

## Understanding the Teacher Needs Hierarchy: Significant Role of Job Satisfaction on Academic Empowerment in Manipur

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### Abstract

*A teacher is considered to be epicentre of all chain of educational development in the society. Planting of every sources for students fraternity is his basic responsibility. In today's dynamic environment known for crafting differential level of economic game of opportunity in all square of transition, efficient and effective teachers are the major drivers at this juncture. However, educational value in the present system showcases deteriorating trend, bribobarism and corruption particularly in Manipur deepen in the society resulted to un-employment of many educated youth. Re-reading of present educational value and equating pathway for each students to climb the ladder of success is the major concerned. Therefore, job satisfaction is one of the basic fundamental to empowered teachers which will leads to the empowerment of the students, this in turn yielding of positive changes for the well being of the institution. Hence, keeping in view the vital goal of studies, grass root level of survey were initiated to observe, understand and analyse. The study was conducted at Churachandpur district; a hill district in Manipur, using stratified random sampling technique six institution were randomly selected. Finally 90 number of respondents was chosen for data collection by using purposive sampling technique. The collected primary data were analyse using SPSS 21.0 version. Though many studies have been conducted on job satisfaction and teacher empowerment, this field were yet to received much attention so far. Hence, the study assumes much importance for re-allocation of educational value in the society.*

**Key words:** Empowerment, Educational value, and Job Satisfaction

### Introduction

Teacher empowerment is a concept that has gradually gained momentum, growing from recent reform and school improvement efforts (Pounder, D. G. 1998). Empowerment emphasizes the critical roles of teachers in making professional decisions about teaching and

learning (Rinehart & Short, 1991). Number of academia have drawn much attention on standardizing the educational model as mean of basic fundamental inculcating the better academic value. Education has a role on pooling of economic competitiveness in an increasingly knowledge –driven global

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economic has made high-quality tertiary education more important than ever before. Higher education contributes to social and economic development through major missions: The formation of human capital; the building of knowledge base; dissemination and use of knowledge and the maintenance of knowledge (Adina-Petruşa, 2012). Taking on these entire concepts into consideration, teacher satisfaction and initiation in the workforce is the driving force behind in all actions performed and is thought to be responsible. An educator can arguably be conceived as one of the most important person responsible for shaping a nation future. Effective teachers are essential for the accomplishment of an educational system. Teacher who are satisfied with their job usually have a higher degree of professional capabilities and feel that they could manage, organize and perform specific task and behavior even in case of failure (Vey L D. 2005).

Teacher empowerment has been studied in relation to job satisfaction (Rinehart & Short, 1994), participation in decision-making (Gruber & Trickett, 1987; White, 1992), commitment (Wu & Short, 1996), conflict (Johnson & Short, 1998; Rinehart, Short, & Johnson, 1997; Short, 1994b), instructional practice and student academic achievements (Marks & Louis, 1997), and principal leadership (Blase & Blase, 1996; Johnson & Short, 1998). Previous research (Sweetland & Hoy, 2000), supports four assumptions regarding teacher empowerment: first, teacher empowerment is most effective

when it is oriented to increase teacher professionalism; second, empowerment has at least two dimensions: organizational and classroom; third, empowering teachers has its greatest impact on student achievement when the emphasis is on the core technology of teaching and learning in schools; fourth, to be effective, teacher empowerment needs to be authentic (pp. 710–711). Teacher empowerment is, therefore, perceived as a crucial factor that affects school effectiveness (Wall & Rinehart, 1998). In the present study, we chose three variables that the literature found as related to school effectiveness: organizational commitment, PC and OCB.

### **Review of literature**

Sumitha P. & Suma S. D. (2017) conducted study in Coimbatore entitle as “Academic Research for Empowerment of Faculty- An Empirical study.” and determined the study into two fold, first, Socio-Economic profile and second, Academic Research for Empowerment and assess in comparative analysis, study on record that there is significant role of research work and the faculties academic empowerment. Further maintained that the faculties from the various arts and science college were conducting satisfactory research work which is significantly impact on promoting the educational value and capacity building of students in particulars.

