A STUDY ON THE FACTORS INFLUENCING FACULTY SATISFACTION IN SELF FINANCE ENGINEERING COLLEGES AT CHITTOOR DISTRICT

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ABSTRACT

Human Resource Development is aimed to develop and enrich the competencies of the human beings in any sector. Human resources are most important among all the resources. Hence, the employee of the organization can make proper utilization of the other resources to achieve the goals of the organization. There is a need for the organizations to ensure and develop the competencies, effectiveness, and dynamism of their employee in a continuous way. A Conducive Developmental Climate is, therefore, required to ensure the effectiveness of the employees. HRD climate is the best tool to create a pleasant environment that enables the employee as initiative, proactive, co-operative, be opened, feel autonomy and trustful. This positive environment makes the employee highly satisfied which leads to achieving a higher performance. Recently business, service, manufacturing, sectors, as well as IT sectors, was finding difficulties in identifying the factors which having a high impact on HRD Climate and relation with job satisfaction among employees. Hence, the aim of the paper is to explore the perceptions and attitudes of the employees regarding the potential HRD climate variables which have relations with job satisfaction of employees.

KEYWORDS: Effectiveness, Dynamism, HRD Climate, Satisfaction & Performance

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INTRODUCTION

India's higher education system is one of the main sources to contribute to the economic rise and world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 percent of its youth in higher education as compared to 20 percent in China. HRD is needed for every institution to become more effective. It is a continuous process which intended for exploring and expanding the entire systems in the institutions.

Human resource development aims at developing all the employees of an organization in a planned manner not only to acquire and apply their existing capabilities, but also their inner potentials and help in building a climate with strong interpersonal bonds which help the organization to achieve its goal. HRD is concerned with the development of human resource in an organization. Development means improving the existing capabilities & helping them to acquire new capabilities required for the achievement of the corporate as well as individual goals. "Human Resource Development (HRD) in organizational content is a process (Rao, TV, 1991) by which the employees of an organization is helped in a continuous planned way to: 1) Acquire or sharpen capabilities required

to perform various functions associated with their performance or future expected roles. 2) Develop their general capabilities as individuals & discover & exploit their inner potentials for their own and/or organizational development purposes and 3) Develop an organizational culture in which superior–subordinate relationship, teamwork & collaboration among the sub-units are strong & contribute to the professional well-being, motivation & pride of the employees.

REVIEW OF THE LITERATURE

HRD activities are aimed to enhance the performance of the employee and organization by achieving employee satisfaction. A pleasant environment is necessarily conducive for effective implementation of HRD which made the employee productive. The literature also revealed that HRD climate is extremely important for the ultimate achievement of the business goals. Nadler (1969) in his study on HRD of different organizations of the United States have linked HRD to three activities, namely – training, education and development, and emphasized the need for designing a series of activities to produce behavioral change with the specified frame. Positive HRD climate renders the existing systems more effective and makes the organizations more receptive to the introduction of the relevant additional system (Athreya, 1988). **Lewlyn L. R. Rodrigues** (2005) studied with an objective to compare HRD climate in engineering college with a private sector based industry and results indicated that training and development ranked in the industry was on top but in a institute was on third. Participative management second in industry, but in institute scored as fifth. Supervision, counseling, and mentoring were not in practice in an institution. In industry, there were different perceptions in industry. **Srimannarayana** (2009) aimed to explore the extent of the HRD climate in the manufacture sector. Finally, the researcher suggested that to introduce a farewell fare and reward systems to maximize the satisfaction level of the employees to reach the organizational goals. **Saraswathi** (2010) in her study “Human Resources Development Climate: An Empirical Study” she stated that there was a significant difference between the developmental climate of the manufacture sector and software. The results were indicating that HRD climate variables-general supportive system, HRD mechanisms, and OCTAPACE culture were better in a software sector than the manufacturing sector.

