

A COMPARATIVE STUDY OF JOB SATISFACTION OF TEACHERS WORKING IN SELF-FINANCED TEACHER EDUCATION COLLEGES

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Abstract

Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. A study was conducted to know job satisfaction of teachers working in self-financed teacher education colleges of Faridabad. A descriptive survey method of research was used to collect the data of job satisfaction among teachers of self-financed teacher education colleges. The sample for the study consisted of 200 teachers randomly selected from self-financed teacher education colleges located at urban and rural areas of Faridabad district of Haryana state. The colleges were selected on the basis of convenient sampling whereas simple random technique was followed to select the teachers. A self-developed Adjustment Scale (AIS) was used to collect the data. The findings of the study show that majority of teachers of self-financed teacher education colleges were found under moderate level of job satisfaction. The teachers of urban self-financed teacher education colleges were found to be better satisfied in comparison to the teachers working in rural self-financed teacher education colleges. The female teachers of self-financed teacher education colleges were found to be better satisfied than the male teachers of self-financed teacher education colleges. The mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges. The male and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale.

Keys Words: Job satisfaction; Teachers; Self-Financed Teacher Education Colleges

INTRODUCTION

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. An unsatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation.

Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunity for promotion, prompt removal of grievance, opportunity for participation in decision making and other fringe benefits. Job satisfaction may thus be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job. The satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and the perceived contribution of job to it.

The employee's attitude towards the job and organization as well becomes positive when they realize that their job facilitates them in achieving their needs and values, directly (by performing it) or indirectly (by the package they get). In short, it represents the difference between employee's expectations and experience he/she derives from the job. The wider the gap, the more is the dissatisfaction.

JOB SATISFACTION

The term "Job Satisfaction" was first described by Hoppock (1935) who observed that Job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". While there have many debates on the concept of Job Satisfaction, in most studies it is described as how people feel about their jobs and its different aspects. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997). However a more direct description is provided by Saiyadain (2007) who defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending on the outcome of the task undertaken.

According to **Garton (1976)**, employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs.

The term Job Satisfaction is generally used in organizational endeavor in business management. Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his/her job then only it were considered as group job satisfaction.

Generally job satisfaction is related with number of employees' variables such as turnover, absence, age, occupation and size of the organization in which he works. The degree of satisfaction of job is largely depends on satisfaction of employee variables. According to Garton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs.

Job Satisfaction is a very important motivation factor which can play a vital role not only in motivating the teachers in classroom performance but also in entire development of an educational institution or organization. Generally, it is found that those teachers are happier with their profession, can perform better than others who are not satisfied with their profession. As Sargent and Hannum (2005) stated, highly effective and motivated teachers are those types of teachers who acquire Job Satisfaction. According to Ingersoll (2001) Job Satisfaction leads the employees to perform better and be motivated in what they do. Good performance and putting more effort are the key factors to achieve organizational goals. Vice versa, those employees who are not happy with their job make less effort and their performance level is not good. Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

Job satisfaction is important in everyday life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997).

NEED AND SIGNIFICANCE OF THE STUDY

Teachers play a significant role in the field of education in a nation. It is the teachers who deal with all the policies and programmers of education. Therefore adjustment and job satisfaction of teachers is of crucial importance. This relates to his/her identification with the profession and his/her willingness to be effective. "The feeling of being unfortunate to be in the teaching profession because of reasonable or unreasonable excuses is very likely to jeopardize teachers' potential effectiveness" (Anand 1992). Job satisfaction not only increases efficiency but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitude, morale, and absenteeism and production level. Several studies suggest that job satisfaction of teachers is positively related with the effectiveness. Moreover, all types of works are not satisfying. Suitability of work therefore, is very important for job satisfaction and the general mental health of the individual.

Satisfaction is the biggest thing in our life. The person, who is satisfied with his life, is successful person. If teacher is satisfied both at family and job place automatically the teaching attitude will be positive. It will also affect the classroom environment and the students the personality of the teacher will play an influence on the minds of the students.

