

Job Satisfaction among College Teachers

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Abstract: The present study is an attempt to evaluate the job satisfaction of college teachers and to investigate the impact of age, gender, location and category on teacher's job satisfaction. A few secondary schools were selected from Guwahati to Chhaygaon area of Kamrup district of Assam. A sample of 68 college teachers were selected through random sampling technique. A job satisfaction Scale (JSS) prepared by Dr.Amar Singh and Dr.T.R. Sarma was employed to collect data. The analysis of data using Mean, S.D. and t-test revealed that there is no significant difference between male and female teachers in their job satisfaction. It was also observed that level of job satisfaction increases with the increase of age.

Key words: Job satisfaction, College teachers

Date of Submission: 26-07-2018

Date of acceptance: 10-08-2018

I. INTRODUCTION:

Teaching is one of the noblest profession and plays a vital role in development of societies. Teachers help students to acquire knowledge, information for their all-round development. Teachers are considered as the pillars of the society because they make the students capable of shouldering the responsibility of taking the nation towards development. The job of a teacher consumes a major part of their day and is also a source of contribution towards the society. Hence the satisfaction of their job is necessary for a teacher.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction is combination of psychological and environmental circumstances that causes a person truthfully to say that he is satisfied with his job. It is a positive state resulting from the appraisal of one's situation and is linked with the characteristics and demands of one's work (Evans,2001). Job satisfaction is a psychological aspect of functioning in any profession. According to some scholars and human resource there is distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings, individuals have about their jobs. On the other hand, cognitive job satisfaction is the extent of individual's satisfaction with particular facets of their jobs such as pay, pension arrangements, working hours and numerous other aspects of their jobs. Vroom, (1964) defined job satisfaction as the orientation of an individual towards the work role which he is presently occupying. Locke (1976) gave a more comprehensive definition by describing job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job experiences".

Job satisfaction is employee's reactions towards their work experiences (Berry,1997). Satisfaction on the reflects important employee attitude towards their jobs (Spector,1997), indicating what makes a job enjoyable and a satisfying working environment (Smither,1994). Job satisfaction is an indicator of employee emotional well-being to indicate behaviour that could affect organizational functioning.

The teacher plays an important role in the school as well as in the educational system. There are numerous internal and external factors which influence upon the teachers personality, his behaviour in the classroom and the attitude towards the teaching profession. Teachers have the responsibility of bringing desirable changes in the behaviour of children so that they may shoulder the responsibility of a good citizen to accelerate the process of national development. To do so, the teachers should have a positive and pleasant attitude towards their job. Sometimes some internal and external factors affect the job satisfaction among teachers. It is also associated with teacher's effectiveness, which may again affect student's achievement.

Basu(2009) felt the need to erase the feeling of inadequacy associated with the teaching profession in terms of salary and career advancement opportunities to increase job satisfaction of secondary school teachers and to attract and retain high calibre talent into the teaching profession.

A study conducted on effects of gender on Organisational Commitment and Job Satisfaction by Suki, disclosed that there is no significant effect on perception of job satisfaction among male and female teachers. However Kumar and Bhatia in their study observed that the attitude and job satisfaction in physical education teachers is least affected by marital status, gender, income and minimum qualification. Another study conducted by Zilli and Zahoor to compare the organisational commitment between male and female teachers of higher

education revealed that the female teaching staff have higher level of organisational commitment as compared their male teaching staff. A descriptive study conducted by Mehta to find out the impact of type of organisation (private/government) on school teachers, concluded that the level of job satisfaction is effected by the type of organisation and the teachers of government sector school are more satisfied then private.

The present study attempts to study the job satisfaction among college teachers and investigate its relationship with gender and age. Again to find out difference of satisfaction level of college teaches working at Government and private institution and to assess the impact of location on college teachers.

Objectives:

The study was conducted with the following objectives:

1. To observe the influence of gender on job satisfaction of college teachers.
2. To study the effect of age on job satisfaction of college teachers.
3. To assess the impact of location on satisfaction level of college teachers.
4. To study the satisfaction level of college teachers working at government and private institution.

Hypotheses :

1. Age has no significant influence on the job satisfaction of college teachers.
2. Male and female college teachers do not differ significantly in their mean job satisfaction.
3. There is no significant impact of location on job satisfaction of college teachers.
4. There is no significant difference in job satisfaction of college teachers working at government and private institution.

Method:

A sample of 68 college teachers was selected through random sampling technique. The sample comprised of 34 male and 34 female college teachers from Guwahati to chhaygaon of Kamrup district of Assam. Age of the teachers ranged from 25 to 60 years.

