



Job Satisfaction Among Government College Teachers In Purb Medinipur District - A Case Study.

Dr. Pijush Kanti Tripathi^{1*}

^{1*}Associate Professor, Department of Geography, Haldia Government College, E-mail:-pijushgeo1970@gmail.com, Ph.No.: 9474347710

Abstract:

The present study has been conducted in order to know the job satisfaction among college teachers serving in Government Colleges in Purba Medinipur District of West Bengal. College Teachers are the most important group of human resource for our countries prosper and future development. But it is an astonishing fact that even today huge numbers of the college teachers are disappointed with their occupations. Teachers are the wellspring of direction in all the critical strides in the scholastic existence of the understudies. The information utilized in this paper is gathered through close to personal meetings as survey from an example of 50 college teachers chosen from the two Government Colleges of Purba Medinipur district in West Bengal. Two kinds of statistical tools are utilized in the present investigation for examination 1) percentage analysis 2) chi-square analysis. Research demonstrates that female college teachers are more satisfies with their activity than male teachers and income per annum as well as research facilities are two important factors affecting the dimension of occupation fulfillment.

Keywords: Job satisfaction, Government College teachers, Performance, Job security, Quality education.

INTRODUCTION

There are many professions which can give good status for living and satisfaction to the scholastic persons. Teaching profession is the most noblest and rewarding profession as it leads to the service of humanity. Teaching is a highly skilled job and therefore, required adequate training and preparation on the part of teacher. It is rightly said that the whole system of education depends upon teacher.

In this world job satisfaction has been an imperative issue. It is significant to the long-term development of any instructive framework around the globe. Job satisfaction in this setting is the capacity of the teaching occupation to address teacher's issues and enhance their job/teaching execution. Knowledge, aptitudes and capabilities happen when one feels fulfilled in one's conduct. Therefore, satisfaction is needed in the behaviour of a college teacher if he/she has to perform productive activities in the college. In an educational institution every teacher is assigned certain set of tasks to perform where he or she is working and these set of tasks is known as his or her job in an educational institution.

Job satisfaction survey is a tool to check whether a person is happy with his job or not. It is important for every institution to know job satisfaction level of their employees because success of their institutions is dependent to a great extent upon the satisfied employees of the institution. Satisfaction refers to individual elements of one's job, like as salary, growth prospects, physical environment, working conditions and type of works, supervisions, teamwork, age and years of experience etc.

Job dissatisfaction leads to reduced level of performance (Bretz & Thomas, 1992); it increases turnover and turnover intentions (Motowidlo, 1983) and also leads to absenteeism (Weiner, 1980). But in reality how far such job satisfaction is ensured in college teachers' jobs is an important issue in recent times. At the point when teachers are happy with their activity they can play out their duties with more focus and commitment.

RATIONALE

Colleges, like any other higher education institution, are to be considered as a self-contained social system with a unique organization, and a unique code of conduct that directs the behavior of all its members and the clients. These members are simply the staff of colleges, teaching and non-teaching and the administrative personnel as well. On the other hand, their clients are the enrolled learners. At present job satisfaction has become an important issue to the college teachers which directly or indirectly affects all the stakeholders involve in this system. The nature of organizational climate points to that of college environment as a whole merging both the work environment and the job conditions of employment. The organizational climate is a new emerging concept in the research field of educational psychology as job satisfaction and organizational stress of teaching community, the two contra related variables, demand much attention now a days. Job satisfaction of teachers depends upon various factors. Level of job satisfaction varies from teacher to teacher. Male teacher's job satisfaction level is different from female teachers.

Considering these variables relating to job satisfaction among the college teachers the present study has undertaken various issues of job satisfaction in order to assess the level of job satisfaction of the teachers of the Government colleges.

OBJECTIVES OF THE STUDY

The major objectives of the study are

1. To identify the factors influencing job satisfaction.
2. To know, whether female college teachers are more satisfied than male college teachers or not.
3. To know the level of job satisfaction of the college teachers with respect to; pay, working conditions and co-workers, promotion and increment opportunities, achievement and college policy. .
4. To suggest appropriate measures to improve the level of satisfaction.

REVIEW OF RELATED LITERATURE:

The review of related literature is an essential step in education research. It is the crux of the study. Reviewing the related studies from the survey of research in education, the investigator has taken the following studies..

