



A Study on Job Satisfaction of Arts and Science College Teachers in Chennai

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ABSTRACT

This study was aimed at to find out the college teachers' job satisfaction, as the teachers at this stage, are the prime factor to maximize all their energy and time to promote the well-being of students. 250 Arts and Science College Teachers from 10 colleges in the city of Chennai have been randomly selected for the present study. Normative survey method was adopted. To measure the job satisfaction of college teachers, Job Satisfaction Scale constructed and standardized by Meera Dixit (1993) was used. Descriptive and Differential analysis have been done with the help of SPSS package. The study reveals that the arts and science college teachers are having only average level of job satisfaction. Further, significant difference is found in job satisfaction of arts and science college teachers with respect to gender, nature of appointment, and nature of college. But no significant difference is found among them in job satisfaction with respect to years of teaching experience and type of management of colleges.

Keywords : Teaching Profession, Arts and Science Colleges, Job Satisfaction, College Teachers.

Introduction:

Teaching refers to the activities that are purposely designed and performed to produce desirable changes in students' behaviour (B.E.Smith, 1961). Teaching is a complex skill. To a great extent teachers influence students happiness, satisfaction, outlook and even their attitude to life. About teachers, the Indian Education Commission (1964 – '66) rightly remarked that "Of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully devoted". Blum (1955) defined the term job satisfaction as the result of various attitudes the person holds towards his/her job, towards related factors, and towards life in general. For Du Brins, job satisfaction is the amount of pleasure or contentment associated with a job. Individuals do not drive the same degree of satisfaction though they perform the same job in same job environment and at the same time. Therefore it appears that besides the nature of job and job environment, there are individual variables which affect job satisfaction. Individual factors, level of education, age, social and family life, personal problems and other associated issues may affect the level of job satisfaction. At the higher education stage, teachers' job satisfaction is a prime factor to maximize all their energy and time to promote the well-being of students.

Need and Importance of the Study:

The role of the teacher as an agent of change is increasingly recognized all over the world. They are the backbone of educational development, and expected to nurture values among students in addition to high level intellectual skills and the ability to learn independently. In India, salaries of college teachers are more or less low when compared to other professions which demand equally qualified persons. In order to

perform the different roles of teachers effectively, they must be satisfied with the service conditions. Otherwise, poor job satisfaction may lead to alienation, apathy, absenteeism, strikes, neglect of work, and giving up the job and finally to poor life satisfaction. Therefore, it is essential to study about the college teachers job satisfaction. In this context the investigators have made an attempt to study on college teachers' job satisfaction.

Objectives of the Study:

1. To assess the level of job satisfaction of arts and science college teachers.
2. To find out the level of job satisfaction of arts and science college teachers with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Management, and (e) Nature of College.
3. To find out the significant difference in job satisfaction among arts and science college teachers with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Management, and (e) Nature of College.

Hypotheses of the Study:

The following hypotheses have been formulated related to the present study.

1. Arts and Science college teachers have high level of job satisfaction.
2. Arts and Science college teachers have high level of job satisfaction with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Management, and (e) Nature of College
3. There is no significant difference in job satisfaction of arts and science college teachers with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Management, and (e) Nature of College.

Methodology of the Study:

For the present investigation the investigators adopted normative survey method. The teachers working in arts and science colleges constituted the population of the study. The sample of the present study includes randomly selected 250 Arts and Science College Teachers from 10 colleges in the city of Chennai. Basic Data Sheet developed by the Investigators and Job Satisfaction Scale, developed and standardized by Meera Dixit (1993) was adopted in this study. The Job Satisfaction Scale consists of 52 statements. Each statement set against a five-point scale (strongly agree, 'agree', 'undecided', 'disagree' and 'strongly disagree'). An individual score is sum of all the scores for the 52 statements. The scores of this scale ranges from 52 to 260. College teachers who gains a score up to 145 indicates low job satisfaction, a score of 146 to 230 indicates average of job satisfaction, and a score of 231 and above indicates high job satisfaction. Descriptive analysis and Differential analysis have been done with the help of SPSS package. The researchers chose to use 0.05 level of significance as arbitrary standard in this study.

A. Descriptive Analysis:

The computed job satisfaction scores of the entire sample and its sub-samples are given in Table - 1.

Hypothesis 1: Arts and Science college teachers have high level of job satisfaction.

