

JOB SATISFACTION AMONG THE TEACHING FACULTY OF GOVERNMENT DEGREE COLLEGES IN KURNOOL DISTRICT

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ABSTRACT

College teachers are the most important group of professionals for our nation's future. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. For the same reason a study was undertaken to identify the factors which impact the level of satisfaction of the teaching faculty of Government Degree Colleges in Kurnool District. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 70 teaching faculty selected from the Government Degree Colleges of Kurnool District. Mean, Standard Deviation, 't' test and ANOVA test are used for analysis of data. Research shows that the teaching faculty of Government Degree Colleges in Kurnool District has low level of job satisfaction with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income

KEYWORDS: Education, Government Degree Colleges, Job Satisfaction, Teaching Faculty, Teaching Profession

INTRODUCTION

Teaching refers to the activities that are purposely designed and performed to produce desirable changes in students' behaviour (B. E. Smith, 1961). Teaching is a complex skill. To a great extent teachers influence students happiness, satisfaction, outlook and even their attitude to life. About teachers, the Indian Education Commission (1964 – '66) rightly remarked that "Of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully devoted". Blum (1955) defined the term job satisfaction as the result of various attitudes the person holds towards his/her job, towards related factors, and towards life in general. For Du Brins, job satisfaction is the amount of pleasure or contentment associated with a job. Individuals do not derive the same degree of satisfaction though they perform the same job in same job environment and at the same time. Therefore it appears that besides the nature of job and job environment, there are individual variables which affect job satisfaction. Individual factors, level of education, age, social and family life, personal problems and other associated issues may affect the level of job satisfaction. At the higher education stage, teachers' job satisfaction is a prime factor to maximize all their energy and time to promote the well-being of students.

SIGNIFICANCE OF THE STUDY

The role of the teacher as an agent of change is increasingly recognized all over the world. They are the backbone

of educational development, and expected to nurture values among students in addition to high level intellectual skills and the ability to learn independently. In India, salaries of college teachers are more or less low when compared to other professions which demand equally qualified persons. In order to perform the different roles of teachers effectively, they must be satisfied with the service conditions. Otherwise, poor job satisfaction may lead to alienation, apathy, absenteeism, strikes, neglect of work, and giving up the job and finally to poor life satisfaction. Therefore, it is essential to study about the college teachers' job satisfaction. In this context the investigators have made an attempt to study on college teachers' job satisfaction.

REVIEW OF LITERATURE

E C Kert and S Tecklein(1961);On job satisfaction of college teachers. Using open entered question they found that aspects related to nature of the work (such as “association with student”, “helping young people grow”) and working condition (such as “fine colleagues”, “intellectually stimulating association”) constituted the major source of satisfaction were as recognition was little mentioned as a source of satisfaction. The ”very satisfied” teachers were more often found in four year institution than in junior colleges, tended to spend more time in research and writing, and were more likely than the dissatisfied teachers to mention the intellectual challenges and stimulation of a job as a major satisfaction.

Herzberg(1966) in his two factor theory identified (i) content (intrinsic) which includes the challenges and interest of the work, perception of the worth of the work.(ii)context(extrinsic) which comprises of the amount payment, cohesiveness of work group etc.

Blum & Naylor (1968) found that job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and concerned with such specific factors as wages, supervision, fair treatment etc.

Mohamed Imran Rasheed (2010) found that the factors like job design, work environment, feedback, recognition, decision making, and participation are the potential factors for satisfying teachers in higher education.

Imran Khan (2011) found that nearly everyone is influenced by the needs for job security, promotion and approval of peers and/or leaders. Hence there are wide arrays of forces steering the direction of job satisfaction of college teachers.

OBJECTIVES OF THE STUDY

- To assess the level of job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District.
- To find out the level of job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to: (a) Gender, (b) Age, (c) Marital Status, (d) Educational Qualifications, (e) Teaching Experience, (f) Discipline, (g) Income
- To find out the significant difference in job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to: (a) Gender, (b) Age, (c) Marital Status, (d) Educational Qualifications, (e) Teaching Experience, (f) Discipline, (g) Income

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated related to the present study.