Mrs. Pandey, Saroj (1986) conducted study on organizational climate of college. 20 colleges situated in the rural areas of Allahabad district constituted the sample for the study. Samples were selected randomly from the population. College organizational climate description questionnaire by Motilal Sharma was used for data collection. Double standardization procedure as suggested by Motilal Sharma was used for the analysis of the data. The study indicated that there was a strong relationship in between organizational climate and job satisfaction of teacher.

Matto and Chand (1992) found that single teacher/two teachers primary schools also affect their satisfaction of the job in teaching sometime a single teacher in a school have to teach all the classes which can increase burden and effect his satisfaction to be teachers.

Babu, Rama Mohan. V and Venkatarami Reddy. A (1995) conducted a study on job satisfaction of teacher working in residential and non-residential colleges. The study aims at analyzing the level of job satisfaction of men and women teachers working in two types of colleges-residential and non-residential. The sample consisted of 400 teacher's equality distributed between the two types of institutions and the two sexes. The job satisfaction of the teachers was measured by a job satisfaction scale. It was found that on the whole teachers working in residential and higher level of job satisfaction than those working in non-residential. The differences in the level of job satisfaction of different sub-groups of teachers were also analyzed and discussed.

Kour (2000) conducted research work on a study of job-satisfaction among the teachers of Central Government Schools in respect to their sex and qualification and found that there is no significant difference in the job-satisfaction of teachers of Central and State School teachers on the basis of qualification.

Pardeep (2001) conducted a study on job-satisfaction among Government and Private School Teachers and found that the teachers working in government and private schools to not differ significantly with each other on job-satisfaction.

Kumar and Bhatia (2011) stated that the dimension of job satisfaction and attitude of the teachers towards teaching is least influenced by the sexual orientation, the marital status, least capability and pay gathering of physical education teachers to look at the specific type of employment fulfillment among Physical Education teachers and their demeanor towards teaching.

Mahmood and Haider (2011) investigated the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally, teachers were reported to be less satisfied with advancement, compensation supervision human-relation and working conditions. It was also revealed that the female teachers were more satisfied than their male counterparts and there was no significant difference between urban and rural teachers' job satisfaction.

Mehta (2012) researched on job satisfaction among teachers to know whether the view of job satisfaction among teachers was influenced by the kind of association (Private versus Govt.) and the gender orientation (male versus female). Descriptive analysis was made to think about the view of job satisfaction of male versus female and t-test was utilized. Result demonstrated that there would be significant difference in the dimension of job satisfaction of Govt. also, private school teachers.

Iqbal and Akhtar (2013) examined the job satisfaction of male and female secondary school teachers. The population comprises all public sector secondary school teachers working in district Lahore. They found no significant differences between male and female school teachers..

In any organization, contented and satisfied employees will be supportive of their colleagues and superiors and will assist them when needed; therefore, satisfied employees will have higher productivity and job performance which will consequently lead to the success of the organization (Bakoti_c, 2016).

Achanta and Reddy (2014) conducted a survey on the level of satisfaction among primary school teachers. The results showed that the male teachers gain high mean score when compared to female teachers.

STATEMENT OF THE PROBLEM

The purpose of the study is to know the factors impacting job satisfaction among the Government college teachers in Purba Medinipur district of West Bengal; because it may have a direct effect on student learning of the colleges. The quality of instruction received by students may be impacted by the level of job satisfaction a teacher experiences (Perie & Baker, 1997). Considering the possible correlation between teacher job satisfaction and the quality of student instruction/teaching, it is important to understand the factors that may affect job satisfaction.

In the present study, the problem has finally stated as 'the job satisfaction of the Government College teachers depending on different domains in general Degree Colleges in West Bengal'.

6 HYPOTHESES OF THE STUDY

The following research hypotheses have been formulated to direct the study:

Hypothesis 1 “There is no significant relationship between the Designation of the College Teachers and their level of satisfaction”. The first hypothesis proposed to test that whether the designations of the college teachers have any impact on the level of satisfaction or not.

Hypothesis 2 “Female College Teachers are more satisfied with their job than their male counterpart”. In this study, it is proposed to test the hypothesis that female college teachers are more satisfied than that of male college teachers.

Hypothesis 3 “There is no significant relationship between the income per annum and the level of satisfaction”. Salary is the direct benefit the college teachers get from their jobs. It is also one of the important satisfying factors. In the present study, it has been proposed to test that income per annum is an insignificant factor for making college teacher satisfied with their job.

