



Job satisfaction of College Teachers: A Study of College Teachers of Calicut University

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Abstract

One of the explicit aims of this paper is to examine the level of job satisfaction among college teachers. It is quite manifesting that while 30 per cent are 'not satisfied' in their job whereas 58 per cent are 'moderately satisfied' and 11 per cent are 'highly satisfied.'. Across all colleges, majority of the respondents are 'moderately satisfied' with regard to job satisfaction. The study found that job satisfaction significantly differs among the three categories of colleges.

Key Word: Job satisfaction

1. INTRODUCTION

At the international level, there are numerous studies in the literature which focused on life satisfaction and its determinants among the people. But the studies are scarce in the literature related to life satisfaction among college/university teachers. The college and university faculties are the backbone of knowledge creation of educational system in India. They have a noble position in the society and are being revered by everyone. Hence their life satisfaction is presumed to be high compared to rest of the people. In this backdrop, some researchable questions arise. Are they satisfied in their life? Is income or salary alone a criterion for determining their happiness? Apart from income or salary, what are the other factors influencing their life satisfaction? Are college teachers satisfied in their profession? Are working colleges influencing life satisfaction? Whether teaching experience and net salary differ by type of colleges? Whether, the socio-demographic characteristics of teacher have differed by type of college. A fact checkup reveals that there are

welters of issues plaguing them. Firstly, the criteria stipulated by the Higher Education Department for calculating the mandatory work load of teachers are erroneous and arbitrary. Secondly, the recent restructuring of the workload by scrapping of weightage of considering each single hour taught in post graduate class as one and half hours, taking into account the preparations and strain of faculties handling post graduate classes is a body blow to divinity, sanctity and solemnity of teaching profession. Apart from this, this has made inroads on both the faculties who are in the service, but waiting for approval for those who are in the ranked list and waiting for appointment. No appointment is likely for the ensuing ten years if the order in this regard is not reversed. Thirdly, it would pave the way for the abolition of departments having single faculties. Fourthly, the decision has been taken unilaterally without any sort of prior consultation with organizations' of the college teachers. Fifthly, litigation is going on in the court regarding the lack of implementation of 7th pay even though order came into vogue in the year 2016. Sixthly, even within the higher education, discrepancy and discrimination are found on the execution of 7th pay such that it has already been implemented for the faculties of engineering colleges, but is still in cold storage for the faculties of Arts and Science colleges. Hence it is essential to understand their life satisfaction and how their socio-economic and work status influences overall life satisfaction. This study is a humble attempt to this issue.

2. REVIEW OF LITERATURE

Sharma (2010) examined the professional commitment of teachers in relation to their job satisfaction and gender differences. The objectives were to study the relationship between professional commitment and job satisfaction of teachers and to find the difference in the professional commitment due to gender differences. The study reported a positive and significant correlation between job satisfaction and professional commitment of the teachers whereas the professional commitment was found to be independent of the gender differences. Sood (2010) explored the relationship between job satisfaction and role commitment level of teachers as well as certain selected background factors like gender and length of service of secondary school teachers. The findings revealed that the level of job satisfaction level of secondary school teachers had a positive significant effect on their role commitment and teachers with higher job satisfaction level exhibited significantly higher commitment towards teaching profession as compared to the teachers with either moderate or low job satisfaction level. Further, the teachers with an experience of 10

years and less possessed significantly higher commitment towards teaching profession in comparison to highly experienced teachers with total length of service of 15 years and more. Also, gender and teaching experience were found to have a significant combined influence on role commitment of secondary school teachers. Fatimah and Halim (2011) undertook a study to examine the relationship between organizational justice and organizational citizenship behaviour with job satisfaction among secondary school teachers and identified effects of the dimensions of organizational justice and organizational citizenship on job satisfaction. The results showed significant relationship between organizational justice and job satisfaction, organizational citizenship behaviour and job satisfaction. Organizational justice was found to have a positive significant relationship with job satisfaction where organizational citizenship behaviour acted as the moderator between the two variables. Kaur and Sidana (2011) estimated and compared the level of job satisfaction of teachers according to gender, area of location and type of management. The study revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further, rural teachers were found to be more satisfied as compared to the urban teachers. It was reported that the government teachers were more satisfied than their counterparts working in government aided and private institutions whereas the teachers working in private institutions were more satisfied than those working government aided institutions.

