

Impact of Behavioural Factors on Job Satisfaction among University Teachers in India - An Empirical Analysis

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ABSTRACT

This study tries to confirm or validate the factors affecting job satisfaction among university teachers. Four behavioral factors namely, attitude and behavior of authorities, coordination and cooperation among the co-faculty members, attitude and behavior of administrative staff and attitude and behavior of students has been identified through Exploratory Factor Analysis (EFA). The study conducted in two public and two private universities of Delhi and NCR region in India. 480 questionnaires were administered to the teachers at all levels. 405 questionnaires were returned duly filled and analyzed. A Confirmatory Factor Analysis (CFA) is applied by using Amos 20 on the factors retrieved through EFA to validate the results achieved.

Keywords: Confirmatory Factor Analysis, Job Satisfaction, University, Teachers, Exploratory Factor Analysis

INTRODUCTION

Higher education system consists of faculty persons considered as the most important and valuable resources for it. Imparting education and guiding students are the responsibility of teachers. Qualified faculty also undertakes research and development activities in their particular fields which lead to the enhancement of quality of teaching and research. Job satisfaction of teachers emerged as an important and unavoidable aspect of improving the quality of higher education in India. There are various determinants affecting the university teacher's job satisfaction. A dissatisfied teacher intends to leave the job and it leads to the shortage of qualified teachers. Teacher's job performance is related with their job satisfaction. Higher the job satisfaction higher the productivity of teachers, lower the job satisfaction lower the productivity of teachers. Therefore, it is necessary to identify the dimensions that satisfy or dissatisfy them the most. The purpose of this article is to investigate the behavioural dimensions leads to the job satisfaction. Confirmatory factor analysis is a technique commonly used for the analysis of latent variables, and has been applied to analyze complex behavioral constructs. We perform confirmatory factor analysis to investigate how job satisfaction of teachers gets influenced by attitude and behavior of students, attitude and behavior of authorities, attitude and behavior of administrative staff and by coordination and cooperation among the co-faculty members..



LITERATURE REVIEW

Paul Spector describes job satisfaction as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs” (Spector, 1985; Spector, 1997). (Slavitt et. al) Job satisfaction is defined as an evaluation of one's adaptation to work and work related environment like, physical, psychological factors, which have a complex relationship with each other. Faculty satisfaction is a complex issue that is difficult to describe and predict. Included constructs are *triggers* described as changes in lifestyle (e.g., transfer to a new position or change in rank) and *mediators* such as demographics, motivators, and conditions in the environment that influence other variables (Hagedorn, 2000). (Chang, 1992) stated that job satisfaction was the extent to which an individual person, or a majority of an organization's employees, was satisfied with the job assigned. As defined by (Li, 2002), job satisfaction was a person's attitude and affective responses towards his/her current job descriptions, that develops the positive and negative feeling towards the job. Whether or not a worker was satisfied with the job depended on the gap between actual and expected value he/she derived from a particular workplace: the smaller the gap is, the greater the job satisfaction is.

Research also found that a positive social environment and social support motivates teachers positively and enhances their level of satisfaction (Day et al., 2007; Scheopner, 2010; US Department of Education, 1997) whereas negative social

environment causes burnout (Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004). However, this research evidence is not consistent, and in a study of Chinese teachers, (Wriqi, 2008) found that collegial relations were weakly related to job satisfaction. Emotional support and positive relations with supervisors, colleagues, and parents may also promote a feeling of belonging.

It is obvious that teachers differ from typical employees in various ways. Therefore, tools that usually measure such job satisfaction dimensions as appreciation, recognition, proper communication, and relation with coworkers, fringe benefits, and job conditions, nature of work, organizational environment, organizations' policies and procedures, compensation, personal growth, promotion opportunities, social-security, supervision may not always match with teachers' job satisfaction aspects (Spector, 1997).