Hypothesis 4 “There is no significant relationship between the organizational environment and the level of satisfaction”. Organizational environment may have greater impact on job satisfaction of the teachers. In the present study it has been proposed to test that whether the organizational climate is having any impact on the level of satisfaction of the college teachers or not.

Hypothesis 5 “There is no significant relationship between the Earning Members in the Family and their level of satisfaction”. The proposed hypothesis to test was that whether the earning members in the family are having any impact on the level of satisfaction of the college teacher or not.

Methodology:

Research methods are usually used to find the fact by collecting the data directly from population or sample. This study is an empirical research and based on the survey method.

Population

The objective of the study is to know the level of job satisfaction of the college teachers with respect to their pay, working conditions and co-workers, promotion and increment opportunities, achievement and college policy of college teachers in Purba Medinipur district in West Bengal. The population of the study is all the General Degree Colleges in Purba Medinipur district.

Sampling

In the present study Two-degree colleges i. e. Haldia Government College and Sahid Matangini Hazra Government General Degree College for Women have been taken as sample. By adopting convenience sampling method, 50 college teachers (25 from each college) have been selected for the study

Tools of Data Collection:

A well designed questionnaire has been used for collecting data from two different colleges. The questionnaire consists of two parts: 1. First part of the questionnaire contains information of the respondents regarding gender, designations, family size, salaries and earning members in the family. 2. The second part of the questionnaire contains questions regarding job satisfaction of the college teachers. In this part, the questionnaire has six domains. First domain represents Teacher job satisfaction with **Pay**, second domain collects the data on Teachers job satisfaction with **Supervision/Support**, third domain covers Teacher job satisfaction with **Colleagues/ Co-workers**, while Fourth domain reflects Teacher job satisfaction with **College Policy**. Fifth domain considers on Teacher job satisfaction with **Promotion opportunity and finally sixth domain explains** Teacher job satisfaction with **Achievement**. In each domain responses are recorded through five-point Likert Scale (Strongly Agree, Agree Disagree, Strongly Disagree and Undecided).

Method of Data collection

The main source for data collection was the questionnaire. The questionnaire contained closed ended questions in order to get ample of information regarding the study. The questionnaire was based on items for measurement of employee job satisfaction (dependent variable), for independent variables including teachers' pay on 6 items, support from supervisor on 7 items, colleagues or co-workers on 7 items, promotion opportunities with 7 items and achievements of college teachers with 8 items.

Here the respondents were the teachers from two Government College-i) Haldia Government College and ii) Sahid Matangini Hazra GG Degree college for Women, Nimtouri, Tamluk. The questionnaire divided in two parts: **1)** First part of the questionnaire was containing information of the respondents regarding their pay, livelihood and financial security. **2)** The second part of the questionnaire was containing questions regarding supervision of their work and support from the department or head of the institution. In this part, we had proposed seven factors (to seek the opinion of the college teachers) which may impact the level of job satisfaction of the college teachers. **3)** Third part of the questionnaire seeks the information from the teachers regarding job satisfaction with the colleagues and co-workers. This part includes the questions 7 questions regarding the supports, guidance and feedback from the colleagues. **4)** Fourth part of the questionnaire collects information regarding satisfaction of the teachers with the college policy and it contains the

9 questions regarding the college's vision, mission, policy framing and execution of the policy with active involvement of the teachers. 5) Fifth part is the job satisfaction of teachers with promotional opportunities. This section contains 7 questions regarding teachers' career advancement, research, publications and recognition of the academic achievement. 6) Sixth and final part includes job satisfaction of the college teachers on their achievement and it contains the 8 questions regarding teachers' award, degree, appraisal of performance and contribution towards communities. The inputs received were analyzed and tables were prepared. Further the tabulations were used to calculate responses which resulted to draw the inferences. The data are organized in different statistical tables for easily comprehensible. The responses are demonstrated with statistical technique.

Statistical Technique Employed

Two types of analysis have been used in the present study: 1. Percentage Analysis: To determine the characteristic features of the sample, percentage analysis has been used. 2. Chi-Square Analysis: To test the framed hypotheses Chi-Square Analysis has been used.

