

The Dynamics of Work Environment on Job Satisfaction in Indian Higher Educational Institutions

K. Praveen*, L. R. K. Krishnan**

ABSTRACT

This paper examines the relationship between facets of the work environment and job satisfaction in academic institutions. In previous studies, the job satisfaction (JS) and work environment (WE) have been examined, which has given less attention to the multi-faceted character of the work environment construct. In this reading, we emphasize that how work environment facets are linked to JS. Questionnaires were administered to 222 faculty members from higher educational institutions, India. Based on the statistical findings, work environment facet has significant positive relationship with JS, namely, “effective supervision,” “promotional opportunities,” “working conditions,” and “interpersonal relationships.” The study results show that faculty is more satisfied with the interpersonal relationship than other dimensions. The facets of the work environment as the antecedents help us to understand the significant factors that are more essential to determine. The findings also suggest that higher education institutions recognize the work environment’s importance in influencing faculty JS.

Keywords: *Effective Supervision, Promotional Opportunities, Interpersonal Relationship, Working Condition, Motivation*

INTRODUCTION

The level of job satisfaction is a basic indicator of an organization’s success, as it shows employees’ satisfaction with their jobs. Dissatisfied employees may advance workplace burnout or fatigue and intention to

* Assistant Professor, VIT Business School, Chennai, Tamil Nadu, India.

** Professor, VIT Business School, Chennai, Tamil Nadu, India.

Email: lrkrishnan@gmail.com

quit (Peng et al., 2016; Fabi et al., 2015). Satisfied employees develop affective commitment (Yousef, 2017), lowers turnover (Fabi et al., 2015). JS is strongly linked to their work environment, commitment, and desire to leave (Lambert et al., 2018). Notwithstanding, it introduced that the most instructive data to have around the employee in any educational institution was a considerable proportion of their general degree of JS. To comprehend the connection between the workplace and earlier work has been made from one side of the planet to the other in various settings throughout the long term (Lane et al., 2010; Toropova, Myrberg & Johansson, 2021). So, in this changing work content regarding working conditions and its impact on job satisfaction, it is important to study how employees engage and develop their skills (Liang & Akiba, 2017).

Therefore, the present focus of the literature review is on ascertaining elements that may contribute to the JS. JS as “the feelings of worker toward his job, rewards, which he/she receives, social, organizational, and physical characteristics of the environment in which he performs his working activities” (Sell & Cleal, 2011). Every job has a social, physical, and organizational characteristic that motivates employees to accomplish their work objectives and nurtures personal growth, knowledge, and development (Bakker & Demerouti, 2008). The term working environment consists of the social, physiological, and psychological conditions and all other factors influencing work.

Buhai, Cottini and Nielsen (2008) explain, an overall work environment measure provides an inadequate approach to comprehend whether an employee is satisfied with their job or not. Chandasekhar (2011) truthfully replicates an employee’s work environment; several job facets are to be evaluated as these may not be of equal importance to each employee. Workplace issues include things like work activities, training, and work-life balance. It is generally recognised in the literature that a WE is a multi-faceted approach in which employees have varying degrees of sensitivity to various components of the job (Edem, Akpan & Pepple, 2017). Dissatisfied teachers are not connected with the institution, leading to turnover, which may harm student achievement (Ronfeldt, Loeb & Wyckoff, 2013; Skaalvik, 2011).

According to previous research, changing the work environment can boost employee productivity, which impacts the company’s success (Leblebici, 2012). In comparison, there has been less research on work environment which is perceived by faculty in higher education institutions,

which is an important element in determining job satisfaction. We still don't know which aspects of the work environment is more influencing to increase job satisfaction. Focusing on the long-standing work environment literature and combining it with the newly developed job satisfaction concept can help businesses better understand job-specific sources, a persistent challenge in today's enterprises (Skaalvik & Skaalvik, 2011). However, the WE's multifaceted nature has received less attention in the WE literature. As a result, it appears that pursuing the significant relevance of the WE has a favourable impact on JS and the firm's productivity is necessary (Buhai et al., 2008).

