

Job Satisfaction Among Teachers of Self-Financed Colleges of Education in the State of Punjab

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Abstract

This study aims to determine the nature of job satisfaction among teachers in different colleges of education, aiming to contribute to the improvement of the educational system and the development of a better future for students. Data for this study was gathered from Punjab State's colleges of education. The random sampling technique was applied in this investigation. The sample was divided into two groups, like a group of teachers from an urban background and from a rural background. Job satisfaction of male and female teachers was also compared. The results showed that there exists no significant difference between the level of job satisfaction of teachers from rural and urban backgrounds. There exists no difference in level of job satisfaction between male and female teachers. This study highlights the importance of job happiness in education for future generations, as it leads to better citizens and a prosperous nation.

Introduction

The Kothari Education Commission (1966-66) highlighted that a nation's progress relies on the quality of its people, which is shaped by parents, teachers, and the education system. Teachers play a crucial role in a balanced curriculum, and job satisfaction is essential for their efficiency and productivity. Teachers' personality, interests, attitudes, beliefs, and behavior contribute to their abilities and job satisfaction. Dissatisfaction with their job can lead to poor students, and teachers must be conscious of the repercussions of their actions. In today's work-oriented society, teachers must spend maximum time in their profession, and persistent dissatisfaction can lead to loss of faith in the job and teachers. Teachers must become agents of change, social engineers, and architects of the future society, taking leadership roles in social and cultural transformation.

Job Satisfaction

Job satisfaction is a complex variable influenced by job situational factors and individual dispositional characteristics. It is a positive emotional response to a job situation, resulting in desired job outcomes. This study defines job satisfaction as a member's attitude towards their current working conditions, including feelings, beliefs, and behaviors. Job satisfaction can vary independently, emphasizing the importance of considering these factors in job evaluation. However, the term 'job satisfaction' lacks adequate definition and satisfactory theory. The differences in views are due to the nature of jobs, various disciplines' attempts to conceptualize job satisfaction, and the methods employed by researchers. Job satisfaction is widely accepted as a psychological aspect of effective functioning in any profession.

The studies on job satisfaction were done as early as in 1920 by Elton Mayo, but the actual credit for this thought goes to Hoppock (1935), who commented that there were many opinions about job satisfaction, but there were few studies undertaken in this field. For him, job satisfaction was a combination of psychological, physiological, and environmental circumstances that caused a person to truthfully say, "I am satisfied with my job." Thus, job satisfaction is a favorableness with which employees view their work.

According to Godyal and Srivastava (1995), "Job satisfaction is an attitudinal reaction to a job. It represents the feelings of the employee about how happy or unhappy he or she is with various aspects of the job."

Job satisfaction in the teaching profession is crucial for happiness, efficiency, effectiveness, and success. Dissatisfied teachers can negatively impact students' learning and academic growth. However, teaching professions often lack status, leading to teacher dissatisfaction. Teachers should be seen as change agents, not mere transmitters of knowledge and culture. Mental frustration, financial issues, favoritism, corruption, and lack of allowances can contribute to dissatisfaction.

Factors Affecting Job Satisfaction

There are so many factors that directly or indirectly affect the satisfaction of teachers regarding their job. These factors are as follows:

- Monetary and other facilities: The area includes the items of individual inclination towards pay, and it includes other physical facilities available to individuals at jobs.
- Working conditions: This area includes working hours, amount of leisure, work load, outcome, and achievement, etc.
- Security: Under this area, items on the job on security as well as general security are concerned, for example, fear of losing a job, inclination for change of job, and feeling of adequacy and inadequacy, etc.
- Human Relations: Job satisfaction encompasses positive factors such as cooperation with institutions, assistance from subordinates, and guidance from supervisors, promoting general adjustment and job satisfaction.

