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Job Satisfaction among Teachers of Professional and Non Professional Colleges in Haryana

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Abstract: Job satisfaction of teachers plays an important role in the smooth functioning of an educational institution. The satisfaction level of teachers is a major constituent that has an impact on the future success or failure for an educational institution. The main purpose of this study is to provide an insight about the job satisfaction of teachers in the colleges of higher education. The study is conducted on 425 teachers both from colleges imparting professional and non professional education in Haryana.

I. INTRODUCTION

The principal of the educational institutes has to play a pivotal role in the smooth and effective administration of the institutes. In addition to a principal's leadership style, teacher job satisfaction is another critical factor affecting institutional effectiveness. It is not only in the education field that the concept of job satisfaction is researched but various disciplines such as psychology, sociology, economics and management sciences, have also investigated the concept of job satisfaction. Work is having a considerable contribution towards an individual's life and an enhancement in an individual's overall satisfaction with his or her work life improves the overall wellbeing of the individual, the organization, and the society. An unhappy teacher may result in poor teaching or learning process, and institutes effectiveness will consequently be negatively impacted. According to Bishay (1996), the teaching profession ranks high on the success list of a society. Teachers can do quality teaching only when they updated both at professional and personal level and contended with their work.

A multifaceted role has to be played by a teacher right from delivering lectures in the classroom to act as a facilitator and publishing the research work for social growth. A teacher role is really important as they are having the charge of changing the destiny of the next generations. For meeting this challenge teacher has to prepare themselves in a creative, resourceful and efficient manner to internalize the changing role being demanded from them.

For the fulfilment of this challenge they have to be provided an environment where they are able to use their knowledge and skills to nurture students as per the demands of the changing times. Among the different factors influencing the performance of the teacher educators, one of the most significant factors is job satisfaction. Organizations failed to retain their high performers as they left out for with an understaffed, less qualified workforce that ultimately hinders their ability to remain competitive, it becomes imperative to understand the importance of factors which lead to employee retention and their job satisfaction (Rappaport, Bancroft, & Okum, 2003). Moreover, with many experts believing that job satisfaction affects work productivity, work effort, employee absenteeism and staff turnover, it is an indicator of overall individual well-being (Diaz-Serrano and Cabral Vieira, 2005). In teaching institutions, this may have even wider ramifications, with work like discontent getting translated into academic output, and ultimately influencing the morale and attitudes of the new recruits to the profession.

(Madaan,2008). Howell and Dorfman (1986) have been identified as important to understanding the work behaviour of employees in organisations.

In simple terms, job satisfaction is the extent to which one feels good about the job. It can be one's state of mind or positive attitude towards the work. In other words, it can be a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. So it can be concluded that job satisfaction means good and positive attitude or feelings towards one's job. For instance, a university professor may like his job responsibilities but he is dissatisfied with the opportunities for promotions. Characteristics of individuals also influence job satisfaction. Individuals with high positive affectivity are more likely to be satisfied with their jobs. Reverse is true for individuals with high negative affectivity. There are three important dimensions of job satisfactions –

- Job satisfaction being an emotional response to a job cannot be seen. As such, it can only be inferred.
- Job satisfaction is often determined by how satisfactorily outcomes meet or exceed one's expectations.
- Job satisfaction represents an employee's attitude towards five specific dimensions of the job: pay, the work itself, promotion opportunities, supervision and co-workers. (Sood & Anand, 2011)

The reason that job satisfaction of an employee is taken up seriously by the employer, is its impact on the overall performance of the employee. This performance can be counted in terms of productivity, absenteeism, employee turnover, mental and physical health, and grievances. Various researches conducted in the field of job satisfaction indicate crucial information like in the long run if not in short run, job satisfaction leads to increased productivity. Also, there exists an inverse relationship, though based on pretty research evidence, between satisfaction and absenteeism. When satisfaction is high, absenteeism tends to be low and vice versa. Like between satisfaction and absenteeism, an inverse relationship, though at a moderate level, has been established between satisfaction and turn over. However, other moderating factors cannot be ignored while considering the above impact of job satisfaction. On the same line, employees with high job satisfaction tend to have better mental and physical health. They learn new job- related tasks more easily and quickly. They commit less mistakes including on the job accidents. The satisfied employees tend to evince positive attitude towards their co-workers and customers.