Therefore, our research paper aims to fill this research gap. The present report significantly focuses on psychosocial workplace perspectives, that affect JS. Our research model is tested by a sample from a faculty in higher education institutions in India. Higher education assumes a crucial part of human resource development in a society. Faculty will be in the situation to achieve learning goals if they feel JS. Along these lines, it is critical to examine the different aspects of JS mainly related to WE. As a result, the central issue of our study is whether WE and JS are significantly associated.

LITERATURE REVIEW

Spector (1997) discoveries show that the more significant parts of the organizations are not focusing on the workplace environment, which adversely impacts the performance of employees. Additionally, Simon and Johnson (2015) stated, Employees should be included in a management information system environment, according to the findings of their study, which revealed a statistically significant association with JS. Other studies, on the other hand, show that labour can cause either JS or unhappiness. In the broadest sense, Edem et al. (2017), "work environment entails employees' safety, job security, good working relationship among employees, promotional opportunities, recognition of work, interpersonal relationships, and effective involvement in decision-making processes of the organization."

Young employees are willing to sacrifice job satisfaction, job enrichment, and stress tolerance in order to succeed later in life. An indicator that an employee accepts the circumstances and attempts to overcome the problems related to the role is that he does so only when he

is limited by personal and financial circumstances with no other options for advancement (Krishnan, 2021).

In addition, there is some other predetermined factors workgroup co-task, an absence of congruity, work challenges, and support is to be considered. Previous research has discovered a relationship between job circumstances and happiness (Skaalvik & Skaalvik, 2011). Teacher cooperation and Interpersonal relationships turned out as significant for job satisfaction of teachers (Borman & Dowling, 2008). An investigation in the telecom segment by Tariq, Ramzan and Riaz (2013) Workplace characteristics such as remuneration, concern about the working environment, workload, and family conflicts as a result of profession lead to employee dissatisfaction, which leads to turnover.

EFFECTIVE SUPERVISION EFFECT ON JS

As McFarland and Morris (1984) indicated, that It is a dynamic strategy in which employees are encouraged to take an interest in exercises designed to meet the organization's goals and support their own development. Several research have looked into the link between effective supervision and JS (Dysvik & Kuvaas, 2013; McNamara & Pitt-Catsoupes, 2016). Abdulla et al. (2011) investigated the relationship between WE factors and JS. Results show that environmental factors salary, supervision, and promotion are the better predictors of JS than demographic factors such as sex, age, education level, and work experiences. Instead of adequate supervision, harsh behaviour adversely influences employees, which implies not sharing practical and innovative ideas with their supervisor (Dysvik, Kuvaas & Buch, 2014). These discoveries are in line with the examinations by (Warner & Hausdorf, 2009) that work fulfillment has a direct negative relationship with representatives' turnover.

Hypothesis 1: Effective supervision positively related to faculty JS.

PROMOTIONAL OPPORTUNITIES EFFECT ON JS

Promotional opportunities are perceived as “the degree to which staff members perceive their chances to grow and be promoted within the organization” (Lambert & Paoline, 2008). Previous studies reveal a

significant positive relationship between and JS (Danish & Usman, 2010; Wan, Sulaiman & Omar, 2012). Promotional opportunities may bring about positive emotions about a job that can build satisfaction towards his/her work (Lambert & Paoline, 2008). Motivational factors such as achievement, nature of work, acknowledgment, promotion opportunities cause employees to feel a sense of belongingness with the organization. Further, these elements raise the level of motivation in the employees to play out their assignment viably and proficiently way (Khalid, Irshad & Mahmood, 2011).

Hypothesis 2: Promotional opportunities positively related to faculty JS.

WORKING CONDITIONS EFFECT ON JS

Generally dialogue, working conditions consists a broad range of issues and topics, from working hours, workload, physical and mental challenges that are present in the workplace. The researcher considered the psychosocial aspect rather than the physical needs. Working conditions Places a significant role in determining teachers' job satisfaction (Liang & Akiba, 2017). Toropova, Myrberg and Johansson (2021) There is a significant correlation between working conditions and job satisfaction among teachers, according to the study. Using JS, a survey was conducted, and a model was developed by combining economic variables and WE variables to evaluate working conditions in a non-hazardous WE with low monetary rewards and a hazardous WE with high monetary rewards (Sell & Cleal, 2011).