Zembylas. M & Papanastasion. C. E. (2005). In their study namely “Modeling teacher empowerment: The role of job satisfaction.” Modelling software AMOS

4 (Byrne, B. M. 2001. *Structural equation modelling with AMOS: Basic concepts, applications and programming*) has been used as an analytical strategy to understand the role of job satisfaction and teacher empowerment. It is found that promotion, decision-making, and personal growth are all factors that significantly affect the sense of empowerment. They also comparatively shows the differences of job satisfaction and teacher empowerment. According to their study the terms may be interrelated but they are not identical. While job satisfaction gives an indication of teachers' well-being induced by the job, empowerment shows their keenness of power to engage in better teaching.

Skaalvik E. M & Skaalvik S. (2016) have conducted study on "Teacher Stress and Teacher Self-Efficacy as Predictors of Engagement, Emotional Exhaustion, and Motivation to Leave the Teaching Profession". According to their SEM analysis it is found that discipline problems, time pressure, low student motivation, conflict with colleagues, lack of supervisory support, value conflict, and student diversity are the important factors of stressors of teaching community. They further maintain that of the seven potential factors four items like time pressure, low student motivation, lack of supervisory support, and value conflict are more potential influences as a stressor. For a reason in school these factors affect teachers' motivation for teaching through different psychological processes.

### **Research gap**

Research works on teacher promotion particularly in Churachandpur district were much limited in spite the town have numbers of private and government colleges. Teaching community have been contributed academic avenues for growth and development of social fraternity. Yet owing to their services, the real mechanism to promote the well being of the faculties particularly to private sector were still not up to satisfactory level. For a reason, this paper critically focus on faculties academic empowerment and conceded as: "Understanding of Teacher Needs Hierarchy: Significance of Job Satisfaction in the Higher Education of Manipur."

### **Objective of the study**

1. To analyse the faculty socio-economic and academic profiles in the study area.
2. To find the major factors contributing the faculty satisfaction in an organization.
3. To offer some constructive suggestions from the study.

### **Hypothesis of the study**

1. Null Hypothesis ( $H_0$ ): There is no significant impact of socioeconomic demographic (SED) on the satisfaction level of the college faculties.

### **Methodology**

The study was conducted on Churachandpur District second important town and most advance hill districts of the

state. both the private and government colleges were selected for the study. Sample of 90 faculties at various science, arts and commerce colleges have been selected. With the help of stratified random sampling technique, sample area were segregate into different levels and finally using purposive sampling technique the required number of respondents were selected. Both the primary data and secondary data were collected among the selected colleges, to collect primary data, structure questionnaire were design and finally

administer to the selected respondents. To assess the faculties satisfaction level on impact of various factors, partial correlation coefficient test were conducted with the help of SPSS software. Secondary data were collected through connecting difference journal; magazine and others related source of information.

#### Data analysis and Interpretation

All the collected data are codify and tabulated and analyse accordingly, in order to fulfil the objectives of the study, the analyse are as given below:

**Table 1.1: Socio-Economic Profile of the Respondents, 2018 (N = 90)**

Particulars		No of Respondents	Percentage (%)
Age (in year)	19-30 yrs	15	16.67
	31-40 yrs	42	46.67
	41-50 yrs	25	27.78
	51 yrs Above	8	8.89
Gender	Male	60	68.67
	Female	30	33.33
Marital status	Married	65	72.22
	Unmarried	25	27.77
	Widow/Divorce	0	-
Type of Family	Joint family	10	11.11
	Nuclear family	80	88.89

Particulars		No of Respondents	Percentage (%)
Monthly income	Up to Rs 15000	0	-
	Rs. 15001- Rs. 25000	60	66.67
	Rs. 25001- Rs. 35000	0	-
	Rs. 35000- Rs. 45000	0	-
	Rs. 45001- Rs. 55000	5	5.56
	Rs. 55001- Above	25	27.78
Residential Area	Rural	5	5.56
	Urban	85	94.44
	Semi-Urban	0	-
Education Qualification	PG	70	77.78
	M.Phil	5	5.56
	Ph.D	15	16.67
Additional qualification	SET	5	5.56
	NET	25	27.78
	NET , SET	15	16.67
	JRF, NET, SET	4	4.45
	None	41	45.46
Total		90	100

*Source: Computed from primary data*

The above table 1.1 determined the socio-economic profile of the respondents, inferred from the table it is found that 42 numbers with 46.67 per cent of respondents were under the age group of 31-40 years. Which means

most of the faculties are under young age which have lot of potential for further academic development. Majority of the faculties are male which is much surpass the number of female faculties.