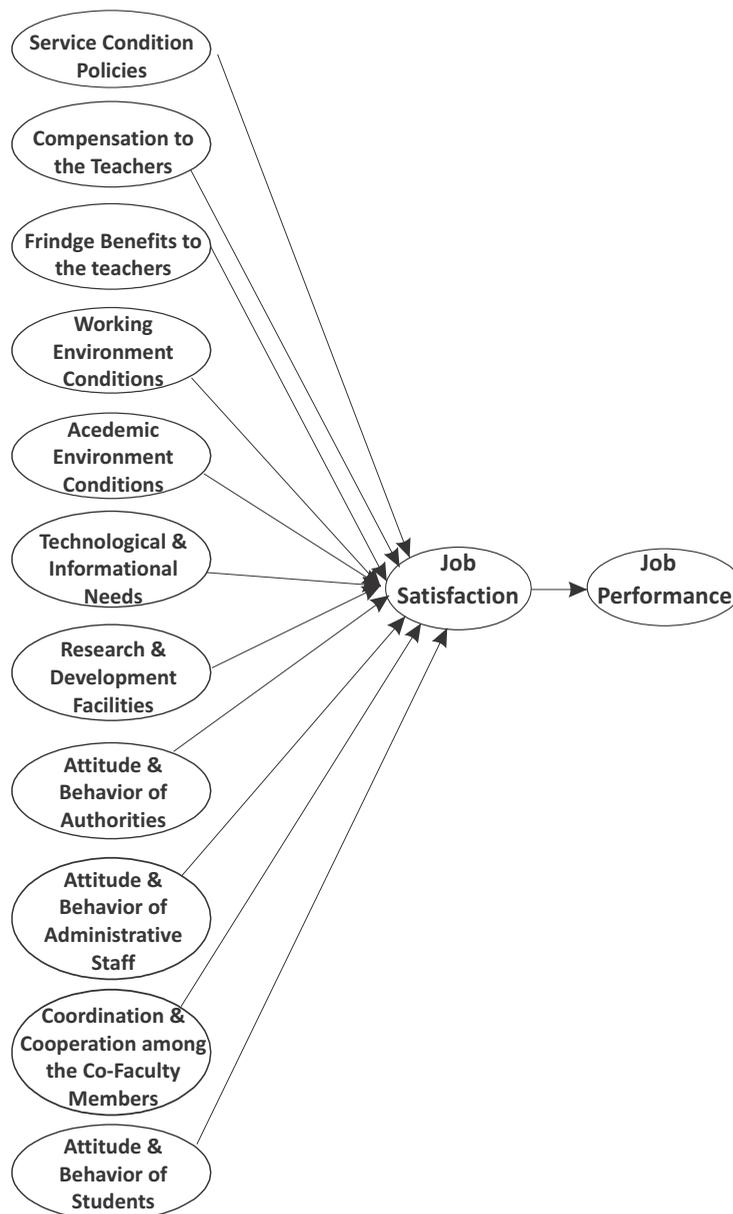


Fig: 1 Comprehensive Model of Job Satisfaction

(Ting, 1997), in his study reveals that job characteristics such as salary, promotional opportunity, task clarity and significance, and skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction. (Blum and Naylor, 1968), found that job satisfaction is the result of various attitudes possessed or developed by an employee. Their attitudes are related to the job and are concerned with such specific factors as wages supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on job, prompt settlement of grievances, and fair treatment by employer and similar other items. (Ahuja, 1976) in his study reported that dissatisfaction increases when one has to work under an incompetent, inefficient and indifferent head or boss. (Foles et. al., 2000) revealed that employees who are experiencing democratic leadership are more satisfied as compared to the group who is facing autocratic leadership.

Some researchers mentioned that supervision; work itself, promotion and recognition being important dimensions of teachers' satisfaction with work (Rosser, 2005; Sharma & Jyoti, 2009; Tillman & Tillman, 2008). However, there are also some other aspects that significantly contribute to teachers' satisfaction and should not be excluded in the terms of understanding teachers' job satisfaction phenomenon. "Relationships with students are largely contributing to teachers job satisfaction" – states (Ramatulasamma and Bhaskara Rao, 2003). Other researchers highlight such dimensions of teacher job satisfaction as: students' characteristics and behavior, classroom control, availability of the resources, relations with students, relations with colleagues and administrators (Rosser, 2005; Sharma et al., 2009).

Teacher job satisfaction refers to a teacher's positive affective relation to his or her teaching role and is a function of relationship between a teacher's wants and perceptions from their teaching activities (Zembylas and Papanastasiou, 2004). Teachers' job satisfaction may result from characteristic of teaching profession which can contribute to development of students' lives (Zembylas & Papanastasiou, 2004). In the study conducted by (Hean & Garrett, 2001), revealed that factors affecting teachers' job satisfaction are relationship with students, colleagues, parents, manager, a sense of autonomy, external rewards, recognition and respect, and personal growth. Factors such as poor pay, poor professional status, workload, and excessive pressure to well educate students have an effect on teachers' dissatisfaction (Hean & Garrett, 2001). In the studies examining teachers' job satisfaction conducted in Turkey, it is founded that teachers were more satisfied with relationships with colleagues and manager, to help students through teaching, while they have satisfaction from salary (Azar & Henden, 2003; Bozkurt & Bozkurt, 2008).



RESEARCH METHODOLOGY

Research Objective:

- a) To determine whether the items selected represented empirically supported construct of teacher job satisfaction
 - b) To identify the measured variable within the latent constructs.
 - c) To assess the measurement model validity of the constructs.
- **Type of Research:** An exploratory research was conducted for determining the factors affecting job satisfaction.
 - **Sample:** The present study consisted of 450 academicians from both Public and Private Universities in Delhi and NCR region.
 - **Sampling Method:** Convenient sampling method was used for collecting data.
 - **Data Collection:** Research data was collected through a questionnaire. Total 450 questionnaires were distributed to the university teachers, consisting of Assistant Professors, Associate Professors, and Professors. Out of these 450 questionnaires, 405 relevant questionnaires with a response rate of 90% were received. The confidentiality and anonymity of the respondents has been cautiously maintained.
 - **Research Instrument:** The survey instrument was created after conducting literature reviews and in depth interviews with experts and statisticians. Preliminary versions of this questionnaire were reviewed and discussed by peers and academicians from all departments within the university.
 - **Statistical Tools:** The data has been analyzed by using SPSS 20.0 and AMOS 20.0 version. Cronbach alpha test has been administered to know the reliability of the data. Descriptive analysis is conducted to find out the mean values of each dimension. Confirmatory Factor Analysis (CFA) has been employed by researcher as a tool to establish the validity of the construct.
 - **Demographic Profile:** the profile of the respondents used in the study. These include designation, type of university, age, gender, qualifications, teaching experience, marital status and income. Profile of respondents for the questionnaires is highlighted below. The data has been collected from assistant professor, associate professor and professors from both the public and private universities. Response rate from the public universities are 49.4% and from private universities are 50.6%, comprising of 63.2% assistant professors, 22.0% associate professors, and 14.8% professors. The gender of respondents comprises of 49.1% males and 50.9% females from public and private