Tool:

A standardized test Job Satisfaction Scale (JSS) developed by Dr.Amar Singh and Dr. T.R. Sharma was used for the study. The JSS comprises 30 items of which 24 are positive and remaining 6 are negative statements. It has lowest score of 47 or below which indicates extremely dissatisfied and the high score of 74 or above indicates extremely satisfied.

Procedure:

The selected teachers were personally contacted and requested to fill up the JSS after providing proper instruction. The data so collected were tabulated and analysed using Mean, SD, and t-test

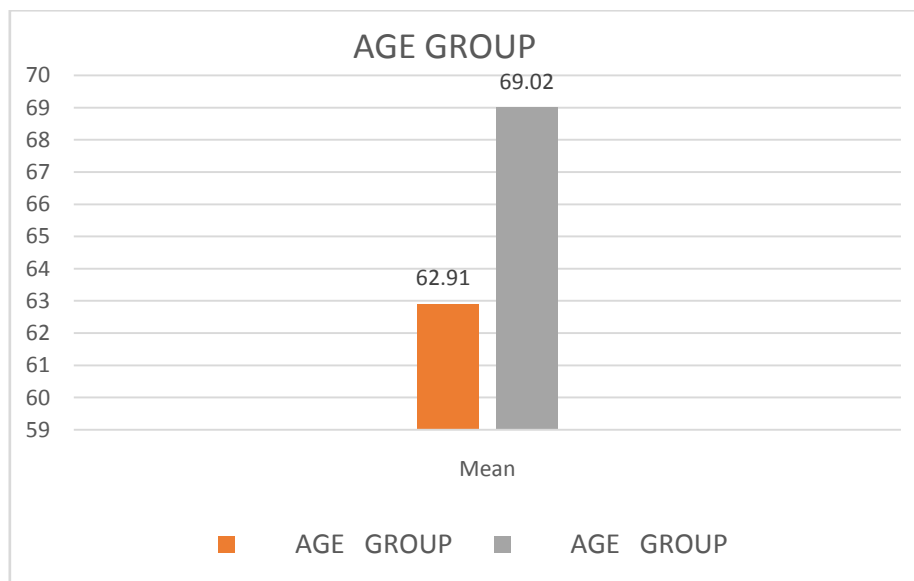
II. RESULT AND DISCUSSION:

TABLE -1,2,3,4 shows the descriptive statistics and t differences of college teachers in age, gender, area and category are as mentioned below..

TABLE 1 : Difference in the job satisfaction of college teachers in terms of Age

AGE GROUP	N	Mean	Std. Deviation	T	Df	P Value	Remarks
Upto 40	22	62.91	10.113	-3.032	66	.003	significant
41-60	46	69.02	6.403				

The mean score obtained by teachers in the age group 25 to 40 is 62.91 and standard deviation(SD) is 10.11 whereas the teachers belonging to the age group 41-60 has obtained mean score of 69.02 and SD 6.40. It indicates that the satisfaction of the age group 42-60 is more than the age group 25-40. The t-score (-3.032) also indicates that there is significant difference of job satisfaction between the young age and old age. It reveals that satisfaction with the job increases with increasing age.

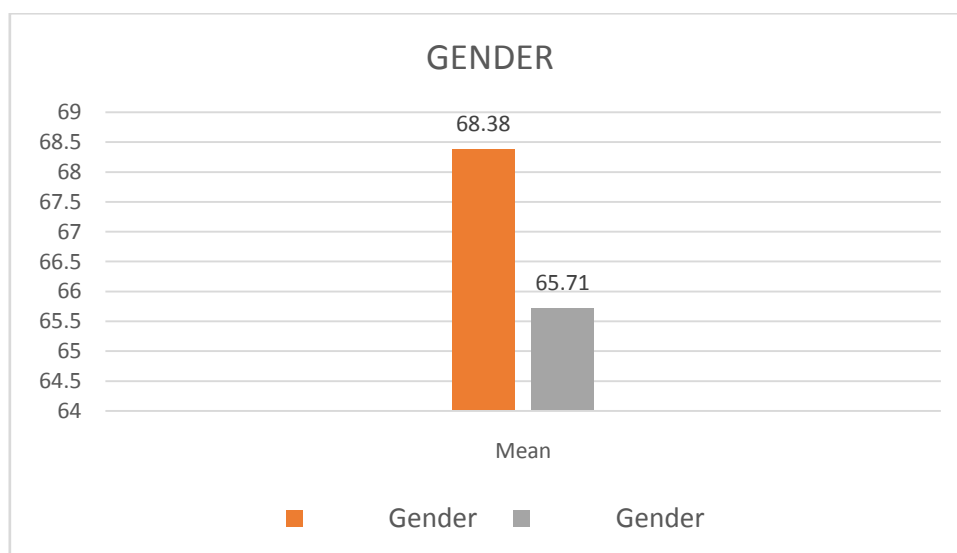


Graph 1: Showing mean score of college teachers in terms of age

Table 2: Difference in the job satisfaction of college teachers in terms of Gender

