THE EFFECTS OF JOB AUTONOMY, SUPPORT SYSTEM, MONETARYAND NON-MONETARY BENEFITS ON JOB SATISFACTION AMONG UNIVERSITY TEACHERS IN BIHAR

Dr. Ravish Chandra Verma*   Rishi Bhushan Kumar**
*Assistant Professor, Department of Commerce, Mahatma Gandhi Central University, Motihari,Bihar.
**Research Scholar, Department of Commerce, Mahatma Gandhi Central University, Motihari, Bihar.

Abstract
The study's main goal was to empirically investigate and understand the effects that job autonomy, support systems, and monetary and non-monetary benefits have on job satisfaction among university teachers in Bihar. 406 people living and working in various universities in Bihar provided the empirical data through a questionnaire. Once the data was collected, data analysis was conducted to assure validity and reliability through items' loadings and Cronbach's Alpha values. Furthermore, we used SmartPLS 4 software to test the scales for convergent validity through partial least-squares path modelling. The results indicated that job autonomy, support systems, and monetary and non-monetary benefits had significant and positive effects on job satisfaction.

Key Words:- Job Autonomy, Support System, Monetary and Non-Monetary Benefits, Bihar,University Teachers, Job Satisfaction.

Introduction
The education industry in India encounters difficulties in matching global needs and expectations, with the goal of enhancing teaching and learning standards. In 2020, the Ministry of Education implemented the New Education Policy (NEP) with the aim of enhancing the efficiency of the education system in evaluating students' academic advancement. The NEP enhances teachers' capacity to observe students and offer feedback, hence enhancing their learning capabilities. Teachers have a vital function in the education sector, aiding with administrative duties, maintaining discipline, organizing extracurricular activities, monitoring attendance, and evaluating assignments (Sharma, 2013). They encounter pressure from university administration oversight, staff development initiatives, and vacation assignments. In order to strengthen their position, teachers require increased job autonomy, empowerment, and acknowledgment as professionals (Pearson, 2005). Nevertheless, excessively controlled job descriptions could impede teachers' autonomy and innovation, resulting in diminished academic performance among students. Nevertheless, the efficacy and contentment of teachers in their positions are markedly impacted by a range of characteristics, such as employment independence, support structures, financial perks, and overall job contentment (Reeve, 2009).

Considering the fact that there are several studies that have been conducted on the subject of job satisfaction all over the world, this study investigates the ways in which job autonomy, support, and monetary advantages influence job satisfaction.

Historical background
Job autonomy
Research has shown time and again the level of job performance is determined significantly by the component of job autonomy. and psychological well-being that teachers experience (Johari, 2018;

Gavrilyuk, 2013). According to Karabacak (2023), autonomy gives educators the ability to make judgements, assume responsibilities, and experience a sense of trust in their professional abilities. On the other hand, the idea of autonomy in the classroom is a complicated one, as there are tensions between traditional ideas and the encouragement of student autonomy (Lewis, 1978). Although this is the case, it is abundantly obvious that autonomy is an essential component in the professional development and overall well-being of educators.

Support system

A number of studies have looked into the importance of support systems for instructors. Aouadni, I., & Rebai, A. (2017) emphasizes the importance of behavioral consulting support for teachers working with students who exhibit serious problem behaviors. This is corroborated by Thomas (2019), who discovered that access to diverse professional support is critical for new teachers' job views. Chamundeswari (2013) and Rajakala (2015) emphasis the importance of collaborative support systems. . Chamundeswari (2013) believes that teachers can foster a supportive environment by working together on professional development activities, whereas Rajakala (2015) emphasizes the importance of social support in student teachers' well-being. These studies emphasize the significance of a comprehensive support system that includes behavioral consultation, different professional support, and collaborative and social support.

