

A Study of Job autonomy and Job proficiencies of B School Faculties in Delhi/NCR Region

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ABSTRACT

The teacher shortage is an international problem, teacher job satisfaction merits closer attention. Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their students, overall school cohesion, and the enhanced status of the teaching profession. The goal of this research was to look at the link between work autonomy and job proficiency in instructors. The study also looked at the most important aspects of work proficiency. Two surveys on 100 teachers took part in the research, with 42 men and 58 women were used to collect data for this study in Delhi/NCR area private B-schools. Work autonomy is highly associated with job proficiency, according to the findings. It also revealed that respondents had a high degree of work proficiency and autonomy. Furthermore, money was reported to be the least satisfying feature among instructors in this study. The teachers' experience, gender, work proficiencies, and job autonomy had no significant relationship. Finally, this research has instructive implications for the management who want to create a happy working environment for their teachers.

KEYWORDS

Autonomy, Education, Proficiencies, School, Teachers.

1. INTRODUCTION

In all educational sectors, teachers are the cornerstone of the learning process. They are a nation's strength when they're the ones who get to decide whether the educational system succeeds or fails. Teaching has been regarded as among the most difficult and stressful professions in recent decades. The challenge of generating high-quality instructional materials has long been a source of worry[1]. As a result, among educational scholars, policymakers, practitioners, and administrators, improving teachers' careers while also meeting their profession's demands has been a critical job. Job proficiency, in particular, leads to complete dedication and commitment. It also reflects the degree to which the employee's expectations of the work and the job's incentives are aligned.

In recent years, school principals have been asked to handle both teaching and administrative duties. School principals are in charge of funding and personnel, as well as the academic accomplishment of students and the general performance of the school[2]. They are instructional leaders who are in charge of their staff's professional development. Job autonomy refers to how much a company's employee has control for how they

organize and schedule their work, as well as how they choose various tactics for completing tasks. It is an individual's choice how to complete tasks, arrange themselves, and participate in work-related activities. Work autonomy is also a working quality that has been linked to strong intrinsic motivation, improved job performance, as well as productive work practices. To make workers feel more personally accountable for their job, they must be allowed a significant level of discretion in making decisions for the completion of numerous tasks. Autonomy, on the other hand, may play an important role in the adverse consequences of role ambiguity as well as conflict. Job autonomy is important not just for financial reasons, but also for a variety of other reasons, including job proficiency, job stress, as well as employee health well-being.

Autonomy has become one of the important work attributes that have a direct impact on employee job performance. Employees' work proficiencies are positively connected with their perceptions of job autonomy and control. Job stress, but at the other extreme, is amongst the most often discussed issues in the workplace.

2. LITERATURE REVIEW

As a result, a great deal of study has been focused on teachers' work abilities. According to C. S. and V. Allavaram college professors' work proficiency enhances productivity and classroom performance, and when they are happy, their teaching is effective and efficient[3]. Furthermore, happy instructors may make a significant contribution to their kids' well-being. Unsatisfied instructors, on the other hand, may experience stress, which has a detrimental impact on pupils' academic advancement. Work proficiencies relate to a joyful emotional state coming from the evaluation of one's job. job proficiencies as one's level of satisfaction with the work he or she accomplishes. The researcher defines teachers' work proficiencies as instructors' satisfaction with teaching, based on these criteria.

E. C. Dierdorff and J. M. Jensen have identified additional determinants of teacher job proficiency, including workload characteristics, working circumstances, curriculum, as well as teacher autonomy[4]. Motivation is a crucial driver of teacher proficiency, they stressed that motivation is seen as the driving factor behind all of the instructors' acts. One of the most important work proficiencies determinants, according to Peter, is instructors' independence in developing their lectures as well as flexibility inside the forms of personal professionals. Teachers should be given the opportunity to create the substance of the topic and the techniques they use. They should be given better training

techniques, and everyone should be permitted to participate in decision-making.