universities. With respect to age, 54.1 % respondents are from age group 25-35 years, 35.8% belong to 35-45 years of age group, and only 10.1% are 45 years and above. With respect to qualifications, 52.8% of the respondents have a postgraduate degree whereas 47.2% respondents have doctoral degree. The teaching experience of 62.2% of the respondents is 1-10 years, 24.4% respondents have an experience of 11-20 years, 9.4% of the respondents have taught for around 21-30 years, and only 4.0% respondents have a teaching experience of above 31 years. Around 81.7% of the respondents are married, whereas, 18.3% are unmarried. With respect to income group 41.7% belong to the income group ranging from 30,001-50,000 rupees, 24.7% of the respondents ranges between 50,001-1,00,000 rupees, 31.1% have an income of 1,00,000 rupees and above, and only 2.5% teachers have an income of less than 30,000 rupees.

Analysis & Interpretation

For convergent validity the variables must have significant factor loadings to one single factor. The condition of discriminant validity explains that a variable do not have significant factor loadings to many factors. The construct validity convergent as well as discriminant can be tested with the help of confirmatory factor analysis. Confirmatory factor analysis not only represents the structure of the constructs along with their measured variables. It also represents the correlation between the constructs. The CFA diagram is shown below in figure 2 and the related reliability and validity measures of behavioral dimensions are shown in subsequent tables.

Attitude and Behaviour of Students:

Teachers are the ones who impart truth, teach students, and clear up difficult questions. As far as the relationship between teachers and students is concerned, teachers teach students moral values and professional lessons and value and make them one of the most talented persons. Improving students'

relationships with teachers has important, positive, and long-lasting implications for teachers, students' academic, and social development. It was found that student's attitude and behavior towards teachers play an important role in the teachers' effectiveness and their satisfaction level.

Behaviour of students has a direct impact on the satisfaction of teachers. It acts as a lubricant to ameliorate the feelings between teachers and students, which are of great help to enhance the satisfaction of the relationship. The internal consistency reliability is measured by cronbach alpha and construct validity (convergent as well as discriminant) is analyzed. The results of the reliability and Construct validity Analysis are shown below in Table 1.

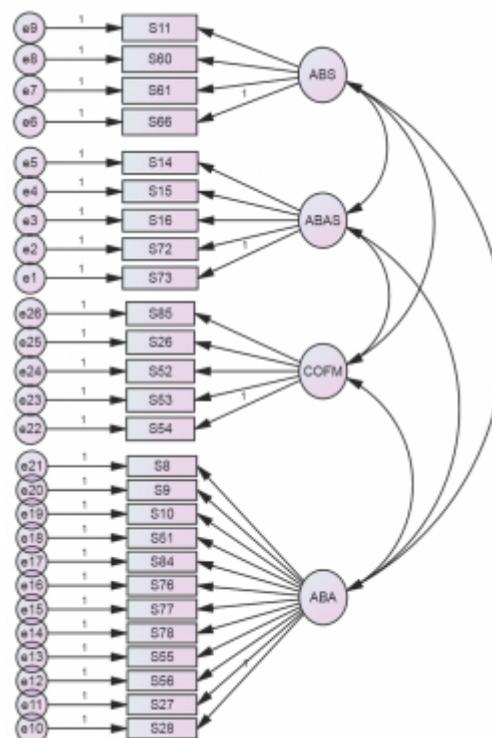


Fig: 2 Correlation between the Constructs

Table-1: Reliability & Validity Analysis of Attitude & Behaviour of Students

Factor Name	Variables	Internal Consistency reliability (Cronbach Alpha)	Construct Validity Measures			
			Convergent Validity Statistics		Discriminant Validity Statistics	
			Composite Reliability (CR)	Average Variance Extracted (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
Satisfaction regarding attitude and behavior of students	Students are disciplined Teachers are respected by students Students feedback system is effective Arbitrary allotment of students for research projects	.881	0.883	0.655	0.038	0.013

The convergent validity is measured with the help of composite reliability as well as average variance extracted. The discriminant validity is measured with the help of maximum shared variance and average shared variance. The internal consistency reliability is measured with the help of cronbach alpha. The results indicate that the internal consistency of the construct is found to be high (cronbach alpha = .881). The Composite Reliability and Average Variance Extracted of the variables in the construct is found to be 0.883 and 0.655. This ensures that Convergent Validity of the construct exist. Because the Average Variance Extracted statistic is more than Maximum Shared Variance and Average Shared Variance, thus it indicates that the construct is valid w.r.t convergent as well as discriminant validity. Therefore, Discriminant Validity of the construct also exists. Satisfaction regarding attitude and behaviour of students along with its four variables is shown in the figure 3.