College is an inseparable part of the development of a country. Fact has now been realized with predominant importance that without ensuring college's development the national development cannot be achieved. A self-financed college in India is one which does not receive any financial aid from the Central Government or from the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources, such as a corporate house. (Swara, 2012)

Education is media through which college's development can be achieved where the teachers have significant role to play. The teachers are the active participants of improving quality of Higher education.

Teaching profession is regarded as one of the noblest profession. Hence present problem is under taken to study the adjustment and job satisfaction of Teachers working in self-financed teacher education colleges located in Faridabad district of Haryana. It is important for the Teachers in Higher education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in-group relationship, the culture of the organization etc. contribute to affecting their satisfaction. The problems of self-financed colleges' teachers are that they are not equally treated in comparison with government colleges' teachers and their importance is not so much recognized. The unfavourable working environment, unhealthy inter-personal relationship makes them dissatisfied. Poor salary and status keep the teachers away from being work with full devotion

All these are problems of the teachers of self-financing colleges in India causing dissatisfaction in their profession. More over in the organizational context, stress has been found to be experienced among them because of job insecurity, performance expectations, technology changes, and personal and family problems which cause depression, irritation, anxiety, fatigue and thus lower self-esteem and reduce job satisfaction which are directly associated with their adjustment. Job satisfaction is considered a strong predictor of overall individual well-being and adjustment. Therefore, the investigator decided to carry out a research in order to find out adjustment and job satisfaction of teachers working in self-financed teacher education colleges and correlation between adjustment and job satisfaction among the teachers working in self-financed teacher education colleges.

METHODOLOGY

The main purpose of this work was to study the adjustment and job satisfaction among teachers working in self-financed teacher education colleges. In the present investigation Descriptive Survey Method was employed to find out correlation between adjustment and job satisfaction among teachers working in self-financed teacher education colleges. Thus the research is comparative, cross-sectional and correlational in nature.

STATEMENT OF THE PROBLEM

The research is entitled as, "A Comparative Study of Job Satisfaction of Teachers Working in Self-financed Teacher Education Colleges".

OBJECTIVES OF THE STUDY

1. To study the job satisfaction of teachers working in self-financed teacher education colleges.
2. To study the job satisfaction of teachers working in self-financed teacher education colleges located in urban area.
3. To study the job satisfaction of teachers working in self-financed teacher education colleges located in rural area.
4. To study the job satisfaction of male teachers working in self-financed teacher education colleges.

5. To study the job satisfaction of female teachers working in self-financed teacher education Colleges.
6. To compare job satisfaction between teachers of urban and rural self-financed teacher education colleges.
7. To compare the job satisfaction between male and female teachers working in self-financed Teacher Education Colleges.

HYPOTHESES OF THE STUDY

1. There is no significant difference between job satisfactions of teachers working in self-financed teacher education colleges of urban and rural areas.
2. There is no significant difference between job satisfactions of male and female teachers working in self-financed teacher education colleges.

DESIGN OF THE STUDY

Present study falls under 'Descriptive survey method'. This is the most widely used research method in education. Descriptive method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. The main objective of the present research work was to study adjustment of teachers working at self-financed teacher education colleges located at district Faridabad of Haryana in relation to their level of job satisfaction.

Population: The teachers of self-financed teacher education colleges of district Faridabad of Haryana state constituted the population in the present study.

Sample: A sample is a small proportion of a population selected for observation and analysis. The sample for the present research work comprised of 200 teachers working in self-financed teacher education colleges. 100 teachers working in self-financed teacher education colleges located in urban area and 100 teachers working on self-financed teacher education colleges located in rural area were selected by simple random sampling technique. There was equal number of male and female teachers of self-financed teacher education colleges.

The colleges were selected on the basis of convenient sampling whereas random sampling technique was followed to select the teachers.