Gender	N	Mean	Std. Deviation	t	df	P Value	Remarks
Male	34	68.38	7.874	1.347	66	.182	Not significant
Female	34	65.71	8.494				

The mean score obtained by the male teachers is 68.38 and the SD is 7.874. Whereas the mean score and SD obtained by the female teachers is 65.71 and 8.494 respectively. The t score i.e. 1.374 indicates that there is no significant impact of gender on job satisfaction of college teachers. Therefore the hypothesis no. 2 can be accepted.

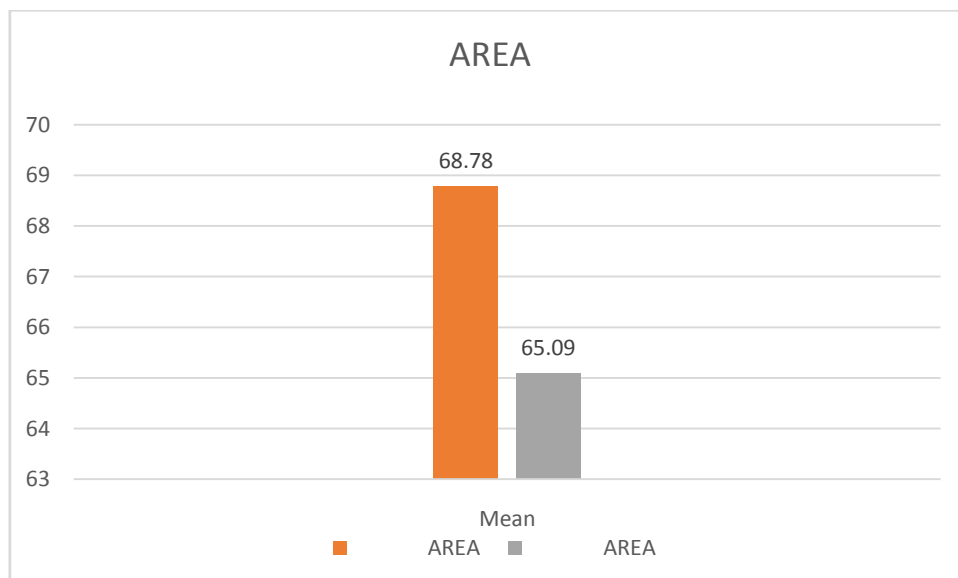


Graph 2: Showing mean score of college teachers in terms of Gender

TABLE 3: Difference in the job satisfaction of college teachers in terms of Area

Area	N	Mean	Std. Deviation	t	df	P Value	Remarks
Urban	36	68.78	7.035	1.874	66	.065	Not significant
Rural	32	65.09	9.135				

The mean score and SD obtained by the rural teachers is 68.78 and 7.035 respectively and the mean score obtained by the urban teachers is 65.09 and SD is 9.135. The t score i.e. 1.874 indicates that there is no significant difference of job satisfaction between the faculties belonging to rural and urban areas. The results reveals that there is no significant impact of location in the satisfaction of teachers belonging to rural and urban areas. Therefore we can accept the hypothesis no 3.

