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JOB SATISFACTION AMONG AGRICULTURAL FACULTY MEMBERS: A REVIEW OF LITERATURE

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Abstract: Job satisfaction is one of the most broadly researched topics in the area of organizational behaviour and human resource management. Satisfied faculty members are likely to be more productive and committed to their job. Due to globalization of higher education sector there is a lot of migration of faculty members towards good opportunities, overall growth and satisfied job. Higher education sector is more teaching centric service, which is advancing rapidly in recent years. Ensuring faculty member's job satisfaction is important to retain the faculty members and to deliver lecture effectively to the students to learn a lot. This paper presents review of past literature of job satisfaction among agricultural faculty members. The purpose of the review is to identify gaps and explore different factors affecting job satisfaction. On the basis of previous literature review, it has been found that apart from gender differences and performance, age-group, married and unmarried, family background and work output and social identity other motivational factors such as recognition, working conditions, achievement, opportunities for growth and development were positively correlated with job satisfaction. The researcher also found that job satisfaction of faculty members is very critical aspect for all the agricultural universities and it affects performance of faculty members and quality of education in all the agricultural universities. Thus this area of job satisfaction among faculty members is a well-researched and well discussed topic all over the world.

Keywords: - Job satisfaction, agricultural faculty members, factors affecting job satisfaction.

I. INTRODUCTION

Job satisfaction has become the most important topics to study for any researchers. Faculty members deserve to be treated fairly and with respect. Job satisfaction to some extent is a reflection of good teaching. Job satisfaction can also be considered as indicator of emotional well-being. Administration should concentrate on job satisfaction of faculty members because dissatisfied faculty members are more likely to provide inferior services. Job is a main source of income as well as an important component of life. Satisfaction with one's job is an important component for the well-being of faculty members.

According to **Locke (1976)**, job satisfaction is a self-reported positive emotional state resulting from the appraisal of one's job or from job experiences.

Spector (1997) considers job satisfaction as an attitudinal variable which reveals the extent to which individual likes his job, and is always positively correlated with job performance.

Mullins (1999) highlights the factors influencing job satisfaction of workers as follows:

- Individual factors such as personality, education, intelligence/ abilities, age, marital status, orientation to work and so on.
- Social factors such as relationship with co-workers, group working and norms, opportunities for interaction and informal organization.
- Cultural factors such as underlying attitudes, beliefs and values.
- Organizational factors such as nature and size, formal structure, personnel policies and procedures, employee relations, nature of work, technology and work organization, supervision and styles of leadership, management systems and working conditions.
- Environmental factors such as economic, social, technical and governmental influences.

1.1 Importance of job satisfaction among agricultural faculty members

Job satisfaction of faculty members of agricultural universities is an essential motivation for the advancement of the educational systems of these universities towards achieving efficiency and effectiveness in the processes of learning and education. It also reinforces psychological stability for faculty members, which in turn reflect positively on the efficiency in completing the work and the achievement of psychological, social and professional poise when faculty members both research and extension roles in universities. The faculty members, at the universities, must feel high level of job satisfaction as they are the most significant pillars of these educational institutions for efficiently and effectively providing students with theoretical and practical experience in various fields of knowledge. Lack of job satisfaction causes professional backward of agricultural universities and faculty members, where a lot of studies indicated that job satisfaction positively affects the achievement of psychological adjustment, reduces the psychological distress and also fully increases practical and professional outcomes among faculty members.

The faculty member at the higher education of agricultural institutions occupied a prominent status in the society because they work for improving the quality of education and developing farming systems in accordance to the academic updates, extension services and the society needs. It is also important since they considered the essence of academic and scientific action in the university, and they contribute effectively to build the individual intellectually and ethically. The faculty member is consider the foundation stone for achieving the goal of the university since they are the one, who transfer knowledge among students and guide them. They are the assessor of their learning activities, assert, develop and disseminate knowledge. They also execute the programs of community service, and shoulders the process of development and construction in the university and society.