TOOL USED

The following tools were selected and used by the researcher for data collection in the present investigation:

1. Teachers' Adjustment Inventory developed and standardised by the investigator.

PROCEDURE OF DATA COLLECTION

The investigator visited the selected colleges personally taking prior permission of the principals to administer the tool to collect the required data from the colleges. Research tools were administered on the sample subjects for collecting evidences or data. Most educational researches lead to the gathering of data by means of some standardized test or self-constructed research tools. It should provide objective data for interpretation of result achieved in the study. The data collection is the accumulation of specific evidence that enables the researcher to properly analyze the result of all activities by his/her research design and procedures. The data were collected individually. The researcher visited to the colleges, contacted the principals for administration of the tools on the selected sample. She established proper rapport with the teachers and then administered the tools. The list of the scores obtained by the male and the female teachers were prepared separately from two groups as the urban and the rural.

STATISTICAL TECHNIQUES USED

Statistical Techniques such as mean, standard deviation, Z- scores and t- test were used for the analysis and

interpretation of the data. The investigator applied t-test to compare adjustment of teachers working at Self-financed urban and rural Teacher Education Colleges. The same test was used to compare adjustment of male and female teachers working at Self-financed teacher education colleges. Similarly the job satisfaction between the urban and rural teachers working at Self-financed Teacher Education Colleges was compared. There are several methods for computation of Coefficient of Correlation. In the present study, Pearson's Product Moment Method was used to find coefficient of correlation between adjustment and job satisfaction among teachers of self-financed teacher education colleges .

DELIMITATIONS OF THE STUDY

The study was delimited to;

1. The college teachers working in self-financed teacher education colleges.
2. The self-financed teacher education colleges located at Faridabad district of Haryana.
3. Only 200 teachers working at Self-financed teacher education colleges of Faridabad were taken for the study.
4. Both male and female teachers working at Self-financed teacher education colleges of Faridabad were taken for study.

ANALYSIS AND INTERPRETATION

To study the Job satisfaction of teachers of self-financed teacher education college, raw scores obtained by administering the Job satisfaction scale on the sample were converted into standard scores and the number of teachers of self-financed teacher Education Colleges were counted at various levels of Job satisfaction.

JOB SATISFACTION OF TEACHERS OF SELF-FINANCED TEACHER EDUCATION COLLEGES

The table 1, given below shows the ranges of raw scores, ranges of z-scores, various levels of Job satisfaction ranges and number of teachers under various levels of Job satisfaction scale.

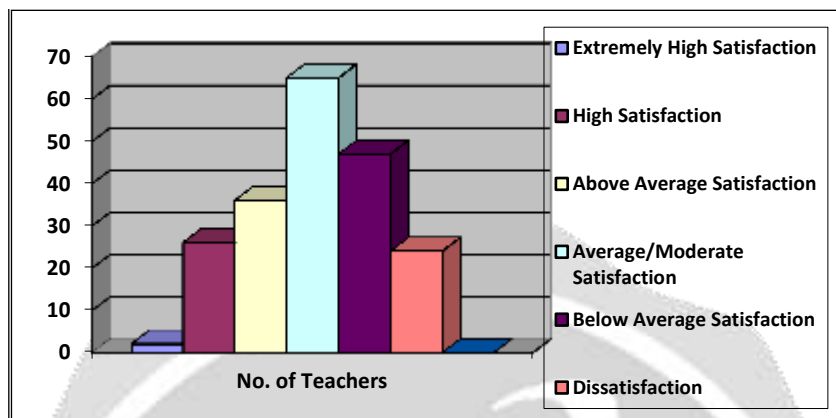
S. No	Range of z-Scores	Grade	Level of Job Satisfaction	No. of Teachers
1.	+2.01 and above	A	Extremely High Satisfaction	2
2.	+1.26 to +2.00	B	High Satisfaction	26
3.	+0.51 to +1.25	C	Above Average Satisfaction	36
4.	-0.50 to +.050	D	Average/Moderate Satisfaction	65
5.	-0.51 to 1.25	E	Below Average Satisfaction	47
6.	-1.26 to -2.00	F	Dissatisfaction	24
7.	-2.01 and below	G	Extremely Dissatisfaction	0
	Total			200

On analyzing the data of level of Job satisfaction of 200 teachers of self-financed teacher education college it was concluded that 2 teachers of self-financed teacher education colleges were found at extremely high level satisfaction while 26 teachers were found under high satisfaction, 36 teachers were at above average satisfaction, 65 teachers at moderate satisfaction, 47 teachers at below average satisfaction, 24 teachers at dissatisfaction and not a single teacher of self-financed teacher education colleges were found at extremely dissatisfaction. From the collected data it has come to know that the maximum number of teachers of self-financed teacher Education Colleges was found under average/moderate satisfaction.

