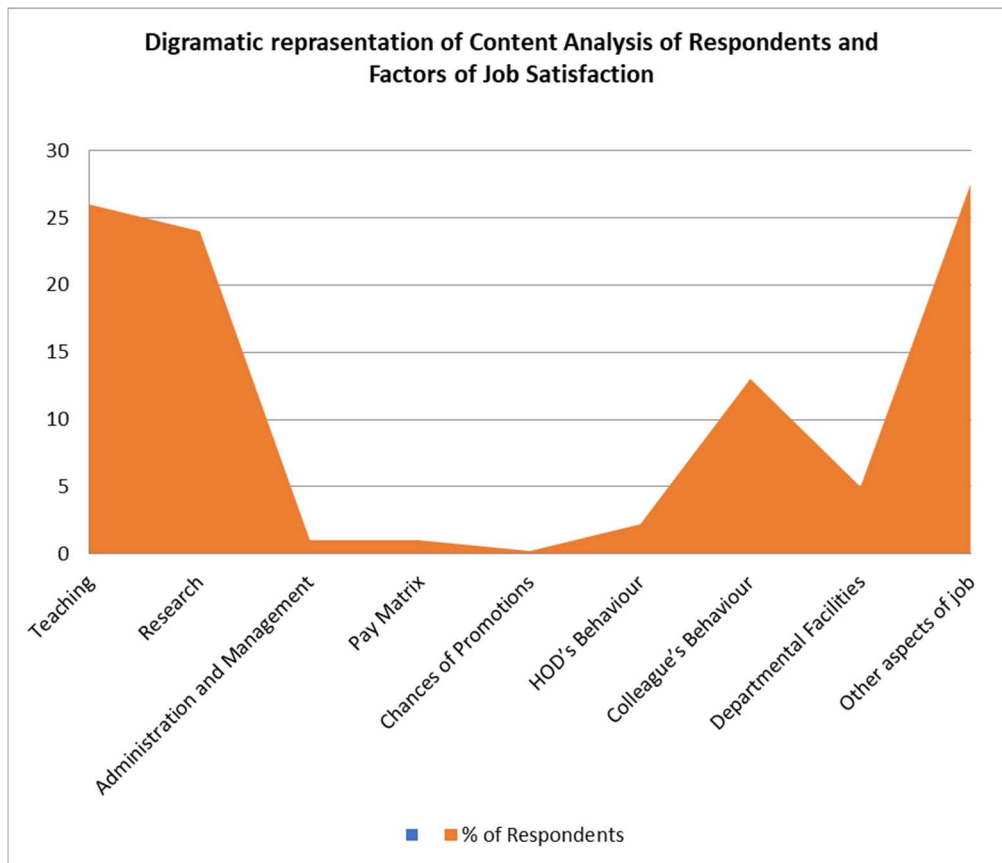
Demographic Elements of questionnaire are as follows

1. Age
2. Rank (Assistant Professor, Associate Professor, or Professor)
3. Sex
4. Experience of Teaching in Higher Education (in years)
5. Type of Institution in which you are Teaching (Central, State, Autonomous, Private or Deemed)

**Understanding the elements that contribute to job satisfaction is essential in cultivating a fulfilling work environment. A content analysis was conducted, aggregating responses from individuals about the variables influencing their happiness at work, and the results are detailed in Table I**

**Content Analysis of Respondents and Factors of Job Satisfaction**

<b>Factors</b>	<b>% of Respondents</b>
Teaching	26
Research	24
Administration and Management	1
Pay Matrix	1
Chances of Promotions	.25
HOD’s Behaviour	2.25
Colleague’s Behaviour	13
Departmental Facilities	5
Other aspects of job	27.5
<b>Total</b>	<b>100</b>



The analysis underscores that nearly half of teachers' overall satisfaction is derived from elements related to teaching and research. This highlights the pivotal impact of these aspects on instructors' happiness, overshadowing factors such as administrative duties, current pay, promotions, supervision, and physical working conditions. Notably, the study by Asma Zia, Manzoor, Hussain Shah, and Bibi Naz (2021) indicates that faculty in public universities find satisfaction in the permanency of their positions, coupled with competitive compensation and facilities.

Teaching-related factors that significantly contribute to job satisfaction include student enthusiasm, admissions, positive interactions with students, a sense of autonomy in teaching, and the opportunity to receive feedback. On the research front, success in publications, academic freedom, collaborative opportunities, attendance at conferences, and access to research funds are highlighted as influential factors.

Crucially, the list of factors associated with teaching and research is generated by academics themselves, reflecting the authenticity of these considerations rather than an external categorization. However, about 30% of job satisfaction is linked to other aspects of being a university instructor. This encompasses elements like job security, lifestyle flexibility, remote work options, opportunities for self-development, and varied tasks. The study reveals that situational events, beyond core duties, play a significant role in determining overall job satisfaction.

Interestingly, managerial and administrative responsibilities, as well as current remuneration, do not emerge prominently as factors influencing job happiness for educators. This could be attributed to the limited influence teachers have in altering these aspects, in contrast to the considerable autonomy they retain in shaping their research and teaching priorities.

