



Job-Satisfaction of University Teachers in Assam

Niranjan Thengal

Assistant Professor, Department of Education, Kampur College, Kampur, Nagaon, Assam-782426

Email: thengal12niranjan@gmail.com

ABSTRACT

Satisfaction is an essential pre-requisite for quality outcome in any profession. Quality of teaching too depends on teachers' satisfaction. That is why it is very important to know and analyse the level of job-satisfaction of teachers to ensure quality education. The present piece of work is an attempt to assess the level of job-satisfaction of university teachers. All the teachers working in the state and central universities of Assam constitute the population of the study. Descriptive research design has been used and a sample of 100 university teachers has been selected randomly. Data have been collected with the help of Job-satisfaction Scale, developed by Dr. A. Singh and Dr. T. R. Sharma. Percentage and Kruskal- Wallis H Test was used to analyze the data and to draw the inferences about the level of job-satisfaction of university teachers. Results suggested that the university teachers enjoy high level of job-satisfaction.

Keywords: Job-satisfaction, Level, University Teachers.

Introduction

Teachers are considered as the most valuable asset of social reform. Their personal qualities and character, educational qualifications, professional competencies, etc. encourage students to develop their potentialities. Therefore, teachers must be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory, having regard to their qualifications and responsibilities (National Policy on Education, 1968). The Secondary Education Commission (1952-1953) report stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community." It is very right that, "no people can rise above the level of its teachers (NPE, 1986)." Thus, the teachers are the architect of human personality. Teaching is the noblest as well as the most intricate profession in our society. It is unanimous

that qualified, trained and highly motivated teachers are sine-qua-non to ensure quality output. Govinda & Varghese (1993) asserted that teachers' qualification and training coupled with a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of the children. Even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher (Kainth, G. S. & Kaur, G., 2010). Hence, the quality development of students depends upon the effective and efficient teachers. Teachers' efficiency on the other hand depends on the several factors such as socio-economic status, pre or in-service training, adequate salary, student community, motivation towards teaching job and so on. However, sometimes the most efficient teachers too can't make any difference in students' learning unless they satisfy themselves with the job. Therefore, teachers' job-satisfaction must be given prominence while discussing their efficiency.

Significance of the Study

Job-satisfaction is a very broader concept. It is an essential pre-requisite for effective and quality outcome in any profession. The term 'job-satisfaction' was first utilized by Hoppock (1936) referring to a combination of psychological, physiological and environmental circumstances that make a person feels satisfied with their job. Locke (1976) defined job-satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences." Job-satisfaction refers to a person's feelings regarding the nature of the work and can be influenced by different factors such as the relationship with the supervisor, the quality of the working environment, the motivation system etc. (Nicolescu, Dima, Anghel & Paun, 2009). In most studies, job-satisfaction is described as how people feel about their jobs and its different aspects. The main objective of the present study is to explore the level of job-satisfaction among the university teachers.

Alam, Talha and Ahsan (2005) studied on job-satisfaction of university women teachers in Bangladesh. The results indicated that the female teachers were more satisfied with their job than the male teachers. Further, it has been found that job-satisfaction is not independent in all facets and satisfaction with one facet might lead to satisfaction with another. Bilal (2012) investigated on job-satisfaction of university teachers: Impact of working conditions and compensation and found that there is a positive relationship between working conditions, rewards and leadership and administrative support and job-satisfaction of university teachers.

