



Job Satisfaction and Leadership Potential among College Teachers of Khordha District in Odisha

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Abstract:- *The present study was designed to explore the level of job satisfaction and leadership potential among the college teachers of Khordha district in Odisha and to compare them with respect to their gender and length of teaching experience. The study further intended to find out the nature and extent of relationship between job satisfaction and leadership potential of the college teachers. Survey method was adopted for conducting the present investigation. The sample of the present study was consisted of 100 college teachers working in government as well as non-government aided +3 (degree) colleges of Khordha district. Job Satisfaction Scale developed by Singh and Sharma (2005) and Leadership Potential Inventory (LPI) developed and standardised by Panda & Kar (2015) were administered for collection of data. Mean, Standard Deviation (SD), t-ratios and r (product moment co-efficient of correlation) were computed for analysis of data. The findings of the study were; (i) the college teachers possessed significant job satisfaction, (ii) there was no significant difference between male and female college teachers with respect to their job satisfaction, (iii) the college teachers having 10 years and above teaching experience exhibited significantly more job satisfaction than the college teachers having below 10 years teaching experience, (iv) the college teachers possessed significant leadership potential, (v) the male and female college teachers differed significantly in leadership potential, (vi) the college teachers having 10 years & above teaching experience exhibited significantly more leadership potential than the college teachers having below 10 years teaching experience and (vii) There was significant and positive correlation between job satisfaction and leadership potential among college teachers.*

Key words: *Job Satisfaction, Leadership Potential, College Teachers*

Introduction

Education is the milestone to the progress of a nation. Teachers are the backbone of educational system of a country. The progress of a nation ultimately depends upon the quality of its teachers in various levels of education. Development of the nation based on the man power that can be acquired through sound education. Teacher has significant role to provide true education if he/she is fully satisfied in his/her job. Visualizing the importance of teachers in national development, the Government of India (1986) in the document 'National Policy on Education', aptly remarked "No people can rise above the level of its teachers". Teachers of the olden age were men of the highest calibre in society with respect to acquisition of knowledge and spiritual progress. But teacher in India today suffers from poverty, negligence, indifference and insecurity causes poor leadership potentialities leads to low job

satisfaction. In our state Odisha, the position of college teachers is in a very awkward condition due to the factors viz. meagre and differential salary, heavy workload, insecurity of job, lack of college facilities and services, low occupational practice etc. that reduces leadership potentialities causes in their profession. Dissatisfaction of teachers at present in higher education level create hindrances to achieve national educational goals perfectly. A dissatisfied teacher is not only lost to himself but also to the entire society that leads to professional stagnation, teacher's strikes, teacher's burnout and stress. According to Vroom (1964) job satisfaction is the sum total of the individuals attitudes towards job. He described that attitudes and job satisfaction can be used inter-changeably as a concept of the two indicators, effective orientations on the part of individuals towards work roles which they are presently occupying, positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction". Positive attitudes towards the job are conceptually equivalent to job satisfaction and conversely.

Leadership potential refers to the characteristics, qualities, abilities and behaviour of an individual. The word 'leadership' means showing the way and guiding the organization in taking definite direction and decisions. Bass (1985) defines "Leadership is a kind of interaction between or among people. Any attempt on part of a group member to change the behaviour of one or more members of a group is an attempt of leadership." Leadership is of great importance in the development of any significant, ongoing movement designed to improve various conditions of the society such that social, economic, political and educational activities. Radical change in educational structure, programmes and practices depend upon leadership potential of teachers at all levels. Also leadership potential is becoming more professionally competent in an area of the organization that the individual is already working in and taking responsibilities.

Teacher is the leader in the classroom activities who mingles the idea of right leadership qualities in the minds of students that facilitate effective learning to produce true leader in future. Teacher leadership potential is the process by which teachers' influence their colleagues, principals and other employees of the college to improve teaching and learning practices to promote pupils achievement and growth. Classroom environment benefits when a teacher act as a strong instructional leader. Undoubtedly standard as well as quality of education in different levels mostly depends upon the level of job satisfaction and leadership potentialities of the teacher. Hence, it is inevitable to conduct a study on the present topic to provide valuable suggestions for eradication of existing problems of college teachers to accelerate leadership potential for maximizing job satisfaction to achieve national goals.