Table - 1

Mean and Standard Deviation Scores of Arts and Science College Teachers on Job Satisfaction

Sl. No.	Sub-Samples		N	Mean	S.D.
1.	Entire Sample		250	162.22	26.96
2.	Gender	Male	115	159.29	29.12
		Female	135	164.98	24.48
3.	Teaching Experience	Less than 5 years	89	162.41	29.42
		5 – 15 years	107	161.96	26.86
		Above 15 years	54	162.54	23.82
4.	Nature of Appointment	Permanent Position	165	163.72	23.37
		Temporary Position	85	154.13	26.53
5.	Type of Management	Government College	100	164.67	18.35
		Aided College	75	167.07	24.97
		Unaided College	75	153.00	33.17
6.	Nature of College	Men's College	75	160.74	14.05
		Women's College	100	169.78	26.06
		Co-education College	75	156.53	30.12

It is noticed from the Table - 1, the calculated mean score of entire sample is 162.22 and the standard deviation value is 26.96. As the mean score falls in the range of 146 – 230, it is inferred that the teachers working in arts and science colleges have average job satisfaction.

The mean scores of the sub-samples range from 153.00 to 169.78, which show that the arts and science college teachers have different degrees of job satisfaction. Hence it is concluded that the arts and science college teachers have average level of job satisfaction. Therefore the hypothesis is rejected.

Hypothesis 2: Arts and Science college teachers have high level of job satisfaction with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Arrangement of College, and (e) Nature of College.

(a) Gender

The mean male and female teachers' job satisfaction mean scores are 159.29 and 164.98 respectively. The mean scores of male and female teachers fall in the range of 146 -230. This shows that arts and science college male and female teachers have average job satisfaction.

(b) Teaching Experience

The job satisfaction mean scores of teachers with less than 5 years, 5 – 15 years and above 15 years of teaching experience are 162.41, 161.96 and 162.54 respectively. The mean score of teachers with less than 5 years, 5 – 15 years and above 15 years of teaching experience fall in the range of 146 – 230. This shows that the arts and science college teachers with less than 5 years, 5 – 15 years and above 15 years of teaching experience have average degree of job satisfaction.

(c) Nature of Appointment

The job satisfactions mean scores of arts and science college teachers, who in permanent and temporary position are 163.72 and 154.13 respectively. The mean scores of permanent and temporary teachers fall in the range of 146 – 230. This shows that teachers who are in permanent and temporary position have average degree of job satisfaction.

(d) Type of Management

The job satisfaction mean scores of government, government aided and unaided college teachers are 164.67, 167.07 and 153.00 respectively. The mean scores of all these three categories fall in the range of 146-230. This shows that government, government aided and unaided arts and science college teachers have average degree of job satisfaction.

(e) Nature of College

The job satisfaction mean scores of teachers working in men's college, women's college, and co-education colleges are 160.74, 169.78 and 156.53 respectively. The mean score of all these three categories of teachers fall in the range of 146 – 230. This shows that college teachers of all these three categories have average degree of job satisfaction.

As the mean scores of all the sub-samples fall in the range of 146 – 230, it is inferred that the arts and science college teachers have only average level of job satisfaction. Hence, the hypothesis is rejected.

B. Differential Analysis:

Hypothesis 3: There is no significant difference in job satisfaction of arts and science college teachers with respect to: (a) Gender, (b) Length of Teaching Experience, (c) Nature of Appointment, (d) Type of Management of College, and (e) Nature of College.

Table – 2

Significance of the difference ('t'- Value) between male and female arts and science college teachers with respect to job satisfaction

Gender	N	Mean	SD	't' - Value	Significance at 0.05 Level
Male	115	159.29	29.12	2.37	Significant
Female	135	164.98	24.48		

It is observed from Table-2, the calculated 't'- value is 2.37, which is significant at 0.05 level. Hence, it is inferred that there exists significant difference between the male and female college teachers with respect to their job satisfaction. In this, the male teachers have better job satisfaction as compared to the female teachers.

Table - 3

Significance of the difference ('F'- ratio) among arts and science college teachers who have different years of teaching experience with respect to their job satisfaction

Sources of variation	Sum of square	Df	Mean squares	'F'- ratio	Significance at 0.05 Level
Between Groups	33.090	2	16.545	0.023	Not Significant
Within Groups	369231.4	247	729.706		

It is noted from the Table-3, the calculated 'F'- ratio is 0.023, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among arts and science college teachers who have different years of teaching experience with respect to their job satisfaction.