Provision for monetary and non-monetary benefits

The importance of intrinsic motivators, such as student accomplishment and professional advancement, has been brought to light by research on the rewards and salaries of teachers (Taylor, 2014). Therefore, remuneration continues to be an important consideration, with the quality of instruction being a primary element in determining salary (Johnson, 1983). According to Rokeman (2023), individualized rewards and recognition have the potential to increase job satisfaction among educators. According to Hart (2015), the implementation of merit pay schemes and the use of value-added measures in teacher evaluations are both topics that are currently the subject of ongoing debate and research.

Job autonomy, support, benefits and job satisfaction

According to numerous studies (Lasseter, 2013; Johari, 2018; Russell, 2022; Fradkin-Hayslip, 2021) that have been conducted, job autonomy, support system, and compensation are considered to be key factors that influence the level of job satisfaction experienced by teachers. According to Johari (2018), Russell (2017), and Fradkin-Hayslip (2021), it has been discovered that autonomy, in particular, is a significant determinant, and the extreme extent of autonomy are affliated to increased levels of job satisfaction. It is also important to note that the support system, which includes administrative support and staff collegiality, has a significant effect in determining job satisfaction (Lasseter, 2013). The relationship between compensation and job satisfaction, on the other hand, is not as well understood. While some studies have found a considerable impact due to salary (Lasseter, 2013), others have not found any such impact (Russell, 2017). These findings, taken as a whole, provide light on the significance of autonomy and a supportive work environment in terms of boosting the level of job satisfaction experienced by teachers. This research attempts to examine the effect of job autonomy, support system, monetary and non-monetary benefits on teachers' job satisfaction in Bihar. Figure 1 shows the theoretical framework of this research. The independent variables are job autonomy, support system, monetary and non-monetary benefits while the dependent variable is job satisfaction.

Research Model and Hypothesis

Following a thorough investigation of the relevant literature, the researchers developed hypotheses based on the strong correlations found after review of literatures. This study examines the hypotheses:

H1- Job Autonomy has significant and positive effect on job satisfaction of teachers.
H2- Monetary and non-monetary benefits has significant and positive effect on job satisfaction of teachers.
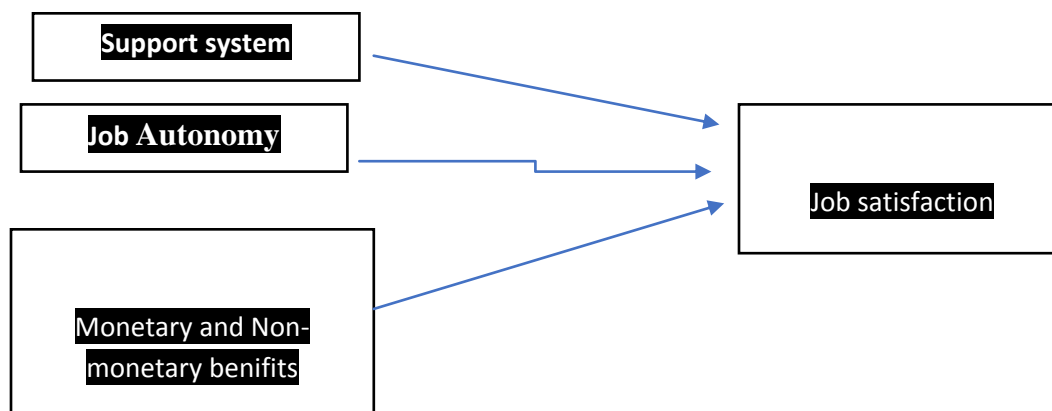H3- Support system has significant and positive effect on job satisfaction of teachers.

Figure 1 Proposed Research Model

Methodology
Data collection

The study utilized data that was gathered by the offline distribution of a well-organized self-administered questionnaire. The scales included in the construction of this questionnaire were previously utilized by researchers and demonstrated to be dependable and valid for assessing job autonomy, Support system, monetary and non-monetary benefits and job satisfaction. The researchers examined the work of Pepe (2011) to assess job satisfaction, while work of Hair et al., (1998) were considered for Job Autonomy, and the work of Eisenberger et al., (1986) were considered for support system. Finally, items from scale of Spector (1985) were taken for assessing monetary and non-monetary. All four variables in the questionnaire were measured by Likert five-point scale. The data was collected by offline mode. The responders were contacted in person on their university campuses in Bihar. The survey was completed by 406 people in total.