Table 2 reveals that the Standardised Regression Weights of all the variables is more than 0.7, which indicates that each item of the construct is significantly representing a part of *Attitude and Behaviour of Students*. The Standardised Regression Weights represent the correlation between the measured variable and the construct. In the results, it is analyzed that the Standardised Beta of the variable Teachers are respected by students is the highest. This shows that maximum number of teachers believe that even today teachers are respected by their students. It may be because teachers are putting all their efforts in nurturing the new generation of the country and transform them into bright young men and women. A passionate and skilled teacher always focus on effectively engaging students, ensuring their proper learning and shaping their development. The teachers know that to productively engage in our democracy and compete in our global economy, students need strong, well-rounded academic foundations, cultural and global competencies, the ability to collaborate, communicate, and solve problems, and strong digital literacy skills. This highly visionary dedication towards their students makes them earn respect from their

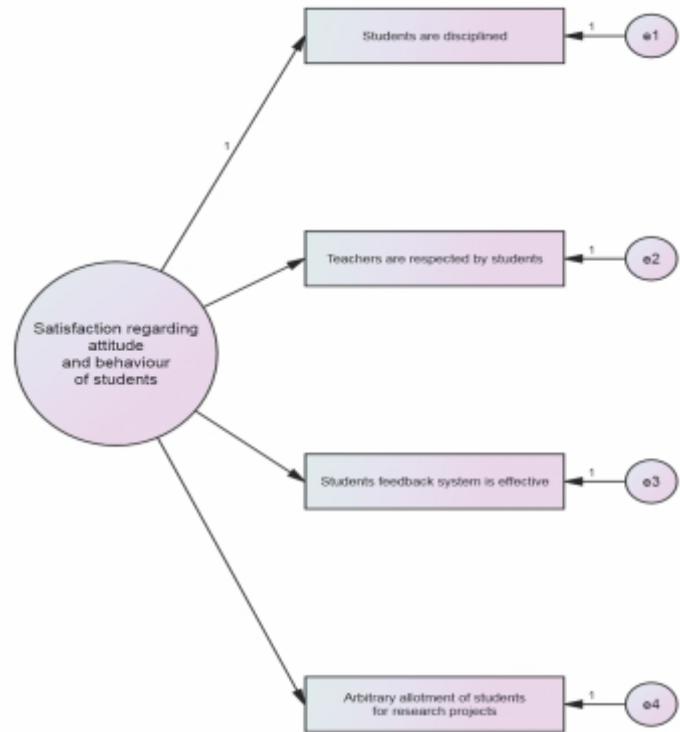


Fig: 3 Attitude & Behavior of Students along with its Measured Variables students, which increases their satisfaction level.

The next important variable is found to be Students feedback system is effective. This means that large number of teachers have a perception that students feedback system is effective in their university. This may be because universities are collecting this feedback for the purpose of improving the teaching quality, which facilitates students learning. Universities emphasize the importance of undertaking such a process in a non-threatening and supportive atmosphere through which enhanced learning environments can be created and sustained. Using the student's feedback for providing a list of recommendations for university systems and teachers, and not for punishing, they are more likely to

Table-2: Regression Analysis of Attitude & Behaviour of Students

Factor Name	Variables	Standard Beta (β)	Unstandardized Beta	CR	R ²	Fitness Indices	
Satisfaction regarding attitude and behavior of students	Students are disciplined	.778	1		60.5%	Goodness of Fit	
	Teachers are respected by students	.860	1.266	17.874	73.9%	CFI	1.000
						GFI	1.000
						AGFI	1.000
	Students feedback system is effective	.845	1.286	17.590	71.3%	NFI	1.000
						CMIN/DF	.034
	Arbitrary allotment of students for research projects	.752	1.144	15.461	56.5%	Badness of Fit	
						RMSEA	.000
						III 90	.000
						LO 90	.000

effectively enhance the teacher's satisfaction level.

The fitness of the construct is analyzed with the help of Goodness of Fit indices as well as Badness of Fit Indices as shown in the table. The Goodness of Fit Indices CFI (1.000), GFI (1.000), AGFI (1.000), and NFI (1.000) represent that the construct is statistically fit. Similarly the low values of Badness of Fit Indices represent the statistical fitness of the model.

Attitude and Behavior of Administrative Staff:

Academic administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Administrative Officials are responsible for implementing policies and procedures to ensure that the university is well-managed and in sound financial condition. For managing the working of the universities, the officials need to deal with the teachers. The attitude and behavior of administrative staff towards the teachers significantly influences university teacher's satisfaction level.

Faculty and non teaching staff relations are also one of the major factors affecting the level of job satisfaction among teachers. The internal consistency reliability is measured by cronbach alpha and construct validity (convergent as well as discriminant) is analyzed. The results of the reliability and construct validity analysis are shown below in Table 3.

The convergent validity is measured with the help of composite reliability as well as average variance extracted. The discriminant validity is measured with the help of maximum shared variance and average shared variance. The internal consistency reliability is measured with the help of cronbach alpha. The results indicates that the internal consistency of the construct is found to be high (cronbach alpha = .872). The Composite Reliability and Average Variance Extracted of the variables in the construct is found to be 0.874 and 0.584. This ensures that Convergent Validity of the construct exist. Because the Average Variance Extracted statistic is more than Maximum Shared Variance and Average Shared Variance, thus it indicates that the construct is valid w.r.t convergent as well as discriminant validity. Therefore, Discriminant Validity of the construct also exists. Satisfaction regarding attitude and behaviour of administrative staff along with its five variables is shown in the figure 4.