Operational Definitions of Key Terms

i. Job Satisfaction

Job satisfaction refers to the extent to which a person has positive feelings about his/her work in the concerned environment. It can be also defined as a pleasurable and positive attitude towards the job of an individual.

ii. Leadership Potential

Leadership potential refers to the abilities or capacities of a college teacher to meet essential needs of the college students and teaching profession. Leadership potential of a teacher meets the performance, expectations related to student information, college and personal domains.

iii. College Teachers

The teachers working in degree colleges (Government or Non-government aided) and providing instruction to the students in +3 (Arts, Science and Commerce) level have been considered as college teachers in the present study.

Review of Related Researches

(i) Studies related to Job Satisfaction

Saxena (1990) found that male and female higher secondary school teachers did not differ significantly to their job satisfaction. Reddy (1991) revealed that sex did not make significant difference in job satisfaction of college teachers. Naik (1992) observed that no significant difference found between male and female college teachers. Also he found that job satisfaction had positive relation with educational experience. Singh (1992) in a study observed that female teachers had more job satisfaction than male teachers. Natarajan (1992) revealed a significant sex difference in the job satisfaction of the teachers and also there was no significant difference on job satisfaction in relation to the length of service. Goyal (1998) revealed that female teachers were more satisfied than male teachers related to job. Natarajan (2001) observed no significant difference existed on job satisfaction of teachers in relation to their length of service, locality and type of management. Oladebo (2001) found that secondary school teachers are satisfied with their job. Panda (2002) conducted a study and observed that college teachers were more satisfied with their job. Priya (2004) revealed that the women teachers were working in high school, higher secondary school and college levels possessed high level of job satisfaction. Panda (2006) observed that college teachers of Assam and Orissa did not differ significantly in their degree of job satisfaction with respect to their sex, experience, location and status. Rathod and Verma (2006) found that female teachers were more satisfied in the job than their male counter parts and senior teachers were found more job satisfaction than junior teachers. Khan (2012) reported that female teachers enjoyed more job satisfaction than male teachers. Tilak Raj and Lalita (2013) found that male school teachers were more satisfied than the female school teachers. Thakur (2014) exhibited no significant difference in between female and male educators. Panda, Patro and Kar (2015) reported that the college teachers possessed significant job satisfaction and there was no significant difference between male and female college teachers with respect to their job satisfaction.

(ii) Studies related to Leadership Potential

Nanda (1992) found no significant difference existed between the leadership of male and female schools heads. Also he observed that age and length of experience were not influencing in leadership behaviour. Diwan (1993) found that the leadership behaviour was not influenced either by age or experience. Son (2003) found that Korean senior pastors preferred visionary leadership. On the other hand, a study attempted by Chugbo (2005) established that principals 'role is vital to play an instructional leader. Nayak and Paikray (2012) observed that both male and female principal performed almost equal leadership role in their respective institutions. Gopal and Chowdhury (2014) conducted an Empirical Investigation on leadership styles and employees' motivation in a Leading Oil Company in India.

(iii) Studies related to Job Satisfaction and Leadership Potential

Mahashabde (1990) found that the relationship between leadership effectiveness and job satisfaction was not significant. Nasreen (2002) observed that the principal's leadership behaviour is positively related to teachers' job satisfaction. Martino (2004) explored that there was a significant correlation between leadership style and teacher job satisfaction. Mishra (2005) explored that there was positive relationship among leadership behaviour and job satisfaction of teachers. Khanna (2010) revealed no significant difference was existed between government and non-government schools on overall leadership behaviour and also no significant difference existed between the two types of schools on job satisfaction. Kar (2019) explored that degree college teachers possessed significant job satisfaction and significant leadership potential. Further he reported high correlation between job satisfaction and leadership potential of degree college teachers of central Odisha

Rationale for the Study

Standard of Education in college level is deteriorating day by day due to various reasons such that lack of service security, poor and differential salary, heavy workload, lack of good facilities and opportunities, uncongenial atmosphere and autocratic administration of the authorities. These factors are highly responsible for low satisfaction of college teachers for which quality in higher education is decreasing gradually. Another important attribute which is mostly responsible to enhance the standard of education as well as teachers' job satisfaction is leadership potential of a teacher. It is no denying a fact that higher education has emerged as an important area of educational research. But dissatisfaction of teachers in job is responsible for low leadership potential has direct impact on students learning. On the other hand, low leadership potential of a teacher causes lower level of job satisfaction. Review of the literature reveals that a number of studies have been investigated on job satisfaction, leadership behaviour, leadership styles in various levels of education in different parts of Odisha and India. Only one study has been attempted on job satisfaction in the context of leadership potential of college teachers in the state Odisha. Hence it is need to study the leadership potential related to job satisfaction of college teachers to find out existing issues and suggest for their solutions to have desirable changes in degree education. The investigator designed the present study of Khordha district in the state Odisha as no such study has been researched.