Population and Sample

As per All India higher education report 2019 the population of university teachers in Bihar were 30784, and the sample size as per Yamane's formula: n = N/(1+N(e)2 came to 395 but 406 response were collected through purposive sampling technique and used for this study.

Tools and technique

Smart PLS4.0 were used to check validity, reliability, as well as effect of unobserved varaible(independent variable) on observed variable (dependent variable). Researchers follow the path

that was suggested by Ringle et al., (2015) for analysis of independent variable (job autonomy, support system, and monetary and non-monetary benefits) on dependent variable (job satisfaction).

Conceptual Model
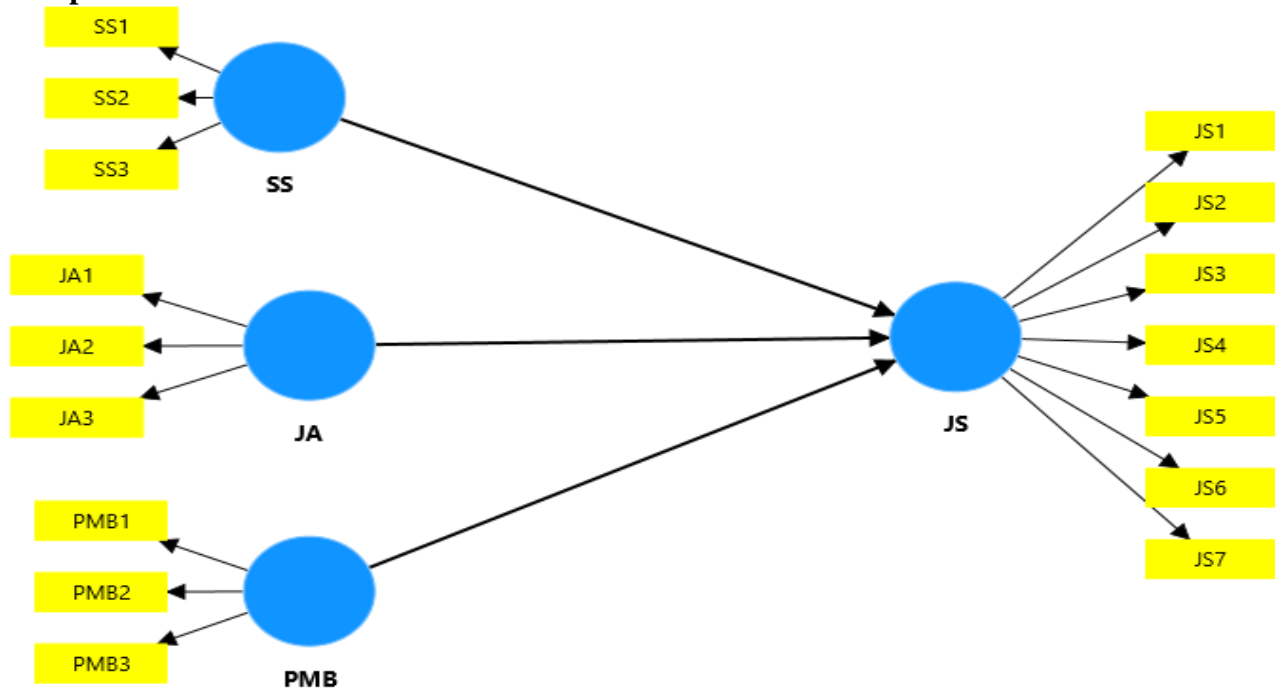
Note- SS, Support system; JA, Job autonomy; PMB, monetary and non-monetary benefits; JS, Job satisfaction