Review of related literature

Chen (2010) studied how satisfied teachers were with their jobs. The findings showed that while there is a considerable gender difference in the mean score among private school teachers, there is no discernible gender difference among government teachers. Das (2010) found significant difference in job satisfaction of secondary school women teachers between government and private teachers, married and unmarried teachers and English and vernacular medium teachers. Shi et al. (2011) revealed that work treatment, job pressure, leadership behavior, gender, age, etc. have more or less influence on the job satisfaction of college teachers. Kaur and Sidana (2011) revealed that level of job satisfaction of male teachers was greater than their female counterparts. Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their counterparts. According to Gupta and Gehlawat (2012), there was a notable difference in job satisfaction and motivation between teachers in government and private schools, as well as between teachers with and without more experience. It leads problems in personality adjustment. Gurusamy & Mahendran (2013), in their study of 300

respondents working in the automobile industries of India, it has been found that Salary occupy the First Rank for determining job satisfaction compared with other major determinants. The association between job satisfaction and fair remuneration, the working environment and job satisfaction, and the relationship between job security and job satisfaction are some of the elements that Neog & Barua (2014) identified as being responsible for job happiness. They found that the primary determinant of work happiness was money, and they also found that employee satisfaction was mediocre.

Importance of the Study

Effective teaching is crucial for the success of any education system, with teachers' competence and character being the most significant factors influencing the quality of education and its contribution to national development. Job satisfaction is a crucial issue in today's job-oriented society, influenced by factors such as age, sex, experience, intelligence, occupational level, anxiety, work, security of life, opportunity for advancement, wage, social aspect, responsibilities, working conditions, and human relationships. Job satisfaction is essential for educators to inculcate desired values in children and build their future. Quality education depends on facilities provided to students and teachers, and without qualified and highly motivated teachers, there is no value. This study aims to determine the nature of job satisfaction among teachers in different educational colleges, aiming to contribute to the improvement of the educational system and the development of a better future for students.

Objectives of the Study

1. To study and compare the level of job satisfaction of teachers of self financed colleges of education from rural and urban background.
2. To study and compare the level of job satisfaction of male and female teachers of self financed colleges of education.

Hypotheses of the Study

1. There exists no significant difference between job satisfaction of rural and urban teachers of self financed colleges of education.
2. There exists no significant difference between job satisfaction of male and female teachers of self financed colleges of education.
3. There exists no significant difference between job satisfaction of rural and urban male teachers of self financed colleges of education.
4. There exists no significant difference between job satisfaction of rural and urban female teachers of self financed colleges of education.

Sample of the study

The random sampling technique was applied in this investigation. Every member of the population has an equal probability of getting selected using this method. Data for this study was gathered from Punjab State's college of education. There are 200 teachers in the study's sample. Males and females from rural and urban areas were equally represented in the sample. The teachers that make up our sample are shown in below.

Tools used

In order to collect the data, following tools has been used:-

Job satisfaction scale by Dr. Amar Singh and Dr. T.R. Sharma (1999)

Statistical Techniques Used

- Descriptive analysis was made to study the perception of job satisfaction of male vs. female and rural vs. urban teachers; the normality of the data was checked.
- The 't' test was used to study the significance of the difference between the mean scores of different groups.
- Graphical representation of the data

Delimitations of the Study

1. The present study is confined to 200 teachers of self financed colleges of Education of Punjab state.
2. The study is limited to 100 urban and 100 rural teachers.

SECTION-I

GRAPHICAL REPRESENTATION OF THE LEVEL OF SATISFACTION OF TEACHERS ON THE BASIS OF GENDER AND LOCALITY

Level of job satisfaction of teachers on the basis of locality of teacher

In the following two figures different categories of educational college teachers like teachers belong to Rural Background and teachers belong to Urban Background have been taken and the level of job satisfaction has been determined by taking the percentage of each category.