Objectives of the Study

1. To explore the level of job satisfaction among the college teachers.
2. To compare the job satisfaction of male and female college teachers.
3. To compare the job satisfaction of college teachers below 10 years and 10 years & above teaching experience.
4. To explore the level of leadership potential among the college teachers
5. To compare the leadership potential of male and female college teachers
6. To compare the leadership potential of the college teachers below 10 years and 10 years & above teaching experience
7. To determine the relationship between job satisfaction and leadership potential among college teachers

Hypotheses of the Study

Ho1: The college teachers do not possess high level of job satisfaction.

Ho2: There is no significant difference between male and female college teachers in respect of job satisfaction.

Ho3: There is no significant difference between college teachers below 10 years and 10 years & above teaching experience in respect of job satisfaction.

Ho4: The college teachers do not possess high level of leadership potential.

Ho5: There is no significant difference between male and female college teachers in respect of leadership potential.

Ho6: There is no significant difference between college teachers below 10 years and 10 years & above teaching experience in respect of leadership potential.

Ho7: There is no significant relationship between job satisfaction and leadership potential among college teachers.

Methodology

a. Method of Study

The present study is descriptive in nature. Survey method has been adopted for conducting the study.

b. Sample of the Study

The sample of the present study consisted of 100 (Hundred) college teachers from government and non-government general colleges of Khordha district by employing multi-stage random sampling. The detail with regards to stratification of the sample is shown below in Table-1.

Table-1: Stratification of the Sample

Category	Gender			Teaching Experience		
	Male	Female	Total	10 Years & Above	Below 10 Years	Total
Number	65	35	100	40	60	100

c. Tools of the Study

The following tools have been used in the present investigation:

1. Job Satisfaction Scale (JSS) developed and standardised by **Singh and Sharma (2005)** was employed to collect data related to job satisfaction. The scale consists of 30 items. It is a 5 point scale in which the positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3 and 4. The minimum and maximum range of score is 0 to 120.

2. Leadership Potential Inventory (LPI) developed and standardised by **Panda and Kar (2015)** was used to access leadership potential of college teachers. The LPI consists of 50 items with 5 (five) dimensions. The inventory is a

Likert type 3-point scale. The reliability of the split-half method was found to be 0.68 by using product moment method. Also the reliability co-efficient of the full test was found to be 0.81 by using Spearman-Brown Prophecy formula. The judgement of the experts with regard to the relevancy of the items confirmed that the inventory has content and face validity.

d. Procedure of Data Collection

All the 100 respondents (college teachers) were requested to fill up the Job Satisfaction Scale (JSS) and Leadership Potential Inventory (LPI) by the investigator in their respective sample colleges getting permission from the principals. The filled in sheets were collected with due confidentiality and pooled systematically for analysis.

e. Statistical Techniques Used

The statistical techniques employed to analyse the obtained data were Mean, Standard Deviation (SD), 't'- ratio and r (Product moment of correlation).

Analysis and Discussions

Objective wise results of analysis and discussions have been presented in tabular forms as under:

Objective-1: To explore the Level of Job Satisfaction among the College Teachers

Total scores on the Job Satisfaction Scale of a respondent can range between 0 and 120. The neutral point is a score of 60 (Shaw and Wright, 1967; Venkatarami Reddy and Ramakrishnaiah, 1991). A mean score above the neutral point would indicate high job satisfaction, while a mean score below this point would be indicate a low job satisfaction. But just one point above or below does not indicate definite direction of job satisfaction as the little difference between the mean and neutral point could be due to error variance. The difference between the mean score and neutral point was tested for significance by computing t-ratio. The results are shown in the following table:

Table-2: Difference between Neutral Point and Mean Job Satisfaction Scores of College Teachers

Variable	N	Neutral Point	Mean	SD	SEM	t-ratio	Level of Significance
Job Satisfaction	100	60	92.42	14.17	1.42	22.83	0.01

It is observed from the Table-2 that the mean job satisfaction score of college teachers being 92.42 was above the neutral point of 60. Also, the t-ratio (22.83) indicates the difference is significant beyond 0.01 level of significance. Hence, the college teachers in general are found to possess significantly high job satisfaction (Garrett, 1981, p.461). Therefore, the null hypothesis H_0 1: "There is no significant job satisfaction among the college teachers" is rejected.