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From the table 1.1 it also found that 65 numbers respondents with 72.22 percent are married and remaining respondents are yet to married and none of the respondents fall the categories of widow or divorce in the study area. Most of the respondents (88.89%) lived in nuclear family.

Analysing as per the monthly income wise, of the total 66.67 per cent with 60 number of respondents monthly income were at the ranges of Rs 15001- Rs 25000. These categories falls under the private colleges. Which also a significant factors of frequent instability of tenure of faculties and followed by 25 respondents with 27.78 per cent monthly income were at the ranges of Rs 55001 and above the faculties are under in the public sector. 94.44 percent with 85 respondents reside

in urban areas and only 27.78 per cent (e.i., 25 respondents) live in rural area.

The above table also determined the educational qualification of the faculties. It is found that 77.78 per cent with 70 numbers of the respondents qualification were only up to post graduation and followed by 16.67 per cent e.i., 15 number of respondents have the highest qualification up to doctorate degree and only 5.56 percent of the respondents have Master of Philosophy qualification. 27.78 per cent with 25 number of respondents qualify NET, only 16.67 percent qualify both NET and SET, 5.56 percent of the respondents have only SET, and remaining 4.45 respondents qualify all the above eligibility certificate like JRF, NET & SET. However, 45.46 per cent with 41 number of respondents do not qualify above all eligibility certificate.

**Table 1.2 (A): Academic Profile of the Faculties, 2018 (N = 90)**

Particulars		No. of respondents	Percentage (%)
Funding Agents	UGC	4	4.44
	ICSSR	6	6.67
	DST	0	-
	DBT	0	-
	Others	0	-
Amounts	Up to Rs. 200000	0	-
	Rs 200001- Rs 300000	10	11.11
	Rs.300001- Rs 400000	0	-
	Rs.400001- Rs 500000	0	-
	Rs 500000- above	0	-
<b>Total</b>		90	100

**Source: Computed from Primary data**

The table 1.2 showcase the academic profile of the respondents, there are altogether 90 respondents, out of which, 88.89 per cent with 80 respondents were not involved in research related work, and remaining respondents were involved in research related work in an organisation.

It is found that only 11.11 per cent of the respondents were spent around 5 hrs in a week for research related work and none of remaining respondents spent time for research related work. All the research works are under the several organizations financial assistant. However, the private faculties are not interested to involved in research related work since the provision on selection of

funded project are much preferred to government faculties. Therefore, private colleges faculties were much behind in the scenario which also resulted as a factors of slowing down the academic empowerment in particular to higher education.

Analysis as per features of research work, only 11.111 per cent of the respondents were working with funded project, the amount of project were at the ranges of Rs 300000 which falls under minor project (as per UGC norms, 2017). It also found that 6.67 per cent of total research project were funded by ICSSR and remaining i.e.,4.44 per cent were funded by the UGC.

**Table 1.3: The Benefits/ Facilities Available in an Organisation, 2018 (N = 90)**

**Source: Primary data**

The above table 1.3 determined the facilities available in an institution, since the respondents were selected from both the government and private institution, the benefits and perk are also keep equal provision. Considering the significance role on impact of faculties satisfaction level in an organisation.

Out of the total, 66.67 per cent of the respondents were not satisfy the present payroll system in the organisation, this categories are from private institution and followed by 33.33 per cent with 30 number of respondents were happy with the present payroll which much sufficient.

From the above table it is found that 52 number of respondents with 57.78 per cent were not avail of HR or quarter facilities in the institution and the

remaining respondents were avail the facilities. 77.78 percent with 70 numbers of respondents were provided provident fund and life insurance policy and only 22.22 per cent with 20 respondents were not provided any facilities. It also found that some of the private institution were conscious of facilities like Provident Fund, Life Insurance policy and other benefits. Which have been learned or experience on cost value relation in an organisation.

Analysis as per loan facilities, 84.44 per cent with 76 number of respondents were provided loan facilities, the private institution were also played significant role on promoting the financial health of faculties. Institution provide avenues for capital formation like loan, tender, chit fund etc., 15.56 per cent with 14 respondents were not avail any facilities.

**Table 1.2 (B): Academic profile of the Faculties, 2018 (N = 90)**

*Source: Computed from Primary Data*

The table 1.2 (B) determined that none of the faculties e.i., cent per cent participate in any training programme related with academic empowerment. 6.67 per cent with 6 number of respondents were participate in orientation programme conducted by both private and public sector and the remaining respondents

were not interest to participate. It also found that only 11.11 per cent respondents were participated 1- 5 time of both national and state level seminar and 89.89 percent of respondents none of them were partaking in any level of seminars. Only 5.56 percent of the faculties were attend both national and state level conference at the ranges of 1- 5 times.

