

## **AN EMPIRICAL STUDY ON JOB SATISFACTION OF COLLEGE TEACHERS WORKING IN UTTAR PRADESH STATE UNIVERSITY**

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### **Abstract**

In recent years, studies have been carried out to measure the job satisfaction of employees from different walks of life, through the relationship between satisfaction with job and performance in the job. However, the effect of job satisfaction minimizes absenteeism. The education sector in India, there challenges of lack of qualified teachers, mismatch between industry demands and syllabus, increasing migration of students abroad for education and a lack of general educational system for a growing population. In such a scenario, job satisfaction of college teachers becomes an important aspect for improving the quality of higher education in India. The college teachers are responsible for giving education and guidance to students and also for guiding research and development in their respective fields for enriching the quality of teaching and research. The paper attempted to explore the job satisfaction of college teachers working in Lucknow Districts. The samples of 585 teachers were selected for knowing the job satisfaction.

**Keywords:** College Teachers, Job Satisfaction, State University.

### **INTRODUCTION**

Job satisfaction is related to the emotional state of an employee. A happy employee at a job is always motivated to work more. On the other hand a dissatisfied employee makes mistakes and becomes burden to the company. Dissatisfaction among workers is dangerous and undesirable in any job. The factors responsible for dissatisfaction can be differentiated; attempts can be made either to alter those conditions or to minimize their intensity so as to increase the holding power of the job. So keeping all these factors in mind, it has been planned to find out which dimension.

Teacher is the most important professional for our nation's future. They are producing good leaders, economists, scientists and the like. Apart from this, they are safeguarding society by eradicating inequalities and ignorance among the people in the society. Hence teacher at college is more responsible than any other professional for building the nation. Job satisfaction is an important attitude towards the overall job related dimensions and factors such as salary, workplace conditions, compensation, infrastructure, professional development and others. Job satisfaction creates intangible benefits to the educational institutions.

This paper concentrates on the level of job satisfaction of the teachers, and the factors responsible for job satisfaction among Government, Aided and Self-financing college teachers.. This study will be helpful to students to receive quality education and to teachers to enhance their performance and satisfaction and to the government to frame suitable policies to satisfy the teachers more.

## **STATEMENT OF THE PROBLEM**

Many teachers find it very difficult to enhance their professional development. Many colleges do not permit them to attend new courses, or degrees. It is a hindrance in the professional development of college teachers. The work place condition also gives some dissatisfaction to the teachers. The student's behavior, colleague's behavior and professors' support are found to be some of the disturbing factors in case of higher educational institutions. Another serious problem of many teachers is the absence of motivation to work more. If they work hard, and produce good results, active participation in research and other activities etc. must be motivated; but many colleges do not take efforts to motivate staff members to work more and more. In such a situation, the following questions emerged.

At what level the teachers of Government, Aided and Self-financing colleges are satisfied with their jobs with regard to salary, infrastructure and professional development?

In order to find answer for the above question, this study has been undertaken.

## **OBJECTIVES OF THE STUDY**

To analyses the level of job satisfaction among college teachers with respect to Salary, Infrastructure and Professional Development.

## **METHODOLOGY**

In India almost all the districts have arts and science colleges. At the time of reviewing earlier studies, it was known that many studies are available in the northern part of India about teachers' job satisfaction. But only few studies are available in Uttar Pradesh on the job satisfaction of college teachers. It is also noted that there is no previous study on college teachers working in State University authority. State University has arts and science colleges like Government, Aided and Self-financing. Hence an attempt is made to study the level of job satisfaction of teachers working in colleges affiliated to State University. Self-financing, Aided and Government colleges are proportionately selected for collecting the required data. Hence the area for the present study is Agra, Aligarh, Ayodhya and Prayagraj districts of Uttar Pradesh. The Primary data has been collected from the respondents through questionnaire. For this study teachers working in Government, Aided and self-financing arts and science colleges affiliated to State University are selected. In State university jurisdiction there are 105 Arts and science colleges are functioning. For this study 10% of 105 colleges were selected, Hence 11 colleges were selected for the study.