Analysis and Interpretation of Data

Table 1 Sample Respondents According To Their Designation

S.L. NO.	DESIGNATION	FREQUENCY	PERCENTAGE
1.	Assistant Professor	36	72%
2.	Associate Professor	14	28%
3.	Total	50	100%

Source: primary data

From the table above it is clear that 72 percent of the respondents belong to assistant professor and 28 percent of the respondents belonging to associate professor from the survey. It is concluded that majority of the respondents comes under assistant professor category.

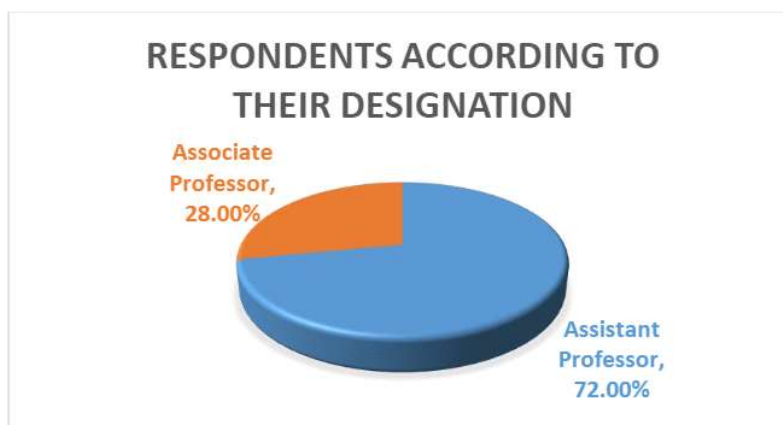


Fig. 1

Table 2:- Sample respondents according to their designations and level of satisfaction.

DESIGNATION	LEVEL OF SATISFACTION			TOTAL
	HIGH	MEDIUM	LOW	
ASSISTANT PROFESSOR	8(16%)	26(52%)	2(4%)	36(72%)
ASSOCIATE PROFESSOR	6(12%)	4(8%)	4(8%)	14(28%)
TOTAL	14(28%)	30(60%)	6(12%)	50(100%)

Source: primary data

Figures in the parenthesis are percentage.

Factor	Degree of Freedom	Calculated Chi-Square	Table value	Hypothesis
Income per annum	4	39.437	9.49	Rejected

The data from above table indicates that only 16 percent of Assistant Professor and 12 percent of Associate Professor are drawing high level of satisfaction from their jobs. About 52% of Assistant Professor and 8% of Associate Professor have expressed medium level satisfaction. The interested fact comes out from the data is that very few no respondents only 6% (2% of Assistant Professor and 4% of Associate Professors) who have shown low satisfaction level. The reason behind this is that those college teachers feel they are not getting salary, perks and other facilities what they deserve according to their talent and skills.

Statistical analysis shows that at 5% level of significance for 4 d.f. the table value of Chi-square = 9.49. Since the calculated value of Chi-square = 39.437 is more than the table value. Hence the difference is significance. Therefore 1st hypothesis (there is no significant relationship between the Designation of the College Teachers and their level of satisfaction) is rejected. It means that the satisfaction of the college teachers is not associated with their designation.

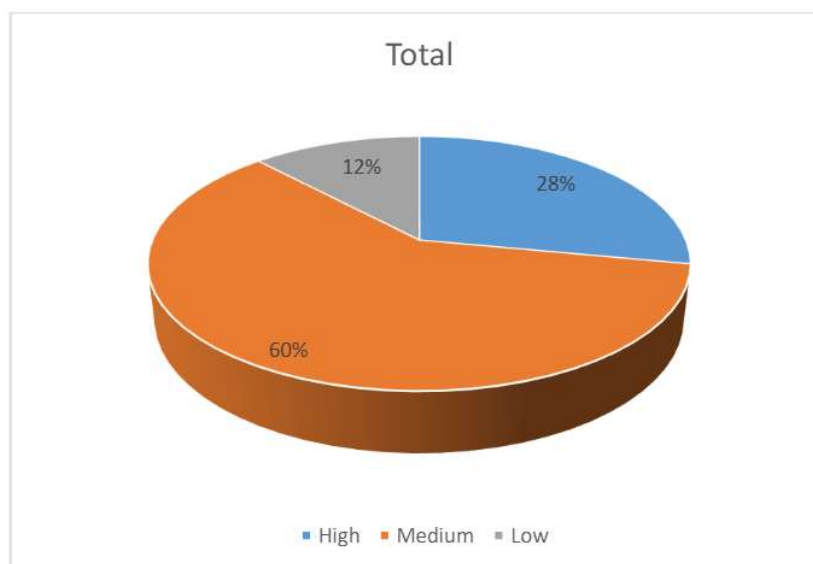
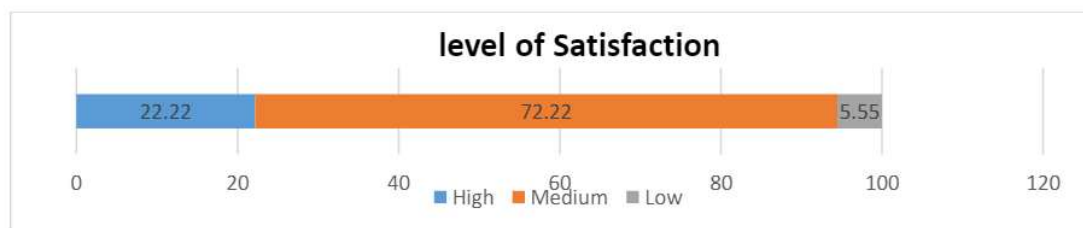