Discussion

The result indicates that college teachers possess high level of job satisfaction with respect to overall score. The reason behind may be due to love for the profession, self-interest, cooperative feelings, love for profession, positive attitude of the authorities and free from public interface. Thus, this finding corroborates to the earlier findings of Oladebo (2001), Panda (2002), Priya (2004) Panda, Patro & Kar (2015) and Kar (2019).

Objective-2: To compare the Job Satisfaction of Male and Female College Teachers.**Table-3: Difference between Male and Female College Teachers in Job Satisfaction Scores**

Category	N	Mean	SD	SE _D	t-ratio	Level of Significance
Male College Teachers	65	93.29	14.61	2.87	0.87	NS
Female College Teachers	35	90.80	13.15			

It is revealed from the Table-3 that the mean job satisfaction scores of male college teachers (93.29) is higher than that of female college teachers (90.80). But 't' ratio for the difference between the mean job satisfaction scores between male college teachers and female college teachers is 0.87, which is not significant beyond any level of significance (DF=98). Therefore, the null hypothesis Ho2: "There is no significant difference between male and female college teachers in respect of job satisfaction" is retained.

Discussion

The mean job satisfaction score of male college teachers was found higher than female college teachers though it is not significant. It may be attributed to the fact that both category of college teachers are provided with similar scope and facilities by the government as well as the institution, they are working together. Thus, this finding is in conformity with earlier findings of Saxena (1990), Reddy (1991), Naik (1992), Panda (2006), Thakur (2014), Panda, Patro & Kar (2015) and contradicts the findings of Natarajan (1992), Singh (1992), Goyal (1998), Khan (2012), Tilak Raj & Lalita (2013).

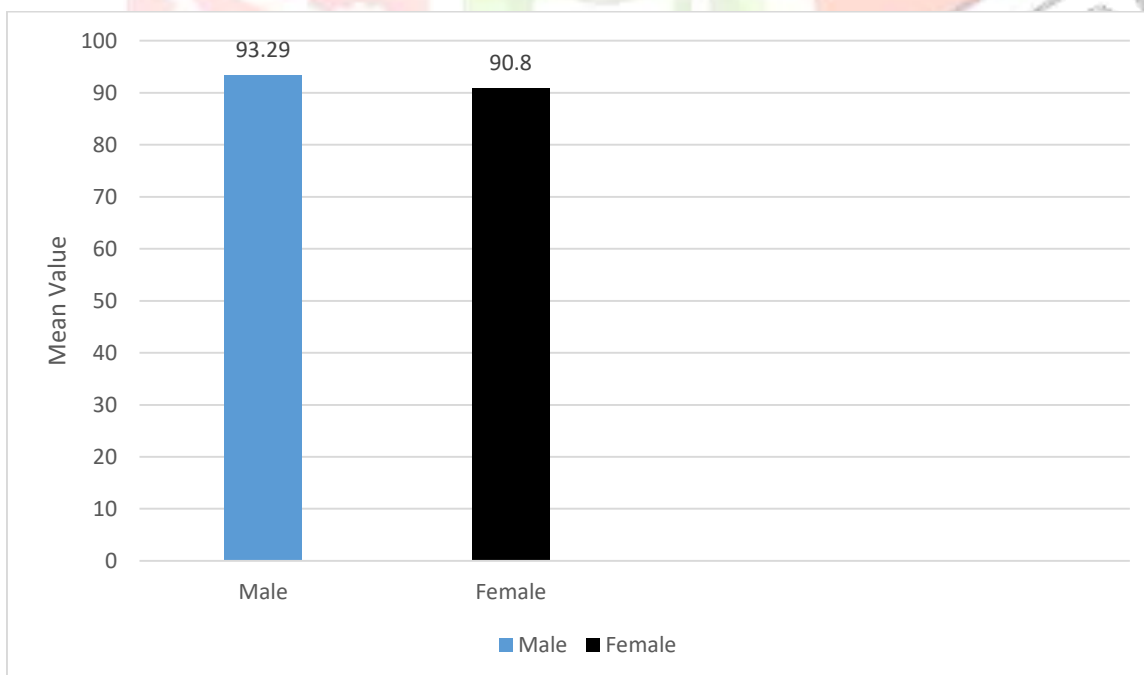
**Fig-1: Graphical Representation of Mean scores of Male and Female College Teachers on Job Satisfaction****Objective-3: To compare the Job Satisfaction of College Teachers below 10 Years and 10 Years & above Teaching Experience.**