C. Sulea et al. also mentions a few elements that may have a bearing on teachers' work performance[5]. He claims that instructors in places with appropriate social resources are more proficient. Healthcare and education facilities, as well as marketplaces and power, are among these resources. When a person is assigned a profession that is not very well by his strengths and knowledge, it might induce stress. Job stress develops when there is a mismatch between the expectations of the profession or workplace as well as the person's capacity to meet those needs. In recent years, job stress among school administrators has become a big issue.

In a research, D. Ali discovered that school administrators quit on average after 5 years resulting from occupational stress, increasing responsibility, poor work autonomy, as well as insufficient professional skills[6]. Shared decision-making seems to have become a worldwide phenomenon since the birth of democracy. Employee engagement, as well as participation in decision-making, boosts corporate commitment as well as work performance, but it may also have negative repercussions. Intrinsic motivation entails individuals engaging in things that they like. Autonomy is the biggest predictor of internal motivation.

E. C. Dierdorff and J. M. Jensen investigated this relationship and concluded that managers should not just concentrate on monetary incentives since this would reduce intrinsic productivity and employee autonomy[7]. The authors also stated that changing the ability of workers to pick activities might impact intrinsic motivation. The most effective method of motivating people is via job design. This may be accomplished by allowing the employee a great deal of autonomy, as well as giving variety and timely constructive feedback. The autonomy of teachers' jobs Job autonomy is a significant and modern phrase linked to educational quality, school, college, and university innovation and a variety of excellent job outcomes.

Teachers' autonomy, according to N. Demirkasimoğlu, is a relatively new concept[8]. Teachers who have greater professional autonomy will be more driven to do their best, resulting in improved performance. In his analysis, he concluded that academic production is a result of instructors' feelings of proprietorship as well as autonomy. Autonomous instructors, on average, have lower working stress and higher work proficiency. Teachers' perceptions of their autonomy are a good indicator of their present work skills.

In his analysis of believes that the original Greek definition of autonomy is "autonomia," which is formed from "autos," which means self, and "nomos," which also indicates habit as well as rule. Turner and Lawrence, who drew up instructors' characteristics, one of which was work autonomy, were the forerunners of the notion of job autonomy. Teachers' work autonomy is defined as "involvement in several tasks connected to their multiple responsibilities as curriculum creators, administrators, and assessors." Other academics provide a more complete definition of the term.

Job autonomy, according to M. L. Bradford, is made up of external components such as contextual autonomy, management over the result, and control over work, as well as internal components such as information autonomy, operation autonomy,

including management of the activity[9]. Some ideas may be used to conceptualize job autonomy. Maslow, for example, includes autonomy within his hierarchy of needs, which ranges from psychological survival to self-actualization. D. Kenny et al. also apply the notion of work autonomy to the formulation of accomplishment, affiliation, and power needs. Self-determination theory is the most well-known[10]. Three intrinsic psychological wants are proposed: the need for competence, the need for relatedness, hence the need for autonomy.

J. A. Laub performed research in Florida, USA, to investigate the association between work autonomy as well as job stress among middle and high school teachers[11]. A total of 300 instructors from both primary and secondary schools were questioned. Teachers who felt empowered and independent have become less stressed as well as demonstrated a high level of professionalism, according to their research.

R. Ado investigated the connection between both job autonomy as well as job proficiency among Malaysian IT employees, using self-efficacy as a moderator[12]. Employees have the flexibility, independence, as well as discretion to choose their work schedules, techniques, and processes, according to them. The findings revealed that work independence led towards job proficiency and, as a consequence, decreased occupational strain. Employees who were provided autonomy were more self-efficacious and exhibited less emotional weariness.

In Norway, M. Calderón et al. discovered that job autonomy influenced workplace stress among industrial employees[13]. Telephone surveys and face-to-face interviews were employed in the research. Employees with a greater amount of work autonomy had less job stress, according to the findings. Work autonomy, according to the study, led to a decrease in job stress. Job autonomy generates job stress since it does not always have a good impact on people and their working environment. The group investigated the link between psychological empowerment as well as job stress among Indonesian bank employees. A survey was used to perform the research. Work autonomy did not seem to be associated with job stress, according to the data. Increasing or decreasing work autonomy does not influence job stress.

