

A Comparative Study of Job Satisfaction among Management Teachers of MBA Colleges in South Rajasthan

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Management teaching is a noble profession, a continuous process and indicator of economic and social development. The management teachers are the pre-requisite of the success of management programmes, their role in society has been increasing with the rapid growth of trade and finance in the whole world. Society is continuously observing Management teachers while there are various concerns in their role and their satisfaction. Only satisfied and well-adjusted management teacher can think of the well-being of the future managers. The major source of satisfaction for the management teachers comes from their own institution, also known as hygiene factors. In the light of this background, the aim of this study is to analyze the job satisfaction level among the MBA teachers in selected management colleges of south Rajasthan. For this purpose, the Job related hygiene factors were identified and then the satisfactions of 220 management teachers were sought on various dimensions. The data were analysed by using multiple regression and ANOVA analysis with SPSS-19 software to identify the factors responsible for satisfaction. The analysis revealed that three factors Physical Teaching condition, Flexible working hours and Environment providing hint of Job Security revealed the job satisfaction in Management teachers of South Rajasthan.

Key words: management teachers, job satisfaction, hygiene factors, multiple regressions, ANOVA, South Rajasthan

Introduction

Job Satisfaction is regard to one's feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by variety of factors such as kind of supervision, organization policies and

administration, salary and quality of life etc. For decades, job satisfaction has been one of the most extensively researched concepts in work and organizational psychology. Job satisfaction is believed to reflect an individual's affective and/or cognitive assessment of his or her working conditions and job attributes (Chouhan et al. 2013). On the other hand, the teaching is regarded as the noblest profession, a continuous process and indicator of social development. The teachers are the pre-requisite of the success of educational programmes, their role in society has been changing with time but the importance of this position is same (Khan et al. 2014). The main quality of teacher is the positive attitude towards education. Management teachers on the other hand must have the ability to get them satisfied from their respective jobs. The management education programme should inculcate the qualities in teachers, so that they may be in their best position to impart quality education. The attitude of Management teachers towards education influences the nature and extent of their participation in the education and related educational programme (Verma and Chouhan 2014a; 2014b). By developing good management, teachers' with desirable attitude or by shaping their attitudes in desired, effective and productive management education can be achieved. It is therefore important that those individuals who join management-teaching profession can perform to the maximum of his capacity and it is only possible when they are satisfied with their job. Every profession has certain aspects responsible for job satisfaction, attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, the management teachers cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted management teacher can think of the well-being of the future managers. In the light of this background, the aim of this study is to analyze the job satisfaction level among the MBA teachers in selected management colleges of south Rajasthan. In the unsubstantiated current political attitude toward management teachers, they have to balance their budgets and increase accountability for student achievement, and carry more burdens (Chouhan et al. 2013). Although the services of management teachers are now respected everywhere, their adjustment with their vocation, scholar's life and environment is still at stake. The teachers have to develop habits to meet with challenges in the desired manner and this may be called an adjustment. The quality of competent management teachers depends on certain factors where the degree of level of adjustment presents in the current environment. A well-

adjusted teacher's work with dedication if they work in a free mind, their sense of responsibility will increase. That is why it is important to measure the behaviour of management teachers and their level of satisfaction in this challenging era. The purpose of this study was to investigate predictors of management teachers' job satisfaction including those that are personal and those that are job related.

Objectives of the present study are:

1. To assess the value of reward systems of Management teachers working in the MBA colleges in Rajasthan.
2. To assess the level of job satisfaction of Management teachers working in the MBA colleges in Rajasthan based upon variables of Hygiene factors.

Review of Literature

Hajiha, Jassabi, and Ghaffari (2013) conducted a study, which was conducted in four universities, and 346 questionnaires were handed out to academic staffs. The usable questionnaires were 281, which comprise 128 male and 153 female. Cross-sectional study was conducted in six months. Mann-Whitney test was applied for data analysis. It was concluded that male academic staffs were more satisfied than their counter partners were.

Kearney (2008) found that among teachers sampled from a Mid-western school district, less than half were satisfied with class size, support from parents, school learning environment, and availability of resources. These factors were also cited as causes of teacher attrition. Retention rates (3 years in the classroom) were between 74.77% and 89.1% for White teachers and between 76.5% and 94.1% for Black teachers during a 5-year time span.