Mahmood and Haider (2011) investigated the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally teachers were reported to be less satisfied with advancement, compensation supervision human-relation and working conditions. It was also revealed that the female teachers were more satisfied than their male counterparts and there was no significant difference between urban and rural teachers' job satisfaction. Massey (2011) analyzed the difference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study also aimed at investigating the effect of sex, experience and types of school on teacher freezing and job satisfaction. However, no significant effect of sex, experience and types of school on teacher freezing and job satisfaction was found. The findings revealed a significant intensity of relationship between teacher freezing and job satisfaction. Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and

teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness. Sridevi (2011) in her study on job satisfaction investigated the significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service. Stevanovic (2011) has stated that life satisfaction can witness two-way outcomes. Increased accomplishment at work was associated with increased family enhancers, which lead to greater family support and life satisfaction. On the negative side, emotional exhaustion at work was associated with more family stressors, which lead to less family support and life satisfaction. Family enhancers or stressors may or may not take into account the gender and work setting differences in the experience of spillover. An increase of age, however, related to a higher prevalence of family enhancers.

Nagar (2012) studied job satisfaction and organizational commitment among the teachers during the times of burn out. The study also examined the effect of increased job satisfaction on commitment among teachers towards their organization. The results indicated that all the three factors of burn out namely, depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction. In terms of job satisfaction, females showed higher levels of job satisfaction as compared to men and were reported to be more committed to their organizations as compared to the male teachers. It was also concluded that greater job satisfaction contributed significantly towards an increase in organizational commitment. Gupta, Pasrija and Bansal (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction their

counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

Salim and Mustafa (2012) conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables. On the other hand, Diener et al., (2013) envisioned life satisfaction to complement existing indicators by reflecting the influences of diverse facets of quality of life and allowing respondents to freely weight different aspects based on people's values and preferences into account as well as the outcomes of their choices. Some recent studies focus on age differences in forecasts of life satisfaction, the accuracy of anticipated future life satisfaction across adulthood and age differential effects of educational and health resources. Muthamizhselvan, M and Kumar,L (2017) investigated the life satisfaction of secondary school teachers working in various teaching groups and to investigate the effects of demographics of life satisfaction among teachers. A questionnaire-based study was conducted in 300 secondary teachers working in the schools of Vellore district. The results of the study indicated that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Abidin Dağlı1 and Nigah Baysal (2017) study found the life satisfaction perceptions of teachers working at public primary schools according to some variables. In this study, descriptive survey model was used. A random sample of 200 teachers from 25 public primary schools in Diyarbakır/Turkey during 2013-2014 academic year were selected to represent the overall population. In this research, "The Satisfaction with Life Scale" developed by Diener, Emmons, Larsen and Griffin (1985) and translated into Turkish by Dağlı and Baysal (2016) was used. The results show that general means of the teachers' perception of life satisfaction is at the "moderate" level. The highest mean score of perception is "I am satisfied with my life" (M=2,95; Agree moderately) and the lowest one is "If I could live my life over, I would change almost nothing"(M=2,24; Slightly agree). The results also show that there exists a significant difference among teachers' perceptions according to their gender, marital status and monthly income.