Furthermore, the analysis sheds light on the significance of co-workers' behavior and the physical work environment. Approximately 20% of reported job happiness is attributed to these factors, indicating their relative importance in the overall job satisfaction of employees. The specifics of what makes individuals content in these categories include a stimulating work environment, a pleasant campus, robust library facilities, clerical support, favorable physical conditions, technical assistance, effective teaching facilities, computing resources, positive social dynamics, amicable colleagues, teamwork, and supportive management.

In essence, this research illuminates the nuanced dynamics of job satisfaction, revealing that beyond primary responsibilities, various situational factors and work-related elements significantly contribute to the overall contentment of employees. Understanding these multifaceted influences is crucial for fostering a work environment that not only recognizes the importance of teaching and research but also attends to the broader aspects that collectively shape job satisfaction.

### **Factors That Effect Job Dissatisfaction (Unhappiness)**

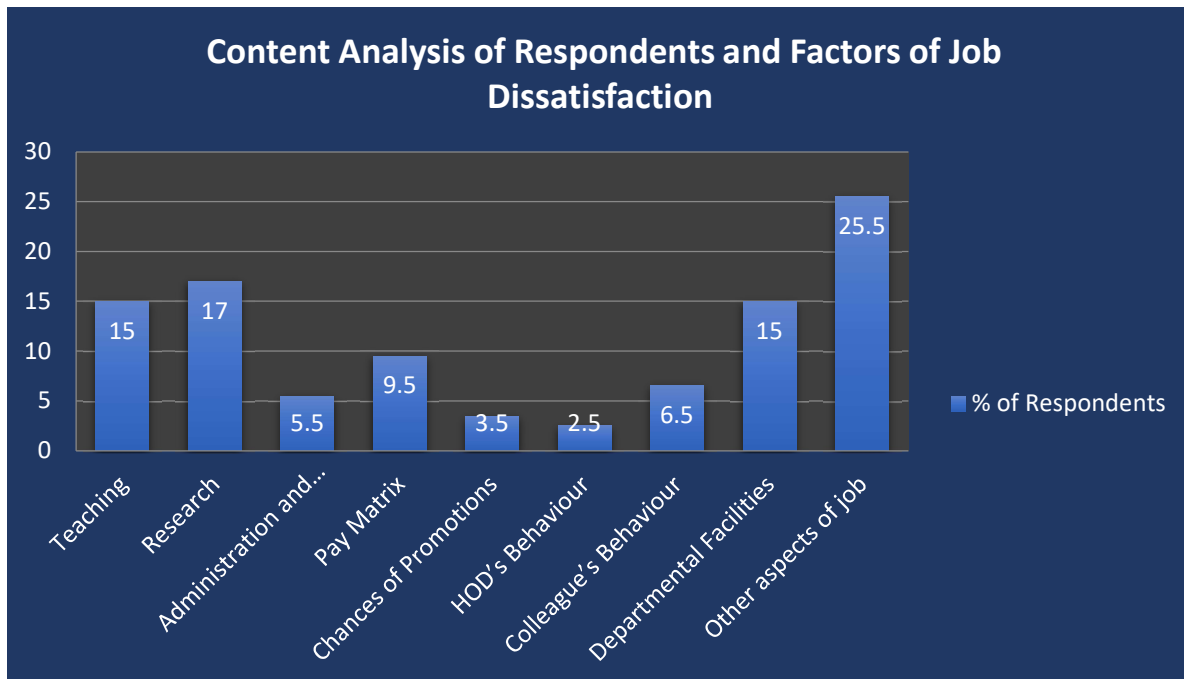
The findings of content analyses based on respondents' lists of causes, concerns, or elements of their jobs that contribute to their unhappiness are summarised in Table II. The instructors' jobs, which combine teaching and research, account for 32% of their job dissatisfaction. Abdul Raziq and Raheela Maulabakhsh (2014) highlighted that Working environment has a positive impact on the Job satisfaction of employees. Bad working conditions restrict employees to portray their capabilities and attain full potential, so it is imperative that the businesses realize the importance of good working environment. Following is a list of teaching-related topics that respondents' questionnaires indicate explain their job dissatisfaction: Sharp increases in class size, poorly thought-out course evaluation procedures that seem inapplicable to the teaching and learning environment, a university's public position that claims to value teaching and administrative activity but does not reflect reality, little recognition of teaching skills, demands on individual students, student growth without commensurate growth in resources, marking answer scripts, and excessive marking that amounts to over assessment are just a few of the issues that universities face today. Similar to this, a list of research-related factors that are cited as causing university teachers' job dissatisfaction includes the following: extremely little time available for research; pressure to publish; erosion of time for research and personal development in specialty areas; increasing difficulty or time spent obtaining research grants; funding for research; difficulty in attracting qualified PhD students; necessity of applying for grant support; lack of research funds. In contrast to Herzberg's notion, there are instances where aspects of the job are to blame for both job satisfaction and unhappiness. Both teaching and research-related factors contributed to work satisfaction and dissatisfaction in the current study. However, there was a list of additional job-related factors that collectively account for around 18.5% of the university professors' dissatisfaction and, as a result, roughly account for the whole amount of the dissatisfaction experienced from both teaching and research activities. Among the issues on the list are, among others: a lack of understanding from communication with university authorities; a failure to provide an agreed-upon job description; an authoritarian management structure; a lack of consultation and communication from the top down; government policy towards universities; working hours; a lack of coordination in management; the requirement that you apply for promotion before you can be promoted; a lack of an effective departmental strategy on teaching and research; the absence of retirement benefits; and excessive working hours. Perhaps since management and administration were not seen as one of their key responsibilities, the task was not thought to produce particularly high levels of unhappiness. It's interesting to note that less than 20% of university professors' job happiness may be attributed to factors like current compensation, promotions, department head supervision, and co-workers' behaviour. Why? These factors don't make a substantial difference in job satisfaction, but they also don't account for a lot of job dissatisfaction. While employee conduct accounts for roughly 6.5% of satisfaction, task-related unhappiness accounts for less than 3% of the workforce. Again, in contrast to Herzberg's theory, we observe the same component here, albeit at different degrees, contributing to both job satisfaction and job discontent. It would seem that the two-factor hypothesis is actually an