Table-4: Difference between the College Teachers below 10 Years and 10 Years & above Teaching Experience in Job Satisfaction Scores

Category	N	Mean	SD	SE _D	t-ratio	Level of Significance
College Teachers below 10 Yrs. Experience	60	87	13.87	2.40	5.62	0.01
College Teachers 10 Yrs. & above Experience	40	100.48	10.19			

From the Table-4, it is noticed that the mean job satisfaction scores of college teachers having 10 years & above teaching experience (100.48) is higher than that college teachers below 10 years' teaching experience (87). Further, 't' ratio for the difference between the mean job satisfaction scores is 5.62, which is significant beyond 0.01 level of significance (df = 98). Thus, the college teachers having 10 years & above experience are found to be more job satisfaction than their counterparts. Therefore, the null hypothesis Ho3: "There is no significance difference on job satisfaction of college teachers' below 10 years and 10 years & above teaching experience" is refuted.

Discussion

Job satisfaction of the college teachers having 10 years & above teaching experience was found higher than college teachers having below 10 years experience because the former teachers having better knowledge in curricular as well as co-curricular activities are organised in the institution. Besides, they are getting high salary as compared to their juniors and love for teaching profession. Thus, this finding corroborates the earlier finding of Naik (1992), Rathod and Verma (2006) and contradicts to the finding of Natarajan (2001), Panda (2006).

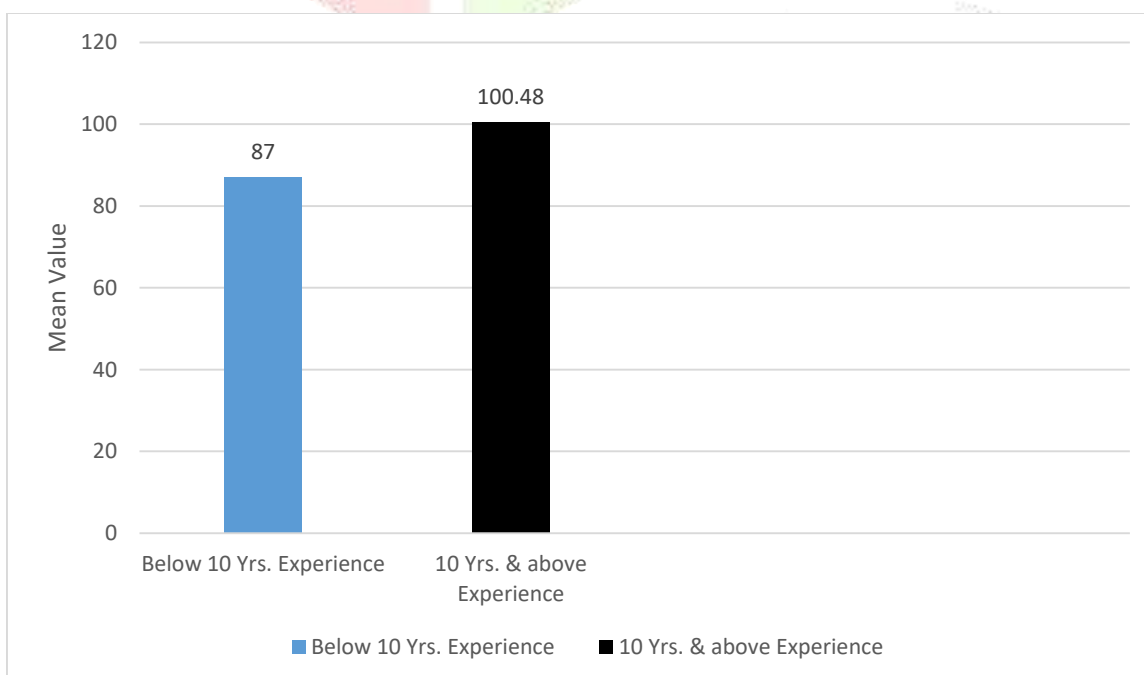


Fig-2. Graphical Representation of Mean Scores of College Teachers in Teaching Experience on Job Satisfaction

Objective-4: To explore the Level of Leadership Potential among the College Teachers