DR. P. M. S ABDUL GAFFOOR (2012) explained that innovative HRD practices can enable the competencies. The researcher conducted a survey in BHEL, Ranipet with a view to ascertaining the innovative trends in HR practices and concluded that Training or Work-based learning, HRD planning and Professional development are valued as innovative HRD practices. **DR. BIRAJIT MOHANTY, MS. SUSMITAPARIJA, Mr. GHANSYAMSAHU** (2012) conducted a study on five insurance sectors. The findings provided a positive impact of HRD climate on performance due to high motivation, commitment, responsiveness and job satisfaction of employees.

Srinibhash Das (2013) correlates the HRD climate with job satisfaction in the mahanandhi coal field ltd, Sabalpur, Odisha. He assesses the HRD climate variables like OCTAPACE culture and overall HRD climate, the correlation between the job satisfaction and components of HRD climate, the existence of job satisfaction level of the employees. **Nasser S. Al-Kahtani and Nawab Ali Khan** (2014) studied about HRD practices which can help the public telecom industry with a view to overcome future challenges in Saudi Arabia. Conclusions have supported the concepts of HRD which can help in improving the performance of the employees. **R. Krishnakumar and K. Sugaprakash** (2014) attempted to study the difference in the perception of the employees regarding HRD climate and the type of HRD climate which exist in public sector banks in Puducherry. **BhartiVij, Dr. V. K. Jain** (2014) studied about the conducive development climate in the banking sector. The researcher found out the difference between HRD climates of two public sector banks in Punjab. The researcher revealed that there was a good HRD climate exists in this industry. **Dr.**

Sheematarab: 2015 studied “Impact of HRD mechanisms over organizational commitment in Indian telecom industry: A private sector perspective” and discussed the impact of HRD mechanisms on organizational commitment. Results indicate that HRD mechanisms have a positive impact on a commitment of the employees. **Dr. Usha (2016)** examined the perception of the employees about HRD practices in Indian telecom industry. The researcher conducted a correlated study between the variables of HRD practices-quality of life, performance appraisal& rewards, training and development, organizational development, participative management with a commitment- affected commitment, continuance commitment, and normative commitment.

RESEARCH METHODOLOGY

Table 1

Type of Study	Descriptive
Type of sample	Simple Random sampling
Sample size	513
Statistical Tools	Exploratory Factor Analysis & correlation

Objective: To understand the factors that influence faculty satisfaction level itself financing Engineering colleges.

Analysis: Exploratory Factor Analysis applied in SPSS, to determine the factors that influencing faculty satisfaction.

Table 2

Items/ Factors	Factor Loadings	Grand Mean	Con. Branch Alpha Value
Component 1: Career Advancement & Compensation Management			
Adequate salary paid by the Management	0.730	3.56	0.833
Career advancement is effective	0.785		
Faculty performance is recognized with appropriate awards	0.673		
Faculty are willing to do administrative jobs	0.753		
Component 2: Reward System			
Faculty are provided with optimum workload	0.754	3.89	0.755
Adequate salary paid by the Management	0.511		
Welfare measures are effective	0.702		
Department Heads are effectively guiding the Department	0.505		
Happy to serve this institution	0.671		
Component 3: Job Specification			
Subject allocation according to the specialized area of interest	0.694	4.02	0.707
Feedback mechanism help the faculty to mold their teaching behavior	0.843		
Department Heads are effectively guiding the Department	0.533		

The Principal component analysis extracted three components, they are Career advancement & compensation management, Employee Reward System and Job Specification.

Career Advancement & Compensation Management

The importance of career advancement in motivating and retaining employee makes the findings of one study particularly concerning. According to a press release, professional services organization Thomas Watson discovered in a recent survey that only 37 percent of companies in the U. S. and Canada stated that their employees understand how they can shape their careers in their given role. Additionally, only 44 percent of companies report that their employees are actually able to obtain the career advancement opportunities they desire. The above table shows that the following

variables are determined. The ideal compensation management policy ensures that the best talent will remain with the organization while attracting new talent and minimizing turnover. In conjunction with benefits administration and workforce analytics an effective compensation management policy steers employees toward behaviors that enhance personal well-being and minimize the risk of burnout. The present study Career advancement & Compensation management component constitutes the following variables; they are Adequate salary paid by the Management (0.730), Career advancement is effective (0.785), Faculty performance is recognized with appropriate awards (0.673), and Faculty is willing to do administrative jobs (0.753). Whereas $\alpha = 0.833$ it shows that factor loadings the relationship between variables are acceptable, with a Grand mean of 3.56.