Table - 4

Significance of the difference ('t'- Value) between arts and science college teachers who are in permanent and temporary position with respect to their job satisfaction

Nature of Appointment	N	Mean	SD	't'- Value	Significance at 0.05 Level
Permanent	165	163.72	23.37	3.35	Significant
Temporary	85	154.13	26.53		

It is observed from the Table-4, the calculated 't'- value is 3.35, which is significant at 0.05 level. Hence, it is inferred that there exists significant difference between the permanent and temporary arts and science college teachers with respect to their job satisfaction. In this case, the permanent teachers have expressed better job satisfaction than the temporary teachers.

Table - 5

Significance of the difference ('F'- ratio) among government, government aided and unaided arts and science college teachers with respect to their job satisfaction

Sources of variation	Sum of square	Df	Mean squares	'F'- ratio	Significance at 0.05 Level
Between Groups	3368.446	2	1684.223	2.32	Not Significant
Within Groups	365896.0	247	723.115		

It is noted from the Table-5, the calculated 'F'- ratio is 2.32, which is not significant at 0.05 level. So, it is inferred that there exists no significant difference among government, government aided and unaided arts and science college teachers with respect to their job satisfaction.

Table - 6

Significance of the difference ('F'- ratio) among arts and science college teachers of men's, women's, and co-education colleges with respect to their job satisfaction

Sources of variation	Sum of square	Df	Mean squares	'F'- ratio	Significance at 0.05 Level
Between Groups	19777.464	2	6592.488	9.52	Significant
Within Groups	349487.0	247	692.053		

It is evident from the Table- 6, the calculated 'F'- ratio is 9.52, which is significant at 0.05 level. So, it is inferred that there exists significant difference among men's, women's and co-education arts and science college teachers with respect to their job satisfaction. To find out the significant difference among these groups further analysis has been done and the results are given in Table-8(a).

Table - 6 (a)

Significance of the difference ('t'- Values) among men's, women's, and co-education arts and science college teachers with respect to their job satisfaction

Nature of College	N	Mean	SD	't'- Values	Significance at 0.05 Level
Men's College	75	160.74	14.05	3.78	Significant
Women's College	100	169.78	26.06		
Co-education College	75	156.56	30.12	1.28	Not Significant
Men's College	75	160.74	14.05		
Women's College	100	169.78	26.06	4.80	Significant
Co-education College	75	156.53	30.12		

It is evident from the Table-6 (a), that there exists significant difference between men's and women's college teachers; and women's and co-education college teachers with respect to their job satisfaction, whereas no significant difference is found between co-education college teachers and men's college teachers with respect to their job satisfaction. Among these college teachers, the teachers working in women's college have indicated better job satisfaction, as compared to the teachers of men's college and co-education college.

Summary of the Findings:

1. Arts and Science college teachers are having only average level of job satisfaction.
2. Arts and Science college teachers are having only average level of job satisfaction with respect to Gender, Teaching Experience, Nature of Appointment, Type of Management, and Nature of College.
3. Significant difference is found between male and female arts and science college teachers in job satisfaction. In this, the male teachers have indicated better job satisfaction as compared to the female teachers.
4. No significant difference is found in job satisfaction among the arts and science college teacher who have different years of teaching experience.
5. Significant difference is found in job satisfaction between the permanent and temporary teachers of arts and science colleges. In this case, the permanent teachers have expressed better job satisfaction than the temporary teachers.
6. No significant difference is found in job satisfaction among the arts and science college teachers who work in different type of management of colleges.
7. Significant difference is found in job satisfaction among the arts and science college teachers with respect to the nature of colleges.

Conclusions

The present study reveals that the arts and science college teachers are having an average level of job satisfaction. Further significant difference is found in job satisfaction of arts and science college teachers with respect to gender, nature of appointment, and nature of college. But no significant difference is found in job satisfaction among the arts and science college teachers with respect to age group, educational qualification, years of teaching experience and type of management of colleges. Of course, teaching is the noblest profession, which cannot be equated with any other professions in the world. It is a unique profession in the sense of man making process. Hence, the teaching community needs to be taken care in terms of decent salary, proper social recognition, providing necessary infrastructure and instructional facilities, encouraging them with some incentives and promotions, etc. to build the future community as a vibrant one to strengthen the nation.

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