

ACADEMICIANS SATISFACTION LEVEL WITH WORKPLACE ENVIRONMENT

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ABSTRACT

This research article Analysis on academicians satisfaction level with workplace environment ,the role of teachers acquires significance in shaping the society and in bringing revolutionary changes in the development of a country, Academicians are not only the intellectual resources of an educational institution but also they give the shape to the potential of students. Thus, considering their dual role in the society, their satisfaction should be paid special attention. Academicians Job Satisfaction in the Perspective, The purpose of this study is to investigate the perceptions and experiences of academic members' that working at college of education on multicultural education. This paper examines the employees' job satisfaction with work place. The working environment is perhaps a key root causing employee's engagement or disengagement. Taking samples from two universities in Uganda and nine job aspects viz. teaching, research, governance, remuneration, opportunities for promotion, supervision, co-worker's behavior, working environment and job in general, and tenure significantly predict academic job satisfaction, measured the job satisfaction of academicians in general satisfaction; university management satisfaction; faculty management satisfaction; colleague satisfaction; other working group satisfaction; job satisfaction; work environment satisfaction and salary satisfaction. Indicated that there was positive significant relationship between interpersonal relationship and job satisfaction, whereas daily workload and satisfaction was inversely correlated. The organization should consider these variables in promoting job satisfaction among employees in order to enhance organizational citizenship.

Keywords: *Workplace, environment factor, performance management, job satisfaction, human resource, working conditions, issues, Instrument, challenges.*

INTRODUCTION

For every successful education system, academicians are the high quality intellectual property who is devoted for the sustainable development of the society and nation. Academicians are not only a technical or subject expert rather than the 'intellectual dynamism, resourcefulness and economic prosperity of any nation are reflected in the quality of its university teachers and higher education (Ishwara and Laxmana, 2008, p. 101)'. Academicians are the knowledge generator. They create, share and develop the knowledge and play a critical role of molding the behavior of their students. Presently, India has the highest position in world (in terms of no. of higher education institutes) and third position in world (in terms of no. of enrolled students in higher education

institutes). It is in this respect, the role of teachers acquires significance in shaping the society and in bringing revolutionary changes in the development of a country (Devi 2006).

Academicians are not only the intellectual resources of an educational institution but also they give the shape to the potential of students. Thus, considering their dual role in the society, their satisfaction should be paid special attention. Competent, Committed and satisfied teachers are the greatest assets for any educational institution (Ishwara and Laxmana 2008). As Johnes and Taylor (1990, cited in Chen et al. 2006, p. 485) state, the goals of higher education are to provide in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands. None of these goals can be accomplished efficiently if low satisfaction or dissatisfaction exists amongst the Academics in higher education organizations. Job satisfaction means the feelings of different employees about the different dimensions of their jobs. Job satisfaction may be the general behavior emerged due to different events at the workplace; it may be a supervisor's behavior, relationship with peers or the work environment (Robbins, 2012). Various factors such as an employee needs and desires, social relationships, job design, compensation, developmental opportunities and aspects of work-life balance is considered to be some of the key factors of job satisfaction (Spector, 1997).

The level of satisfaction and dissatisfaction is another aspect which relates to employee job satisfaction. Robbins (2012) stressed that a satisfied workforce can increase organizational productivity through less distraction caused by absenteeism or turnover, few incidences of destructive behavior and lower medical costs. On the other hand, Rowold (2008) argued that job satisfaction is not only an important indicator of employees' well-being, but is also central for understanding the process of employee turnover. For example, it has been found that job satisfaction explains variance in withdrawal cognitions, turnover intentions, and actual turnovers, independent from organizational commitment. In human resource development literature, job satisfaction is as an important construct representing the employees' interests (Guest, 1999). In addition, meta-analysis has been conducted to examine how the relationships between the availability of high commitment HR practices, as perceived by employees, and affective commitment and job satisfaction change with age (Kooij et al., 2010). The study also reveals that, in line with social exchange and signaling theories, employees' perceptions of HR practices are positively related to their work-related attitudes and that calendar age influences this relationship largely as expected.

OBJECTIVES OF THE STUDY

1. To assess the satisfaction level of academicians with work place environment.
- 2 To know the satisfaction of job.

METHODOLOGY

The research is mainly aimed at understand the academicians satisfaction level with workplace environment A two-step methodology was followed for this article, comprising literature review, and analysis of secondary data. Each of these steps of the methodology for this study is described in detail Below In order to achieve the research aim and objectives, the article mainly based on secondary data are drawn classified from the Publications of books, monthly journals, article, magazines, and Internet.