Kumar (2013) investigated job-satisfaction among university teachers: A case of Haridwar (Uttarakhand) which revealed that there is a significant difference between male and female university teachers' job-satisfaction. Female teachers are more satisfied with their job than male teachers. Moreover, the level of job-satisfaction is impacted by the annual income of the teachers. Qayyum (2013) studied on job-satisfaction of university teachers across the demographics: A case of Pakistani Universities and revealed that there is significant difference between job-satisfaction cadre, nature of job and work experience of university teachers. Sharma and Sehrawat (2013) explored the determinants of job-satisfaction among private university teaching staff. The results of the study showed that the private university teaching staffs have low level of job-satisfaction due to inadequate paid leave, following deadlines and expected to do much work in too little time. Vuong and Duong (2013) made a comparison of job-satisfaction level between male and female faculty at the Vietnam National University of Ho Chi Minh City and resulted that most of the faculty members of Vietnamese universities were satisfied with their job. Male faculty members were more satisfied than the female faculties. Ahluwalia and Preet (2014) conducted an empirical study on job-satisfaction amongst College and University Teachers and found that job-satisfaction of college and university teachers is influenced by the factors like Possibility of Growth and Administration, Salary, Hygiene and Infrastructure, possibility of Turnover, Coordination and Cooperation, Interpersonal Relations in Profession and Unbiased Administration, etc. Nayak and Nayak (2014) conducted a study on job-satisfaction among University teachers in India. The results showed that supervision, relationship with co-workers, present pay, nature of work, and opportunities for promotion, etc. have an impact on job-satisfaction. Married teachers are more satisfied than unmarried. Gender has no significant impact on job-satisfaction. The teachers working in government universities are more satisfied. Zaman, Jahan and Mahmud (2014) studied the job-satisfaction of University teachers: A study on Private University in Bangladesh. The study revealed that the private university teachers' job-satisfaction is significantly influenced by their salary and fringe benefit, opportunity for scholarly pursuit, course load quality students, office and lab facilities, independency about work, professional relationship and interaction with other faculties, job security, relationship with administration, opportunity to develop new ideas, relationship with immediate superior/dept. head/Pro-VC/VC and opportunity for promotion, etc. Tai and Chuang (2014)

conducted a study on job-satisfaction of University staff. Statistical analysis of the collected data shows that there is a significant difference ($p < .05$) between public and private university staff's job-satisfaction. Public university staff showed a significantly higher job-satisfaction than private university staff. Pan, Shen, Liu, Yang and Wang (2015) conducted a study on the factors associated with job-satisfaction among University Teachers in North-eastern Region of China: A Cross-Sectional Study which found that the Chinese university teachers have a moderate level of job-satisfaction. From the results it was concluded that improving the perceived organizational support may increase the level of job-satisfaction among university teachers.

Thus the literatures reveal that job-satisfaction of university teachers is correlated with several factors like age, gender, educational qualification, marital status, job security, wages and financial gains, incentives, co-workers and colleagues, organizational climate and structure, working conditions and so on which must be taken care of to draw out everything from the teachers. If the teachers do not satisfy themselves with their job, the entire endeavour from all sides to accomplish greater educational aims would go in vain. The present study tries to assess the level of job-satisfaction among university teachers in Assam.

Objective of the Study

To assess the level of job-satisfaction among university teachers.

Hypothesis of the Study

There is high level of job-satisfaction among university teachers.

Methodology

Design and Sample

Descriptive research design was used to study the level of job-satisfaction among university teachers. All the university teachers who are presently working in the Central and State Universities of Assam are the population of the present study. 100 university teachers were selected using simple random sampling technique.

Tool used

Job Satisfaction Scale

Exponent	Dr. Amir Singh, Department of Psychology, Govt. Mahendra College, Patiala and Dr. T.R. Sharma (former Dean and Professor), Department of Education, Panjabi University, Patiala.
-----------------	--

Material	The level of job satisfaction was measured in two types of areas- job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). Job-intrinsic area was further conceptualized as
-----------------	---

job-concrete (say; excursions, working conditions, etc.) and job-abstract (say; cooperating, democratic functioning, etc.) and job-extrinsic area consisting of three components, viz., psycho-social aspects, financial aspects and community/nation growth aspect.

Scoring	The minimum and maximum range of score is '0' to '120'.
Administration	Flexible
Reliability	Cronbach Alpha $r=.82$ & Split-half $r=.84$
Validity	The validity coefficients, with English version of this instrument was estimated on a sample of 200 students of PG classes
Criterion: concurrent	The concurrent validity of the tool (Cronbach, 1990; Cronbach & Meehl, 1955) has been supported in the form of positive correlations
Construct : convergent	The construct validity of the tool (Cronbach, 1990; Cronbach & Meehl, 1955) has been tested in several studies, showing moderate correlations (0.40-0.65)
Availability	Sample available to administer the tool
Ease of use for tester	No
Range of use	No
Time limit	No time limit is given for the test. However, most of the students finish it within 10 minutes.

Procedure of Data Collection

The researcher first collected the e-mail IDs of the university teachers and requested through mail to cooperate with the research work. After getting consent, the researcher sent the soft copy of the Scale via e-mail. The researcher assured them that the data would be kept confidential with him without any sharing and assured not to use the data in any other purposes. Most of the teachers replied with the filled questionnaires. However, few of them sent the filled questionnaires through post.