Figure 1 Level of job satisfaction of teachers belong to rural background

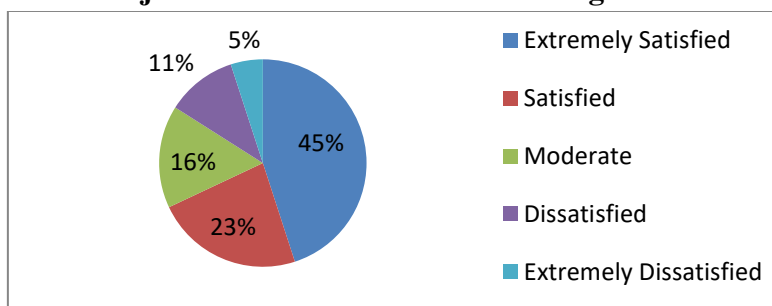
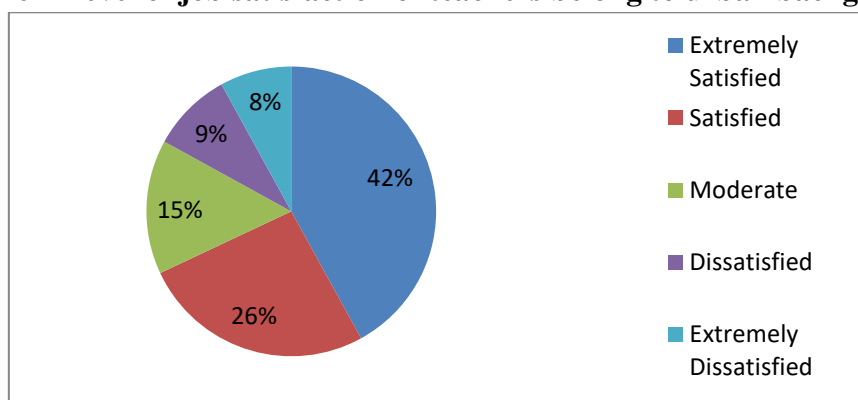


Figure 2 Level of job satisfaction of teachers belong to urban background



Level of job satisfaction of teachers on the basis of gender

For the purpose of measuring job satisfaction on the basis of gender, the group was divided into two groups like group of male teachers and group of female teachers. The same are presented in the figures given below.

Figure 3 Figure showing the %age of level of job satisfaction of male teacher

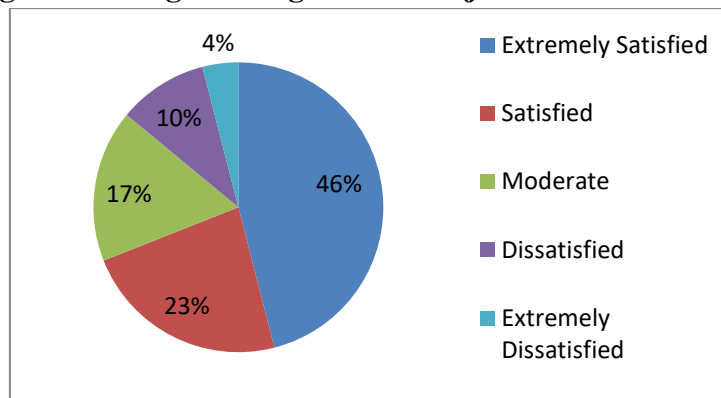
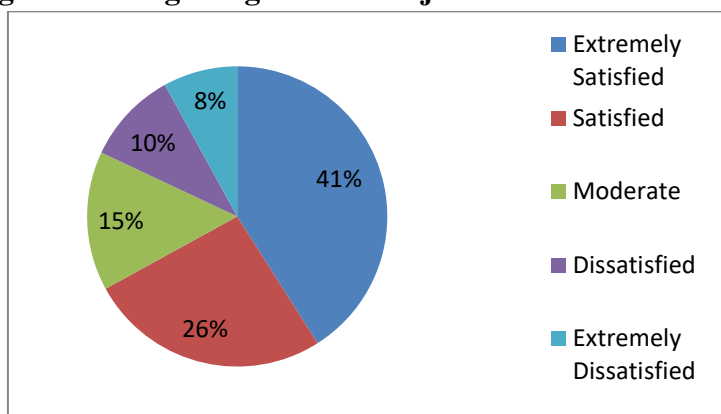


Figure 4 Figure showing % age of level of job satisfaction of female teachers.