Total scores on the Leadership Potential Inventory of a respondent can range between 50 and 150. The neutral point is a score of 100 (Shaw and Wright, 1967; Venkatarami Reddy and Ramakrishnaiah, 1991). A mean score above the neutral point would indicate high leadership potential, while a mean score below this point would indicate a low job satisfaction. But just one point above or below does not indicate definite direction of leadership potential as the little difference between the mean and neutral point could be due to error variance. The difference between the mean score and neutral point was tested for significance by computing t-ratio. The results are shown in the following table:

Table-5: Difference between Neutral Point and Mean Leadership Potential Scores of College Teachers

Variable	N	Neutral Point	Mean	SD	SE _M	t-ratio	Level of Significance
Leadership Potential	100	100	107.81	17.26	1.73	4.51	0.01

It is observed from the Table-5 that the mean leadership potential score of college teachers being 107.81 was above the neutral point of 100. Also, the t-ratio (4.51) indicates the difference is significant beyond 0.01 level of significance. Hence, the college teachers in general are found to possess significantly high leadership potential (Garrett, 1981, p.461). Therefore, the null hypothesis Ho4: "There is no significant leadership potential among the college teachers" is rejected.

Discussion

Thus, the result reveals that college teachers possess high level of leadership potential with respect to overall score. The cause of such findings may be due to collaborative work, extremely cautious while taking risk, managerial effectiveness, interpersonal good relations, vision & values and emotional stability. This finding is in the line of the research finding of Kar (2019).

Objective-5: To compare the Leadership Potential of Male and Female College Teachers.

Table-6: Difference between Male and Female College Teachers in Leadership Potential Scores

Category	N	Mean	SD	SE _D	t-ratio	Level of Significance
Male College teachers	65	114.40	11.22	3.60	5.23	0.01
Female College Teachers	35	95.57	19.67			

It is revealed from Table-6 that the mean leadership potential scores of male college teachers (114.40) is higher than that of female college teachers (95.57). Also 't' ratio for the difference between the mean leadership potential scores between male college teachers and female college teachers is 5.23, which is significant beyond 0.01 level of significance (df =98). Therefore, the null hypothesis Ho5: "There is no significant difference between male and female college teachers in respect of leadership potential" is rejected.

Discussion

Thus, the difference between male and female college teachers with regard to leadership potential differed significantly such that male college teachers had higher leadership potential than female college teachers. Thus, there is no earlier research findings to either corroborate or contradict the present finding.

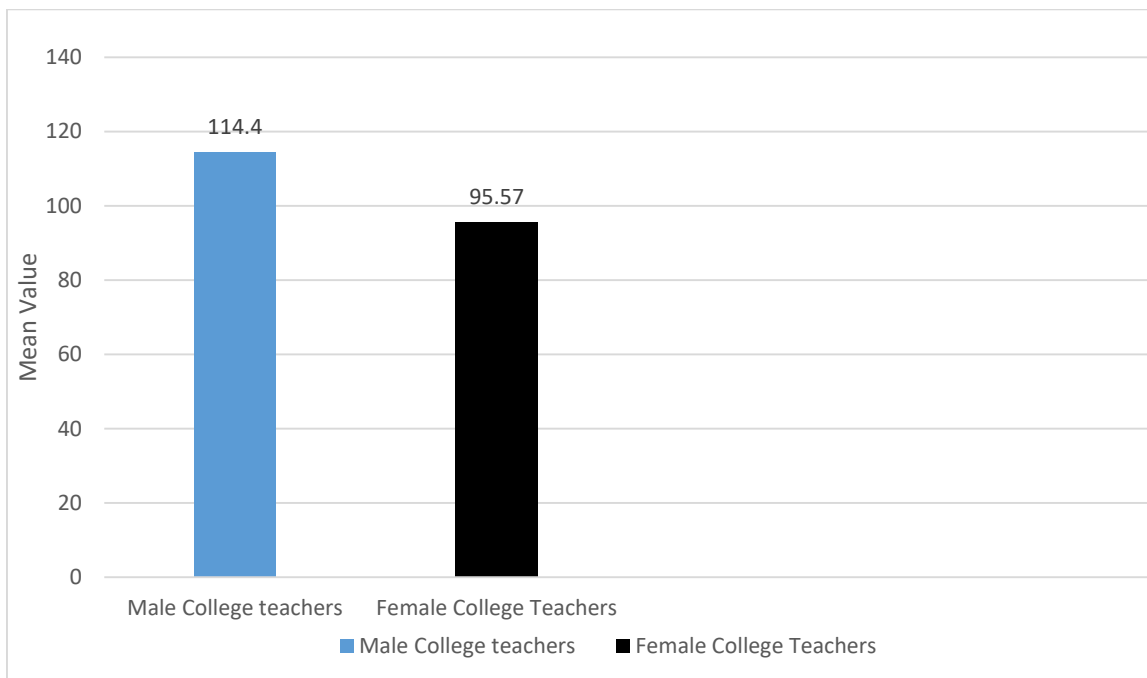


Fig-3. Graphical Representation of Mean Scores of Male and Female College Teachers on Leadership Potential

Objective-6: To compare the Leadership Potential of College Teachers below 10 Years and 10 Years & above Teaching Experience.