- The teaching faculty of Government Degree Colleges in Kurnool District has high level of job satisfaction.
- The teaching faculty of Government Degree Colleges in Kurnool District has high level of job satisfaction with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income
- There is no significant difference in job satisfaction of the teaching faculty of Government Degree Colleges in Kurnool District with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income.

METHODOLOGY OF THE STUDY

There are 14 Government Degree Colleges affiliated to Rayalaseema University, Kurnool. The total number of teaching faculty employed in all these colleges is 225. This study is designed to collect primary data from a sample size of 70 respondents, which is nearly 33% of the universe, who are selected under proportionate stratified simple random sampling techniques. This study is a combination of both exploratory and descriptive one in nature. The study is based on both primary and secondary data. A structured questionnaire was used for the collection of primary data. For the present study Five point Likert scale is used. Questionnaire was divided in to two sections. Part- A consisting questions relating to personal profile of the respondents and Part-B consisting questions on 4 major dimensions such as workplace conditions, compensation, infrastructure and professional development for calculating the level of job satisfaction. The Job Satisfaction Scale consists of 90 statements. Each statement set against a five-point scale (5-strongly agree, '4-agree', '3-neither agree nor disagree', '2-disagree' and '1-strongly disagree'). An individual score is sum of all the scores for the 90 statements. The scores of this scale ranges from 90 to 450. College teachers who gains a mean score less than 270 indicates low job satisfaction, and greater than 270 indicates high job satisfaction. Descriptive analysis and Differential analysis have been done. The researcher chose to use 0.05 level of significance as arbitrary standard in this study. The secondary data was collected from the journals, books, reports, websites etc.

SCOPE OF THE STUDY

This study covers the analysis of job satisfaction level attained by teaching faculty of Government Degree Colleges, affiliated to Rayalaseema University, Kurnool. This study considers four dimensions namely workplace conditions, compensation, infrastructure and professional development for evaluating the level of job satisfaction attained by teaching faculty. Under the workplace conditions there are six variable and the rest of the three dimensions there are four variable each to extract the job satisfaction level of the teaching faculty.

LIMITATIONS OF THE STUDY

- The study is limited only to Kurnool District, which may fail to give a correct picture of the study.
- The researcher faces some difficulty due to the lack of co-operation from some respondents.
- The bias of respondents cannot be completely ruled out.

ANANLYSIS AND INTERPRETATION

• Descriptive Analysis

The computed job satisfaction scores of the entire sample and its sub-samples are given in Table- 1.

Hypothesis 1: The teaching faculty of Government Degree Colleges in Kurnool District has high level of job satisfaction.

Table 1: Mean and Standard Deviation Scores of the Teaching Faculty of Government Degree Colleges in Kurnool District on Job Satisfaction

Sl. No.	Item	Sub-item	N	Mean	S. D.
1	Entire Sample		70	252.53	61.59
2.	Gender	Male	40	256.63	65.68
		Female	30	247.07	55.19
3	Age	Below 30	10	263.30	75.52
		31 – 35	15	255.87	71.37
		36 – 40	15	244.93	49.16
		41 – 45	20	252.45	59.37
		46 and above	10	248.30	47.91
4	Marital Status	Married	60	250.73	58.75
		Un-married	10	263.30	75.52
5.	Educational Qualifications	P. G.	25	259.68	66.18
		M.Phil	20	255.00	60.58
		Ph.D.	10	248.00	65.76
		NET/SLET	15	240.33	48.65
6.	Teaching Experience	Below 5 Yrs	25	258.84	73.15
		5 – 15	30	254.70	57.91
		Above 15	15	237.67	42.16
7	Discipline	Arts	25	251.12	60.96
		Commerce	20	259.35	66.55
		Science	25	248.48	57.49
8	Income(Rs. '000)	25 - 50	25	258.84	73.15
		50 - 75	30	254.70	57.91
		Above 75	15	237.67	42.16

It is noticed from the Table - 1, the calculated mean score of entire sample is 252.53 and the standard deviation value is 61.59. As the mean score is less than 270, it is inferred that the teaching faculty of Government Degree Colleges in Kurnool District have low job satisfaction.