Table 4 reveals that the Standardised Regression Weights of all the variables is more than 0.7, which indicates that each item of the construct is significantly representing a part of *Attitude and Behaviour of Administrative Staff*. The Standardised Regression Weights represent the correlation between the measured variable and the construct. In the results, it is analyzed that the Standardised Beta of the variable, Red-tapism in releasing the grants is the highest. This shows that there is lot of red-tapism on the part of the university even in releasing the grants sanctioned by the central agencies, such

Table-3: Reliability & Validity Analysis of Attitude & Behaviour of Administrative Staff

Factor Name	Variables	Internal Consistency reliability (Cronbach Alpha)	Construct Validity Measures			
			Convergent Validity Statistics		Discriminant Validity Statistics	
			Composite Reliability (CR)	Average Variance Extracted (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
Satisfaction regarding attitude & behavior of administrative staff	Non-teaching staff creates obstacles	.872	0.874	0.584	0.040	0.011
	Red-tapism in releasing the grants					
	Unnecessary harassment in the reimbursement of bills					
	Delays in releasing annual increments					
	Helpful in getting the research projects sanctioned					

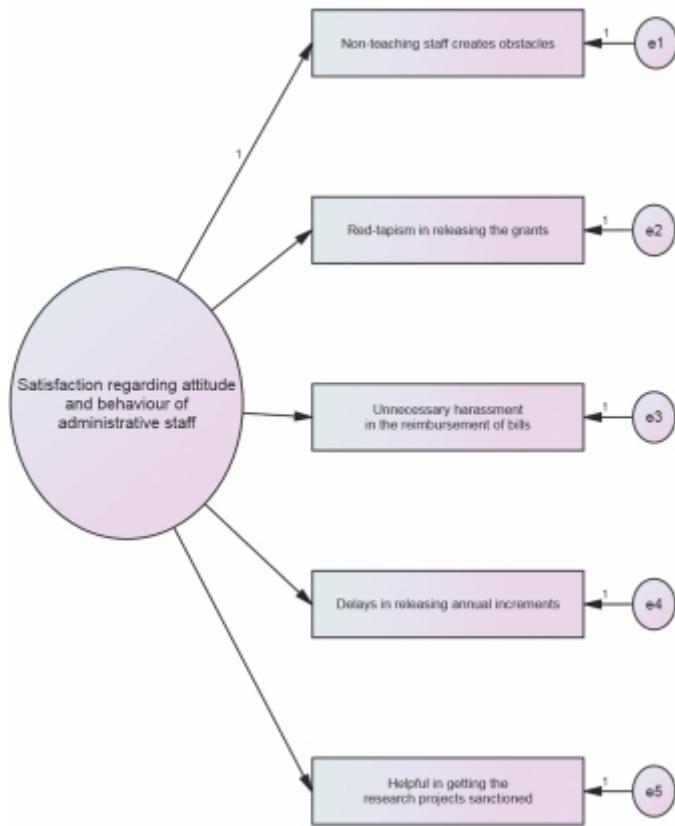


Fig: 4 Attitude & Behavior of Authorities along with its Measured Variables as UGC/ICAR/DST/MCI/ISSR. The results shows that maximum number of teachers believe that, even today, the non-teaching staff strictly adheres to the excessive paper work, tedious procedures, and strict official formalities before releasing the grants sanctioned by the central agencies. Rigidity in releasing the grants proves to be time- consuming

and expensive for the university and teachers both. So this tedious and humiliating treatment towards teachers dissatisfies them the most. Therefore, it is noticed that if this tendency is reduced or removed from the university, it will definitely help in enhancing the satisfaction level of teachers.

The next important variable is found to be **Non-teaching staff creates obstacles**. This depicts that in university non-teaching staff often creates obstacles in the academic affairs. It is proved from the results as large number of academicians observed that the non-academic staff of the university is a major obstacle to the progress in the field of education as their clerical mentalities creates hurdles. The staff always have a negative attitude while dealing with the cases/files and to find negative points just to deal or harass the teacher. Therefore, acting as an obstacle in the academic affair creates a sense of dissatisfaction among teachers. It is observed that the proper actions are taken by the university in developing and maintaining cordial relations, mutual trust, and respect for each other, responsibility between faculty and administrative staff will foster satisfaction among teachers.

The fitness of the construct is analyzed with the help of Goodness of Fit indices as well as Badness of Fit Indices as shown in the table. The Goodness of Fit Indices CFI (0.983), GFI (0.978), AGFI (0.934), and NFI (0.978) represent that the construct is statistically fit. Similarly the low values of Badness of Fit Indices represent the statistical fitness of the model.

Coordination & Cooperation among the Co-Faculty Members:

Coordination is an orderly arrangement of efforts to provide unity of action in the fulfillment of common objective, whereas, cooperation denotes collective efforts of persons

Table-4: Regression Analysis of Attitude & Behaviour of Administrative Staff

Factor Name	Variables	Standard Beta (β)	Unstandardised Beta	CR	R ²	Fitness Indices	
Satisfaction regarding attitude & behavior of administrative staff	Non-teaching staff creates obstacles	.821	1		67.4%	Goodness of Fit	
	Red-tapism in releasing the grants	.833	.957	18.446	69.5%	CFI	.983
	Unnecessary harassment in the reimbursement of bills	.785	.943	17.176	61.6%	GFI	.978
						AGFI	.934
						NFI	.978
	Delays in releasing annual increments	.758	.880	16.432	57.4%	Badness of Fit	
Helpful in getting the research projects sanctioned	.604	.668	12.451	36.5%	RMSEA	.091	
					HI 90	.132	
					LO 90	.054	

Table-5: Reliability & Validity Analysis of Coordination & Cooperation among the Co-Faculty Members