Hypothesis 3: Working conditions positively related to faculty JS.

INTERPERSONAL RELATIONSHIPS EFFECT ON JS

In general, an interpersonal relationship is a strong, substantial, or close association between at least two people that can last anywhere from a short time to a long time. Relationships with family, co-workers, and friends play an essential influence in predicting levels of pleasure (Le et al., 2013). Supportive connections play an essential part in determining

individual health and contentment, which helps to reduce mortality rates (Holt-Lunstad, Smith & Layton, 2010; Johnson, Kraft & Papay, 2012). Additionally, a study by Cano and Castillo (2004) studied the factors that affect faculty JS; results revealed that proper attention to interpersonal relationships and recognition positively impacts JS in the faculty. (Barnes et al., 2015) determines that interpersonal relationships enhance the quality of work and boost performance. Therefore, the outcome demonstrates that interpersonal relationships are imperative elements adding to the work environment.

Hypothesis 4: Interpersonal relationships positively related to faculty JS.

JOB SATISFACTION

Locke (1976, p. 1,300) defines JS as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.” JS is related to an “employee’s mindset toward a working environment that meets the needs and values of employees and the individual’s response to that environment” (Lambert et al., 2018).

[...] Employees who are happy in their positions and devoted to the company form a stronger link, which leads to increased cooperation and a decreased risk of quitting.

Prior research have focused on job satisfaction and its impact on many organisational elements, which has continued till recently (Meisler, 2014). Both intrinsic and exogenous causes can cause job satisfaction and discontent. Lyons and Akroyd (2014) defines that the JS is an emotional or emotive reaction to many aspects of work based on an individual’s viewpoint and thoughts. The majority of people spend their days at work dealing with JS issues, which forces them to complete their job responsibilities and duties. Satisfied teachers are more productive and less vulnerable to stress, burnout, and intent to quit the profession (Blömeke, Hsieh, Houang & Wang, 2017; Skaalvik & Skaalvik, 2011). Additionally, satisfied teachers improve their instructional quality and academic standards and boost their interest in delivering the right content in student learning (Lindqvist & Nordäng, 2016).

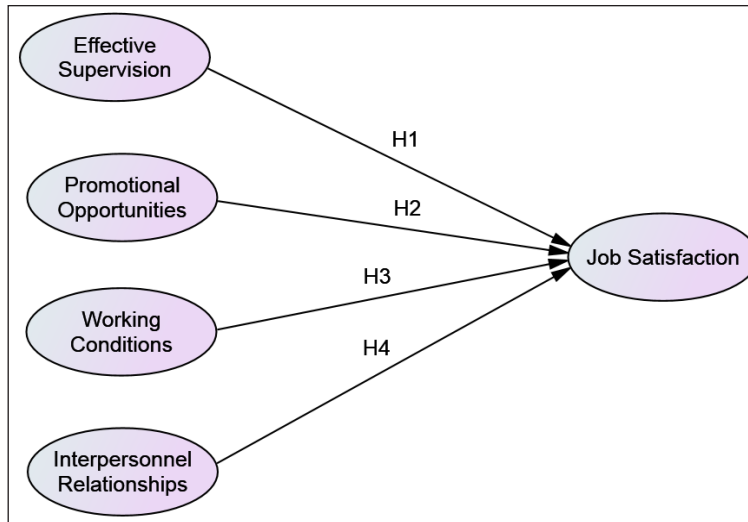


Fig. 1: Proposed Model of the Study

RESEARCH METHODOLOGY

Sample and Procedure

A structured questionnaire has been given to participants to fill the survey. In this study, purposive and convenient sampling technique was applied. The study sample consists of 222 respondents, faculty in higher educational institutions in India. The composition of the sample was assistant professors, associate professors, and professors. Researcher has used two approaches for selecting faculty as participants. Firstly, the faculty should be employed in those colleges. Secondly, the faculty should understand of English to fill questionnaire. The researcher distributed approximately 334 questionnaires to the different engineering colleges out of these, 247 (74%) were returned, but only 222 (66.5%) were utilized for statistical analysis. The other questionnaires were not fully completed.