Table 3 Sample Respondents According To Their Gender

S.L. NO.	Gender	FREQUENCY	PERCENTAGE
1.	Male	25	50%
2.	Female	25	50%
3.	Total	50	100%

Source: primary data

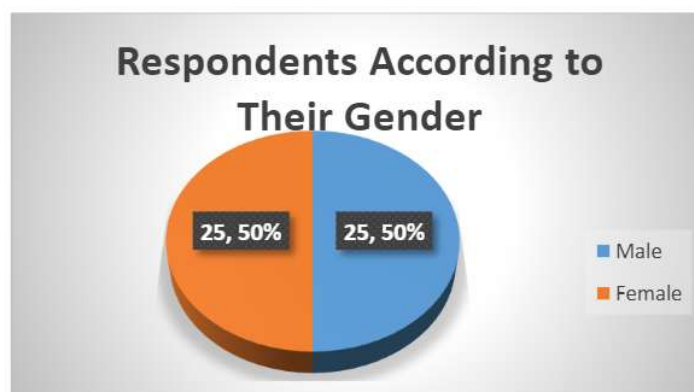


Fig. 2 from the above table it has been observed that 50 percent of the respondents are female and 50 percent are male. It is concluded that the respondents belong to both category with equal representation.

Figures in the parenthesis are percentage

Factor	Degree of Freedom	Calculated Chi-Square	Table value	Hypothesis
Gender	2	0.9999	5.99	Accepted

Statistical analysis shows that at 5% level of significance for 2 degree of freedom the table value of Chi-square = 5.99. Since the calculated value of Chi-square = 0.999 is less than the table value. Hence the difference is insignificant. Therefore 2nd hypothesis (Female College Teachers are more satisfied with their job than their male counterpart) is accepted. It is concluded that Female College Teachers are more satisfied with their job than the Male College Teacher.

Table 4 Sample Respondents According To Their Income Per Annum

S.L. NO.	Income (per annum)	FREQUENCY	PERCENTAGE
1.	Up to Rs. 8,00,000	17	34%
2.	Rs. 8,00,000 to Rs. 12,00,000	19	38%
3.	Rs. 12,00,000 and above	14	28%
4.	Total	50	100%