Ghafoor (2012) revealed the research of his cross-sectional study attempted to examine the relationship between demographic characteristics and job satisfaction among academic staff of public and private sectors universities of Punjab Province in Pakistan. Minnesota satisfaction questionnaire developed by Weiss and Cropanzano (1966) has adopted for the study by adding few items to measure demographic characteristics. The questionnaire was pretested in seven universities of Punjab province for final data collection. For data analysis, statistical packages for social sciences (SPSS) were used. The studied population was 6327 academic staff (with 40 universities including 22 public and 18 private sectors) which comprises Lecturers, Assistant Professors, Associate Professors and Professors. Samples of 310 academic staff were taken and 299 usable

questionnaires were included in the study. The Cronbach's alpha of the instrument was 0.852, which was above acceptable range. It was found that there was not too much difference in job satisfaction based on demographic characteristics. However, male academic staffs were slightly more satisfied than their counterpart was. The permanent academic staffs were more satisfied than contractual academic staff. The academic staffs with PhD's degree were more satisfied with job than academic staff with MPhil, Master and Bachelor (Hons) degree. The academic staffs with high net monthly salary were found more satisfied than those who were earning less monthly salary. The experienced faculty members were more satisfied than less experienced. It was also found age and job satisfaction was not positively correlated with each other's. The academic staffs from private sector universities were comparatively more satisfied with overall job satisfaction than that of public sector universities.

Malik (2011) conducted a study to identify the relationship of demographic characteristics and job satisfaction. The researcher tried to explain the relationship between demographic factors Age, Gender, Family size, Income, Occupation, Education, Ethnicity, Nationality, Religion, Social standards and job satisfaction. Primary data was collected with the help of adopted questionnaire from 120 respondents, which comprise 100 male and 20 female faculty members. The reliability of the instrument (Cronbach's alpha) was above acceptable value. The results have shown that the level of satisfaction between male and female faculty members was significant.

Olorunsola (2010) conducted a study by taking a healthy sample size of 400 members from 4 universities, representing 100 members from each university. He studied sample comprises two federal universities and two were state owned. Primary data was gathered with the help of adopted questionnaire and Cronbach's of the instrument was 0.92, which was the above acceptable value. As conclusion was concerned male administrative members were comparatively more satisfied than female administrative staff.

Sen (2008) examined the relationship between Job Stress and Job Satisfaction amongst teachers and managers. By collecting the data of 31 teachers and 34 managers in the ncr region the analysis have shown insignificant differences in Job Stress and Job Satisfaction of teachers and managers. However, teachers experience low job Satisfaction and they face Job Stress while in case of managers the two have not seemed to associate. As detailed earlier, both managers and teachers have to deal with a number of people and their success on the job, largely, depends on how others do their own work. While

there are some similarities between managers' and teachers' jobs in the sense that both managers and teachers need to plan, direct, supervise and guide their subordinates and students respectively, there are quite a few dissimilarities too. Students come to teachers at a very impressionable age and teachers are able to convert them easily. It is possible that teachers will find it simpler to train the young minds while managers have to work with adults who have already formed their perceptions and biases. It is possible that managerial jobs are more competitive than teaching jobs (Chandra, Goswami, and Chouhan 2012).

Menon, Papanastasiou, and Zembylas (2008) conducted a study among schoolteachers in Cypress to determine the relationship between teacher variables, organizational variables, and job satisfaction. The data were collected from 450 teachers by using surveys method. The findings included the high level of satisfaction of primary schools teachers than teachers in secondary schools. Other findings suggested that increased job satisfaction was also related to school climate and professional goal attainment.

Bishay (1996) checked the Levels of job satisfaction and motivation by survey in a sample of 50 teachers. A sample of 12 teachers was then studied using the Experience Sampling Method (ESM). Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed surveys on mood and activity for each beep, resulting in 190 reports of teachers' daily experiences. It was found that Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels amongst them were found to be high. Based upon the findings, it appeared that gratification of higher-order needs was most important for job satisfaction and it was hard to believe that many of teachers were dissatisfied with their job.

Zembylas and Papanastasiou (2006) examined the sources of satisfaction and dissatisfaction of teachers in Cypress and suggested primary sources of satisfaction for teachers were working with children, contributing to society, collaborative work with colleagues, professional growth, salary, and work schedule. In contrast, primary sources of dissatisfaction were social problems, student failure, lack of discipline, lack of respect and status in community, and lack of autonomy.

Pearson and Moomaw (2005) conducted a quantitative study with 171 Florida teachers to determine the relationship between teacher

autonomy and four other constructs: job stress, work satisfaction, empowerment, and professionalism. Teacher autonomy was separated into two dimensions, curriculum autonomy and general teaching autonomy. Correlations revealed curriculum autonomy was significantly and negatively related to job stress; moreover, general teaching autonomy was significantly and positively associated with empowerment and professionalism.