S. W. Kang performed research in Lorestan Province, Iran, to determine the variables that lead to occupational stress among telecommunication personnel[14]. Occupational autonomy was identified as one of the primary reasons creating job stress in the study's results. Social, technical, family-related, and economic issues were also highlighted in their research. They investigated the link between job autonomy as well as stress at work among Norwegian provincial health employees. Work autonomy was shown to be adversely connected to work-related stress, organizational commitment, and weariness, according to the researchers. According to the research, work autonomy was adversely associated with undesirable outcomes such as stress as well as role ambiguity.

The goal of this study was to investigate how job autonomy is connected to job proficiencies, based on the preceding theoretical framework and past research. It has been suggested that if instructors are happy with their professions, they would maintain excellent performance, resulting in a more efficient learning process.

Research Questions:

- What are the College instructors' degrees of work proficiency and job autonomy?
- Are there any disparities in the instructors' ratings of work proficiency depending on gender, years of professional experience, or national origin?
- Are there any disparities in the teachers' work autonomy ratings depending on their gender, years of professional experience, or nationality?
- What would you do to enhance autonomy?
- Is there a link between teachers' work proficiency and their job autonomy?

3. METHODOLOGY

3.1. Design

The descriptive - correlational design was adopted in this investigation. The descriptive section included a link between teacher job satisfaction and work autonomy. Gender, country, years of experience, degree, and social standing are examples of personal background aspects associated with respondents in the demographical characteristics section.

3.2. Sample

A total of 100 teachers took part in the research, with 42 men and 58 women participating. Their degrees were allocated as follows: 58 with a bachelor's degree, 32 with a master's degree, and 10 with a doctorate. The employment experience of the respondents varied from one to thirty-three years. The sample was drawn from language centers in Delhi/NCR area private B-schools. Respondents came from a wide range of backgrounds.

3.3. Data Collection

Questionnaires were used in the research. The demographic section, job proficiencies scale, and teacher autonomy scale were all included in the questionnaire. The work proficiencies questionnaire, which was studied using a 24-item scale, is the second half of the instrument. Pay, promotion, supervision, benefits and perks, contingent incentives (performance-based

awards), operating Procedures (necessary rules and procedures), teammates, nature of work, as well as communication are the nine components of this quiz. The original version of this scale included 36 items; however, three subscales with lower coefficient reliability, Fringe Benefits, Operating Procedures, and Coworkers, were eliminated to make it shorter.

The second questionnaire was designed to assess occupational autonomy. This questionnaire was created using two scales: the first is Deci and Ryan's autonomy scale, which was adjusted to represent teachers' autonomy with seven questions. The MAQ scale, which has ten components, is the second scale. It assesses "the worker's intrinsic chance for flexibility in determining a range of task characteristics, such as working manner, the quantity of labor, and work objectives." P.29 Participants were asked to rate their level of agreement with a statement on a 6-point scale ranging from "strongly disagree" to "strongly agree" in both questions.

3.4. Data Analysis

Using the IBM Statistical Package for Social Sciences (SPSS) version 19, the data first from the questionnaire were electronically coded and processed, and numerous sets of data analysis were run. First, the frequencies of work proficiencies and employee participation were determined, and the scales' reliability was tested. Second, descriptive statistics were generated, including the one-sample test, mean, and standard deviation of the respondents' replies to all of the statements in both surveys. Finally, two independent sample t-tests were used to find variations in the respondents' background information: a) gender as well as origin in terms of work proficiency and job autonomy. Bivariate correlation (Pearson-r) was used to see whether there was a significant association between the instructors' work proficiencies and autonomy, as well as the two independent variables with the respondent's experience. Table 1 shows T-Test and Descriptive Statistics for Job Proficiencies and Job Autonomy Teachers of both Genders. Table 2, 3 and 4 shows correlation between teachers' job proficiencies, job autonomy and their experience.