Yan Qiao and Che Lina (2019) investigated the life satisfaction of rural teachers in China based on the empirical analysis. A convenience sample of 158 rural teachers from eight schools in the areas of Shandong and Anhui participated in the study. The Satisfaction With Life Scale (SWLS) was used to collect data, including five items. This study finds that the life satisfaction of rural teachers in China is generally not high. Among five items, rural teachers scored higher in Item 1 (“In most ways, my life is close to my ideal”), Item 3 (“I am satisfied with my life”), and Item 4 (“So far, I have gotten the important things I want in life”) and lower in Item 2 (“The conditions of my life are excellent”) and Item 5 (“If I could live my life over, I would change almost nothing”). There are statistically significant differences in life satisfaction of rural teachers under different gender, teaching age, professional titles, and marital status factors. Male-teachers, expert teachers, senior professional titles teachers, and married teachers’ life satisfaction level are higher. Targeted measures are also provided in order to improve the life satisfaction of rural teachers. Another important aspect of this project work is to examine the job satisfaction of college teachers. Hence, in this part an attempt has been done for collect the review the existing literature related to job satisfaction of teachers. Job satisfaction is an agreement consisting of a psychological process to work towards a higher competitive level and organizational success (Garcia-Bernal et al., 2005). It has a positive and significant link between the workplace environment, the mental and physical well-being of employees (Donald & Siu, 2001) within an indoor environment (Wells, 2000; Decroon et al., 2005; Veitch et al., 2007). Assessment of job satisfaction and motivation is a concept that was started in 1911 by Frederick W. Taylor and was further activated and accelerated in 1990-91. It put forth that rewards, such as earnings, incentives, promotions, appreciation and opportunities for progress, can increase, improve and enhance the job satisfaction and motivation among employees (Taylor, 1911).

Job satisfaction is affected by the work intensification of teachers and the societal trend for the overworking of teachers (Naylor, 2001), and must be looked at in the context of other key factors, such as general well-being, quality of life, stress at work and in organizational matters, and a general feeling of control in one’s work and social life (Tomazevic et al., 2014). A significant aspect to research (Judge & Klinger, 2007) amongst Indian women in the education sector (Kumari et al., 2014) who were satisfied and motivated, was found to be dependent on the employees’ personal well-being. In this regard, the different

factors of job satisfaction are considered important, affecting the level of teachers' satisfaction and motivation (Smith, 2007), and suggesting that the decision-making bodies need to make employee-friendly policies (Sohail & Delin, 2013), for teachers and the education system to succeed. Job satisfaction and motivation of teachers are essential for the quality of teaching and high standards of academic performance (Ngada, ; Alderman, 2004; Ingwu & Ekefre, 2006), helping employees to develop positive feelings for the profession (Sirin, 2009). Employees attain freedom and empowerment (Carless, 2004; Haas, 2010) through their job satisfaction and motivation, promoting a positive and significant relationship (Bordin et al., 2007) to each other and contributing to the success of the employees and organizations.

3. METHODOLOGY

The study has been based on sample survey conducted among different colleges in Calicut University. The sample size is determined by the sample size formula. Simple random sampling method has been used to find out the colleges and sample college teachers from Calicut University. Out of 480 affiliated colleges of Calicut University, six colleges were selected, including two governments, two aided and two self-financing colleges. The colleges were identified from official website of Calicut university. By using simple random sampling method, the researcher picked 213 sample college teachers from these six colleges. The selected colleges are Government Victoria college Palakkad, MES Kalladi college Mannarkkad, Government Arts and Science College Malappuram, NSS College Manjeri, Gems Arts & Science College, Ramapuram, Malappuram and Najath Arts & Science College, Mannarkkad, Palakkad.