oversimplification of reality in modern organisations, given the complexity of the choices linked to both pleasure and dissatisfaction.

**Table-II**

**Content Analysis of Respondents and Factors of Job Dissatisfaction**

<b>Factors</b>	<b>% of Respondents</b>
Teaching	15
Research	17
Administration and Management	5.5
Pay Matrix	9.5
Chances of Promotions	3.5
HOD's Behaviour	2.5
Colleague's Behaviour	6.5
Departmental Facilities	15
Other aspects of job	25.5
<b>Total</b>	<b>100</b>



## Conclusion and Analysis

In our investigation, we employed a content analysis method to delve into the factors influencing job satisfaction and dissatisfaction among university teachers. Within the realm of individual factors, we discovered a noteworthy trend: similar factors significantly contributed to both satisfaction and dissatisfaction. Teaching and research emerged as substantial contributors, each accounting for approximately 25% to satisfaction and 17% to dissatisfaction, resulting in scientific work (teaching and research combined) constituting around 50% of overall satisfaction.

What adds an intriguing layer to our findings is that over 30% of professional dissatisfaction was attributed to teaching style. This underscores the nuanced nature of the factors affecting job satisfaction among university faculty. Essentially, our results indicate that teaching and research activities play pivotal roles in shaping both positive and negative sentiments regarding their professional roles.

The question arises: can these factors apply similarly to other professions, fostering satisfaction in some and dissatisfaction in others? In the complexities of the modern work environment, this is entirely plausible, given the diversity of individual interests and abilities. Gruneberg and Startup (1978) suggest that dissatisfaction with research doesn't necessarily imply discontent with lack of participation in the research process but rather dissatisfaction with essential aspects of the research process itself. This implies that while the survey process might be satisfactory to those involved, non-participation might be reported as survey dissatisfaction.

However, challenges arise, especially when individuals struggle to allocate sufficient time to research, and lack of success in research may signal dissatisfaction with the task itself. It's important to acknowledge that, despite the satisfaction with the survey process, individual constraints, such as time limitations, may impact research participation and success.

Beyond process satisfaction, our study also highlights the significance of the quality of survey results on overall job satisfaction. Notably, other aspects of college teaching, which are more challenging to categorize, contribute significantly to job satisfaction and dissatisfaction, accounting for about 27% and 28%, respectively.

In conclusion, our paper, titled "Job Satisfaction Dynamics in the Wake of National Education Policy, 2020: An Examination through Two-Factor and Situational Occurrences Theories," underscores the intricate interplay of teaching and research in shaping job satisfaction among university faculty. The findings provide valuable insights into the multifaceted nature of job satisfaction dynamics, shedding light on factors that contribute to both contentment and discontent within the academic context.

This discovery aligns with the perspective that the nature of a job itself may not be sufficient to fully elucidate the factors influencing job satisfaction or dissatisfaction. In contrast to Herzberg's two-factor theory, our research emphasizes the significance of situational occurrences related to a



job, which often play a crucial role in determining the overall job satisfaction or dissatisfaction experienced by workers.

Our findings challenge Herzberg's theory, which posits that the factors leading to job satisfaction are distinct from those causing job dissatisfaction. Instead, our investigation appears to lend support to the situational occurrences theory, proposing that various factors, such as the nature of the work or salary, can give rise to either job satisfaction or dissatisfaction. This implies that enhancing overall job satisfaction requires employers to focus on both situational occurrences and inherent characteristics, rather than concentrating on either factor in isolation. Essentially, our results suggest that both hygiene and motivators can contribute to either job satisfaction or dissatisfaction.

**Note-** Due to promise of privacy of respondents primary or raw data has not been provided.

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