Lawler and Porter (1967) revealed that employee's job performance affects his or her job satisfaction, which has become the focus of research in the area. Brief (1998) revealed the factors which are related with the job satisfaction includes interest in work, fair pay, good promotional opportunities, supportive supervisor, and friendly co-workers. According to him, this situation leads one to predict satisfaction. The situation in which pleasures associated with one's job outweigh the pains, there is some level of job satisfaction. Herzberg et al. (1957) and Maslow (1943) have identified the factors that contribute to a stimulating, challenging, supportive, and rewarding work environment. They accepted the relative prominence of pay in the reward system, and also that the salaries must be tied to job responsibilities and that pay increases be related to performance rather than seniority. Sutter (1994) studied secondary assistant principals, in Ohio, to determine the relationship between job satisfaction and administrative experience. He found no significant relationship between job satisfaction and experience. Bridges (1995) conducted a similar study using assistant principals and found no relationship between experience and job satisfaction. Newby (1999) also revealed the similar result of his study that shown no significance between job satisfaction and experience level in her study of middle school principals in Virginia. While Graham (1966) find a significant difference between education level and job satisfaction have not been done in an education setting. Hoppock (1977) studied that has shown a significant difference in the average salaries of the most satisfied and the least satisfied teachers. Those teachers who earn higher salaries were more satisfied that those who had low-income earnings. The same has also supported by Porter and Lawler (1968) who have concluded that job satisfaction reflects the rewards, the employees get for the type of work they do. Kim & Loadman (1994) conducted a study of 2054 practicing classroom teachers and found that job satisfaction and pay satisfaction were significantly related. Barry (2002) also found the same that those who were paid more were more satisfied with their work, his study covered 173 Michigan high school principals during the 2000–2001. Blanchflower, Os-

wald, and Warr (1993), and Schwab & Wallace (1974) also suggest a positive correlation between job satisfactions and pay in their classic study. Friesen, Holdaway, and Rice (1983) conducted a survey of 410 principals from Alberta, Canada and revealed that Hygiene factors are important for measuring job satisfaction. The six job dimensions and ten hygiene factors theorized by Herzberg (1968) have been commonly used in educational job satisfaction research; however he also revealed that to that point tiny research has been done in the United States specifically in educational sectors job satisfaction. Later on Friesen, Holdaway, and Rice (1983) and Gunn & Holdaway (1986) found some studies completed at the secondary level in Canada, England and Australia which do not provide much insight to this research since the education systems, the populations, and roles of the teachers. Steers and Braunstein (1976) also measured achievement, autonomy, affiliation, and dominance that education administrators express on the job and the current satisfaction that education administrators experience on the job. As per them the four need subscales included job performance, work attitudes, organizational attachment, leadership attributes have obtained satisfactory levels of internal and external consistency made the MNQ a productive instrument for both overall personality and specific need expression on the job.

Research Methodology

This section deals with the testing of hypotheses by using appropriate statistical tools. For analysing responses gathered with the help of questionnaires on Hygiene factors dimensions for measuring level of Job satisfaction of the respondents. The research methodology adopted for the purpose can be describes as under:

DATA COLLECTION METHOD

To assess the job satisfaction level of the management teachers of the Rajasthan state the views of the management teachers required to be gathered, hence the primary data were collected to conduct the study and data collection method was included as under:

The response related with Job satisfaction of management teachers teaching in public and Private sector Management Colleges in south Rajasthan were gathered with a well-fabricated questionnaire. The data were collected from 220 respondents of 20 management colleges from south Rajasthan on five points Likert Rating scale corresponds to each chosen scale item. The method of sampling was stratified sampling under which strata of different colleges and level

TABLE 1 Statistics of Respondents

Item	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Valid <i>N</i>	220	220	220	220	220	220	220
Missing <i>N</i>	0	0	0	0	0	0	0
Mean	5.0727	1.4864	1.5591	41.2409	1.1364	1.4500	2.7318
Std. error*	0.16557	0.03377	0.03355	0.77062	0.02319	0.03362	0.06098
Median	5.0000	1.0000	2.0000	43.0000	1.0000	1.0000	3.0000
Mode	6.00	1.00	2.00	28.00**	1.00	1.00	3.00
Std. dev.	2.45585	0.50095	0.49763	11.43020	0.34396	0.49863	0.90452
Variance	6.031	0.251	0.248	130.649	0.118	0.249	0.818
Range	9.00	1.00	1.00	60.00	1.00	1.00	3.00
Minimum	1.00	1.00	1.00	0.00	1.00	1.00	1.00
Maximum	10.00	2.00	2.00	60.00	2.00	2.00	4.00

NOTES Column headings are as follows: (1) college, (2) private/government, (3) male/female, (4) age, (5) married, (6) family, (7) designation. *Of mean. **Multiple modes exist; the smallest value is shown.

of teachers i.e., Assistant Professors, Associate Professor and Professor were used for data collection. The statistical significance has been tested at 95% confidence level.