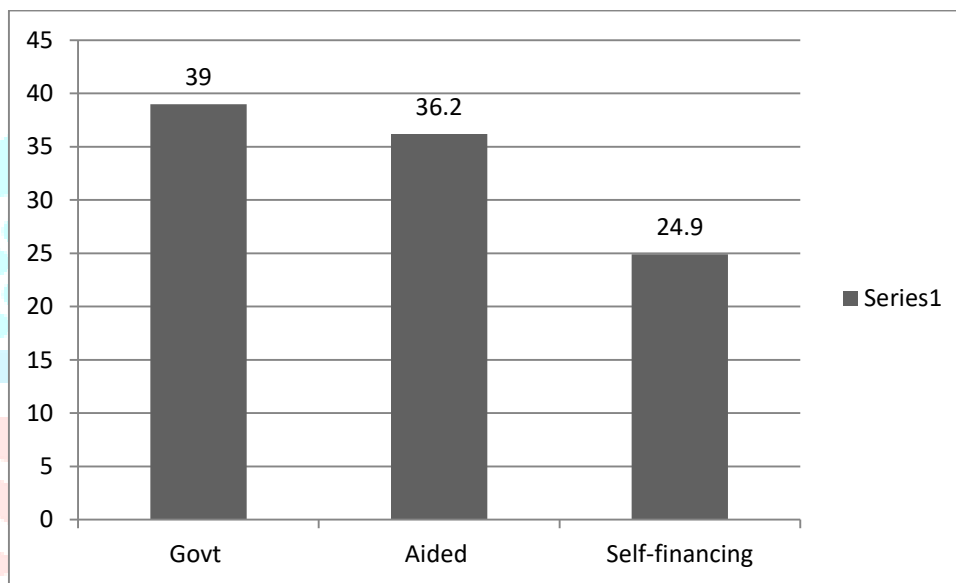
The study has used the structured questionnaire to collect the information from the college teachers. The questionnaire has incorporated likert scale variables but also nominal and ratio scale variables. The internal consistency of likert scale questions has been verified and qualified by using Cronbrach Alfa. The values Cronbrach Alfa is greater than 0.9 for all likert scale variables. The study has used statistical tool Chi square test to test the difference in job satisfaction of teachers across colleges.

4. RESULTS AND DISCUSSIONS

4.1 Academic Status of College Teachers: A Comparison

Before having a meticulous discussion on pattern of life satisfaction, it is worth examining to analyse the academic status of teachers which mainly comprises of type of colleges, designation, duration, salary etc. It can be ascertained from figure 1 that largest percentage of college teachers is from government colleges (39%) and then aided (36.2%) and self-financing colleges (27%) respectively. However, there is no significant difference in the aided and government colleges.

Figure 1: Distribution of Teachers by College



Source: Primary data

4.2 Satisfaction Teachers from Current UGC 7th Pay Commission Salary Package

The study examined the satisfaction of college teachers from 7th pay commission salary package. The package has not yet implemented, still the process has under progress. Even though, the study has asked them to state whether happy or unhappy with the 7th pay commission salary package. A cursory look shows that majority (29%) are 'less satisfied' in terms of the salary earned by them. The 'fully satisfied' among the faculties are only 19%. This must be due to a multitude of reasons such as delay in the implementation of pay revision, discriminatory treatment compared to state staff, stand - off regarding encashment of arrears, anomaly on work load, lack of huge hike in the gross salary and the like.

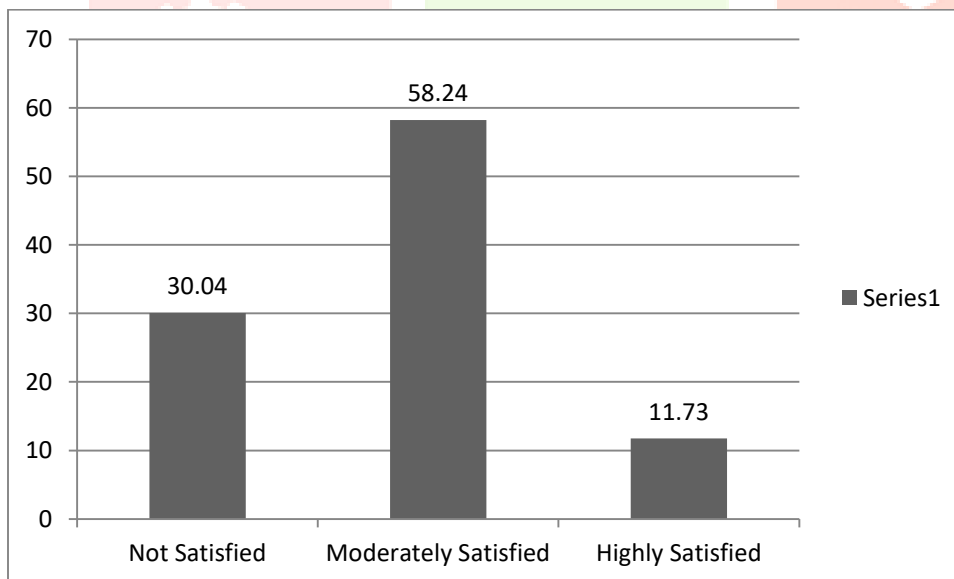
Table 1: Satisfaction from Current salary Package