The table shows that 4.44 per cent of the faculties have paper publication up

to 5 papers and none of the remaining faculties have any paper publication, and so far none of the faculties have any book publication.

To conclude, the academic empowerment with regards to research, publication, and training of faculties in the study area were very minimal. Therefore, the faculties have a larger challenges in this field.

**Table 1. 4: Partial Correlation between**

*Source: From primary data*

*Age, gender, education, marital status, type of family, salary, other facilities and residential area were controlled*

The above table 1.4 shows the relationship between orientation, research, publication, training of the respondents. It determined that orientation have a moderate positive relationship with the research ( $X^2 = 0.42$ ,  $P = 0.00$ ), followed by strong positive relationship with publication ( $X^2 = 0.62$ ,  $P = 0.00$ ), and good positive relationship with training ( $X^2 = 0.51$ ,  $P = 0.00$ ).

The table also showcase the relationship between research and publication and training. Research have a strong positive relationship with publication ( $X^2 = 0.62$ ,  $P = 0.00$ ) and good relationship with training as the calculated value shows ( $X^2 = 0.54$ ,  $P = 0.00$ ) and lastly publication also shows a good positive relationship with training ( $X^2 = 0.54$ ,  $P = 0.00$ )

## Findings

1. It is found that 46.67 per cent of faculties are at the ages group of 31-40 years and maximum are male faculties.
2. From the study, it shows that 66.67 per cent faculty monthly income are at the range of Rs. 15001- Rs. 25000. Lessen of salary also significant factors of dissatisfaction of faculties and leads to instability of tenure.
3. It reveals that 77.78 percent faculty have the highest qualification of Post Graduation and only 45.46 per cent of faculties qualify NET & SET. Which mean the education qualification of faculties to embarrass the present academic environment
4. It is found that 88.89 percent faculties are not involved in research work and only 11.11 percent of faculty conduct research work but spent only 1 - 5 hours in a week. It is also found that all the research work are under funded project of ICSSR and UGC and entire project are minor project.
6. It is found that 57.78 percent faculties are provided HR and quarter facilities and 77.78 percent were provided PF and life insurance policy, and 84.44 percent faculties enjoyed loan facility. Which mean higher of the facilities the higher of faculties satisfaction level.
7. None of the faculties participate in any training programme which discourage the academic development and only 6.67 percent of faculties participate around 5 times orientation programme.
8. Only 11.11 percent faculties attends 1-5 times of both national and state level seminar and followed by 5.56 percent faculties participate 1 - 5 time both national and state conference.
9. It is found that 4.44 faculties have paper publication and none of the faculties yet to have book publication.
10. It shows that correlation between orientation with research is calculated as  $X^2 = 0.42$ ,  $P = 0.00$  which means moderate positive relation; orientation with publication shows strong positive relation e.i.,  $X^2 = 0.62$ ,  $P = 0.00$  and there is good positive correlation between orientation and training ( $X^2 = 0.51$ ,  $P = 0.00$ ).
11. There is strong positive relation between research with publication e.i.,  $X^2 = 0.62$ ,  $P = 0.00$ ; research with training shows  $X^2 = 0.54$ ,  $P = 0.00$ , and good positive relation of training with publication ( $X^2 = 0.54$ ,  $P = 0.00$ ).

## Conclusion

Private institution may enhance with various documents and policies for the promotion of educational values, yet the self reliance of human assets in an organisation shows larger scope on teaching learning process . Competitive remuneration, HR, PF and other facilities provided to the faculties have significant role on academic empowerment. On the other hand the faculties from both private and public sector are neglected on research, Training, Publication, Seminar, Conference etc., which is significant factors of deteriorating educational value in present trend. Re-reading of present

educational value and equating pathway for each students to climb the ladder of success is the major concerned. Therefore, job satisfaction is one of the basic fundamental to empowered teachers which will leads to the empowerment of the students, this in turn yielding of positive changes for the well being of the institution. There is also similar finding with (Zembylas. M & Papanastasion. C. E. 2005) teachers who were very satisfied with their opportunities for promotion ended up having lower empowerment compared to the teachers who were not as satisfied with their opportunities for promotion.

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