To identify key variables the perception of the respondents of south Rajasthan were sought in relation to various independent factors. To analyse the hypothesis multivariate regression analysis and Independent sample t test have been used with SPSS-19 software.

Data Analysis

The data provided by the respondents as per their perception of their current job were analysed further. The descriptive statistics of data received from the Management teachers of MBA colleges were presented in table 1.

As per the first Objective to assess the reward system of management teachers working in MBA colleges of Rajasthan; the perception of management teachers were taken and to test the differences in the perception of their sector following hypothesis were made:

H_0 *There is no differences in the perception of respondents of public and private sector colleges on their income construct.*

H_1 *A significant difference exists in the perception of respondents of public and private sector colleges on their income construct.*

To test the above hypothesis the independent sample t test were being used to identify the gap between the perceptions with SPSS-19 software. The results were provided in tables 2 and 3.

TABLE 2 Independent Samples Test – Group Statistics

College	N	Mean	Std. deviation	Std. error of mean
1.00	97	1.8333	1.09813	0.25883
2.00	123	2.0385	0.87090	0.17080

TABLE 3 Independent Samples Test – Test Statistics

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
(a)	1.581	0.216	-0.690	218	0.0400	-0.2051	0.2972	-0.8049	0.3947
(b)			-0.661	191.028	0.0513	-0.2051	0.3101	-0.8376	0.4273

NOTES Column headings are as follows: (1) equal variances: (a) assumed, (b) not assumed; Levene’s test for equality of variances: (2) F , (3) significance; t -test for equality of means: (4) t , (5) degrees of freedom, (6) significance (2-tailed), (7) mean difference, (8) standard error of difference; (9) upper 95% confidence interval of the difference, (10) lower 95% confidence interval of the difference.

Levene’s Test for Equality of Variances has been used with assumptions that the variances for the two groups viz. male and female are equal. The gap between two defined categories is statistically insignificant ($F = 1.581, p = 0.216 > .05$) which connotes that no significant difference exist between the public and private sector group on the reward system construct. Thus, equal variance assumed row is selected for conducting the independent sample t -test. The independent sample test results at 218 degrees of freedom $t_{218} = -0.690, p = 0.04 < 0.05$. Therefore, the difference between male and female on the reward system construct is statistically significant at 5% level of significance.

Thus, there perception gap exists between private and public sector colleges and the respondents of public sector were more satisfied with their reward system in existing Job (μ private = 1.8333; μ public = 2.0385). In the second stage to analyse the data of the management teachers in relation to Hygiene factors of Job satisfaction Multivariate Regression Analysis were used and following hypothesis was developed:

- H₁ *The attributes configuring Job satisfaction of Management Teachers of Rajasthan on Hygiene factors dimensions have no impact on their satisfaction level.*
- H₂ *The attributes configuring Job satisfaction of Management Teachers of Rajasthan on Hygiene factors dimension significantly influence their satisfaction level.*

To identify key variables in job satisfaction and to test the hypothesis multivariate regression analysis has been used with SPSS-19 software and results were shown in tables 4-10.

TABLE 4 Descriptive Statistics

(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
WE	2.9545	0.94493	220	Hy_7	3.1091	0.87945	220
Hy_1	2.9455	1.00987	220	Hy_8	3.2727	0.80986	220
Hy_2	2.9864	0.95793	220	Hy_9	3.1591	0.82049	220
Hy_3	2.8955	0.91810	220	Hy_10	3.0364	0.83778	220
Hy_4	2.9318	0.97918	220	Hy_11	2.9773	0.93361	220
Hy_5	3.4273	0.76402	220	Hy_12	2.9455	0.92491	220
Hy_6	3.2636	0.77845	220	Hy_13	3.5000	0.93876	220

NOTES Column headings are as follows: (1) item, (2) mean, (3) standard deviation, (4) N. WE – Work_Environ.