Table 1: T-Test and Descriptive Statistics for Job Proficiencies and Job Autonomy Teachers of both Genders

Variables	Gender						Sig	
	Male			Female			t	df
	M	SD	N	M	SD	N		
Job Proficiencies	03.94	0.87	42	03.84	0.81	58	0.48	84
Job Autonomy	03.85	0.67	42	03.62	0.78	58	0.48	84

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Table 2: Correlation between Teachers' Job Proficiencies and their Job Autonomy

Variables	Mean	SD	N	P. Correlation	Sig.
Job Autonomy	3.68	0.76	100	0.588	0.00
Job proficiencies	3.84	0.77			

Table 3: Correlation between Teachers' Job Proficiencies and their Experience

Variables	Mean	SD	N	P. Correlation	Sig.
Job Autonomy	02.56	0.74	100	0.32	0.6
Teachers' Experience	09.87	08.76			

Table 4: Correlation between Teachers' Job Autonomy and their Experience

Variables	Mean	SD	N	P. Correlation	Sig.
Job Autonomy	02.45	0.75	100	0.05	0.67
Teachers' Experience	09.87	08.76			

The findings also reveal that there is no link between both citizenships as well as work autonomy. This might be highlighted by the fact that all groups face the same work situations, responsibilities, and type of work, resulting in a comparable sense of authority.

4. DISCUSSION

The primary goal of this research was to look at the link between work proficiency and job autonomy. The outcomes of this research back up the theory that work proficiency and job autonomy are linked. Teachers' work proficiency in several areas is highly connected to their job autonomy, according to Pearson's correlation coefficient. Such data support the argument that work autonomy improves employees' sentiments of competence. There is a positive correlation between work autonomy and job proficiency. Teachers who had a lot of work autonomy were better at their jobs. Teachers' work autonomy and job proficiencies were studied, and it was discovered that since teachers have autonomy in picking their skills, techniques, and preferences, they have a high degree of proficiencies. The results of both surveys indicate that the instructors in the sample were generally happy with their jobs. Although a variety of domains were shown to be important in predicting teachers' job proficiencies, the type of work was the most important, since it was associated with the highest scores of proficiencies. Teachers benefit from the work environment and its natural surroundings. They all believe that the type of employment plays a critical influence in improving job performance.

The study's main results largely reflect prior findings that revealed favorable connections between work qualities (skill diversity, task identity, task relevance, autonomy, and job feedback) and job proficiencies. Tasks or tasks with greater levels of the five qualities can provide employees good sensations like motivation and proficiency. Instructors' ability to provide lectures, advice,

and assistance to students has a substantial impact on their work performance. Their educational function is vital in supporting students in their learning process, particularly when it comes to encouraging students' minds to think critically for them to generate their knowledge first from learning opportunities. The outcomes of the research offer substantial support to the traditional function of a teacher as an authoritative person who imparts information.

Another vital role feature that greatly helps teacher work proficiency is subject designing. Teachers are responsible for planning as well as designing the instructional material in addition to teaching and guiding the class discussion. Even while certain elements are set in stone, such as the syllabus and semester schedule, instructors can create and construct their educational assignments accordingly towards their creativity and judgment. This suggests that other elements might have a substantial impact on work performance. As a result, future studies should focus on other aspects of the instructor's employment, such as participation in research and development, administrative chores, and professional activities.

Allowing and encouraging instructors should think and behave freely is beneficial for a variety of reasons, including:

- Increased happiness and participation
- Everyone feels responsible for their actions, therefore they strive to do their best.
- Teachers are more appreciated.
- They have a strong desire to master new talents.
- Increased efficiency
- A better understanding of the team's and organization's culture
- Achieved a better work-life balance

These arguments are supported by scholarly research. workers with higher degrees of effectiveness at diverse and inclusive

workforce a stronger feeling of wellbeing overall job proficiency, whereas employees with lower levels of automation at work reported a lesser risk of quitting their jobs. Greater degrees of operation of the business activities and schedules have the potential to provide considerable advantages for employees, as shown by stated wellbeing levels. The favorable impacts of informal adaptability as well as working from home bolster the argument that schedule management is highly desired and crucial to individuals who like their jobs.