Validity and Reliability

The **table1** displays the reliability and validity measurements for four constructs: Job Autonomy (JA), Job Satisfaction (JS), monetary and non-monetary benefits (PMB), and Support System (SS). The constructions' reliability is evaluated using Cronbach's alpha, which yields values ranging from 0.787 to 0.859. The mentioned values demonstrate favorable internal consistency, with higher values indicating a more robust reliability (Field, 2018). The composite reliability (rho_c) values, which range from 0.876 to 0.904, provide additional evidence of the stability and consistency of the measurement model (Hair et al., 2017). In addition, the table contains Average Variance Extracted (AVE) values, which range from 0.485 to 0.758. The numbers provided evaluate the convergent validity of the constructs, where higher values indicate a larger proportion of variance explained by the underlying concept (Hair et al., 2017). Although all components meet the minimum requirement for convergent validity, Job Satisfaction has a comparatively lower Average Variance Extracted (AVE) in comparison to other constructs. This discrepancy may suggest the presence of measurement error or unexplained variance. In summary, the table illustrates that the measuring model is both reliable and valid, instilling confidence in the evaluation of the constructs in the study (Hair et al., 2017).**Table2** The Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio are frequently used to evaluate discriminant validity (Henseler et al., 2015: Fornell and Larcker ,1981), assesses discriminant validity by comparing the square root of each construct's Average Variance Extracted (AVE) to correlations between constructs. According to this criterion, discriminant validity is demonstrated when the square root of a construct's AVE exceeds its correlations with other constructs.

Table1

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
JA	0.787	0.876	0.705
JS	0.812	0.859	0.485
PMB	0.859	0.904	0.758
SS	0.803	0.868	0.689

Table -2 Discriminant validity.
Fornell-Larcker criterion

	JA	JS	PMB	SS
JA				
JS	0.626			
PMB	0.130	0.403		
SS	0.183	0.198	0.100	
HTMT Ratio				
	JA	JS	PMB	SS
JA	0.840			
JS	0.506	0.697		
PMB	0.117	0.358	0.871	
SS	0.156	0.191	0.069	0.830

Table 3 Cross loading.

	JA	JS	PMB	SS
JA1	**0.910**	0.459	0.113	0.131
JA2	**0.901**	0.482	0.102	0.150
JA3	**0.690**	0.312	0.075	0.109
JS1	0.414	**0.724**	0.240	0.118
JS2	0.420	**0.909**	0.383	0.127
JS3	0.239	**0.566**	0.024	0.132
JS4	0.448	**0.858**	0.353	0.181
JS5	0.378	**0.806**	0.409	0.186
JS6	0.260	**0.351**	-0.166	0.056
JS7	0.271	**0.466**	0.019	0.108
PMB1	-0.035	0.152	**0.816**	0.046
PMB2	-0.002	0.256	**0.883**	0.084
PMB3	0.219	0.415	**0.910**	0.052
SS1	0.086	0.039	-0.063	**0.705**
SS2	0.161	0.194	0.069	**0.904**
SS3	0.118	0.163	0.079	**0.868**

Factor analysis is a reliable statistical method employed to reveal hidden patterns or latent variables in a dataset by analysing the connections between observed variables. Cross-loading tables are commonly used in factor analysis to illustrate the relationships between variables and the factors

Research Paper
Impact Factor: 7.358
Peer Reviewed & Indexed Journal
www.ijmsrr.com

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

revealed in the investigation. The cross-loading table displays bold values to highlight the most significant relationships between variables and factors, providing useful insights into the underlying data structure.

The variable JA1. The strong value of 0.910 indicates a strong correlation with Factor 1 (JA), suggesting that JA1 is mostly influenced by this factor. The connection between this link is strengthened by the comparable and significant results observed for JA2 (0.901) and JA3 (0.690) with Factor 1. The findings suggest that Factor 1, referred to as JA, encompasses the common variation among these factors, potentially indicating a unifying underlying concept associated with "Job Attitudes."