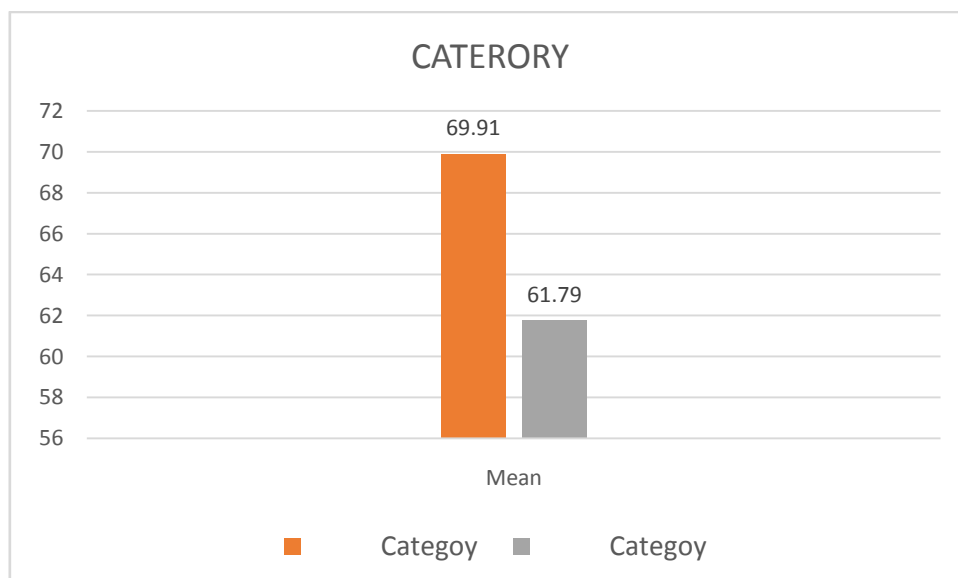


Graph 3: Showing mean score of college teachers in terms of Area

TABLE 4: Difference in the job satisfaction of college teachers in terms of Category

Category	N	Mean	Std.Deviation	t	df	P Value	Remarks
Government	44	69.91	6.559	4.377	66	.000	Significant
Private	24	61.79	8.536				

The mean score obtained by the teachers working in government institution is 69.91 and SD is 6.559 while the mean score obtained by the teachers working in private institution is 61.79 and SD is 8.536. The t value (4.377) reveals that there is significant differences of job satisfaction between the teachers working at private and government institutions. Here we can reject the hypothesis no 4.



Graph 4: Showing mean score of college teachers in terms of Category

Table 5: Degree of job satisfaction of college teachers with respect to age

Age range	N=68	Mean score	Degree of satisfaction
25-35	11	63%	Very satisfied
36-45	26	66%	Very satisfied
46-55	19	68%	Very satisfied
56-65	12	72%	Very satisfied

The table shows that the mean score of the sample subject of college teachers is increasing with the increasing of age. It means that the degree of satisfaction towards a job was increased with increasing of age and experience. As we know the last age bar for joining a new job is 38 years, after crossing the age bar, instead of searching new job they try to give more interest and attention to their own profession. With the increase of age, teachers are becoming more responsible towards their job as well as to their family. Therefore the hypothesis no.1 of this study could not be accepted.

Some personal factors like seniority, status are important for a personal job satisfaction. The longer people have been in a given job and the higher their status, the greater their satisfaction. (Zeith,1990). Similarly, the greater the extent to which jobs are closely matched to individual’s personal interests, the greater is their satisfaction. (Fricko and Beehr,1992)

Dr. Gayatri Raina in her study on job satisfaction in Army personal found that prestige of organization was significantly higher for higher rank personal as compared to their ranks. The armed forces enjoy a great prestige within the country as it stands apart from any other organization and occupies a distinct position and so it’s employees feel proud to be a part of it. Like this the teaching is a prestigious and noble profession. It has accorded a socio-cultural value. The teachers have been offered special honour in different socio cultural functions. The present pay scale, convenient working hours, congenial working environment and approval of family make the teachers satisfied towards the job which will encourage them to explore themselves in different literary work as well as other social functions also.

The study also reveals that there is significant difference of satisfaction between the teachers working at government and private institution. It has been observed that qualifications higher than the job requirement tend to reduce job satisfaction. Again if the employee are not provided salary and other facilities as per the government rule then it shows lower satisfaction towards their jobs. It is also observed that freedom to do work and their ability to take decision in different issues is less in the private institutions.

In addition, certain personal traits are closely related to job satisfaction. For instance, research findings indicate that differences in what have been termed core self-evaluations-individual’s basic assessment about themselves and their self-worth may play a key role (Judge, Locke and Durham,1997). Such core self-evaluations involve four basic factors: self-esteem, generalized feelings of self-efficacy, locus of control (people’s beliefs about their ability to influence their own outcomes) and emotional stability. Persons with positive core self-evaluations in many different settings (Judge et al.1998).Additional evidence indicates that this may be so because persons high in core self-evaluations (i.e.persons who hold a favourable view of themselves and their own abilities) tend to hold more complex, challenging jobs. Such jobs in turn, offer more autonomy and variety in the tasks they involve (more favourable job characteristics) and this, in turn,leads to high job satisfaction.

III. CONCLUSION :

In this study it revealed that there is no significant difference of job satisfaction between male and female teachers as well as no significant difference of satisfaction between the teachers belonging to urban and rural areas i.e. there is no impact of location as well as gender in the satisfaction of teachers. The study also revealed that there is significant difference of satisfaction between the teachers working at government and private institutions. With increase of age satisfaction level of teachers is also increased.

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Nabanita chakrabarty" Job Satisfactionamong College Teachers"*IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 08, 2018, pp. 61-66