Measures

PWES Perceived WE scale established by S. M. Khan (2011) 4 dimensions, adequate supervision with five items sample item “Management encourages us to make suggestions for improvements here” and “My supervisor/boss

motivates employees to work together as a team.” The second variable is promotional opportunities with 6 items, sample item, “There are plenty of opportunities here for those who want to develop” and “Compare with other organizations employee benefits here are better.” The third variable is Interpersonal relationships with 6 items, sample items “I have a good relationship with the people I work” and “Management here sees to it that there is a cooperation between the departments.” Fourth variable working conditions with 4 items, sample item “Management is doing its best to give us good working conditions” and “My supervisor sees that we have things we need to do our job.” Hardeo Ojha established JS questionnaire scale (2014) 3 items, sample items “Is your present work interesting to you” and “Do you like your job environment.”

RESULTS

Sample Characteristics

Table 1 illustrates the participant’s characteristic profile. From 222 respondents, 101 (45.5%) were female and 121 (54.5%) were male. Age under 30 years are 36 respondents (16%), in age between 31-40 years are 80 respondents (36%), age between 41-50 years are 67 respondents (29%), and age above 51 years are 39 respondents (19%). Undergraduates, 11 (5%), postgraduates 180 (81%), and Ph.D., 31 (14%). 0-6 years’ experience, 46 (21%), 7-15 years 105 (47%), and above 16 years’ work experience 71 (32%). The SD and mean values are shown in Table 2.

Table 1: Demographic Profile of Participant

Category	Frequency	Percentage
Gender		
Male	121	54.5
Female	101	45.5
Age		
Under 30	36	16
31-40	80	36
41-50	67	29
51 and Above	39	19

Category	Frequency	Percentage
Qualification		
Undergraduate	11	5
Post Graduate	180	81
Phd	31	14
Work Experience		
0-6 Years	46	21
7-15 Years	105	47
Above 16 Years	71	32

Table 2: Means, SD, and Correlation

Variables	Mean	SD	1	2	3	4
Age	38.52	9.1				
Work Experience	5.44	1.2				
EFS	3.54	.894				
PRO	3.45	.911	.709**			
WOC	3.46	.893	.675**	.608**		
IPR	3.55	.914	.588**	.467**	.491**	
FJS	3.52	.874	.668**	.618**	.569**	.544**

Note: EFS: effective supervision, PRO: promotional opportunities, WOC: working conditions, IPR: interpersonal relationships: FJS: faculty JS.

Table 3: Factor Loading for WE Items

Factors	Items	Factor Loadings	Cronbach's Alpha	CR	AVE
Effective Supervision	EFS1	0.928			
	EFS2	0.715			
	EFS3	0.775	0.848	0.859	0.620
	EFS4	0.713			
Promotional Opportunities	PRO1	0.852			
	PRO2	0.729			
	PRO3	0.781	0.855	0.856	0.549
	PRO4	0.761			
	PRO5	0.549			

Factors	Items	Factor Loadings	Cronbach's Alpha	CR	AVE
Working Conditions	WOC1	0.676			
	WOC2	0.727	0.764	0.808	0.513
	WOC3	0.640			
	WOC4	0.812			
Interpersonal Relationships	IPR1	0.735			
	IPR2	0.750	0.843	0.846	0.582
	IPR3	0.753			
	IPR4	0.812			
Faculty JS	FJS1	0.666			
	FJS2	0.735	0.774	0.775	0.529
	FJS3	0.778			

Note: CR = Composite reliability; AVE = Average variance extracted; Reliability: CR > 0.7; Convergent validity: CR > AVE, AVE > 0.5.

Structural Equation Modeling

SEM is a multivariate method that examines the sequence of the hypothesized model dependence relationship instantaneously. SEM primarily associates multiple regressions with confirmatory factor analysis (CFA), which has two models to test: the structural and measurement models. The measurement model tests the observed variables and latent variables' validity and reliability (Doloi, Iyer & Sawhney, 2011).