Factor Name	Variables	Internal Consistency reliability (Cronbach Alpha)	Construct Validity Measures			
			Convergent Validity Statistics		Discriminant Validity Statistics	
			Composite Reliability (CR)	Average Variance Extracted (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
Satisfaction regarding coordination & cooperation among the co-faculty members	Colleagues show interest in mine professional problems/achievements Colleagues are helpful Personal problems can be easily discussed Colleagues bicker and criticize each other Teachers are divided into groups	.881	0.884	0.605	0.052	0.011

working in an enterprise voluntarily for the achievement of a particular purpose. A climate which fosters effective learning, both within class and about the university, is at the heart of the education process. Such a climate is best promoted through focusing on the creation and maintenance of good relationships: among the staff (colleagues) themselves. Teachers desire to work in a friendly and healthy atmosphere as this has a direct impact on their minds and satisfaction level.

If co-faculty members are working appropriately with each other, involved in supporting learning and understand the roles they are expected to fulfill the it will definitely contributes in increasing the satisfaction level of teachers. The internal consistency reliability is measured by cronbach alpha and construct validity (convergent as well as discriminant) is analyzed. The results of the reliability and construct validity analysis are shown below in table 5.

The convergent validity is measured with the help of composite reliability as well as average variance extracted. The discriminant validity is measured with the help of maximum shared variance and average shared variance. The internal consistency reliability is measured with the help of cronbach alpha. The results indicates that the internal consistency of the construct is found to be high (cronbach alpha = .881). The Composite Reliability and Average Variance Extracted of the variables in the construct is found to be 0.884 and 0.605. This ensures that Convergent Validity of the construct exist. Because the Average Variance Extracted statistic is more than Maximum Shared Variance and Average Shared Variance, thus it indicates that the construct is valid w.r.t convergent as well as discriminant validity. Therefore, Discriminant Validity of the construct also exists. Satisfaction regarding coordination and cooperation among co-faculty members along with its five variables is shown in the figure 5.

The results in table 6 indicates that the Standardised Regression Weights of all the variables is more than 0.7, which indicates that each item of the construct is significantly representing the part of Coordination and Cooperation

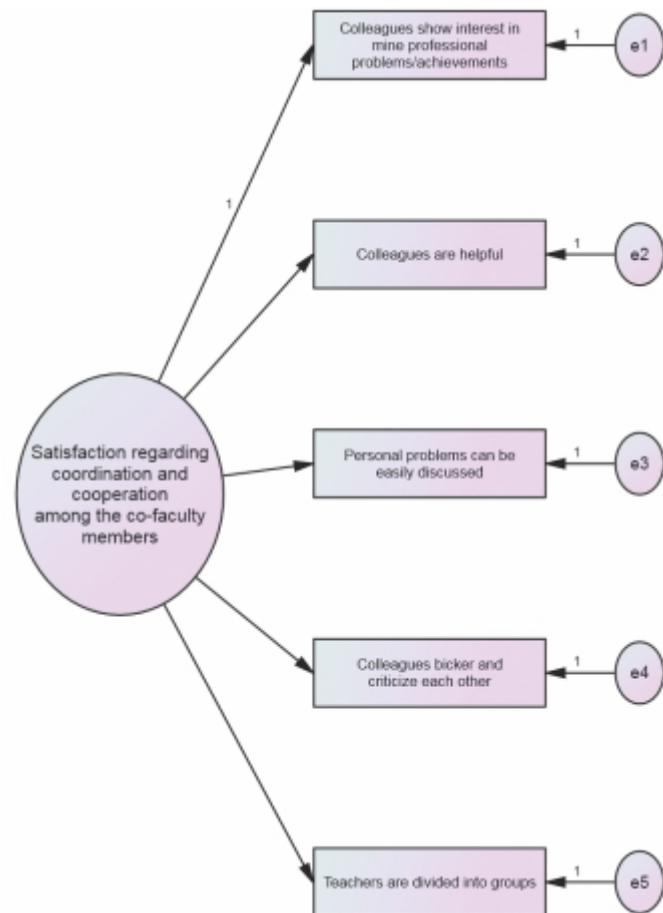


Fig: 5 Coordination & Cooperation among the Co-Faculty Members along with its Measured Variables

among the Co-faculty members. The Standardised Regression Weights represent the correlation between the measured variable and the construct. In the results it is observed that the Standardised Beta of the variable Colleagues show interest in mine professional problems/achievements is the highest. This shows that the most influencing variable of the construct is that the colleagues show their keen interest when teachers discuss their professional problems/achievements with them. After going through the table, it was analyzed that majority of teachers are having perception that their colleagues show interest when they discuss their professional problems/achievements with them. It may be due to the professionalism among teachers. Professional attitude of teachers play a fundamental role to keep direct relationship with other teachers. They do not hesitate to share their experiences with their colleagues. Rather they seek guidance and provide support to others in the field of education. Teachers with positive attitude have stable emotions and feelings. They demonstrate affection, patience, sincerity, and care while interacting with co- teachers. Development of positive professional attitude makes the teachers empathetic, considerate, and reflective, which in turn, effectively contributes in enhancing the satisfaction level of teachers.