In the selected colleges there are 3998 teachers are working in self-financing colleges, 613 teachers working in government colleges, and 256 teachers are working in aided colleges. The proportionate sampling method has been adopted to select sample respondents. According to formulae there are 585 teachers are selected as sample size for this study.

## ARTS AND SCIENCE COLLEGES UNDER STATE UNIVERSITY

S.No.	colleges	Agra	Aligarh	Ayodhya	Prayagraj	Total	10%
1.	Self-financing	28	20	20	8	76	8
2.	Government	5	4	6	4	19	2
3.	Aided	2	2	-	-	4	1
Total colleges						105	11

## TEACHERS WORKING IN THE COLLEGES OF STATE UNIVERSITY

S.No	Districts	Self-financing college teachers	Government college teachers	Aided college teachers
1	Agra	1146	234	82
2	Aligarh	1306	171	174
3	Ayodhya	696	115	-
4	Prayagraj	548	93	-
	Total	3998	613	256

## SAMPLE SIZE

S.No	Population	Size(N)	Required Sample Size (for 99% C.I)
			1% level of Sig.
1	Government college Teachers	613	74
2	Aided college Teachers	256	32
3	Self-financing college Teachers	3998	480
	Total Teachers	4867	585

### SAMPLE RESPONDENTS

S. No	College	Estimated Population	sample colleges	respondents per college	Required sample size
1	Government college	613	2	37	74
2	Aided college	256	1	32	32
3	Self-financing college	3998	8	60	478
	<b>Total</b>	<b>4867</b>	<b>11</b>	<b>-</b>	<b>585</b>

### REVIEW OF LITERATURE

**Pragya Singh, (2006)** conducted a study on the effects of sex, teaching experience, and stream on the job satisfaction of secondary school teachers of Varanasi district. The objectives of the study were The researcher concluded that arts teachers were found to be more satisfied than the science teachers. Male teachers of rural area were more satisfied than the male teachers of urban area. Male teachers having less teaching experience were found to be more satisfied than the male teachers having more experience.

**Sehgal Honey, (2015)** made a study on life satisfaction among and urban, and rural school teachers of Panjab in relation to their teaching attitude and organizational climate. The researcher concluded that there was no significant difference in life satisfaction among rural and urban school teachers in relation to gender. Life satisfaction among male and female school teachers did not differ significantly. There existed positive and significant relationship between life satisfaction and teaching attitude among rural and urban school teachers. The satisfaction among rural and urban school teachers on the basis of teaching attitude and organizational climate was significantly higher as compared to their separate predictions.

**Katoch Anupama, (2013)** studied the organizational climate and occupational stress as predictors of teacher effectiveness at secondary school level. The researcher concluded that the features which aided the instructors to avoid their occupational stress were consistent with the factors of administrator as a leading person who shared power, considered the needs of the people he was working with, helped them to develop themselves professionally and perform their duties. In this respect, it was said that the administrators should be the leading

persons to contribute to the effective work of instructors.

**Ahmad Suriansyah and Aslamiaah, (2014)** conducted a study on teachers' job satisfaction in elementary school relating to learning environment. The researcher ended that the teacher's job satisfaction influenced the teachers' performance and achievement of the students. The learning process was related to teachers job satisfaction because the positive motivation of teacher would be increased in a learning environment with good condition. The job satisfaction in the school of excellence was better than lower achievement school in both urban and suburban areas. The result of stepwise regression analysis showed that the learning environment in elementary schools in Banjarmasin contributed to teacher's job satisfaction.

**Suganya, (2014)** attempted a study on the effects of perceived organizational justice on teachers job performance in self-financing stream of arts and science colleges in Vellore district of Tamil Nadu. The researcher concluded that promoting teachers' job satisfaction, increasing their job involvement and diminishing their job stress depended on the level of justice in the institution. More particularly, teachers sought all methods of justice in the institution to feel more satisfied with their job or to feel more involved with their job as well as to feel less stressed in their work atmosphere. These strategies helped the management of the institutions to increase their effectiveness and efficiency of the teachers.