Many educational researchers paid great attention to job satisfaction because of its positive impact on achieving the psychological adjustment of the individual, raising productivity level, and reducing the level of psychological stresses related to work environment. **(Al-Sheikh, 1997)** assured that when employees of any institution feel satisfied with their jobs, they are going to be more efficient, motivated and more belonging to that institution. Job satisfaction raises, when it comes from the work environment, not from financial return.

Abu Sheikha (1998) defines job satisfaction as a positive trend towards the job performed by an individual, where they feel satisfied with various environmental, social, economic and administrative factors that related to his job.

Newstern (1994) defined it as “the employee’s feeling about his work in an institution, and his attitudes towards the nature of the position occupied, salary received, available promotion opportunities, his interaction with the working group and services offered”.

Job satisfaction can be defined in this study as the extent of job satisfaction among faculty members at the Agricultural Universities with their profession, new technological innovations in modern farming, procedures and facilities provided to the farmers by the university owing to the systems and policies of the university.

II. OBJECTIVES OF THE STUDY

The major objectives of review are:-

- To know the importance of job satisfaction among agricultural faculty members.
- To evaluate the kind of research undertaken and available in the field of job satisfaction of agricultural faculty members.
- To identify the gaps in the current literature.

III. RESEARCH METHODOLOGY

This study was carried out by using secondary data listed in different databases of Shodhganga, Krishikosh, Google Scholar, and Research Gate, etc. For this purpose, articles were listed in the databases has been reviewed.

IV. REVIEW OF LITERATURE

Jansi (1985) revealed that the academic contribution of the farm Scientists in the field of teaching, research and extension is generally determined by his/her surroundings, promotional opportunities, procedures followed for recognizing good work, freedom enjoyed, superior – subordinate relationship, loyalty to the institution, its security, respect in the society and so on so forth.

Blackburn et al. (1986) reported that job related stress is positivity related to job related strain which negatively impacts the health, life satisfaction, and job satisfaction of university faculty and administrators.

Sorcinelli and Near (1989) found that the job satisfaction of university faculty is independent of gender and positively correlated with academic rank.

Martinez-Ponz (1990) reported that intrinsic rewards were more effective in increasing the job satisfaction and commitment among the teachers than were financial incentives.

Mertler (1992) reported that higher levels of motivation are directly associated with high level of job satisfaction.

Dua (1994) assessed the job stress through 21 job-related questions from 1,028 staff members of the University of New England and reported that workplace conditions, work load, less promotion opportunities and job-insecurity are the mean factors affecting their job satisfaction.

Clark (1996) investigated the relation between job satisfaction and age, using survey responses from a large sample of British employees. He found that U – shaped relationship between age and job satisfaction. He explained that older workers were more satisfied not only because they tend to be better rewarded but also because they expect less or because they care less about the reward from their job.

Bonner (1997) in his study found that welfare (wellness) programmes including benefits, bonus, overtime, transport allowance, medical allowance, etc., have positive relationship with job satisfaction of employees.

Brown (1998) in his study revealed that employee supervision and interaction are two most significant interpersonal factors when looking at job satisfaction.

Green (2000) explained that fellow employees can satisfy many social needs, and sympathetic and supportive co-workers can increase the job satisfaction.

Ugwu-OI (2000) conducted a questionnaire survey involving 128 agricultural science teachers in Enugu state Nigeria to examine their job satisfaction and factors affecting their performance and the factors sustaining their interest. The findings revealed that their economic depression strongly affected the performance of agricultural science teachers and 78 per cent of them were not satisfied with their job. Salary increase, the provision of functional equipment and payment of hazard allowance, where the most prominent incentives for teachers. It was further observed that in most of the cases, the majority of the respondents were dissatisfied or had low to medium level of job satisfaction and only few were highly satisfied.

Yousef (2002) recognised that career planning and development help in enhancing job satisfaction of an individual and lack of career development is reported to be directly and negatively related to job satisfaction.