Component 2: Reward System- Employee reward systems refer to programs set up by a company to reward performance and motivate employees on individual and/or group levels. Rewards should be scaled to the accomplishments and consistently applied across the company. You wouldn't give someone a 10% raise just for showing up on time. But a top performer who comes up with a way to save the company 10% in production costs might merit a bonus and prominent recognition among her peers. The main goal of rewards is to give employees tangible reasons to continue to improve their performance and help the company grow. The reward system component constitutes the following variables they are Faculty are provided with optimum workload (0.754), Adequate salary paid by the Management (0.511); Faculty performance is recognized with appropriate awards (0.57); Welfare measures are effective (0.702); Department Heads are effectively guiding the Department (0.505); Department Heads are effectively guiding the Department (0.505); and Happy to serve this institution (0.711), whereas $\alpha = 0.755$, and Grand Mean = 3.89

Component 3: Job specification- A statement of employee's characteristics and qualifications required for satisfactory performance of defined duties and tasks comprising a specific job or function. Subject allocation according to the specialized area of interest (0.694), Feedback mechanism helps the faculty to mold their teaching behavior (0.894) and Department Heads are effectively guiding the Department (0.533); whereas $\alpha = 0.707$ with a Grand Mean = 4.02

Table 3

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
Y1	Pearson Correlation	.303(**)	.241(**)	.463(**)	.502(**)	.458(**)	.260(**)	.370(**)	.258(**)	.265(**)	.328(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	513	513	513	513	511	513	511	513	511	513
Y2	Pearson Correlation	.387(**)	.437(**)	.570(**)	.482(**)	.559(**)	.262(**)	.362(**)	.421(**)	.313(**)	.366(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	513	513	513	513	511	513	511	513	511	513
Y3	Pearson Correlation	.283(**)	.315(**)	.552(**)	.591(**)	.555(**)	.177(**)	.394(**)	.344(**)	.244(**)	.242(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	511	511	511	511	509	511	509	511	509	511
Y4	Pearson Correlation	.433(**)	.342(**)	.491(**)	.379(**)	.462(**)	.277(**)	.330(**)	.428(**)	.306(**)	.353(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	513	513	513	513	511	513	511	513	511	513
Y5	Pearson Correlation	.211(**)	.394(**)	.341(**)	.423(**)	.411(**)	.301(**)	.314(**)	.332(**)	.321(**)	.191(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	513	513	513	513	511	513	511	513	511	513
Y6	Pearson Correlation	.491(**)	.376(**)	.371(**)	.471(**)	.348(**)	.294(**)	.273(**)	.322(**)	.299(**)	.449(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	507	507	507	507	505	507	505	507	505	507
Y7	Pearson Correlation	.090(*)	.308(**)	.228(**)	.304(**)	.154(**)	.160(**)	.307(**)	.213(**)	.162(**)	.085
	Sig. (2-tailed)	.041	.000	.000	.000	.000	.000	.000	.000	.000	.055
	N	513	513	513	513	511	513	511	513	511	513
Y8	Pearson Correlation	.339(**)	.396(**)	.590(**)	.603(**)	.596(**)	.240(**)	.310(**)	.503(**)	.438(**)	.306(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	509	509	509	509	507	509	507	509	509	509
Y9	Pearson Correlation	.429(**)	.373(**)	.538(**)	.549(**)	.472(**)	.264(**)	.356(**)	.404(**)	.401(**)	.427(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	509	509	509	509	507	509	507	509	507	509
Y10	Pearson Correlation	.431(**)	.410(**)	.570(**)	.453(**)	.574(**)	.183(**)	.253(**)	.383(**)	.251(**)	.372(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	513	513	513	513	511	513	511	513	511	513

NOTE: ** = 5 % (0.05), Significance Level < 0.10 is Acceptable.