Source: primary data

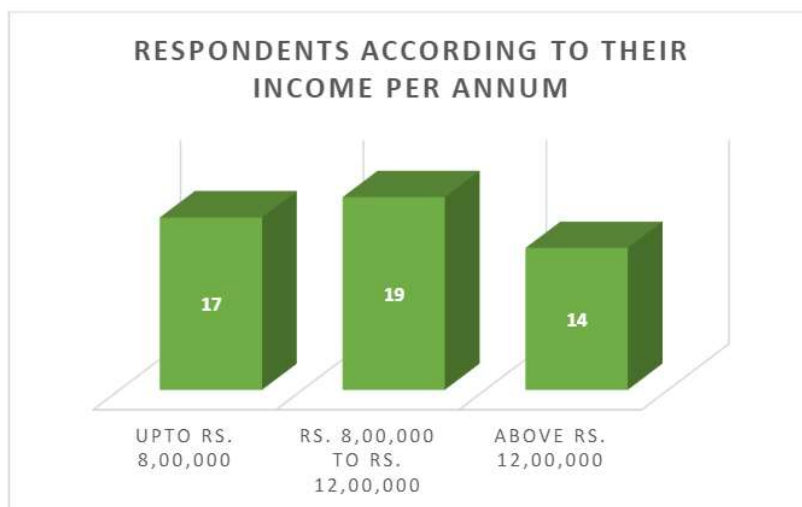


Fig-3 From the above table it is clear that 34 percent of the respondents' income per annum is upto Rs. 8,00,000, 38 percent are having their income per annum from Rs. 8,00,000 to 8,00,000 and 18 percent of the respondents get income per annum above Rs. 12,00,000. It is concluded that most of the respondents get their income between Rs. 4,00,000 to Rs. 8,00,000.

Table 5 sample respondents according to their income and level of satisfaction

Reponses	Percentage	Respondents
Strongly agree	20%	10
Agree	60%	30
Neutral	6%	3
Disagree	10%	5
Strongly Disagree	4%	2
Total	100%	50

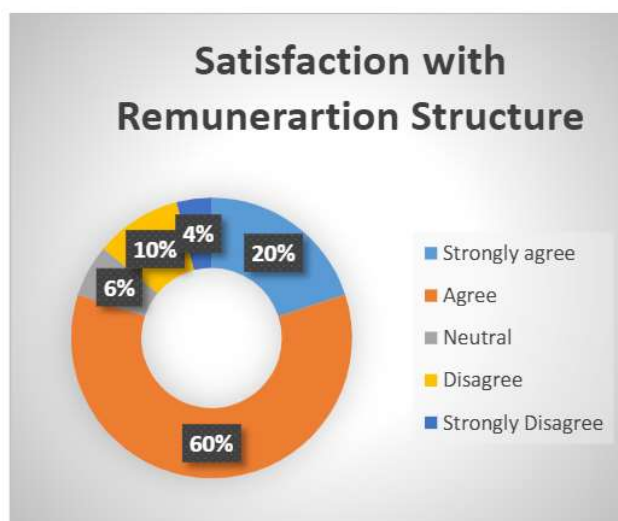


Fig. No. 4 Figures in the parenthesis are percentage.

Factor	Degree of Freedom	Calculated Chi-Square	Table value	Hypothesis
Income per annum	4	43.137	9.49	Rejected

Statistical analysis shows that at 5% level of significance for 4 degree of freedom the table value of Chi-square = 9.49. Since the calculated value of Chi-square = 43.137 is more than the table value. Hence the difference is significant. Therefore 3rd hypothesis (There is no significant relationship between the income per annum and the level of satisfaction) is also rejected.

It is concluded that there is significant relationship between the level of satisfaction of the college teachers and their per annum incomes.

Table 5 Sample Respondents' Opinion Regarding working environment factors Impacted Job Satisfaction

Reponses	Percentage	Respondents
Strongly agree	24%	12
Agree	60%	30
Neutral	10%	5
Disagree	6%	3
Strongly Disagree	0%	0
Total	100	50

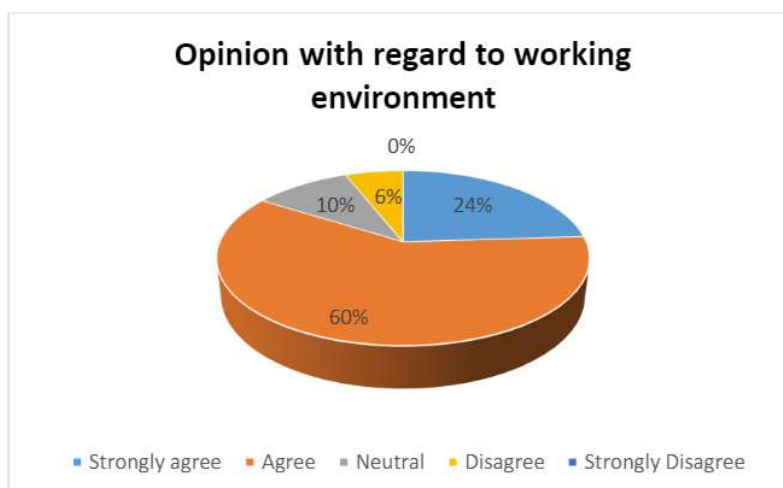


Fig. No. 5

As per the opinion of the college teachers, the factors impacted highly to job satisfaction are: i) getting handsome salary (79.59 percent of the respondents opined in favour of high), ii) having dignity and social status (75.51 percent), iii) job security-in terms of stability and permanency (98 percent), iv) job matching with academic qualification (74.49 percent), v) a favorable physical environment like big building, class rooms, furniture, teachers' room, toilets, etc. (55.10 percent), vi) vacations and fringe benefits (40.82 percent) and vii) to work in a desired profession (71.43 percent).