Table-7: Difference between the College Teachers below 10 Years and 10 Years & above Teaching Experience in Leadership Potential Scores

Category	N	Mean	SD	SE _D	t-ratio	Level of Significance
College Teachers below 10 Yrs. Experience	60	104.67	18.10	3.30	2.38	0.05
College Teachers 10 Yrs. & above Experience	40	112.53	14.70			

From Table-7, it is noticed that the mean leadership potential scores of college teachers 10 years & above teaching experience (112.53) is higher than that college teachers below 10 years' teaching experience (104.67). Further, 't' ratio for the difference between the mean leadership potential scores is 2.38, which is significant beyond 0.05 level of significance (df = 98). Thus, the college teachers 10 years & above teaching experience are found to be more leadership potential than their counterparts. Therefore, the null hypothesis Ho6: "There is no significance difference on the leadership potential of college teachers' below 10 years and 10 years & above teaching experience" is refuted.

Discussion

Leadership potential of the college teachers having 10 years & above teaching experience was found higher than college teachers below 10 years teaching experience because the former teachers having better knowledge in curricular as well as co-curricular activities are organised in the institution. Besides, they are getting high salary and other facilities & services as compared to their juniors. Thus, there is no earlier research findings to either corroborate or contradict the present finding.

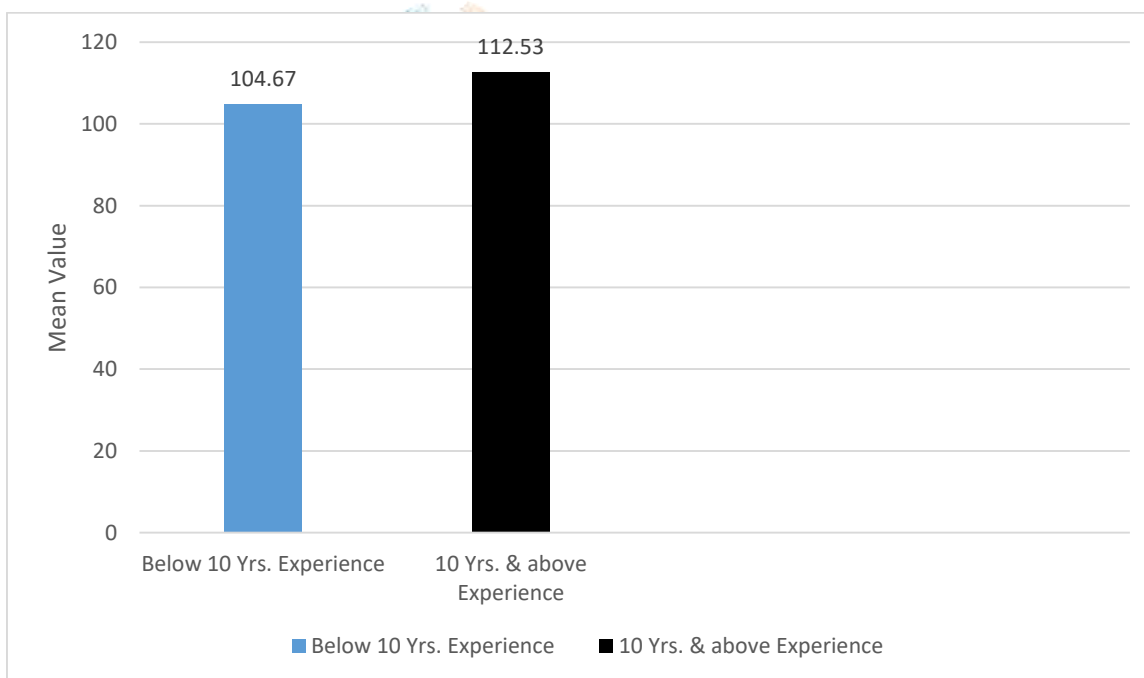


Fig-4. Graphical Representation of Mean Scores of College Teachers in Teaching Experience on Leadership Potential