**Dave Nirav, (2014)** made a comparative study on job satisfaction of management teachers of private universities and affiliated colleges of a state university in the state of Gujarat. The researcher concluded that male management teachers fulfilled with the classroom teaching and student quality and institutional support. The researcher also suggested that salary, liberty, research, management systems, policies, and team spirit of male and female teachers in management colleges had a similar level of satisfaction. Teachers of MBA institutes of private universities were more satisfied with the institutional support and salary.

## **LEVEL OF SATISFACTION ON SALARY**

The mean ratings were found out for each item and recorded in job satisfaction of college teachers.

### **SATISFACTION ON SALARY**

<b>S.No</b>	<b>Variables</b>	<b>Mean</b>	<b>S.D</b>
1	Salary	3.67	1.09
2	Annual increment	3.46	1.19
3	Leave salary	3.36	1.23
4	Provident fund /CPS	3.25	1.29
5	Medical allowance	3.06	1.26
6	Festival allowance	2.85	1.28
7	House rent allowance	2.87	1.26
8	City compensatory allowance	2.88	1.29
9	Awards for academic performance	3.57	1.10
10	Promotions	3.47	1.12
11	Additional responsibility	3.60	1.05
12	Recognition of services	3.47	1.16

Source: Computed Data

It is known that among the respondents the highest mean rating score of 3.67 is for the item “salary” i.e. it falls under "satisfied" level. The lowest mean rating score of 2.85 is for “Festival allowance” and it comes under "neutral" level. The mean ratings for the majority of the items are in between 3 and 4 i.e. “neutral” and "satisfied" levels. It is concluded that the highest mean rating score of 3.67 is for the “salary” which falls under "satisfied" level.

## **LEVEL OF SATISFACTION WITH INFRASTRUCTURE**

The respondents were asked to record the level of satisfaction with infrastructure in 5 point rating scale. The mean ratings are found out for each item and were recorded..

### **SATISFACTION WITH INFRASTRUCTURE**

<b>S.No</b>	<b>Variables</b>	<b>Mean</b>	<b>S.D</b>
1	Drinking water for Teachers	3.99	1.07
2	Toilet facility for Teachers	3.96	1.05
3	Canteen facilities for Teachers	3.68	1.10
4	Parking facilities for Teachers	3.74	1.07
5	Class room	4.22	0.77
6	Staff room	4.12	0.86
7	Office room	4.10	0.91
8	Seminar hall	4.07	1.01
9	ICT enabled class room	3.38	1.17
10	OHP/LCD facilities	3.49	1.18
11	Lab Facilities	3.91	1.02
12	Library	4.07	0.93

Source: Computed Data

It is known that among the respondents the highest mean rating score of 4.22 is for the item “Class room” i.e. it falls under "satisfied" level. The lowest mean rating score of 3.38 is for “ICT enabled class room” i.e. it comes under "neutral" level. The mean ratings for the majority of the items are in between 3 and 4 i.e. “neutral” and "satisfied" levels. It is concluded that the highest mean rating score of 4.22 is for “Class room” which falls under "satisfied" level.

### **SATISFACTION WITH PROFESSIONAL DEVELOPMENT**

Professional development not only ensures the best learning outcomes for their students but also provides effectiveness and satisfaction in various other aspects of the teachers’ work.. The mean ratings are found for each item and are recorded.