Table 5 Sample respondents' opinion regarding employment status with job Satisfaction.

Reponses	Respondents	Percentage
Strongly agree	12	24
Agree	20	40
Neutral	10	20
Disagree	7	14
Strongly Disagree	1	2
Total	50	100

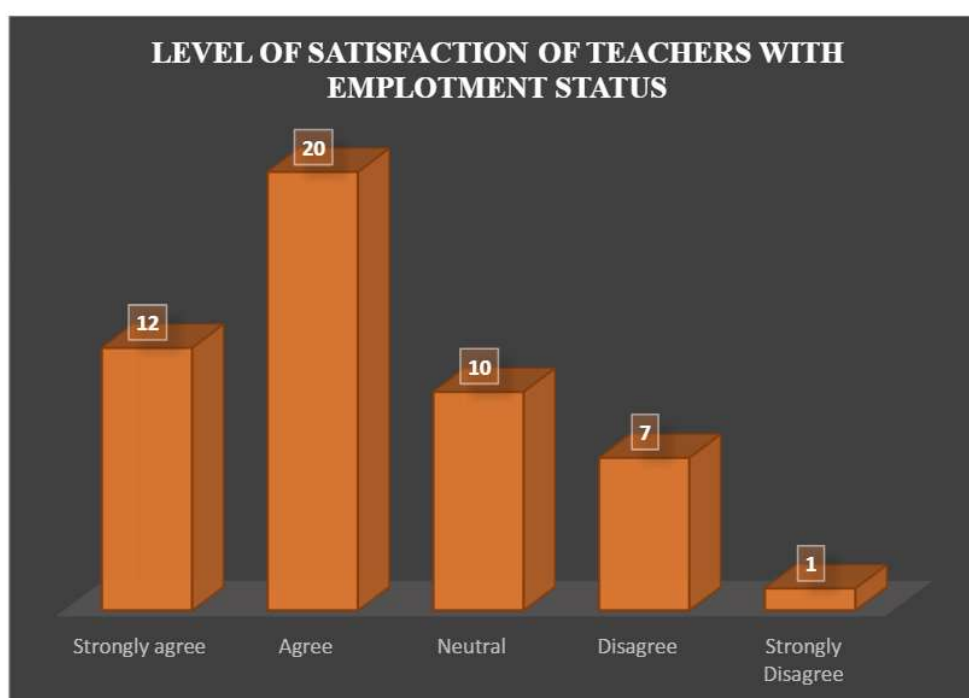


Fig. 6.

Major Findings:

1. Survey shows that 50 percent are male and 50 percent are females. It further indicates that 72 percent of the sample represented Assistant Professors and 28 percent Associate Professors Therefore, majority of the respondents comes under assistant professor category.
- 2.. As per income level 34 percent of the respondents are getting up to Rs. 8,00,000/- per annum, 38 percent are getting Rs. 8,00,000/- to Rs.12,00,000/- and 28 percent of the respondents are getting above,00,00 8Rs.12,00,000/- per annum. It is found that the majority of the respondents are having their income per annum between 8, 00,000 to 12, 00,000/-.
- 3.. Female college teachers are more satisfied with their job than the male teachers.
4. Income per annum is an important factor on which the level of job satisfaction of the college teachers depends. For Assistant Professors some kinds of dissatisfaction relating to their salary (UGC Pay Scale) but Associate Professors are quite satisfied with their pay.
5. The satisfaction of the college teacher is not associated with their designations, family size (number of members in the family) and number of earning members in the family.
7. More than 75 percent of the respondents opined that handsome salary: dignity and social status and job security is job satisfaction.
8. It is found that more than 70 percent of the respondents opined that job matching with academic qualifications and to work in a desired profession is job satisfaction.

Suggestions and Conclusion:

The following suggestions will help to improve the class room performance which in turn materializes the dream of quality education in the state.