The Measurement Model

To examine the measurement model, a CFA was directed using AMOS 21. It is necessary to check the reliability and validity before analyzing the interrelationship of the structural model (Fornell & Larcker, 1981). Fig. 2 depicts five constructs, namely, "EFS," "PRO," "WOC," "IPR," and "FJS." To check the reliability, internal consistency was calculated. The reliabilities values are considered applicable and excellent if ($\alpha \geq 0.90$), it is satisfactory and good if ($\alpha \geq 0.80$), and the level of acceptability ($\alpha \geq 0.70$), given by (Leech et al., 2011). Individual values of Cronbach's exceed $\alpha > 0.70$ (Table 3, measurement model Fig. 2).

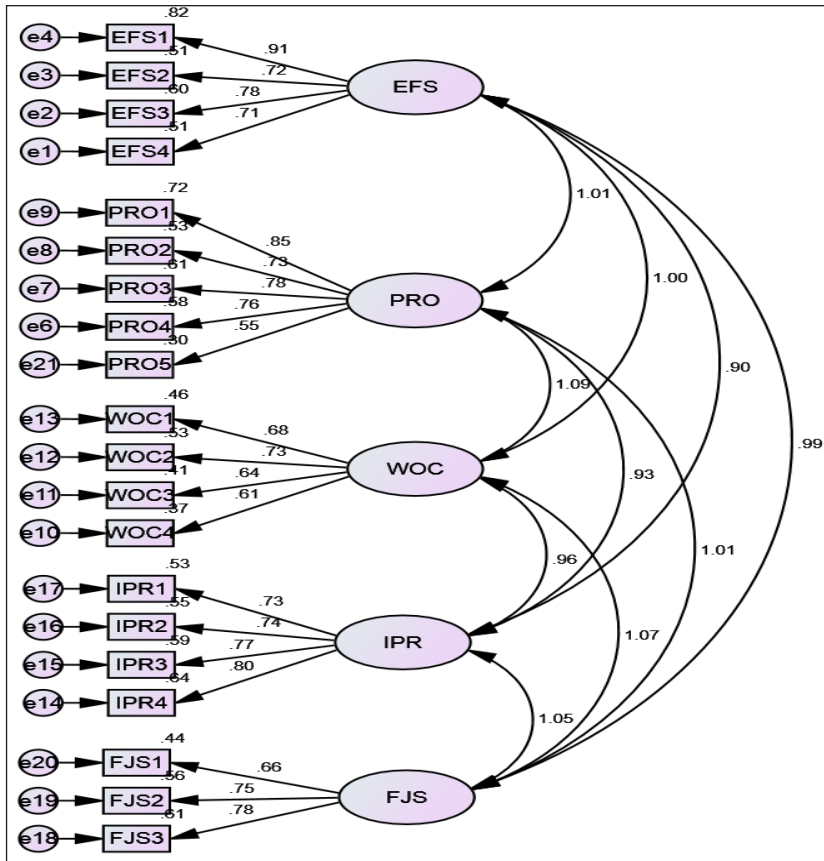


Fig. 2: Measurement Model

Convergent and Discriminant Validity

Convergent validity is “the degree in which a set of items converges to measure a specific construct” (Hair et al., 2010). Considering the standard loading and the average variance (AVE) explained, it is possible to measure convergent validity (Fornell & Larcker, 1981). It is essential for convergent validity to fulfill these measures: $AVE > 0.5$, $CR > 0.70$, and $CR > AVE$ (Hair et al., 2010). Table 3 shows the construct values of AVE and CR, which fulfilled the criteria mentioned above. Discriminant validity is referred to as “the degree to which two conceptually similar concepts are distinct” (Hair et al., 2010). Tables 4 show the values of inter construct correlation and discriminant validity.

Table 4: Discriminant Validity and Inter Construct Correlation

	EFS	OGD	WOC	FJS	IPR
EFS	.787				
PRO	.759**	.740			
WOC	.679**	.687**	.716		
IPR	.650**	.718**	.618**	.762	
FJS	.648**	.528**	.455**	.657**	.727

Note: Diagonal italics in bold represents the square root of AVE; non-bold values are Inter construct correlations; MSV and ASV < AVE; and Square root of AVE > Inter construct co-relation; *significant at the $p < 0.05$ level (2- tailed); **significant at the $p < 0.01$ level (2-tailed).