Majority of teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. Least number of self-financed teacher education college teachers was found under extremely dissatisfaction. The

teachers having extremely dissatisfaction should be motivated to change their perception towards their profession in order to be adequate job satisfaction in teaching profession.

Graph 1 given below shows the number of teachers of self-financed teacher education colleges under various levels of job satisfaction.



Graph 1: Showing Number of teachers of Self-financed teacher education colleges under Various Levels of Job satisfaction Scale

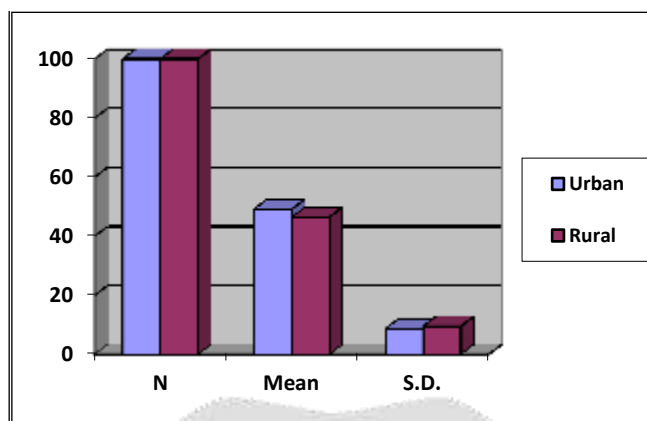
Graph 1 shows that majority of Self-financed teachers of Teacher Education Colleges were found under moderately satisfied. Only a few of them were found under extremely high satisfaction and not a single teacher was found extremely dissatisfied in their Job.

COMPARISON OF JOB SATISFACTION BETWEEN URBAN AND RURAL TEACHERS

The table 2 shows relevant statistics i.e. mean, standard deviation (SD), t- ratio and actual number of teachers working in self-financed teacher education colleges located in urban and rural area of Faridabad. Mean comparison of job satisfaction between urban and rural teachers of self-financed teacher education colleges are given here:

Table-2: Mean Comparison of Job satisfaction between Urban and Rural teachers					
Teachers	N	Mean	S.D.	t-value	Level of Significance
Urban	100	157.36	53.321	2.10	Significant
Rural	100	141.82	51.128		

It is clear from table-4.13, that the mean scores of job satisfaction of 100 teachers of self-financed teacher education colleges located in urban area was calculated to be 157.36 with standard deviation 53.321 while the mean scores of job satisfaction of self-financed teacher education colleges located in rural area is calculated to be 141.82 with standard deviation 51.128. Both the groups differ in the scale of job satisfaction.



Graph 2: Mean and S.D. of Job satisfaction between Urban and Rural Teachers

It is evident from graph 2 that the mean score of job satisfaction of the teachers working in self-financed teacher education colleges located in urban area is greater than the mean score of job satisfaction of teachers working in self-financed teacher education colleges located in rural area.

It means that the teachers working in urban and rural self-financed teacher education colleges differ significantly in their Job satisfaction scale. Locale effect is seen on interpreting the data of job satisfaction of teachers of urban and rural self-financed teacher education colleges.