1. The Government College Teachers should have a separate room to prepare him for facing the class room effectively.
2. The teacher's financial and other facilities (as the Govt. College Teachers are Group-A Gazetted Officer) or remuneration along with other allowances should increase.
3. As the job of a college teacher in government colleges is transferable and which is a major among them; therefore, a transparent transfer policy should be practiced in displacing the teachers from one place to other, keeping in view the home places, family and health conditions.

CONCLUSION:

It is concluded that job satisfaction is the degree to which one likes the activity. It is a pleasurable state coming about because of the examination of one's professional training. The dimension of job satisfaction may not be homogeneous. It might contrast from individual to individual, place to place, job to job and organization to organization. When all is said in done, pay rates, physical condition, employer stability, wanted profession, work coordinating with scholastic capabilities, excursions and edges benefits etc. affect the job satisfaction among the college teachers.

The study found that female college teachers are more satisfied with their job than the male teachers. One thing common in male and female is that both are satisfied with their income per annum and more than 75 percent of the respondents opined that handsome salary is job satisfaction. Majority of the respondents also sketch, dignity and social status, getting job security, job matching with qualifications, physical environment and to work in a desired profession is job satisfaction.

References:

1. Aggarwal, Meenakshi (1991). Job satisfaction of teacher in relation to the some demographic variables. Ph.D. Education, Agra University.
2. Akhtar, Yasmeen (1997). A study of Job satisfaction of different categories of school teachers. M.A. Edu. Dissertation submitted to the Dept. of Education, University of Jammu.
3. Atreya, Jai Shanker (1989). A study of teacher values and job-satisfaction in relationship to their teaching effectiveness at degree college level. Ph.D. Education, Agra University.
4. Bishay, A (1996). Teacher Motivation and Career Satisfaction: A Study Employing the Experienced Sampling Method. *Psychology Journal of Undergraduate Science*, 3: 147-154.
5. Blum, M. L. and Naylor, J. C (1968). *Industrial psychology: its theoretical and social foundation*. New York: Harper and Row.
6. Bretz, R. D., and Thomas, S. L. (1992). Perceived Equity, Motivation, and final offer Arbitration in major league baseball. *Journal of Applied Psychology*, 77, 280-287.
7. Bullock, A.P. (1952). Social Factors related to Job satisfaction, Research Monograph.
8. Chopra, Seema (1990). Value pattern and Job-satisfaction of teachers in relation to organizational climate, M.Phil dissertation submitted to the Department of Education, University of Jammu.
9. David, B. Balkin, Luis R. Gomez-Mejia (1987). Towards a Contingency Theory of Compensation Strategy. *Strategic Management Journal*, Vol. 8, 169-187.
10. Gosnell, S (2000). Determinant of Career Satisfaction among Federal Employees. Paper presented in Seminar on Public Policy. Georgia Institute of Technology. Atlanta, Georgia, U.S.A.
11. Herzberg, F., Mausner, B., Peterson, R. O., and Capwell, D. F. (1957). *Job Attitudes: Review of Research and Opinion*. Pittsburgh: Psychological Service of Pittsburgh.
12. Kochar, S.K. (1971). *Educational and vocational guidance in Secondary School*, Sterling Publishers Pvt. Ltd. Delhi-6
13. Koul, L. (1984). *Methodology of Educational Research*, Department of Education, Himachal Pradesh University, Shimla.
14. Kumari, Seema (2002). "A Study of Job satisfaction and of effectiveness among the teachers working in government and private schools of Tehsil Samba of Jammu District" Unpublished Dissertation, submitted to University of Jammu.
15. Lacy, F. J & Sheehan, B. A (1997). *Job Satisfaction among Academic Staff: An International Perspective*. Higher education. 34: 305-322 Kluwer Academic Publishers.
16. Locke, E. A. (1976). The Natural Causes of Job Satisfaction, Chicago, 1297-1343.
17. Luis R. gomez-Mejia (1984). *Academy Management Journal*. Vol. 27, No. 3, pp 591-602.
18. Ma, X. and MacMillan, R.B. (1999). Influence of Workplace Conditions on Teachers' Job Satisfaction. *The Journal of Educational Research*, 93 (1), 39-47.
19. Michaelowa, K (2002). Teacher Career Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa. Hamburg Institute of International Economics.
20. Verma, L.K. and Sharma, N.R. (1989). *Advanced statistics in Education and Psychology*, Jammu: Narendra Publishing House.