IMPORTANCE OF WORKPLACE ENVIRONMENT

The present study is focused on the importance of workplace environment for academicians. Workplace environment is one of the very important factors of job satisfaction and affects the efficiency, performance and satisfaction of an academician to a great extent. Academics is an area which has the responsibility of knowledge generation, development and the future generation is shaped here, in such a scenario workplace environment which is related with the physical working conditions becomes extremely important. A peaceful place to work, quality equipments, and advanced infrastructural environment both in term of availability of physical as well as academic materials play a critical role in enhancing the satisfaction of academicians with their job. Out of different attitudinal variables, job satisfaction is one which has received greater attention of the researchers from all over the world (Locke & Latham, 2000, pp. 249- 250). Job satisfaction refers to the attitude of a person towards his/her job. Job satisfaction is the "extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". According to Spector, job satisfaction can be taken as overall or global and facet satisfaction. Overall approach takes the general attitude of a person from his/her job while facet approach emphasizes that every job has different dimensions or facets which may be related with economic, inter-personnel relations, career advancement and environmental issues etc. A person who is satisfied with his overall job or satisfied with any or some of the dimensions of his/her job, may be dissatisfied with the other dimension/s of his/her job. Therefore sometimes both approaches are used for getting a clear picture.

WORKING CONDITIONS

Higher ranked employees are more satisfied because generally they are in better position in terms of working conditions, remuneration, advancement, supervision, leadership and job variety (Aronson et al. 2005). In their study of the job satisfaction of university teachers in Uganda, concluded that status significantly predicted academic job satisfaction. On the other hand some studies establish the findings that increase in rank is not positively related with increasing satisfaction. That job satisfaction does not progressively increases with academic rank as might be expected. In his study out of the 20 aspects of the job examined, only 4 aspects namely advancement, compensation, co-workers, and variety were found statistically significant with academic rank. The main focus of the study is to assess the satisfaction level of academicians with workplace environment along with exploring the impact of designation on it. The study being descriptive in nature, conducted in Banaras Hindu University, one of the largest central universities of India, uses primary data consisting of twenty four items. Using sampling adequacy formula of where the improvement is needed to enhance academicians' satisfaction.

WORKPLACE ENVIRONMENT FACTOR

Among different factors of job many studies have conducted on workplace environment factor. Indicates that workplace satisfaction has been associated with job satisfaction. An organization's physical environment and its design and layout can affect employee behavior in the workplace. argues that the relationship between work, the workplace and the tools of work, workplace becomes an integral part of work itself. Different aspects of the COPE (Cost-effective Open-Plan Environments) research elucidated relationships between the physical environment and satisfaction with lighting, ventilation, and privacy and acoustics. They further cited several other studies which have shown a significant positive link between the indoor environment, environmental satisfaction, and aspects of job satisfaction. Different research studies argued that to improve academic morale and motivation in universities, attention must be paid to improve the perceived environment (or climate) in which academics

work (Lacy and Sheehan, (1997) higher salaries and compensation benefits may seem the most likely way to attract employees. However, quality of the physical workplace environment may also have a strong influence on a company's ability to recruit and retain talented people. Some factors in workplace environment may be considered keys affecting employee's engagement, productivity, morale, comfort level etc. both positively and negatively. the employee disengagement is increasing and it becomes more important to make workplaces that positively influence workforce. such as distraction, lack of interest, poor decisions and high absence, rather than the root causes.

INSTRUMENT

Further, to measure the perception level of academicians with their work place environment, twenty four items have been identified and they have been asked with the respondents with the help of a structured questionnaire. These twenty four items consist of seventeen positive and seven negative items. Respondents (academicians) were asked to indicate their level of satisfaction or dissatisfaction which they derive from each of the twenty four items related with their work place environment. However negative items have got reverse scoring. Along with these items, different questions related with their general profile have also been asked. These include Present Designation (Professor, Associate Professor and Assistant Professor); Present Age; Marital Status; Educational Qualification; Length of Service etc. Answers to these questions provide a good picture of respondents' background.

HUMAN RESOURCE DEVELOPMENT PRACTICES

Stress that HRD can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. In a broader sense, HRD seeks to develop people's "knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or ultimately, the whole humanity." HRD activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. HRD programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources. In short, while training and development (T&D) activities constitute a major part of HRD, activities such as coaching, career development, team building, and OD also are aspects of HRD. Hassan (2007) argues that there is a belief in HRD that organizations are man-made creatures that supported by human expertise to institute and accomplish the organization goals. The HRD professionals are depending on individual and group, work processes and integrity of the organization. Werner and De Simone (2011)

ACADEMICIANS' PERCEPTIONS OF MULTICULTURAL EDUCATION

Multicultural education is an educational reform movement that has become especially popular in the last 20 years (Banks 2008). This education form has ushered in a new era in education and its impact has moved

beyond education as education contributes to the solution of many social problems. It may be said that there is no country free from cultural problems. People's genetic make-up might differ and so do their beliefs and ideas. The latter is as scientifically valid as the former one. The countries that realize these thanks to multicultural education have managed to minimize social, cultural and educational problems of the past (Aydin 2013). Multicultural education has been implement-end in various countries for more than twenty years and in the past few years it has become a phenomenon research topic in Turkey (Aydin 2012). Many are curious about the views of academics regarding multicultural education which is considered to be an alternative for the solution of cultural, social, and educational problems. Thus, the purpose of this study is to find out the views of academics working in schools of education around Turkey, a country taking small steps in the direction of multicultural education. It is hoped that this study will contribute to the implementation of a possible multicultural education curriculum.