Goodness of Fit

Using the maximum likelihood estimation method, the model was run in this study and the goodness fit index was confirmed (Arbuckle, 2007). The quality of fit is used to determine whether or not a model has a noble fit. Subsequent The model was evaluated using the following criteria: χ^2/df 3. (Bentler & Bonett, 1980). The GFI should be greater than 0.8 (Seyal et al., 2002), the CFI should be greater than 0.90, the NFI should be greater than 0.90, and the RMSEA should be less than 0.08 (Browne et al., 1993). Table 5 shows the model values as well as fit indices that are within the acceptable range. Henceforth, the model is fit (Fig. 3).

Table 5: Goodness of Fit Index

	Measurement Model	Structural Model
χ^2/df	2.299	1.152
Goodness of fit (GFI)	0.858	0.842
Normed fit index (NFI)	0.905	0.901
Non- Normed fit index (NNFI)	0.912	0.909
Comparative fit index (CFI)	0.934	0.925
RMSEA	0.071	0.065

The Structural Model

The structural model was investigated using SEM. The structural model fit indexes in Table 5 appeared to be slightly acceptable: 1.152, 0.925, 0.842, 0.901, 0.904, and 0.065, respectively, for 2/df, CFI, NFI, GFI, and RMSEA. The structural model is shown in Fig. 3.

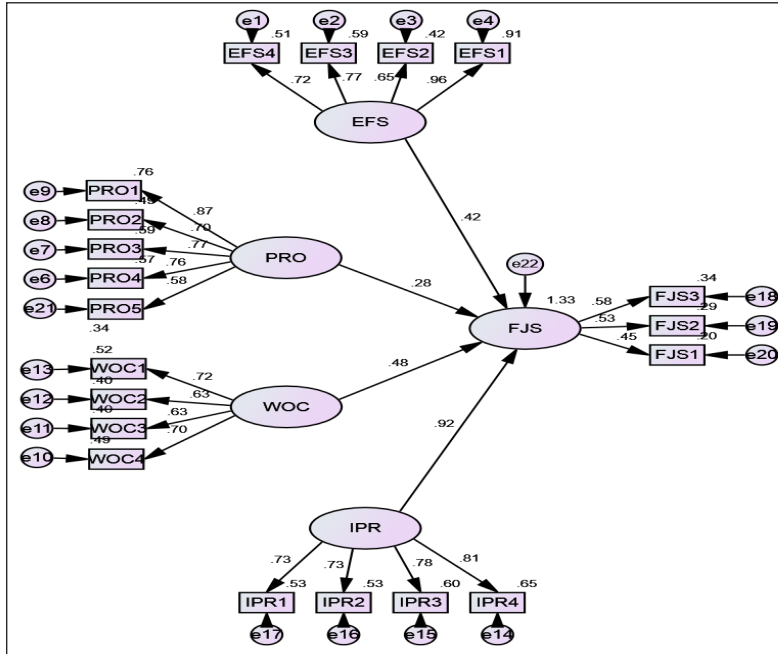


Fig. 3: Structural Model

Parameter estimates of structural model (standardized path coefficients, standardized path coefficients [β], critical ratio, standard error, and results of hypotheses) are represented in Table 6. 0.05 is set as a level of significance. The current study also stated the squared multiple correlations, R^2 . Table 6 depicts the hypothesis testing results, where the value of β coefficients elucidates the relative significance of the affecting factor. The relationships of all the constructs are positive, which may affect the FJS factor. All of the constructs' path strength: first from EFS FJS, second from PRO FJS, third from WOC FJS, and fourth from IPR FJS. All hypotheses pointing to "EFS" having a favourable effect on the FJS have been established; thus, the association between EFS and FJS ($=.422$, $p.05$) is firmly supported. "PRO" has a favourable effect on the FJS; as a result, the association between PRO and FJS ($=.280$, $p.05$) is

stable. The association WOC FJS ($=.481$, $p.05$) is determined because “WOC” has a positive effect on the FJS. “IPR” positively affects the FJS, Henceforth the relationship between $IPR \rightarrow FJS$ ($\beta = .915$; $p < .05$) is also strongly supported, comparatively with the other three factors, this relationship has a strong influence on the FJS.