ASSESSING OVERALL MODEL FIT

The final Regression model with 3 independent variables (Hy_11, Hy_12 and Hy_10) explains almost 93.8% of the variance of Job Satisfaction. Also, the standard errors of the estimate has been reduced to 0.23434, which means that at 95% level, the margin of errors for any predicted value of job satisfaction can be calculated as $\pm 0.4593(1.96 \times 0.23434)$. The three regression coefficients, plus the constraints are significant at 0.05 levels. The impact of multi collinerarity in the 3 variables is substantial. They all have the tolerance value less than 0.977, indicating that only over 2% of the variance is accounted for by the other variables in the equation.

ANOVA ANALYSIS

The ANOVA analysis provides the statistical test for overall model fit in terms of F Ratio. The total sum of squares (195.545) is the squared error that would accrue if the mean of Job Satisfaction has been used to predict the dependent variable. Using the values of Hy_11, Hy_12 and Hy_10 this errors can be reduced by 93.93% (183.684/195.545). This reduction is deemed statistically significant with the F ratio of 29.905 and significance at level of 0.000. With the above analysis it can be conclude that only three variables i.e., Hy_11, Hy_12 and Hy_10 explains the Hygiene factors of Job satisfaction.

Interpretation and Conclusion

This study provides a new perspective into management teacher stress factors (on hygiene factors basis) as predictors of depression and anxiety and predictors of management teacher job satisfaction not elsewhere discussed in the literature (Ferguson, Frost, and Hall 2012). It is always accepted from management teachers that

TABLE 5 Pearson Correlation

Item	WE	Hy_1	Hy_2	Hy_3	Hy_4	Hy_5	Hy_6	Hy_7	Hy_8	Hy_9	Hy_10	Hy_11	Hy_12	Hy_13
WE	1.000													
Hy_1	0.284	1.000												
Hy_2	0.040	-0.020	1.000											
Hy_3	0.221	0.486	0.009	1.000										
Hy_4	0.110	0.273	0.267	0.307	1.000									
Hy_5	0.122	0.255	0.070	0.051	-0.101	1.000								
Hy_6	0.109	0.082	0.054	0.096	0.263	-0.021	1.000							
Hy_7	0.011	0.043	0.105	-0.031	0.284	0.121	0.098	1.000						
Hy_8	0.231	0.320	0.128	0.296	0.358	0.047	-0.006	0.054	1.000					
Hy_9	-0.055	0.242	0.131	0.125	0.332	0.044	0.070	0.261	0.024	1.000				
Hy_10	0.204	0.251	-0.068	0.314	0.164	0.004	0.069	-0.173	0.093	-0.062	1.000			
Hy_11	0.962	0.280	0.040	0.210	0.088	0.129	0.096	0.036	0.226	-0.061	0.147	1.000		
Hy_12	0.953	0.266	0.035	0.230	0.137	0.124	0.109	0.047	0.239	-0.049	0.150	0.961	1.000	
Hy_13	0.077	-0.010	0.063	-0.003	0.142	0.083	0.075	0.166	-0.006	0.288	0.093	0.044	0.037	1.000

NOTES WE – Work_Environ. N = 220.

TABLE 6 Significance (1-tailed)

Item	WE	Hy_1	Hy_2	Hy_3	Hy_4	Hy_5	Hy_6	Hy_7	Hy_8	Hy_9	Hy_10	Hy_11	Hy_12	Hy_13
WE	1.000													
Hy_1	0.000	1.000												
Hy_2	0.279	0.386	1.000											
Hy_3	0.000	0.000	0.449	1.000										
Hy_4	0.052	0.000	0.000	0.000	1.000									
Hy_5	0.036	0.000	0.149	0.226	0.067	1.000								

Continued on the next page

TABLE 6 Continued from the previous page

Item	WE	Hy_1	Hy_2	Hy_3	Hy_4	Hy_5	Hy_6	Hy_7	Hy_8	Hy_9	Hy_10	Hy_11	Hy_12	Hy_13
Hy_6	0.053	0.112	0.213	0.077	0.000	0.376	1.000							
Hy_7	0.433	0.264	0.061	0.323	0.000	0.037	0.074	1.000						
Hy_8	0.000	0.000	0.029	0.000	0.000	0.244	0.465	0.212	1.000					
Hy_9	0.207	0.000	0.027	0.032	0.000	0.258	0.151	0.000	0.363	1.000				
Hy_10	0.001	0.000	0.159	0.000	0.007	0.476	0.153	0.005	0.085	0.182	1.000			
Hy_11	0.000	0.000	0.275	0.001	0.096	0.028	0.077	0.296	0.000	0.185	0.015	1.000		
Hy_12	0.000	0.000	0.302	0.000	0.021	0.034	0.054	0.246	0.000	0.236	0.013	0.000	1.000	
Hy_13	0.127	0.444	0.174	0.484	0.018	0.111	0.134	0.007	0.465	0.000	0.085	0.257	0.294	1.000

NOTES WE - Work_Environ. N = 220.