II. REVIEW OF LITERATURE

The purpose of this section is to provide a bird's eye view of few important studies in the field of job satisfaction both in corporate and educational setting.

Sonmezer and Eryaman (2008) in their study aimed to determine whether differences existed between Job satisfaction levels of public school teachers and of teachers who transferred to private schools from public schools due to retirement or resignation. The researchers also attempted to find out the causes of these differences, if any. Quantitative Survey method employed in the study indicated that differences did exist between the job satisfaction levels of the two categories of teachers. The main factors that caused differences were salary, social ranking, reputation, independence, ability utilization, job security and administrator- employee relationship.

Singh et al (2009) in their study, made an attempt to compare job satisfaction among Physical Education teachers working in different types of schools such as government, private and public schools in the state of Haryana. It was hypothesized that there would be significant difference among government private and public school physical education teachers as regards to their job satisfaction. In order to achieve the objective of the study, Job Satisfaction Scale (JSS) developed by Singh and Sharma was administered on a sample of total 300 physical education teachers working in the state of Haryana. Out of these, the teachers working in government schools numbered 116 whereas from private and public school category, 92 teachers each were taken for the purpose of the study. Results of the study showed that significant differences in job satisfaction existed among the three categories of the teachers. It was also found that government school physical education teachers differed significantly

from their counterparts in public schools whereas this difference was not found to be significant between government and private school teachers and also between private and public school physical education teachers.

Abbas et al. (2010) in their study tried to examine the job satisfaction factors like financial, working condition, supervision, geographic location, advancement opportunities, organizational prestige and gender for faculty members of 32 professional colleges in Delhi National Capital Region. Conceptual framework of the study was developed and the selected convenient sample size of 188 was determined after a pilot study done for 30 not included in the study. The results of this empirical study show that there is a significant relationship between four factors while gender has no role to play vis-à-vis job satisfaction. Positive satisfaction levels with job were found among faculties and they would remain in their present jobs only if they have advancement opportunities closely followed by organizational prestige and financial factors.

Kainth and Kaur (2010) found that the level of job satisfaction of male college teachers was higher as compared to their female counterpart. The sample size for the study was 400 teachers, selected from different degree colleges affiliated to Guru Nanak Dev University, comprising of males and females, single or bachelor scattered in both rural as well as urban areas. It has been found that the level of job satisfaction of male college teachers was higher as compared to their female counterpart. Lower level of job satisfaction among female college teachers may be attributed to dual nature of job both at workplace as well as at homes. Females are generally more responsible, better qualified, and more talented and have more tendencies for challenging jobs as compared to their male counterparts. But they have long arduous journeys to do which tire them both ways. Moreover, male teachers are compensated by large tuition work and not called upon to do any domestic duties. Furthermore, the study reveals that rural college teachers are more satisfied as compared to urban college teachers. Lower level of satisfaction of urban college teachers may be attributed to higher expectations from their jobs. Though, urban college teachers may be better qualified and more talented, but have higher socio economic status and less satisfied from their lives because of higher expectations

Singh and Rawat (2010) stated in their study that job satisfaction is workers' positive emotional expressions towards their jobs and work experience. The sample size for primary data includes 60 teachers selecting (4 teachers from each of 15 schools). The present study is based on primary data, which has been collected through a multiple-choice structured questionnaire that contain some open-ended questions too. Questionnaires have been framed for teachers' of private schools. Questionnaires have been filled through personal contact with the respondents. Frequency and percentage method is used for the analysis of data. Statistical calculations have been made, making extensive use of SPSS Software Package on the computer. According to the study, an individual joins an organization with certain expectations and when these expectations come true the individual becomes pleased with her organization and her job, and this increases her efficiency and performance. Researches on teachers' job satisfaction levels barely have overlapping results. Current study stated that teachers' chosen the profession by their own will; they consider teaching as a respectful profession. Most of the teachers are satisfied with the behavior of their principal and other colleagues. Majority of teachers are deprived from basic facilities. Teachers are satisfied with the present trend of 6 days working in a week.