The mean scores of the sub-samples range from 237.67 to 263.30, which show that the teaching faculty of Government Degree Colleges in Kurnool District has different degrees of job satisfaction. Hence it is concluded that the teaching faculty have low job satisfaction. Therefore the hypothesis is rejected.

Hypothesis 2: The teaching faculty of Government Degree Colleges in Kurnool District has low level of job satisfaction with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income.

- **Gender**

The mean scores of male and female teachers' job satisfaction are 256.63 and 247.07 respectively. These scores are less than 270. This shows that male and female teachers of Government Degree Colleges in Kurnool District have low job satisfaction.

- **Age**

The job satisfaction mean scores of teachers below 30 years, 31 – 35 years, 36-40 years, 41-45 years and above 46 years of age are 263.30, 255.87, 244.93, 252.45 and 248.30 respectively. These scores are less than 270. This shows that the teaching faculty with respect to age has low job satisfaction.

- **Marital Status**

The mean scores of married and unmarried teachers' job satisfaction are 250.73 and 263.30 respectively. These scores are less than 270. This shows that male and female teachers of Government Degree Colleges in Kurnool District have low job satisfaction.

- **Educational Qualifications**

The job satisfaction mean scores of teachers having P. G. Degree, M. Phil Degree, Ph. D. Degree and NET/SLET are 259.68, 255.00, 248.00, and 240.33 respectively. These scores are less than 270. This shows that the teaching faculty with respect to educational qualifications has low job satisfaction.

- **Teaching Experiencing**

The job satisfaction mean scores of teachers with less than 5 years, 5 – 15 years and above 15 years of teaching experience are 258.84, 254.70 and 237.67 respectively. These scores are less than 270. This shows that the teaching faculty with less than 5 years, 5 – 15 years and above 15 years of teaching experience have low job satisfaction.

- **Discipline**

The job satisfaction mean scores of Arts, Commerce and Science faculty are 251.12, 259.35 and 248.48 respectively. These scores are less than 270. This shows that the teaching faculty of Arts, Commerce and Science has low job satisfaction.

- **Income**

The job satisfaction mean scores of the teaching faculty having income between Rs. 25,000 – Rs.50, 000, Rs.50, 000 – 75,000 and above 75,000 are 258.84, 254.70 and 237.67 respectively. These scores are less than 270. This shows that the teaching faculty with respect to income level has low job satisfaction.

- **Differential Analysis**

Hypothesis 3: There is no significant difference in job satisfaction of the teaching faculty of Government Degree Colleges in Kurnool District with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income

Table 2: Significance of the Difference ('t'- Value) Between Male And Female Teaching Faculty with Respect to Job Satisfaction

Gender	N	Mean	SD	'T'- Value	Significance At 0.05 Level
Male	40	256.63	65.68	0.635	Not Significant
Female	30	247.07	55.19		

It is observed from the Table-2, the calculated 't'- value is 0.635, which is not significant at 0.05 level. Hence, it is inferred that there is no significant difference between the male and female teaching faculty with respect to their job satisfaction.

Table 3: Significance of the Difference ('F'- Ratio) Among Teaching Faculty who have Different Years of Age with Respect to their Job Satisfaction

Sources of Variation	Sum of Square	Df	Mean Squares	'F'- Ratio	Significance at 0.05 Level
Between Groups	2371.63	4	592.91	0.146	Not Significant
Within Groups	263137.82	65	4048.27		

It is noted from the Table-3, the calculated 'F'- ratio is 0.146, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among the teaching faculty who have different years of Age with respect to their job satisfaction

Table 4: Significance of the Difference ('t'- Value) Between Married and Unmarried Teaching Faculty with Respect to Job Satisfaction

Marital Status	N	Mean	SD	't'- Value	Significance at 0.05 Level
Married	60	250.73	58.75	-0.59	Not Significant
Unmarried	10	263.30	75.52		

It is observed from the Table-2, the calculated 't'- value is -0.59, which is not significant at 0.05 level. Hence, it is inferred that there is no significant difference between married and unmarried teaching faculty with respect to job satisfaction.