SECTION-II: INTERPRETATION OF DATA AND RESULTS

Effect of rural & urban background on the nature of job satisfaction

It was assumed that there exists no significant difference between job satisfaction of urban and rural teachers of self financed educational colleges. To test these hypothesis two groups of teachers were identified. There is insignificant difference between the mean scores of rural teachers and urban teachers. The same is presented in the table given below:

Table 1 showing level of job satisfaction of teachers of educational colleges from rural & urban background

Teachers	N	Mean	S.D.	't'	Level of Significance
from Rural Background	100	71.7	14.15	0.89	Not significant at both 0.05 & 0.01 level
from Rural Background	100	73.6	15.88		

The above table indicates that the 't' value between the mean scores of job satisfaction of teachers from rural and urban background was 0.89 which was not significant at 0.05 and 0.01 levels respectively. It

shows that there exists no significant difference in the nature of job satisfaction of teachers belong to rural and urban background. It may be due to the fact that the teachers from rural and urban background enjoy almost same benefits i.e. security of service, service conditions, pay and perks and other working conditions

Effect of gender on the nature of job satisfaction

It is assumed that gender variable tends to affect the job satisfaction of teachers. So the data above 200 male and female teachers were collected. In order to study the effect of gender on the job satisfaction of teachers, the sample was divided into two groups of male and female teachers. The mean performance of both groups was compared and significance of difference between the two means was tested by applying 't' test.

Table 2 showing the effect of gender on job satisfaction of male and female teachers

Group	N	Mean	S.D.	't'	Level of Significance
Male Teachers	100	72	15	0.60	Not significant at both 0.05 & 0.01 level
Female Teachers	100	73.3	15.69		

The table indicates that the 't' value between the mean scores of the job satisfaction of male and female teachers was 0.60 which was non-significant at 0.01 and 0.05 levels.

Since our obtained 't' value is less than both the values of 1.97 and 2.60 respectively, hence, gender does not affect the job satisfaction of teachers directly. In other words, we may say that male and female teachers do not differ much so far as their nature of job satisfaction is concerned.

Effect of rural & urban background on the nature of job satisfaction of male teachers

One of the Objectives of the study was to find out the nature of job satisfaction of male teachers with respect to rural and urban background. The score obtained by the teachers were obtained and their mean difference was calculated, the same is the table given below:

Table 3 showing level of job satisfaction of male teachers of educational colleges belonging to rural & urban background

Male Teachers	N	Mean	S.D.	't'	Level of Significance
Rural Background	50	70.4	14.45	1.03	Not significant at both level
Urban Background	50	73.6	16.37		

Our obtained 't' value is less than both the values of 1.98 and 2.63 respectively, hence our 't' value is insignificant at both levels. It means rural and urban background does not affect the job satisfaction of male teachers directly. In other words, we may say that male teachers from rural background and from urban background do not differ so much.

Effect of rural & urban background on the nature of job satisfaction of female teachers

It is assumed that there exists no significant difference between job satisfaction of female teachers of educational colleges. The score obtained and their mean difference was calculated, the same is the table given below:

Table 4 showing level of job satisfaction of female teachers of educational colleges from rural & urban background

Female Teachers	N	Mean	S.D.	't'	Level of Significance
Rural Background	50	73	14.97	0.19	Not significant at both level
Urban Background	50	73.6	16.57		

Our calculated 't' value is less than both the values of 1.97 and 2.63 respectively, hence our 't' value is insignificant at both levels. It means rural and urban background does not affect the job satisfaction of female teachers directly. So we may say that female teachers from rural and urban background do not differ so much.

Suggestions for further studies

- The present topic of investigation can be repeated with large sample to get more valid and reliable findings and results.
- A comparative study of job satisfaction of adjusted and unadjusted teachers may be undertaken.
- A study of the factors the effect job satisfaction may be another area of research.
- The same study can be repeated with employees of other institutions also.
- A study involving more variables i.e. Academic Qualification and Experience may be taken for further research.

Educational Implications of the Study

This study highlights the importance of job satisfaction in education for future generations, as it leads to better citizens and a prosperous nation. Teachers, who are nation builders, play a crucial role in the functioning of the educational system, fulfilling the nation's desires and demands. Job satisfaction is closely related to teacher effectiveness among teachers, and it is positively related to teacher effectiveness among both male and female teachers. However, the results are not significant for male and female teachers. To improve teaching effectiveness, teachers should feel satisfied with their jobs. The government should develop programs to help teachers lead a contented and happy life and provide more facilities and security for self-financed institute teachers. This will help create a more conducive environment for teachers to contribute to the nation's progress.

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