

Job satisfaction among college teachers

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Abstract

Workers is undesirable and dangerous in any profession. Job is not only a main source of income but also an important component of life. Work takes away a large part of worker's day and also contributes to one's social standing. Because of workers, central role in many people's life, satisfaction with one's job is an important component in overall wellbeing. Personal and social factors associated with the teaching profession were reported to be more congenial for female teachers than their male counterparts and hence their higher levels of job satisfaction.

Keywords: desire security, undesirable, undesirable and dangerous, competencies occur

Introduction

Teachers are the pillars of society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. They desire security, recognition, new experience and independence. When these needs are not fulfilled, they become tense dissatisfaction among workers is undesirable and dangerous in any profession. Job is not only a main source of income but also an important component of life. Work takes away a large part of worker's day and also contributes to one's social standing. Because of workers, central role in many people's life, satisfaction with one's job is an important component in overall wellbeing.

According to Robbins and Sanghi (2006) "Job satisfaction is collection of feelings that an individual holds toward his or her job." The same was contributed by Masud Ibn Rahman (2008) "Job satisfaction is defined as a general attitude toward one's job. It is in regard to one's feelings or state-of-mind regarding the nature of their work's." Again Mobey and Locky (1970) expressed as an opinion that "Job satisfaction and dissatisfaction are function of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it." In this global world, job satisfaction has been an important issue. It is very crucial to the long-term growth of any educational system around the world. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their teaching performance. Knowledge, skills and competencies occur when one feels satisfied in one's behavior. Therefore, satisfaction is needed in the behavior of a college teacher if he/she has to perform productive activities in the college.

Statement of the problem: "Job Satisfaction Among College Teachers: A Study Of Government Colleges In Haryana"

Significance of the study: Improving educational performance ranks high on the national agenda with educators and policy makers focusing on testing accountability, curriculum reform, teacher quality and concerns. A high

quality teaching staff is the cornerstone of a successful system .Attracting and retaining high quality teacher is thus a primary requirement for an educational institution. For the development of quality teachers, one has to understand factors associated with it. Job satisfaction is one of those important factors.

Objectives of the study

- To study the job satisfaction of college teachers.
- To compare the job satisfaction of male & female college teachers.
- To evaluate the job satisfaction of college teachers form urban and rural areas.

Hypothesis

- There is no significant difference in terms of job satisfaction between Male and Female College Teachers.
- There is no significant difference in terms of job satisfaction of Rural and Urban college teachers.

Sample method

A multistage random sampling technique was employed to draw a sample of 150 (75 M, 75 F) college teacher including 100 from urban areas and 50 from rural areas of Haryana state.

Tools Used

1. Teachers Job Satisfaction Scale (TJSS)- Developed by Dr. Sarah Basu and Dr. Radha Dua. TJSS was employed to assess the job satisfaction among the college teachers. It comprises of 50 items, encompasses six dimensions of job satisfaction namely personal factors, social factors, factors related to nature of job, working conditions, institution and head of institution. The scoring for the TJSS with options of "Agree", "Undecided" & "Disagree" is 3,2,1 for the 35 positively worded statements and 1,2,3 for the 15 negatively worded

statements, while the lowest possible score on the TJSS is 50, the highest is 150 and the neutral point lies at 100. Low scores on the TJSS indicate job dissatisfaction while high scores indicate job satisfaction.

2. Personal Data Schedule (PDS): a self developed PDS was

used to gather personal details of the college teachers.

Statistical techniques

The collected data was analyzed using percentage, mean, S.D. and t-test.

Results & Discussions

Table 1: Job satisfaction among College teachers

	Dimensions of Job Satisfaction	College Teachers			
		Satisfied		Dissatisfied	
		n	%	n	%
1.	Personal Factors	103	68.7%	47	31.3%
2.	Social Factors	105	70%	45	30%
3.	Factors related to nature of Job	102	68%	48	32%
4.	Factors related to working conditions	100	66.7%	50	33.3%
5.	Factors related to institution	97	64.7%	53	35.3%
6.	Factors related to Head of Institution	99	66%	51	34%
	Overall	101	67.3%	49	32.7%

A perusal of the contents of table-1 reveals that majority of college teachers (67.3%) are satisfied with their jobs. Among the satisfied teachers we find that most of them derive greater satisfaction due to personal and social factors related to their job while factors related to institution and head of institution

remain a concern. Among the considerable chunk of dissatisfied college teachers (32.7%) we find that personal and social factors contribute markedly to the feeling of dissatisfaction.

Table 2: Job satisfaction of college teachers' w.r.t. gender.

College Teachers	n	Mean	S.D.	t-value	Level of significance
Male	75	122	11.62	4.9	0.01
Female	75	128.67	10.04		

Table No-2 reveals that female college teachers have significantly higher levels of job satisfaction as compared to their male counterparts. Personal and social factors associated

with the teaching profession were reported to be more congenial for female teachers than their male counterparts and hence their higher levels of job satisfaction.

Table 3: Job Satisfaction of college Teachers w.r.t. locality.

College Teachers	n	Mean	S.D.	t-value	Level of Significance
Urban	100	126.25	9.11	1.21	NS
Rural	50	123.5	14.7		

The contents of Table-3 indicate that the job satisfaction of college teachers from urban and rural areas does not differ significantly. With the urban-rural divide slowly lessening especially in terms of educational opportunities and academic climate in seats of higher learning, college teachers from urban and rural areas do not find their locality to be as much of a defining factor as other essential factors like organizational climate, personal and social aspects and work load etc.

References

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Conclusion

With the Govt. of India striving to improve the quality of higher education in the country, it is imperative that proper care be taken to ensure that our teachers are happy in their jobs. The findings of the present study revealed that a considerable section, around on third, of the college teachers reported low levels of job satisfaction. Remedial steps need to be taken at the earliest to improve the situation, only then India can aspire to be a 21st century knowledge leader.