Procedure of Data Analysis

To assess the level of job-satisfaction of university teachers, the researcher used simple percentage technique to describe Highly Satisfied (HS), Satisfied (S), Moderately Satisfied (MS), Dissatisfied (D) and Highly Dissatisfied (HD). However, the percentage technique could not find inferences to test the Hypothesis. That is why Kruskal-Wallis H Test was applied to determine the significant differences among the level of job-satisfaction of university teachers.

Results and Findings

Testing of Hypothesis: There is high level of Job-satisfaction of University teacher

Table 1 Level of Job-satisfaction of University Teachers

Subjects	N	Level of Job-satisfaction				
		Highly Satisfied	Satisfied	Moderately Satisfied	Dissatisfied	Highly Dissatisfied

University	100	37 (37%)	34 (34%)	19 (19%)	10 (10%)	0 (0%)
------------	-----	----------	----------	----------	----------	--------

Table 1 shows that out of 100 university teachers, 37 (37%) and 34 (34%) teachers were found highly satisfied and satisfied respectively with their job and only 10 (10%) teachers were found dissatisfied with their job. None of them were highly dissatisfied with their job.

Figure 1 Level of Job-satisfaction of University Teachers



Figure 1 shows the level of job-satisfaction of university teachers. X-axis represents the level of job-satisfaction and Y-axis represents the percentage of each level of job-satisfaction. The university teachers are highly satisfied with their job as compared to the percentage of satisfied, moderately satisfied, dissatisfied and highly dissatisfied.

Note: However, this summary does not give us Mean and SD. Hence, it still needs to analyze the raw data.

Table 2 Kruskal-Wallis H Test for the Level of Job-satisfaction of University teachers

Group	Job satisfaction	n	Mean Rank
University Teachers	Highly Satisfied	37	61.15
	Satisfied	34	57.91
	Moderately Satisfied	19	38.00
	Dissatisfied	10	9.65
	Highly Dissatisfied	00	
Total		100	
Kruskal-Wallis Test	30.589		
Df	4		
P	.000<.05	(Chi-Square approximation, corrected for the existence of ties in the ranks of the data)	

Table 2 shows Kruskal-Wallis H Test (30.589 $p < .05$) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated significant difference in participants rating in individual assignment. University teachers' were highly satisfied having mean rank (61.15) an indication of better significant respond level of job satisfaction. The result of the test was in the expected direction and significant.

Figure 2 Level of Job-satisfaction of University Teachers

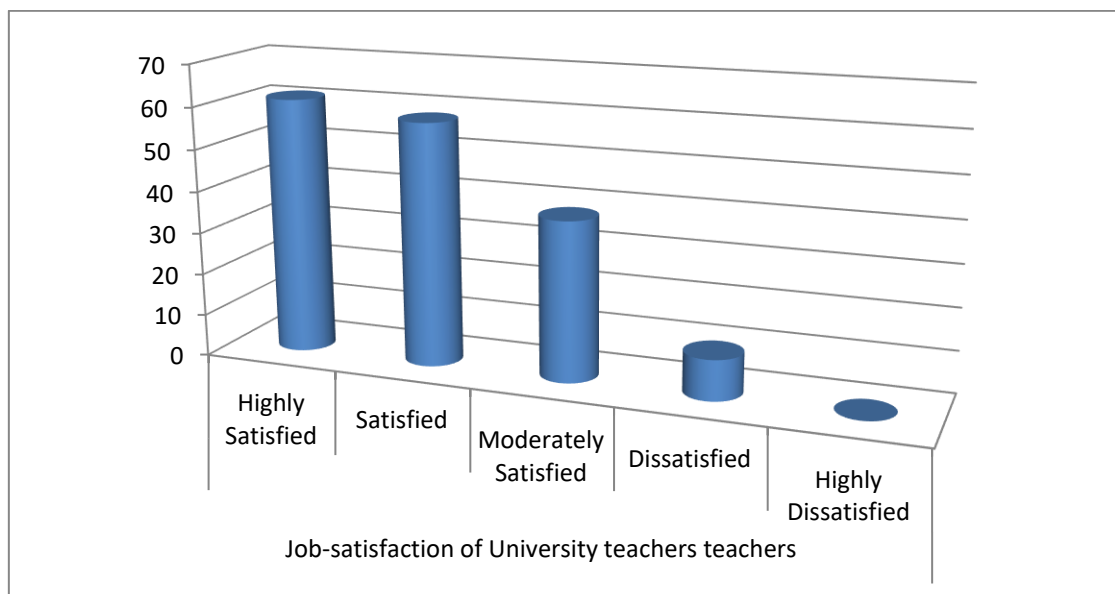


Figure 2 shows the level of job-satisfaction of university teachers where X-axis represents the level of job-satisfaction and Y-axis represents the Mean Rank after Kruskal-Wallis H Test. The university teachers are highly satisfied with their job as compared to the Mean Ranks of satisfied, moderately satisfied, dissatisfied and highly dissatisfied.