Objective-7: To Determine the Relationship between Job Satisfaction and Leadership Potential among College Teachers

Table-8. Correlation Co-efficient between Job Satisfaction and Leadership Potential of College Teachers

Variables	Value of r	df	Level of Significance
Job Satisfaction and Leadership Potential	0.272	98	0.01

Table value = 0.254 at df = 98 (Garret, p = 201)

It is found from Table-8 that the value of r (co-efficient of co-relation) between job satisfaction and leadership potential of college teachers is 0.272 which is significant at 0.01 level of significance with df (98). It is revealed significant and positive co-relation between job satisfaction and leadership potential among college teachers. Therefore, the null hypothesis H_0 : “There is no significant relationship between job satisfaction and leadership potential among college teachers” is rejected.

Discussion

This study indicated that the relationship between job satisfaction and leadership potential of college teachers in overall samples is significant. This finding is in conformity with the earlier finding of Kar (2019). This might be due to the fact that the teachers are given the tasks to perform different kinds of activity in the society which leads to their satisfaction. In such activities they are usually taking lead roles. Thus the results have been in the expected direction.

Delimitations of the Study

1. The present study was confined to college teachers with at least 5 years teaching experience at +3/Degree level in Arts, Science and Commerce.
2. The study was limited to 100 college teachers teaching different subjects of Arts, Science and Commerce streams.
3. The study was limited to the +3/ Degree colleges in Khordha district of Odisha.
4. The study was confined to government and non-government aided general colleges.
5. The study was limited to statistical techniques such as mean (M), standard deviation (SD), t-test, co-efficient of co-relation (r).

Major Findings of the Study

The following important findings emerged from the present study.

1. The college teachers in general possessed significant high job satisfaction.
2. Male and female college teachers did not differ significantly with respect to their job satisfaction. Male college teachers were found to possess more job satisfaction than female college teachers.
3. The college teachers having 10 years & above teaching experience differed significantly than the teachers below 10 years' experience in respect of job satisfaction.
4. The college teachers in general possessed significant high leadership potential.
5. Male and female college teachers differed significantly with respect to their leadership potential. Male college teachers possessed significantly more leadership potential than the female college teachers.
6. The college teachers having 10 years & above teaching experience differed significantly than the teachers below 10 years' experience in respect of leadership potential.
7. The relationship between job satisfaction and leadership potential with respect to overall samples of college teachers was positive and significant

Educational Implications of the study

1. The college teachers were found to possess significantly high job satisfaction and leadership potential as a whole. Hence, higher authorities should provide adequate scope to utilize the potentialities of college teachers in fullest manner for raising standards of higher education.
2. The college teachers having 10 years & above teaching experience are to be engaged in doubt clearing classes to overcome learning difficulties of students.
3. The principals of the colleges should set an exemplary mode to the teachers with a sense of duty and responsibilities, personal effectiveness, hardworking, commitment and dignity of labour to enhance teacher leadership in their institutions.
4. The principals of the colleges as well as the government should take effective steps to provide more facilities to the female teachers for accelerating their leadership potential abilities to realize maximum support in various activities in the college.
5. The college teachers are to be posted on the basis of their leadership abilities to maximise level of job satisfaction. Academic qualification should not be considered as the sole and only criteria for the selection of teachers.
6. The correlation analysis indicated that job satisfaction of college teachers was positively and significantly correlated with leadership potential. This relationship can be further enhanced by government as well as authorities providing better opportunities to the college teachers for maximising job satisfaction.

Suggestions for Further Research

1. The present study is confined to college teachers only. Further studies can be undertaken on different categories of teachers like primary, secondary, higher secondary as well as university teachers.
2. The study is restricted to job satisfaction and leadership potential of teachers working in +3 general colleges. It may be conducted for other category college teachers working in professional institutions i.e. engineering, medical, agriculture and university department of education, etc.
3. Experimental studies can be conducted to know the various training strategies on the job satisfaction in leadership potential of the college teachers.
4. The study is limited to the Khordha district of Odisha. It may be extended to other districts of Odisha, other states in India and also in other countries.
5. Further a study can be conducted on factors responsible for job satisfaction as well as leadership potential.
7. The present study is conducted on 100 college teachers. It is, therefore, suggested that this study may be carried out on a larger sample from the similar or more population elsewhere. It is worthwhile to study the leadership behaviour, leadership style with job satisfaction of teaching in different levels of education.

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