FINDINGS & SUGGESTIONS

The Bivariate Correlations procedure computes the pairwise associations for a set of variables and displays the results in a matrix. It is useful for determining the strength and direction of the association between the two scales and ordinal variable. The Pearson correlation co-efficient measures the linear association between two dimensions.

- **X1** (optimum workload) is strongly correlated with the variables **Y4** (adequate training and development programme), **Y6** (Learning platform), **Y9** (work-life balance) and **Y10** (concern towards faculty development). And the other remaining factors are not significantly impacting the **X1**(optimum workload).
- **X2** (Subject allocation according to the specialized area of interest) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y5** (identifies the potential employees), **Y8** (Faculty's suggestions are effectively considered) and **Y10** (concern towards faculty development). And the other remaining factors are not significantly impacting the **X2** (Subject allocation according to the specialized area of interest).
- **X3** (Adequate salary) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y3** (HR Policies facilitate the faculty development), **Y8** (Faculty's suggestions are effectively considered), **Y9** (work-life balance) and **Y10** (concern towards faculty development). And the other remaining factors are not significantly impacting the **X3**(Adequate salary).
- **X4** (Career advancement) is strongly correlated with the variables **Y1** (pleasant working environment), **Y3** (HR Policies facilitate the faculty development), **Y8** (Faculty's suggestions are effectively considered) and **Y9** (worklife balance). And the other remaining factors are not significantly impacting the **X4** (Career advancement).
- **X5** (recognition with appropriate awards) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y3** (HR Policies facilitate the faculty development), **Y8** (Faculty's suggestions are effectively considered) and **Y10** (concern towards faculty development). And the other remaining factors are not significantly impacting the **X5** (recognition with appropriate awards).
- **X6** (Feedback mechanism) is strongly correlated with the variables **Y5** (identifies the potential employees) and **Y6** (Learning platform). And the other remaining factors are not significantly impacting the **X6** (Feedback mechanism).
- **X7** (administrative jobs) is strongly correlated with the variables **Y1** (pleasant working environment), **Y2** (allocating the resources as per requirements), **Y3** (HR Policies facilitate the faculty development) and **Y9** (work life balance). And the other remaining factors are not significantly impacting the **X7** (administrative jobs).
- **X8** (Welfare measures) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y4** (adequate training and development programmer), **Y8** (Faculty's suggestions are effectively considered) and **Y9** (work-life balance). And the other remaining factors are not significantly impacting the **X8**(Welfare measures).
- **X9** (Guidance from Department head) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y5** (identifies the potential employees), **Y8** (Faculty's suggestions are effectively considered) and **Y9** (work-life balance). And the other remaining factors are not significantly impacting the **X9**(Guidance from

Departments head).

- **X10** (Happy to serve the institution) is strongly correlated with the variables **Y2** (allocating the resources as per requirements), **Y4** (adequate training and development programme), **Y6** (Learning platform), **Y9** (work-life balance) and **Y10** (concern towards faculty development). And the other remaining factors are not significantly impacting the **X10** (Happy to serve the institution).
- The variable **Y7** (administrative assignments) is not strongly correlated to any of the variables that support for HRD climate, and the variable **X10** (Happy to serve the institution) is not having a significant correlation with the variable **Y7** (administrative assignments).

CONCLUSIONS

The present study provides information about Hrd climate prevailing in the institutions on the basis of the perception of the faculty in chittor district. It also supplies the information of the management commitment towards human resource development as well as the level of job satisfaction of the faculty. The study provides major inputs to the management to reorganize its policies and decisions to build a strong organization by attaining faculty's job satisfaction. Literature indicates that HRD climate is a very significant concept as it does have a positive relation with employee job satisfaction. Hence, the top management and the policy makers should look upon various development issues and taking concern of their work force to develop and retain them for achieving organizational goals. According to the correlation analysis, the researcher also found a positive relation between management interest and Job Satisfaction. Satisfied faculty can increase the productivity of the institution itself. Being largest education system, Indian institutions need to maintain a good Hrd climate.

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