III. OBJECTIVES OF THE STUDY

Keeping in view the above gaps, this study has been carried out to achieve the objective of identifying the job satisfaction among the teachers of colleges offering Professional and Non Professional education in Haryana.

IV. RESEARCH METHODOLOGY

For the purpose of the present study, both primary as well as secondary data have been collected. The secondary data has been collected from related journals, magazines, relevant expert blogs, and websites of concerned bodies. Help of internet has been taken wherever necessary. Like for obtaining list of professional and non professional colleges, official websites of

Directorate of Technical Education, Haryana and Department of Higher Education, Haryana has been accessed. The general demographic information like age, gender, designation, qualification etc. about the respondents has also been collected.

For the purpose to collect the data regarding job satisfaction, an instrument Job Descriptive Index (JDI) developed by Smith et al. (1969) is utilized. JDI comprised of 6 sub scales like work, pay, opportunities for promotion, supervision, co worker, and job in general as well as overall job satisfaction can also be scored. The reason of adopting JDI is that this questionnaire is considered easy to administer and because of its high reliability (0.90). Vroom (1964) has stated JDI as the most carefully constructed measure of job satisfaction in existence. In the 6 components of JDI the work variable has 12 items, pay has 6 items, an opportunity for promotion has 6 items, supervision has 14 items, co workers 12 items, and job in general 12 items. The scoring of Job Descriptive Index (JDI) was done according to the instructions of JDI and JIG Manual (Balzer et al., 2000). For the positive items, a 'Y' received 3 points, 'N' received 0 points, and a '?' received 1 point. The negative or unfavorable items were reverse scored i.e. 'Y', 'N', and '?' receiving 0, 3, and 1 point respectively. Scales were computed by summing the points obtained from an individual's responses to items in each facet. Total scores for the above scales were calculated by summing up the scores of items relevant to each scale. Then subjects were divided into three groups on the bases of their scores. The score 10% above the midpoint were considered as high and 10% below the midpoint as low. The scores between 40 - 60% were conducted as moderate scores.

The respondents comprise of members of teaching staff pertaining to colleges offering professional and non professional programs in Haryana. The study was carried out through Descriptive Survey Method on a sample of 425 teachers. Within the professional and non professional colleges the teachers comprise both from government and private colleges. A list of professional and non professional colleges was obtained from Department of Higher Education, Haryana and Directorate of Technical Education, Haryana. The multi stage random sampling technique was used to select the teachers from the population. For the purpose of the study, Haryana state has been divided into four zones keeping in view the presence of State run Universities in each zone. From each zone 10 colleges each providing professional and non professional education was considered and chosen randomly. From every such group of a selected zone, 5 colleges each were selected randomly on grounds of being operated by government or private authorities. Finally, the sample comes out in the form of two groups, each comprising of 40 colleges which are offering professional and non professional education. From each selected college 5 to 10 teachers were randomly selected as respondents, resulting into a sample size of 425 teachers. A brief profile of respondents is shown in Table 1.

Table 1: Respondent Profile for N = 425

Sr No	Particulars	Sub-Group	Type of College			
			Professional	%	Non Professional	%
1	Number of Respondents		216	50.82	209	49.18
2	Age	Below 30	87	40.28	62	29.67
		31-40	79	36.57	92	44.02
		41-50	35	16.20	30	14.35
		50-60	13	6.02	21	10.05
		Above 60	02	0.93	04	1.91
3	Gender	Female	122	56.48	98	46.89
		Male	94	43.52	111	53.11
4	Highest Qualification	Ph D/ M Phil	39	18.06	85	40.67
		M Tech/ MBA	114	52.78	12	5.74
		MA/MSc/MCom	-	-	112	53.59
		B Tech	63	29.17	-	-
5	Designation	Professor	22	10.19	14	6.70
		Associate Professor	41	18.98	27	12.92
		Assistant Professor	153	70.83	168	80.38
6	Teaching Experience (in	Below 1	17	7.87	13	6.22
		1-5	60	27.78	78	37.32