Conclusion

It is resulted from the statistical analysis that the university teachers are highly satisfied with their job. When the data analysed through percentage technique, it has been found that most of the (37 and 34 percent) university teachers are highly satisfied and satisfied with their teaching job. Very small portion the teachers are dissatisfied and none of them are highly dissatisfied with their job. Kruskal-Wallis H test too showed high level of job-satisfaction among university teachers.

Recommendations

Further researches may be conducted on the different aspects of the job-satisfaction of university teachers like the effect of age, gender, marital status, size of family, colleagues, etc. on the level of job-satisfaction. Moreover, studies may be conducted to find out or compare the level of job-satisfaction in the public and private universities or colleges.

References

- Alam, S. S., Talha, M. and Ahsan, N. (2005). Job Satisfaction of University Women Teachers in Bangladesh. *Journal of Social Sciences*, 1(2), 88-91.
- Bilal, H. (2012). Job satisfaction of University Teachers: Impact of Working Conditions and Compensation. *Review of Integrative Business and Economics Research*, 1(1), 101-113.
- Govinda, R. and Varghese, N. V. (1993). Quality of primary schooling in India-A Case study of Madhya Pradesh, IIEP, UNESCO.
- Hoppock, R. (1936). Age and job satisfaction. *Psychological Monographs*, 47, 115-118.
- Kainth, G. S., & Kaur, G. (2010). Job satisfaction: A challenging area of research in education. Munich Personal RePEc Archive. MPRA Paper No. 29667, posted 31. March 2011 / 03:34.
- Kumar, S. (2013). Job Satisfaction among University Teachers: A Case of Haridwar (Uttarakhand). *International Journal of ICT and Management*, 1(2), 99-102.

- Locke, E. A. (1976). —What is Job Satisfaction? *Organizational Behaviour and Human Performance*, 4, 309-336.
- National Policy on Education, 1968 p. 45
- National Policy on Education, 1986 p 87, No people can rise above the level of its teachers.
- Nayak, N. and Nayak, M. (2014). A study on Job Satisfaction among University Teachers in India. *International Journal of Multidisciplinary Research*, 2014, 4(4), 30-36.
- Nicolescu, A. M. Dima, F. Anghel, C. Pau. (2009). An Analysis of Job Satisfaction at the Academic Level: A Romanian Case Study. *Global Journal of Business Research*, 3(1).
- Pan, B., Shen, X., Liu, L., Yang, Y. and Wang, L. (2015). Factors Associated with Job Satisfaction among University Teachers in North-eastern Region of China: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, 2015, 12, 12761-12775.
- Qayyum, A. (2013). Job Satisfaction of University Teachers across the Demographics: A Case of Pakistani Universities. *Bulletin of Education and Research*, 35(1), 1-15.
- Secondary Education Commission (1952-1953) report —We are convincedplace that he occupies in the community, p 25.
- Sharma, S. and Sehrawat, P. (2013). Determinants of Job Satisfaction among Private University Teaching Staff. *Journal of Strategic Human Resource Management*, 2(2), 46- 51. Rajan, D. (2015). Motivation and Job Satisfaction: A Study of Pharmacists in Private Hospitals. *Samvad*, 9, 87-100.
- Tai, F. M. and Chuang, P-Y. (2014). A Study on Job Satisfaction of University Staff. *The Journal of Human Resource and Adult Learning*, 10(52), 51-64.
- Vuong, X-K. and Duong, M-Q. (2013). A Comparison of Job Satisfaction Level between Male and Female Faculty at the Vietnam National University of Ho Chi Minh City. *Asian Journal of Humanities and Social Sciences*, 1(3), 10-13.
www.ajhss.org



Zaman, S., Jahan, A. and Mahmud, A. L. (2014). Job Satisfaction of University Teachers: A Study on Private University in Bangladesh. *European Journal of Business and Management*, 6(31), 138-147.