Titus and Hickson (2003) not only found how satisfied UK academic staff with their basic duties of teaching and research, but also their satisfaction with salary. A binomial log it analysis on a survey data was used and it yielded a strong positive relationship between salary satisfaction and gender, including that women academic are more satisfied than the men employees. Satisfaction was negatively affected with increase of age and work experience in higher education. Salary satisfaction was positively associated with the designation.

Kaur (2004) studied the relationship of age and service experience with work output of home science teachers of selected State Agricultural Universities is of northern region. She reported that Training acquired and job satisfaction of the respondents was positively and significantly correlated with their work output. Association between family background and work output of respondent of Govind Ballabh Pant University of Agriculture and Technology was significant at 1% level of significance while Ch. Charan Singh Haryana Agricultural University and Punjab Agricultural University had no association between family background and work output.

Faruqui and Islam (2005) concluded that the most dissatisfactory issues for faculty were salary structure and untimely payment, students' quality, and the prolonged working hours.

Sesanga and Garrett (2005) carried out a research in Uganda which identified the factors contributing considerer ably to the satisfaction or dissatisfaction of teaching staff of higher education institutions. A

sample of 182 respondents from two universities in Uganda determined the most significant factors employment satisfaction; behaviour of colleges, supervision, salary, authority, research, promotion, and work place.

Sharma and Jyoti (2006) suggested that jobs with opportunities for growth, achievement, recognition and advancement enhance motivation and job satisfaction.

Angular and Vlosky (2008) compared the level of job satisfaction among male and female cooperative extension workers in the United States. They reported high level of job satisfaction among the cooperative extension workers and non-significant difference between males and females. However, when modelling job satisfaction as a function of (1) Control/Autonomy/ Influence (2) Challenge (3) Performance Measures (4) Feedback (5) Instrumentally and (6) Stability/ Security as a factor influencing their job satisfaction. It was further noticed that the levels of feedback and instrumentality were less important determinants of job satisfaction to females than to males.

Shilpa Verma et al. (2009) dealt with the Job Satisfaction among Library professionals of Govind Ballabh Pant University of Agriculture and Technology Library, Pantnagar. Study the Satisfaction level of library staff from their job, know about the status of library and to check its impact on the users, assess the interpersonal relationship among the personnel of library, study about the performance level of the personnel in library, and study about personnel role in decision making were the objectives of the study. They adopted questionnaire method to study the problem. The important finding of the study was the strength of the University library staff was fair but the librarian was not satisfied with the strength for providing efficiency in the services of library and stressed that the library need to work more on Total Quality Management, for improving the functioning of library and achieving the fully Job Satisfaction. Whereas the Job Satisfaction level of most of the library professionals was very high in the library.

V. CONCLUSION AND IMPLICATION FOR FURTHER RESEARCH

This article includes literature review of book, research papers, related article, organizational report, dissertation and literature available on internet pertaining job satisfaction of agricultural university. This paper includes the perspectives of various researchers pertaining job satisfaction. The literature review also indicates that, there are many factors which contribute to the job satisfaction of agricultural faculty members. According to literature review not only salary, incentives, working conditions are important predictors but also other intrinsic factors such as achievement, recognition, responsibility, opportunity for personal growth are also important for job satisfaction. These factors resemble to Herzberg's motivators in two factor theory and Maslow's esteem and self-actualization needs in the hierarchy of needs.

The review of literature shows that a lot of research has been done on the job satisfaction. Majority of the research has been made on the job satisfaction of staffs and officers of an enterprises or teacher of schools, colleges and universities. Some of the studies focused on gender differences and performance, age-group, married and unmarried, rural and urban. Some of the studies explained on professional experience, assessment of work, educational qualification, student achievement, work environment, job area and overall climate in an organization. Some studies focused on teaching style, self-efficiency levels of cognition related. A few were related to family background and work output and social identity.

There were lot of gaps in the literature in relation to sample size, population and tools used to assess these factors affecting job satisfaction. So some more large-scale uniform studies are needed in this area to explore job satisfaction in universities specifically in agricultural faculty members where they have the triple responsibility of teaching, research and extension services.

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