	Years)	6-10	81	37.50	65	31.10
		11-20	41	18.98	28	13.40
		Above 20	17	7.87	25	11.96

Source: Primary Survey

From the above table it can be observed that the respondents' profile is a balanced mix of teachers from different type of college, age group, gender, possession of highest qualification, designation, and teaching experience make them eligible to reply the study related questions and become the representative part of the study.

V. JOB SATISFACTION OF SUBORDINATES

Job satisfaction is the extent to which one feels good about the job. It can be one's state of mind or positive attitude towards the work. In other words, it can be a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. So it can be said that job satisfaction means good and positive attitude or feelings towards one's job. This section explains the status of job satisfaction among the subordinates working in various colleges across categories and sub categories. Data has also been analysed by giving due consideration to job satisfaction dimensions.

5.1 Overall Job Satisfaction: Descriptive Statistics and t-ratio

The analysis of overall job satisfaction as perceived by the respondents highlights their attitude about the job. It also focuses on an overall feeling an employee is having towards its job in terms of satisfaction from the quality of supervision, the reward system, monotony of the job, scope for advancement in the job, and general working conditions for performance of assigned task. The respondents were asked to rate their perception about the job on a 62 item and three point scale pertaining to examine respondents overall job satisfaction and satisfaction on various job satisfaction dimensions. The descriptive analysis of overall job satisfaction on the basis of college type has been presented in Table 2 below:

Table 2: Means and SDs of Overall Job Satisfaction of Teachers on the basis of College Type

College Type	N	Mean	Std. Deviation
Professional	216	2.07	0.24
Non Professional	209	1.59	0.19

From Table 2 it can be inferred that overall job satisfaction among the respondents of colleges offering professional education is relatively higher than the respondents belonging to colleges imparting non professional education. It can also be deduced that professional college type teachers have shown a moderate level of satisfaction as compared to a low level of satisfaction perceived by non professional college type teachers. In order to examine whether this difference between these two groups is significant, a t test has been applied on overall job satisfaction and its six dimensions. The analysis has been presented in Table 3.

Table 3: t-ratio's for Dimensions of Job Satisfaction of Teachers on the basis of College Type

Job Satisfaction Dimensions	College Type	t- ratio	Mean Difference	df	Std. Error Difference
Work at Present Job	Professional	8.21*	0.26	423	0.03
	Non Professional				
Pay	Professional	5.78*	0.24	423	0.04
	Non Professional				
Opportunity for Promotion	Professional	8.76*	0.39	423	0.04
	Non Professional				
Supervision	Professional	8.02*	0.28	423	0.03
	Non Professional				
Co Workers	Professional	6.81*	0.25	423	0.03
	Non Professional				

Job in General	Professional	15.42*	0.53	423	0.03
	Non Professional				
Overall Job Satisfaction	Professional	16.01*	0.33	423	0.02
	Non Professional				

* Significant at 5% (p= 0.05)

The results presented in the Table above reveals that t value of 16.01 found to be higher than the tabulated value at 5% level of confidence. So, there exists a significant difference between the mean scores of overall job satisfaction in the employees of professional and non professional college types. A further analysis on six job satisfaction dimensions indicates that respondents belonging to colleges offering professional education significantly differ in their perception on all the dimensions from the respondents pertaining to non professional college type. This difference is significant at 5% level of confidence. so these respondents see a difference in variety of job, present pay, opportunity for promotion, quality of supervision, role of co-workers, and job in general as evident from the significant t values of 8.21, 5.78, 8.76, 8.02, 6.81, and 15.42 respectively. The following sub sections present the data analysis regarding job satisfaction of teachers according to college sub types.