Table 5: Significance of the Difference ('F'- Ratio) Among Teaching Faculty who have Different Educational Qualifications with Respect to their Job Satisfaction

Sources of Variation	Sum of Square	Df	Mean Squares	'F'- Ratio	Significance at 0.05 Level
Between Groups	3836.67	3	1278.89	0.322	Not Significant
Within Groups	261672.77	66	3964.74		

It is noted from the Table-5, the calculated 'F'- ratio is 0.322, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among the teaching faculty who have different educational qualifications with respect to their job satisfaction.

Table 6: Significance of the Difference ('F'- Ratio) Among Teaching Faculty Who Have Different Years of Teaching Experience With Respect to Their Job Satisfaction

Sources of Variation	Sum of Square	Df	Mean Squares	'F'- Ratio	Significance At 0.05 Level
Between Groups	4450.45	2	2225.23	0.571	Not Significant
Within Groups	261058.99	67	3896.40		

It is noted from the Table-6, the calculated 'F'- ratio is 0.571, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among the teaching faculty who have different years of teaching experience with respect to their job satisfaction.

Table 7: Significance of the Difference ('F'- Ratio) Among Teaching Faculty of Different Disciplines With Respect to Their Job Satisfaction

Sources of Variation	Sum of Square	Df	Mean Squares	'F'- Ratio	Significance at 0.05 Level
Between Groups	1390.01	2	695.01	0.176	Not Significant
Within Groups	264119.43	67	3942.08		

It is noted from the Table-7, the calculated 'F'- ratio is 0.176, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among the teaching faculty of different disciplines with respect to their job satisfaction.

Table 8: Significance of the Difference ('F'- Ratio) Among Teaching Faculty of Different Income Levels with Respect to their Job Satisfaction

Sources of Variation	Sum of Square	Df	Mean Squares	'F'- Ratio	Significance at 0.05 Level
Between Groups	4450.45	2	2225.22	0.571	Not Significant
Within Groups	261058.99	67	3896.40		

It is noted from the Table-8, the calculated 'F'- ratio is 0.571, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among the teaching faculty of different income levels with respect to their job satisfaction.

SUMMARY OF THE FINDINGS

1. The teaching faculty of Government Degree Colleges in Kurnool District has low job satisfaction.
2. The teaching faculty of Government Degree Colleges in Kurnool District has different degrees of job satisfaction.
3. The teaching faculty of Government Degree Colleges in Kurnool District has low level of job satisfaction with respect to: (a) Gender, (b) Age, (c) Marital status (d) Educational qualifications (e) Teaching experiencing (f) Discipline and (g) Income
4. No significant difference is found in job satisfaction between male and female teaching faculty of Government Degree Colleges in Kurnool District.
5. No significant difference is found in job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to age.

6. No significant difference is found in job satisfaction between married and unmarried teaching faculty of Government Degree Colleges in Kurnool District.
7. No significant difference is found in job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to educational qualifications.
8. No significant difference is found in job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to teaching experience.
9. No significant difference is found in job satisfaction among the teaching faculty of different disciplines in Government Degree Colleges of Kurnool District.
10. No significant difference is found in job satisfaction among the teaching faculty of Government Degree Colleges in Kurnool District with respect to income levels.

CONCLUSIONS

The present study reveals that the teaching faculty of Government Degree Colleges in Kurnool District is having low job satisfaction. Further no significant difference is found in job satisfaction of the teaching faculty with respect to gender, age, marital status, educational qualifications, teaching experience, disciplines and income level. Of course, teaching is the noblest profession, which cannot be equated with any other professions in the world. It is a unique profession in the sense of man making process. Hence, the teaching community needs to be taken care in terms of decent salary, proper social recognition, providing necessary infrastructure and instructional facilities, encouraging them with some incentives and promotions, etc. to build the future community as a vibrant one to strengthen the nation.

FURTHER RESEARCH

A study on the relationship between the job satisfaction and commitment among college teachers can be undertaken. A comparative study on the level of satisfaction among teachers of rural and urban area can further be undertaken.

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