## **SATISFACTION WITH PROFESSIONAL DEVELOPMENT**

<b>S.No</b>	<b>Variables</b>	<b>Mean</b>	<b>S.D</b>
1	Permission for higher studies	4.19	0.75
2	Reimbursement of expenses on higher studies	3.30	1.09
3	Leave for higher education	3.48	1.11
4	Faculty exchange program for higher studies	3.53	1.09
5	Permission to attend the Orientation /Refresher course	4.04	0.92
6	Reimbursement of expenses for faculty development program	3.56	1.12
7	Granting permission to act as resource person for Seminars/Conferences	3.87	0.94
8	Procedure for attending the refresher course in other states	3.58	1.14
9	Encouragement to organize conferences and seminars	4.05	0.87
10	Funding for conduct of the conference and seminar	3.63	1.09
11	Motivation for release of books/Journals	3.85	1.02
12	Motivation for presentation of articles	3.92	1.0
13	Permission for applying minor projects	3.87	0.90
14	Permission for applying major projects	3.75	0.98
15	Motivation to engage in consultancy services	3.59	1.03
16	Formalities for utilization of fund	3.44	1.13

Source: Computed Data

It is known that among the respondents the highest mean rating score of 4.19 is for the item "Permission for higher studies" i.e. it falls under "satisfied" level. The lowest mean rating score of 3.30 is for "Reimbursement of expenses on higher studies" i.e. it comes under "neutral" level. The mean ratings for the majority of the items are in between 3 and 4 i.e. "neutral" and "satisfied" levels. It is concluded that the highest mean rating score of 4.19 is for "Permission for higher studies" which falls under "satisfied" level.

## JOB SATISFACTION FACTORS-RANKING

### FACTORS INFLUENCING JOB SATISFACTION

S.No	Variables	Mean Score	Rank
1	Working condition	2.05	I
2	Salary	2.37	II
3	Infrastructure facilities	2.54	III
4	Professional development	3.04	IV

Source: Computed Data

Table shows that the lowest mean rank of 2.05 is for “Working condition” and this is the most important job satisfaction factor. The highest mean rank of 3.04 is for “Professional development” and this is the least influential job satisfaction factor.

### Kendall's Coefficient of Concordance

Kendall's W	.103
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Kendall's Coefficient of Concordance (W) is used to find out the level of similarity among the teachers in the order of assigning the rank. Kendall's (W) vary between 0 and 1. Higher the value of (W), more is the similarity among the teachers in the order of assigning the rank. Kendall's (W) found out for the 4 items is 0.103 i.e. there is no similarity among the respondents in the order of assigning the rank. It can be appraised from this result that the general problem differs from respondent to respondent.

## FINDINGS:

### Level of Job Satisfaction (Mean Score)

- It could be observed from the mean score results that the highest mean rating score of 3.67 is for the item “Salary” that falls under satisfied level and the lowest mean rating score of 2.85 is for “Festival allowance” that comes under neutral level which shows that respondents are satisfied with salary, but are on neutral level with festival allowance.

➤ It is found from the analysis that the highest mean rating score of 4.22 is for the item “Class

room” that falls under satisfied level and the lowest mean rating score of 3.38 is for “ICT enabled class room” that comes under neutral level which points out that the respondents are satisfied with class room but are on neutral level with ICT class room.

➤ It is observed from the analysis that the highest mean rating score of 4.19 is for the item “Permission for higher studies” which falls under satisfied level. The lowest mean rating score of 3.30 is for “Reimbursement of expenses on higher studies” that comes under neutral level which points out that the respondents do not have any problem in getting permission for their higher studies but they are on neutral level reimbursement of expenses on higher studies.

### **Job satisfaction factors (Average Mean Score Rank Analysis)**

It is observed from the analysis that the lowest mean rank of 2.05 is for “Working condition” and this is the most important job satisfaction factor. The highest mean rank of 3.04 is for “Professional development” and this is the least job satisfaction factor. Kendall's (W) found out for the 4 items is 0.103 i.e. there is no similarity among the respondents in the order of assigning the rank.

### **CONCLUSION**

The analysis clearly shows that the teachers are satisfied with working environment, freedom to work and Professional development. The teachers find serious problem in working condition, unequal treatment of teachers and students coming late to the college. It is also noted that the teachers are less motivated by compensation i.e. they are not satisfied with the compensation paid by the college. In the area of academic views the teachers expect government support for implementing infrastructure facilities for the teachers.

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