5.2 Job Satisfaction in Professional College Category

The analysis for job satisfaction as perceived by subordinates on all the six dimensions in colleges offering professional education has been presented in Table 4 below:

Table 4: Means, SDs for Job Satisfaction of Teachers of Colleges offering Professional Education (N=216)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	2.07	0.36
Pay	2.06	0.40
Opportunity for Promotion	2.04	0.31
Supervision	1.76	0.50
Co Workers	2.38	0.29
Job in General	2.09	0.32

In order to identify the job satisfaction of teachers working in professional colleges, mean scores has been presented in the table above. Teachers are showing high level of satisfaction at all the variables of job satisfaction except supervision, where they are moderately satisfied. A high level of satisfaction has been reported for the variables work at present job (M = 2.07, S.D = 0.36), pay (M= 2.06, S.D. = 0.40), promotion (M = 2.04, S.D = 0.31), co-workers (M = 2.38, S.D = 0.29) and job in general (M = 2.09, S.D. = 0.32). The mean score of supervision (M = 1.76, S.D. = 0.50) predict moderate satisfaction. The value of standard deviation indicates better unanimity in the viewpoint among the respondents.

Professional college sub type analysis regarding job satisfaction has been presented in the Tables 5 and 6 respectively.

Table 5: Means, SDs for Job Satisfaction of Teachers of Government Colleges offering Professional Education (N=112)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	1.82	0.31
Pay	1.93	0.29
Opportunity for Promotion	1.99	0.35
Supervision	1.39	0.43
Co Workers	2.22	0.29
Job in General	1.91	0.30

Table 5 indicates that the job satisfaction of respondents working in professional government colleges on all the dimensions of job satisfaction has been by and large at moderate. On all the dimensions, subordinates are moderately satisfied except with co-workers. For the variables work at present job, pay, promotion, supervision and job in general (M = 1.82, S.D = 0.31), (M = 1.93, S.D. = 0.29), (M = 1.99, S.D. = 0.35), (M= 1.39, S.D = 0.43) and (M = 1.91, S.D. = 0.30) indicate that teachers are moderately satisfied on these dimensions. At the variable, Co workers (M = 2.22, S.D. = 0.29) employees are

highly satisfied. The value of standard deviation indicates better unanimity among the college employees respectively. It is evident from mean scores that employees of professional government colleges differ at the variables of job satisfaction.

Table 6: Means, SDs for Job Satisfaction of Teachers of Private Colleges offering Professional Education (N=104)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	2.32	0.19
Pay	2.22	0.45
Opportunity for Promotion	2.09	0.26
Supervision	2.07	0.32
Co Workers	2.53	0.16
Job in General	2.23	0.28

Table above shows job satisfaction of the employees from professional private college sub type. According to the responses of teachers from professional private colleges it can be stated that they are highly satisfied at all the dimension of job satisfaction. Variables with their mean score is as follows- work at present job (M = 2.32, S.D. = 0.19), pay (M = 2.22, S.D. = 0.45), promotion (M = 2.09, S.D. = 0.26), supervision (M = 2.07, S.D. = 0.32), co-workers (M = 2.53, S.D = 0.16) and job in general (M = 2.23, S.D. = 0.28). The value of standard deviation highlights that there is some unanimity in view points of respondents on job satisfaction.

5.3 Job Satisfaction in Non Professional College Category

The analysis for job satisfaction as perceived by subordinates on all the six dimensions in colleges offering non professional education has been presented in Table 7 below:

Table 7: Means, SDs for Job Satisfaction of Teachers of Colleges offering Non Professional Education (N=102)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	1.80	0.28
Pay	1.58	0.58
Opportunity for Promotion	1.14	0.47
Supervision	1.72	0.41
Co Workers	1.74	0.47
Job in General	1.53	0.40

In order to identify the job satisfaction of teachers working in non professional colleges mean scores has been presented in the table above. The mean score shows that teachers are moderately satisfied at all the dimensions of job satisfaction. Variables with their mean score are as follows- work at present job (M = 1.80, S.D. = 0.28), pay (M = 1.58, S.D. = 0.58), promotion (M = 1.14, S.D. = 0.47), supervision (M = 1.72, S.D. = 0.41), co-workers (M = 1.74, S.D = 0.47) and job in general (M = 1.53, S.D. = 0.40). The value of standard deviation highlights that there is some variation as far as unanimity in view points of respondents on job satisfaction is concerned.