The next important variable is found to be Colleagues bicker and criticize each other. This depicts that large number of teachers still believe that their colleagues bicker and criticize each other. When there is a workplace conflict then it will turn into a stressful work environment and personal conflict between teachers, which can be both a cause and effect of this stress. Bickering and criticizing each other leads to waste of time and energy, high tension, decreased productivity, violence, severed relationships, and absenteeism which has a

negative affect on the satisfaction level of teachers. Therefore, it is observed that if concerned authorities take positive action in resolving the conflict then they will be able to create a safer environment and more enjoyable place to work, which will increase the satisfaction level of university teachers.

The fitness of the construct is analyzed with the help of Goodness of Fit indices as well as Badness of Fit Indices as shown in the table. The Goodness of Fit Indices CFI (0.927), GFI (0.925), AGFI (0.775), and NFI (0.923) represent that the construct is statistically fit. Similarly the low values of Badness of Fit Indices represent the statistical fitness of the model.

Attitude and Behaviour of Authorities:

Attitude, approach and overall behavior of superior towards subordinates, that is, to what extent superiors are reachable, unbiased supportive, just and friendly, determine employee's morale. Authorities often treat their subordinates differently, creating a relationship that affects their overall job satisfaction and commitment to the organization. The relationship with the authority can be classified as high in quality or good (that is one having trust, respect and loyalty). Alternatively it can be classified as low in quality or bad (that is one reflecting mistrust, low respect, and lack of loyalty). This factor has a direct effect on teacher's satisfaction.

The job satisfaction among teachers not only arises from the job but also from the relationship with their supervisors and authorities. The internal consistency reliability is measured by cronbach alpha and construct validity (convergent as well as discriminant) is analyzed. The results of the reliability and Construct validity Analysis are shown below in table 7.

Table-6: Regression Analysis of Coordination & Cooperation among the Co-Faculty Members

Factor Name	Variables	Standard Beta (β)	Unstandardised Beta	CR	R ²	Fitness Indices	
Satisfaction regarding coordination & cooperation among the co-faculty members	Colleagues show interest in mine professional problems/achievements	.813	1		66.1%	Goodness of Fit	
	Colleagues are helpful	.788	1.038	17.063	62.1%	CFI	.927
	Personal problems can be easily discussed	.730	1.090	15.528	53.3%	GFI	.925
						AGFI	.775
						NFI	.923
						CMIN/DF	16.770
	Colleagues bicker and criticize each other	.796	1.180	17.278	63.4%	Badness of Fit	
	Teachers are divided into groups	.759	1.098	16.284	57.6%	RMSEA	.198
						HI 90	.236
						LO 90	.162

Table-7: Reliability & Validity Analysis of Attitude & Behaviour of Authorities

Factor Name	Variables	Internal Consistency reliability (Cronbach Alpha)	Construct Validity Measures			
			Convergent Validity Statistics		Discriminant Validity Statistics	
			Composite Reliability (CR)	Average Variance Extracted (AVE)	Maximum Shared Variance (MSV)	Average Shared Variance (ASV)
Satisfaction regarding attitude & behavior of authorities	Autocratic behavior	.956	0.956	0.647	0.096	0.036
	Attention to the grievances of the teachers					
	Believe in divide and rule					
	Devotes time for the general welfare of teachers					
	Whims of the authorities decides candidates fate in selection					
	Victimize teachers					
	Assignments to "yes man"					
	Authorities not accessible to the teachers					
	Extending help to teachers					
	Grant leave for studies and research					
	Encourages faculty in doing departmental duties					
	Encourages lecturers to understand point of view of others					

The convergent validity is measured with the help of composite reliability as well as average variance extracted. The discriminant validity is measured with the help of maximum shared variance and average shared variance. The internal consistency reliability is measured with the help of cronbach alpha. The results indicates that the internal consistency of the construct is found to be high (cronbach alpha = .956). The Composite Reliability and Average Variance Extracted of the variables in the construct is found to be 0.956 and 0.647. This ensures that Convergent Validity of the construct exist. Because the Average Variance Extracted statistic is more than Maximum Shared Variance and Average Shared Variance, thus it indicates that the construct is valid w.r.t convergent as well as discriminant validity. Therefore Discriminant Validity of the construct also exists. Satisfaction regarding attitude and behaviour of authorities along with its twelve variables is shown in the figure 6.

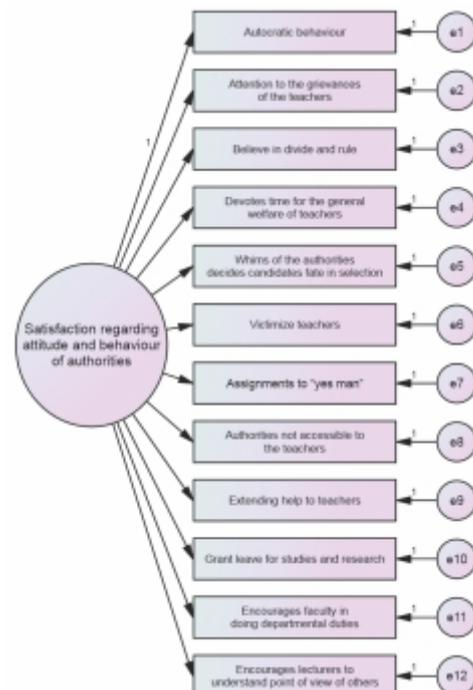


Fig: 6 Attitude & Behavior of Authorities along with its Measured Variables

The results in table 8 depicts that the Standardised Regression Weights of all the variables is more than 0.7, which indicates that each item of the construct is significantly representing the part of Attitude and Behaviour of Authorities. The Standardised Regression Weights represent the correlation