Different Approaches to Promote Job Autonomy and Proficiencies:

4.1. Create a Trusting Environment

Leaders who are prepared to put their faith in their instructors to complete the assignments that have been assigned to them must be willing to take the dangers that come with their future actions. Teachers view supervisors' reluctance to delegate as an indication of a lack of confidence. As a result, there is a culture of distrust, as well as a lack of autonomy and initiative. But it's a simple fix: merely consulting individuals about projects and duties will help to build trust and generate fresh ideas. It's better to start small and gradually enhance a person's duties and independence as they demonstrate their ability, rather than giving them too much liberty at once and having to backtrack if things don't work out.

4.2. Make Errors and Learn from Them

Allowing people to change how they approach their obligations will offer them a greater sense of control well over tasks they've been given, which will improve their performance. Leaders who are too harsh on teachers' errors undermine initiative, innovation, and, as a result, teacher engagement. If your employees are afraid of the consequences of making honest errors, either participation, as well as productivity, would suffer.

4.3. Maintain Frequent Communication

Daily communication to evaluate as well as analyze progress against objectives and deadlines, identify barriers, and determine where such an employee of an organization needs more assistance or resources will allow employees to express concerns as well as celebrate when they have taken the responsibility of a job and succeeded. A thankless culture would only discourage people from wanting to take on the increased responsibility that comes with autonomy.

4.4. Employ the appropriate personnel

Recruiting employees with the correct mentality and attitude may assist your company's culture change away from command and control and toward autonomy. Some people demand a great deal of supervision and guidance, while others prefer to be their boss as well as are using their creativity and initiative. Autonomy should be a crucial component of the dialogue when interacting with prospects, both at the interview stage including as a component of your orientation program. However, don't exaggerate how much autonomy is valued; it's much better to be open about how autonomous a function is or isn't, so a candidate isn't disappointed or surprised when they join your company.

4.5. The Urge of Freedom

If leaders continue to micromanage and erect needless hurdles to freedom, increasing autonomy will be futile. Managers must find the correct balance between allowing staff to perform tasks as they see fit while staying available for help and guidance. Setting clear objectives and KPIs ensures that staff understand what is expected of them and prepares them for success.

5. CONCLUSION

It is self-evident that work proficiency, as well as autonomy, are critical factors in successful education. As a result, the purpose of this research is to investigate the link between a teacher's work proficiencies as well as overall job autonomy by examining several aspects of job proficiencies. Teachers have high levels of work proficiency and job autonomy, according to the results of this research. Within the essence of the working subscale, job proficiency was shown to be high; this will undoubtedly result in productive instructors. Payment, on the other hand, was the part of the respondents' satisfaction that was least fulfilled; this conclusion was consistent with previously published study findings. Importantly, the data presented in this research reveals that work proficiency and job autonomy have a positive association. Furthermore, the findings of this research show that there are no significant variations in instructors' work proficiency and job autonomy based on gender or years of experience. Even though the research was limited by a small sample size, it demonstrates the worry over teachers' work proficiency and autonomy.

The current research used identity questionnaires to assess principals' perceptions of psychological empowerment as well as job stress. Responder bias may occur when using self-reported surveys. The research was restricted to a single area in Punjab budget and schedule constraints, as well as the sample size, was modest. To establish successful generalizations, further research may be undertaken with larger sample size. Only government secondary schools heads were surveyed using closed-ended questionnaires. In the case of private schools, the outcomes may have been different. Furthermore, the researchers should look at other sources of stress at work amongst educational leaders. To protect principals' personalities, administrations, as well as administrative bodies, should devise a strategy to enhance their personality and social position. To deal with their professional dangers, school principals must attend seminars, workshops, and training. Responsibility and accountability should be seen as a component of the method rather than a threat to the principals' positions. It would also undoubtedly reduce their work-related stress.

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