Table 6: Parameter Estimates

Hypothesis	Structural Relationship	Standardized Estimates (β)	Unstandardized Estimates	S.E	C.R.	ρ	Results
H1	FJS <--- EFS	.422	.244	.041	5.888	***	Supported
H2	FJS <--- PRO	.280	.160	.038	4.230	***	Supported
H3	FJS <--- WOC	.481	.282	.048	5.836	***	Supported
H4	FJS <--- IPR	.915	.500	.054	9.268	***	Supported

DISCUSSION

The study examined the relationship between various facets of WE with faculty JS. The results indicated that the WE dimension: adequate supervision, interpersonal relationships, promotional opportunities, and working conditions have statistically positively related to faculty JS. Faculty were more satisfied with interpersonal interactions than with the other characteristics, according to the findings. Rather than monetary gain, human contacts and healthy interactions in the workplace play a significant influence in an employee's JS Chandrasekhar (2011).

Promotional opportunities have a considerable and positive impact on faculty JS (Lai, 2011). The organization n requires paying attention to employees to create a consistent and secure WE, which boosts the ability and potentials of employees. Results reveal that experience, gender, and type of college show a significant correlation between WE and JS (Lambert et al., 2015). Analyzing survey data from technical supervisor and operator core personnel ($n=360$) at manufacturing industries, Srivastava A. K. (2008) investigated the impact of perceived WE on organizational effectiveness and employee job behaviour. According to the findings, individuals who consider their employment to be good and positive scored considerably higher in JS. Regression analyses investigations demonstrate that different measurements of WE such as interpersonal relations, and

working conditions mostly contribute to employee JS and organizational effectiveness. Study findings also revealed that the psychosocial situation in the workplace affects employees' job behavior (Sell & Cleal, 2011).

Albashareh (2005) investigate the impact of organisational environment elements on administrative staff JS. Results revealed that psychosocial aspects also have an impact on JS. Educational institute management has to pay attention and provide transparency in promotions activities, cohesive working conditions, and friendly informal relationships among the teaching faculty, which impacts faculty JS. As a result, it can be inferred that JS has a positive relationship with the opportunities provided to its employees by the organisation (Kinzl et al., 2005).

When there is a proper channel of communication along with democratic supervision that leads to the success of an organization, not only for the organization but also it enhances the way of understanding of an individual to perform well in his/her task (Lane et al., 2010). This way of effective supervision increases employees' level of satisfaction, this leads to distressed turnover and absenteeism. Promotional possibilities have a large and favourable impact on teacher work satisfaction. This assertion is consistent with Lai (2011), who concludes that the intrinsic factors of motivation, recognition at work, career opportunities, advancements, and professional growth, have a significant correlation with job satisfaction.

Similarly, this evidence is coherent with Millán et al. (2013). Many factors have been found to add value to JS, out of which opportunities for growth and advancement play a significant role. Hence, these results may be explained by stating that male and female faculty had relatively similar expectations regarding the dimensions of the perceived WE. SET theory has been frequently tested in the literature; few past investigations gave a systematic and efficient impression of the WE and talked about their effect on JS. The initial section of our outcomes demonstrates that when a faculty is contented with their WE, they will become more satisfied with their job. Following a similar argument, our investigation indicates that the faculties that perceive WE as cohesive and effective are more inclined to be invested in their work.

LIMITATIONS AND FUTURE RESEARCH

Although the research contributes to the existing knowledge in many folds, it also has some limitations. The current study utilizes cross-sectional information collected at a single point in time and limits to

specific geographical regions. Hence, the longitudinal method is used in data collection to know the more incredible generalizations and accurate findings. Further research should explore mediating and moderating variables to comprehend the strong effect of work environment on job satisfaction. Additionally, future research is still encouraged to replicate the present work further using other scales to further validate this study's findings.

CONCLUSION AND IMPLICATION

In addition, to comprehend the link between perceived WE dimensions and JS. Our outcomes demonstrated a strong impact and made a significant contribution to the literature on faculty JS. Institution officers and policy makers may focus more on friendly relations, effective supervision and personal relationship, including good working conditions. A pleasant work environment not only improves employee satisfaction but also leads to corporate success. The above four elements of the WE should be considered by top management as a helpful tool for individual and organizational effectiveness. The following conclusions will provide crucial information to college and university management and administration and provide insight into subsequent relevant studies.

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