Table-8: Regression Analysis of Attitude & Behaviour of Authorities

Factor Name	Variables	Standard Beta (β)	Unstandardised Beta	CR	R ²	Fitness Indices	
Satisfaction regarding attitude & behavior of authorities	Autocratic behaviour	.768	1		58.9%	Goodness of Fit	
	Attention to the grievances of the teachers	.837	1.112	18.461	70.0%	CFI	.841
	Believe in divide and rule	.808	1.002	17.678	65.3%	GFI	.694
	Devotes time for the general welfare of teachers	.774	1.026	16.766	59.9%	AGFI	.558
	Whims of the authorities decides candidates fate in selection	.808	1.088	17.671	65.2%	NFI	.831
	Victimize teachers	.866	1.111	19.274	74.9%	CMLN/DF	14.338
	Assignments to “yes man”	.805	1.040	17.590	64.8%	Badness of Fit	
	Authorities not accessible to the teachers	.791	1.099	17.231	62.6%	RMSLEA	.182
	Extending help to teachers	.824	1.020	18.122	68.0%	III 90	.193
	Grant leave for studies and research	.803	1.029	17.554	64.5%	LO 90	.170
	Encourages faculty in doing departmental duties	.786	.998	17.099	61.8%		
	Encourages lecturers to understand point of view of others	.778	1.008	16.871	60.5%		

between the measured variable and the construct. In the results, it is observed that the Standardised Beta of the variable, Victimize teachers, is the highest. This represents that the most influencing variable of the construct is that teachers in the university are victimized, if they criticise the functioning of the administration. It is found in the study that maximum number of teachers have a strong perception that they will have to face lot of harrasment, if they go against their immediate bosses. If the teacher has the perception that he/she would be facing bad politics played by their authorities against them because of raising voice against the authorities actions or functions. This develops a negative feeling among the teachers and affects the level of satisfaction of teachers regarding attitude and behaviour of authorities. If this tendency is removed or reduced from the university, it will increase the level of satisfaction of teachers. It is observed that teachers are interested to work in those universities where they get mental satisfaction and politics free work environment.

The next important variable is found to be Attention to the grievances of the teachers. This indicates that if teachers believes that their university authorities pay immediate attention to their grievances, it creates a harmonious and positive relationship with their authorities, which motivates

the teachers. When the authorities are caring and supportive and focus on teachers problems, then the outcome would be more productive, committed, and highly satisfied teachers.

The fitness of the construct is analyzed with the help of Goodness of Fit indices as well as Badness of Fit Indices as shown in the table. The Goodness of Fit Indices CFI (0.841), GFI (0.694), AGFI (0.558), and NFI (0.831) represent that the construct is statistically fit. Similarly the low values of Badness of Fit Indices represent the statistical fitness of the model.



DISCUSSION

a) To determine whether the items selected represented empirically supported construct of teacher job satisfaction.

Validity is the ability to measure what it is supposed to measure for a construct and the three types of validity such as convergent validity, construct validity and discriminant validity. Reliability is the extent of how reliable is the said measurement model in measuring the intended latent construct. The results of the study (Figure 1) determined that the items selected fully represented the supported construct of teacher job satisfaction. The results of the confirmatory factor

analysis shows that the Attitude and Behavior of Students, Attitude and Behavior of Administrative Staff, Coordination and Cooperation among co-faculty members and Attitude and Behavior of Authorities are the important indicators of the job satisfaction construct.

b) To identify the measured variable within the latent constructs.

The result also reveals that the Standardised Regression Weights (Standardised Beta) of all the variables is more than 0.7, which indicates that each item of the construct is significantly representing a part of the latent constructs.

c) To assess the measurement model validity of the constructs.

Internal reliability has been achieved by calculating the Cronbach Alpha of all the latent constructs and it has been observed that Cronbach's Alpha values were above .60. The convergent validity of all the latent constructs are measured with the help of composite reliability as well as average variance extracted. The discriminant validity is measured with the help of maximum shared variance and average shared variance. The internal consistency reliability is measured with the help of cronbach alpha. The results of the latent constructs indicates that the internal consistency of all the latent constructs are found to be high. The Composite Reliability and Average Variance Extracted of the variables in the construct is found to be greater than 0.7 and 0.5. This ensures

that Convergent Validity of the latent constructs exist. The Average Variance Extracted statistic in all the latest constructs is more than Maximum Shared Variance and Average shared Variance, this ensures that the construct is valid w.r.t discriminant validity. The statistical fitness of the model is also tested by calculating the fitness indices. The result shows that the structural model is statistically fit as the values of goodness of fit indices CFI, GFI and NFI is greater than 0.9 and AGFI is greater than 0.8.



CONCLUSION

The result of the study shows that the Attitude and Behaviour of Students, Attitude and Behaviour of Administrative Staff, Coordination and Cooperation among co-faculty members and Attitude and Behaviour of Authorities are the important indicators of the job satisfaction of university teachers. CFA has been performed for every latent construct in the model. In the data set, latent constructs were Attitude and Behaviour of Students, Attitude and behaviour of Administrative Staff, Coordination and Cooperation among co-faculty members and Attitude and Behaviour of Authorities. To evaluate the fit of the models, goodness-of-fit indices were used. It is observed that the fit indices fitted perfectly the models with approximately all the fit indices being above .90 except for Attitude and Behaviour of Authorities.

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