TABLE 7 Variables Entered/Removed

Model	Entered	Removed	Method
1	Hy_11	-	Stepwise (Criteria: Probability-of-F-to-enter ≤ 0.050, Probability-of-F-to-remove ≥ 0.100).
2	Hy_12	-	Stepwise (Criteria: Probability-of-F-to-enter ≤ 0.050, Probability-of-F-to-remove ≥ 0.100)).
3	Hy_10	-	Stepwise (Criteria: Probability-of-F-to-enter ≤ 0.050, Probability-of-F-to-remove ≥ 0.100)).

NOTES Dependent Variable: Work_Environ.

TABLE 8 Model Summary

Model	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	.962 ^a	.925	.924	.26011	.925	2672.218	1	218	.000
2	.967 ^b	.936	.935	.24064	.011	37.712	1	217	.000
3	.969 ^c	.939	.938	.23434	.004	12.823	1	216	.000

NOTES (1) R, (2) R², (3) adjusted R², (4) standard error of the estimate; change statistics; (5) R² change, (6) F change, (7) degrees of freedom (8) degrees of freedom, (9) sig. F change. ^a Predictors: (constant), Hy_11. ^b Predictors: (constant), Hy_11, Hy_12. ^c Predictors: (constant), Hy_11, Hy_12, Hy_10.

TABLE 9 Anova

Model	Sum of squares	Degrees of freedom	Mean square	F	Significance
1 Regression	180.796	1	180.796	2672.218	0.000 ^a
Residual	14.749	218	0.068		
Total	195.545	219			
2 Regression	182.980	2	91.490	1579.970	0.000 ^b
Residual	12.566	217	0.058		
Total	195.545	219			
3 Regression	183.684	3	61.228	1114.976	0.000 ^c
Residual	11.861	216	0.055		
Total	195.545	219			

NOTES ^a Predictors: (constant), Hy_11. ^b Predictors: (constant), Hy_11, Hy_12. ^c Predictors: (constant), Hy_11, Hy_12, Hy_10. Dependent variable: Work_Environ.

TABLE 10 Coefficients

Model	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1 (Constant)	0.057	0.059		0.971	0.333					
Hy_11	0.973	0.019	0.962	51.69	0.000	0.962	0.962	0.962	1.00	1.000
2 (Constant)	0.014	0.055		0.250	0.803					
Hy_11	0.602	0.063	0.594	9.557	0.000	0.962	0.544	0.164	0.077	13.06
Hy_12	0.390	0.064	0.382	6.141	0.000	0.953	0.385	0.106	0.077	13.06
3 (Constant)	-0.167	0.073		-2.270	0.024					
Hy_11	0.599	0.061	0.592	9.774	0.000	0.962	0.554	0.164	0.077	13.06
Hy_12	0.383	0.062	0.375	6.190	0.000	0.953	0.388	0.104	0.076	13.08
Hy_10	0.068	0.019	0.061	3.581	0.000	0.204	0.237	0.060	0.977	1.023

NOTES Unstandardized coefficients: (1) B, (2) standard error; standardized coefficients: (3) β ; (4) t, (5) significance; correlations: (6) zero order, (7) partial, (8) part of correlation; collinearity statistics: (9) tolerance, (10) vif. Dependent variable: Work_Environ.

garding their reward system in existing Job and the management teachers of public sector were more satisfied than the private sector management teachers. While in case of other hygiene factors, the multivariate regression analysis revealed that there was a huge difference between the satisfaction levels of the private and public sector management teachers. In case of hygiene factors, major issue of concern for management teachers was flexibility in working hours which will increase their satisfaction significantly higher, while other significant variables for improving satisfaction significantly has includes Environment providing hint of Job Security and Physical Teaching conditions, which must be used as the major variable for improving satisfaction of management teachers on their present job.

Our results have both practical implications and implications for researchers interested in studying job satisfaction of management teachers at south Rajasthan. The Administration of management colleges must take a proper care of these three factors for increasing satisfaction of their management teachers.

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