Non Professional college sub type analysis regarding job satisfaction has been presented in the Tables 8 and 9 respectively.

Table 8: Means, SDs for Job Satisfaction of Teachers of Government Colleges offering Non Professional Education (N=107)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	1.73	0.32
Pay	1.98	0.48
Opportunity for Promotion	1.35	0.43
Supervision	1.57	0.35
Co Workers	1.92	0.39
Job in General	1.54	0.39

The data for the job satisfaction of employees from non professional government colleges has been presented in the table above. The table indicates that on all the dimensions of job satisfaction subordinates are moderately satisfied. Mean score values

for the variables work at present job, pay, promotion, supervision and job in general and co-workers ($M = 1.73$, $S.D = 0.32$), ($M = 1.98$, $S.D. = 0.48$), ($M = 1.35$, $S.D. = 0.43$), ($M = 1.57$, $S.D = 0.35$), ($M = 1.54$, $S.D. = 0.39$) and ($M = 1.92$, $S.D. = 0.39$) indicate that teachers are moderately satisfied. The value of standard deviation indicates better unanimity among the college employees respectively.

Table 9: Means, SDs for Job Satisfaction of Teachers of Private Colleges offering Non Professional Education (N=102)

Job Satisfaction Dimensions	Mean	Std. Deviation
Work at Present Job	1.87	0.21
Pay	1.22	0.43
Opportunity for Promotion	0.92	0.41
Supervision	1.87	0.41
Co Workers	1.57	0.52
Job in General	1.53	0.42

The data for the job satisfaction of employees from non professional private colleges has been presented in the table above. The table indicates that on almost all the dimensions of job satisfaction subordinates are moderately satisfied. Mean score values for the variables work at present job ($M = 1.87$, $S.D. = 0.21$), pay ($M = 1.22$, $S.D. = 0.43$), supervision ($M = 1.87$, $S.D. = 0.41$), co-workers ($M = 1.57$, $S.D = 0.52$) and job in general ($M = 1.53$, $S.D. = 0.42$) indicate a moderate level of satisfaction. Whereas at the variable promotion teachers are less satisfied ($M = 0.92$, $S.D. = 0.41$). The value of standard deviation highlights that there is some variation as far as unanimity in view points of respondents on job satisfaction is concerned.

VI. DISCUSSION AND SUGGESTIONS

With the analysis presented above it can be inferred that issues subordinates especially from private colleges of higher education have shown a better satisfaction with their job but on the variables pay, promotion, and supervision the picture says otherwise. The dissatisfaction with the pay is understandable keeping in view the rising inflation. In comparison to their government counterpart, there exist poor remuneration policies leading to continuous comparison and a resultant dissatisfaction. Also, chances for going higher in the organization should be provided to the subordinates as in private higher institutions varied criterion are used to promote the employees. These criteria are often irrational leading to a sense of dissatisfaction among the competent employees. In general as the faculty members are not satisfied with the initiating structure style of supervision they are experiencing. Educational administrators should provide an encouraging environment to the subordinates through giving them freedom in accomplishment of their job.

Both in professional and non professional college categories, inadequate remuneration policy and lesser chances to grow on performance basis make the teachers more dissatisfied with their job in general. The situation worsens when the faculty members start comparing their jobs with the corporate sector jobs. This relative difference becomes a reason for outward mobility, especially for teachers who have just entered into teaching profession. This outward mobility adversely affects the sustainability of education system, majorly at non professional education level. So, there is a strong need that educational administrators should take charge and provide proper orientation to the new teachers about their growth opportunities in the chosen profession. They should also give due recognition to teachers for choosing teaching as a career. Such kind of activities might help in generating belongingness towards the job in general especially for the new teachers.

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