THE CHARACTERISTICS OF MULTICULTURAL TEACHERS

Another definition of multiculturalism as a form education is based on its respect for individual differences. Teachers should realize the individual differences of their students and organize the learning processes of each student considering these individual differences (Cobanet al. 2010: 125). In addition to possessing certain characteristics teachers must also take multicultural education classes throughout their training to be able to offer a multicultural education in a multi-cultural setting (Kaya and Aydin 2014). Studies have shown that there is a positive change in beliefs and attitudes of teachers who take classes on multicultural education regarding cultural differences (Valentiin 2006). On the other hand, it has been observed that most teachers who have not taken classes on multicultural education are insufficient when it comes to organizing the learning environment for students from dif-

ACADEMICIANS, ACTIVISTS TO DISCUSS ENVIRONMENTAL ISSUES

Should Goa be open to regulated mining, or should the eco-disruptive industry be shut down completely, rendering thousands jobless? Is the tourism industry responsible for the loss of traditional skills and the breakdown of Goa's culture? Should the mining of sand, an essential construction material, be banned? Should Goa allow its neighboring state Karnataka to divert 7.56 tmc feet of water from the river Mhadei for its agricultural needs? These were the questions that a group of environmentalists, educationists and Fulbright scholars sought to discuss at a seminar organized by the Centre for Environment and Natural Resource Management (CENRM) at the International Centre, Goa on Saturday. CENRM, in collaboration with the United States-India Educational Foundation will organize a series of workshops, as a platform to discuss environmental issues plaguing Goa. "We expect the government to do everything — address environmental degradation, as well as buildup infrastructure. It is also the responsibility of citizens like us to generate ideas and contribute to find and execute solutions,"

DETERMINANTS OF ACADEMICS' JOB SATISFACTION

The job satisfaction of academics is related to a number of variables of complex function such as demographic characters, the work itself, pay, work responsibilities, variety of tasks, promotional opportunities, relationship with co-workers and others. Academics may be simultaneously satisfied with some facets of the job and dissatisfied with others. Influential factors that contribute to the enhancement or reduction of academics' job satisfaction among private universities in India A conceptual model of job satisfaction is developed and applied for academics' job satisfaction. The results reveal that compensation package, supervisory support, job security, training and development opportunities, team cohesion, career growth, working conditions, and organizational culture and policies are positively associated with the academics' job satisfaction. Amongst them, three factors stood out as significant contributors for job satisfaction of academics i.e. compensation package, job security, and

working conditions. Therefore, the management of private universities should focus their effort on these areas of human resource management for maintaining academics' job satisfaction and employee retention. The study will be useful for university management in improving overall job satisfaction as it suggests some strategies for employee satisfaction practices.

CHALLENGES

This study explores various challenges facing higher education in Turkey. While several studies done in the past highlight a number of challenges of Turkish universities, those challenges were often not articulated well. In this study, we made an attempt to provide a framework for understanding the major problems and challenges Turkish universities have been struggling with. Some of the challenges discussed in this study are rooted in the perception and assumption that higher education institutions are a gateway to the job market. Although this perception is partially true, the real purpose of higher education is to provide the students with various critical thinking skills so that they can make informative decisions and address the challenges they may encounter once they graduate. In this research, the key issues associated with challenges Turkish universities are struggling with are investigated and presented using academic research, and the assessments and observations of the authors of this study.

CONCLUSION

Many faculties and departments, classrooms are not sufficient as per the number of students. Similarly, in some faculties departmental libraries are not there or in not a very good position. Hence their status should be improved both in terms of physical infrastructure and academic material. Academicians are also not very happy with the pace at which the information are made available by central office, being a formal hierarchy it takes time, so academicians are of the view that central office should be information at earliest. Further, they are of the view that non-teaching should be given behavioral training along with the technical training also so that they will be supportive enough for the teaching staffs. Surely it will enhance the satisfaction level. this study indicated that academics consider multicultural education as an advantageous form of education for India. And also stated that to better prepare teachers who will offer multicultural education, the phenomenon of multiculturalism should be integrated to undergraduate curriculum and teachers should acquire skills such as empathy, tolerance, and democratic thinking. Job satisfaction has been widely studied in the management literature due to its relevance to the physical and mental well-being of the employees. Job satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism and turnover. An understanding of the factors involved in job satisfaction is crucial to enhance the happiness of workers. In a similar vein, job satisfaction among academics is very important because it contributes to the quality of teaching, high job commitment and pave a right direction in producing high quality students. Understanding academics job satisfaction will help the institutions to find mechanism in order to retain academic talents, lower absenteeism and turnover rate, as well as attracting new best brain in to the academic line.

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