Likert Scale	Frequency	Percent	Cumulative Percent
Fully satisfied	42	19.7	19.7
Partially satisfied	53	24.9	44.6
Moderately satisfied	45	21.1	65.7
Less satisfied	62	29.1	94.8
Not at all satisfied	11	5.2	100.0
Total	213	100.0	

Source: Primary data

4.3 Job Satisfaction of College Teachers: A Comparison

The study analysed pattern of job satisfaction of college teachers. By job satisfaction we mean the mental state of being which is derived while at work. One of the explicit aims of the study is to estimate the level of job satisfaction among college teachers and how it is varying between among colleges. The study measured job satisfaction in a five scale likert scale. The figure shows the extent of job satisfaction among college teachers. It is quite manifesting that while 30 per cent are 'not satisfied' in their job whereas 58 per cent are 'moderately' satisfied and 11 per cent are 'highly satisfied.'

Figure 2: Job Satisfaction of College Teachers

Source: Primary data

Table 2: Job Satisfaction College Teachers across Colleges

		Job satisfaction			Total	
		Scale	1	2		3
		Category	Not satisfied	Moderately		Highly
College	Govt	N	36	45	2	83
		%	43.4%	54.2%	2.4%	100.0%
	Aided	N	20	46	11	77
		%	26.0%	59.7%	14.3%	100.0%
	Self-financing	N	8	33	12	53
		%	15.1%	62.3%	22.6%	100.0%
Total	N	64	124	25	213	
	%	30.0%	58.2%	11.7%	100.0%	

Source: Estimated from primary data

Table 2 measured the extent of job satisfaction among faculties in three 3 categories of colleges. Highly job satisfied teachers (22.6%) are high in self-financing colleges and not satisfied in job category of teachers is high in Government colleges. But, across all colleges, majority of the respondents are 'moderately satisfied' with regard to job satisfaction (>50%).

Table 3: Chi-Square Tests Results for Job Satisfaction across Colleges

Name of Chi square Test	Chi Square Test Value	P Value
Pearson Chi-Square	21.630 ^a	.000
Likelihood Ratio	23.757	.000
Linear-by-Linear Association	20.768	.000
Observation	213	

Source: Estimated from primary data

Chi – square test was used to test whether there existed any significant difference between job satisfactions of teachers in terms of three colleges. The probability value is 0.000 which implies that null hypothesis is rejected implying that job satisfaction among three categories of respondents is highly differed to each other. It, therefore, drives home that the additional administrative responsibilities among teachers apart from the compliance based on the directives of the UGC to enhance quality among teachers such as meeting API score, publication in UGC-CARE list/SCOPUS indexed journals, unnecessary interventions, sometimes beyond the rational threshold, from the authorities concerned are the factors influencing job satisfaction.

5. CONCLUSION

One of the explicit aims of this paper is to estimate the level of job satisfaction among college teachers. It is quite manifesting that while 30 per cent are 'not satisfied' in their job whereas 58 per cent are 'moderately satisfied' and 11 per cent are 'highly satisfied.'. Across all colleges, majority of the respondents are 'moderately satisfied' with regard to job satisfaction.

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