Similarly, the variables JS1, JS2, JS4, JS5, and JS7 show a significant correlation with Factor 2 (JS), as indicated by their high values ranging from 0.724 to 0.909. This suggests that these variables are mainly influenced by Factor 2, which may represent an underlying concept associated with "Job Satisfaction." Nevertheless, JS3 and JS6 have moderate correlations with Factor 2, indicating a link that is not easily defined with this factor. Furthermore, the variables PMB1, PMB2, and PMB3 exhibit significant correlations with Factor 3 (PMB), with strong coefficients ranging from 0.816 to 0.910. These connections imply that these variables have a shared amount of variation that can be attributed to Factor 3, which may indicate the presence of an underlying concept related to PMB. Finally, variables SS1, SS2, and SS3 demonstrate significant correlations with Factor 4 (SS), with robust coefficients ranging from 0.705 to 0.904. This suggests that these variables are mainly influenced by Factor 4, which may represent an underlying concept associated with "Support system.

Findings

Table 4 Path Coefficient (Hypothesis test)

Hypothesis	Path	Original sample (O) (Beta coefficient)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Support
H1	JA -> JS	0.456	0.042	10.976	0.000	YES
H2	PMB -> JS	0.298	0.038	7.777	0.000	YES
H3	SS -> JS	0.099	0.039	2.565	0.010	YES

The finding suggests that the entire hypothesis is highly significant.
H1- Job Autonomy (JA) effects on job satisfaction (JS) of teachers. The following indicator states the values P = .000; t =10.976; Beta value = 0.456. Since P value is < .05, hence Job Autonomy has significant and positive effect on job satisfaction of teachers. This study supported by (Delic et al., 2021).

H2- Monetary and non-monetary benefits (PMB) effect on job satisfaction (JS) of teachers.
. The following indicator states the values P = .000; t = 7.777; Beta value = 0.298. Since P value is < .05, hence Monetary and non-monetary benefits has significant and positive effect on job satisfaction of teachers. This study supported by (Iqbal et al., 2017).

H3- Support system (SS) effects on job satisfaction (JS) of teachers. The following indicator states the values P = .000; (2) t =10.976; Beta value = 0.456. Since P value is < .05, hence Support system has

significant and positive effect on job satisfaction of teachers. This study supported by (Eisenberger et al., 1997).

Conclusion

This study reveals that job autonomy, support systems, monetary benefits, and job satisfaction among teachers are interconnected factors that significantly impact their performance. Teachers with higher levels of autonomy experience greater job satisfaction due to increased flexibility and empowerment. Support systems provide emotional and professional assistance, foster a sense of belonging, and enhance job satisfaction. While monetary benefits are important, they may not be enough to ensure high job satisfaction. The interplay between these factors is complex, and educational institutions should prioritize strategies to enhance job autonomy, foster strong support systems, and provide competitive monetary benefits.

Implication of the study

a) **Theoretical implication:** The findings of this study will provide basis for academic purpose to researcher and academicians.
b) **Managerial implication:** The findings of this study also provide a ground to government, policy maker as well as private sector academic institutions in policy formulation.

Future Direction

To add some knowledge in this area researcher may add some other variables after doing literature review.

Conflict of interests

There is no conflict of interests with other authors.

References

1. Aouadni, I., & Rebai, A. (2017). Decision support system based on genetic algorithm and multi-criteria satisfaction analysis (MUSA) method for measuring job satisfaction. *Annals of Operations Research*, *256*, 3-20.
2. Azad, S., Tulasi Devi, S. L., & Mishra, A. K. (2024). Investing in our planet: Examining retail investors' preference for green bond investment. *Business Strategy and the Environment*.
3. Chamundeswari, S. (2013). Job satisfaction and performance of school teachers. *International Journal of Academic Research in Business and Social Sciences*, *3*(5), 420.
4. Delic, N., Djedovic, I., & Mekic, E. (2021). The effects of autonomy on job satisfaction and job performance: Evidence from Bosnia and Herzegovina. *Human Research in Rehabilitation, 11 (2): 126*, *132*.
5. Downes, M., Thomas, A. S., & Singley, R. B. (2002). Predicting expatriate job satisfaction: the role of firm internationalization. *Career Development International*, *7*(1), 24-36.
6. Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of applied psychology*, *82*(5), 812.
7. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied psychology*, *71*(3), 500.
8. Field, J. (2018). The cognitive validity of tests of listening and speaking designed for young learners. Cambridge University Press.

9. Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, *18*(1), 39-50.
10. Fradkin-Hayslip, A. (2021). Teacher Autonomy, Motivation, and Job Satisfaction: Perceptions of Elementary School Teachers According to Self-Determination Theory. *Ilkogretim Online*, *20*(2).
11. Gavrilyuk, O. A. (2013). Understanding university teacher autonomy as a mainspring of reforming higher education.
12. Hair Jr, J. F., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, *1*(2), 107-123.
13. Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. (2006). Multivariate data analysis . Uppersaddle River.
14. Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science*, *43*, 115-135.
15. Iqbal, S., Guohao, L., & Akhtar, S. (2017). Effects of job organizational culture, benefits, salary on job satisfaction ultimately affecting employee retention. *Review of Public Administration and Management*, *5*(3), 1-7.
16. Johari, F. S., Ruslani, M. R., Rasli Samudin, N. M., Mohd Zolkapli, N., & Basirun, S. N. (2018). Understanding teachers' job satisfaction through work-life balance policies. *Journal of Academia*, *6*(1), 112-119.
17. Karabacak, E., Nemejc, K., & Yapıcıoğlu, D. K. Everybody Has Their Own Image: Teacher Autonomy of the University Teachers.
18. Le, H., Newman, A., Menzies, J., Zheng, C., & Fermelis, J. (2020). Work–life balance in Asia: A systematic review. *Human Resource Management Review*, *30*(4), 100766.
19. Lewis, H. A. (1978). A teacher's reflections on autonomy. *Studies in Higher Education*, *3*(2), 149-160.
20. Mishra, A. K., Bansal, R., & Maurya, P. K. (2023). Investing for a better tomorrow: Values-driven antecedents of investment in socially responsible equity funds by Indian retail investors. *Journal of Cleaner Production*, *420*, 138441.
21. Mishra, A. K., Bansal, R., Maurya, P. K., Kar, S. K., & Bakshi, P. K. (2023). Predicting the antecedents of consumers' intention toward purchase of mutual funds: A hybrid PLS-SEM-neural network approach. *International Journal of Consumer Studies*, *47*(2), 563-587.
22. Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational research quarterly*, *29*(1), 38-54.
23. Pepe, J. (2011). *The Relationship of Principal Resiliency to Job Satisfaction and Work Commitment: An Exploratory Study of K–12 Public School Principals in Florida*. University of South Florida.
24. Rajakala, R., & Kumar, S. S. (2015). Social support and job satisfaction among the school teachers in Tiruchirappalli educational Revenue district, Tamil Nadu, India. *International Journal of Research-Granthaalayah*, *3*(12), 83-91.
25. Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational psychologist*, *44*(3), 159-175.

26. Ringle, C., Da Silva, D., & Bido, D. (2015). Structural equation modeling with the SmartPLS. *Bido, D., da Silva, D., & Ringle, C.(2014). Structural Equation Modeling with the Smartpls. Brazilian Journal Of Marketing*, *13*(2).

27. Russell, W. (2022). *Leadership Styles, Job Satisfaction, and Organizational Performance in Accredited International and Internationalized Schools* (Doctoral dissertation, California Southern University).

28. Sharma, A. (2013). Current status of higher education sector in India. *EXCEL International Journal of Multidisciplinary Management Studies*, *3*(4), 211-221.

29. Stark, E., Lassiter, A. L., & Kuemper, A. (2013). A brief examination of predictors of e-learning success for novice and expert learners. *Knowledge Management & E-Learning: An International Journal*, *5*(3), 269.

30. White, A. T., & Spector, P. E. (1987). An investigation of age-related factors in the age-job-satisfaction relationship. *Psychology and Aging*, *2*(3), 261.