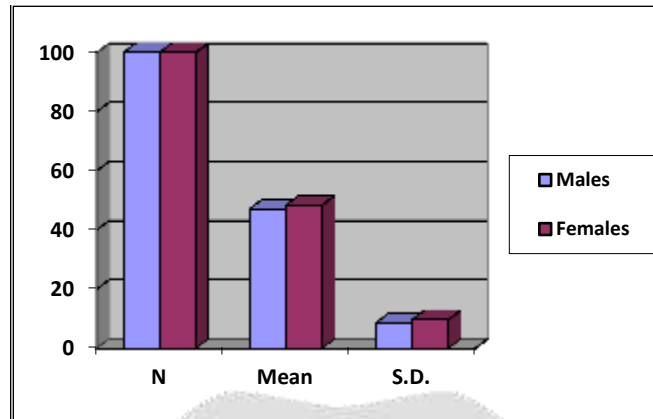
On analyzing the data, it is clear that two groups differ significantly on their Job satisfaction as the t- value between the mean scores of job satisfaction of teachers of urban and rural self-financed teacher education colleges is calculated to be 2.10 which is greater than the tabulated t -value (1.96) at 0.05 level of significance. Thus, there exists a significant difference in job satisfaction between the teachers working in self-financed teacher education colleges located in urban and rural area of Faridabad.

COMPARISON OF JOB SATISFACTION BETWEEN MALE AND FEMALE TEACHERS

The table 3 shows relevant statistics i.e. mean, standard deviation (SD), t- ratio and actual number of male and female teachers of self-financed teacher education colleges in terms of job satisfaction. Mean Comparison of job satisfaction between male and female teachers working in self-financed teacher education colleges is given here:

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	100	143.30	52.21	1.30	Insignificant
Female Teachers	100	152.88	52.16		

It is clear from table-3 that the mean score of job satisfaction of 100 male teachers of self-financed teacher education colleges was calculated to be 143.30 with standard deviation 52.21 while the mean score of job satisfaction of 100 female teachers was calculated to be 152.88 with standard deviation 52.16. The calculated data show that the female teachers of self-financed teacher education colleges were found to be more satisfied in their job in comparison to their male counterpart.



Graph 3: Mean and S.D. of Job satisfaction between Male and Female Teachers

Graph 3 shows that the mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges.

It means that male teachers and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale.

The calculated t-value of mean score between the male and the female teachers of self-financed teacher education colleges was calculated to be 1.30 which is less than the tabulated t- value (1.96) at 0.05 level of significance. On analyzing the data it is clear that two groups differ significantly on their Job satisfaction scale.

MAJOR FINDINGS

The major findings of the study are given below:

- Majority of teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. Least number of self-financed teacher education college teachers was found under extremely dissatisfaction. The teachers having extremely dissatisfaction should be motivated to change their perception towards their profession in order to be adequate job satisfaction in teaching profession.
- Majority of teachers working in self-financed teacher Education Colleges located in urban areas were found under moderate level of job satisfaction. No any teacher of self-financed teacher education colleges of urban area was found under extremely low level of job satisfaction.
- Majority of teachers of self-financed teacher education colleges located at rural areas were found under moderate satisfaction. No any teacher of self-financed teacher education colleges of rural area were found under extremely dissatisfaction.
- Majority of male teachers were found under moderately satisfied in their job. No any male teacher of self-financed teacher education colleges was found under extremely dissatisfied at their job.
- Majority of female teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. No any female teacher of self-financed teacher education colleges was found extremely dissatisfied.
- The mean score of job satisfaction of the teachers working in self-financed teacher education colleges located in urban area is greater than the mean score of job satisfaction of teachers working in self-financed teacher education colleges located in rural area.
- Locale effect is seen on interpreting the data of job satisfaction of teachers of urban and rural self-financed teacher education colleges.

- The mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges.
- The male teachers and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale.

CONCLUSION

The teachers working in urban self-financed teacher education colleges were found to be better satisfied due to good physical environment, favourable working condition than the teachers working in self-financed colleges located in rural area of Faridabad district. It is the desire of the society that the Self-financed Teacher Education colleges' teachers are to give such input those can make them happy as well as positively adjusted. This satisfaction will then be infused to the students and next to the nation.

EDUCATIONAL IMPLICATIONS

- Satisfaction from the job is necessary for full devotion and commitment of teachers towards their colleges. Even the best educational system is bound to fail in the absence of competent and satisfied teachers. Unless the teacher is satisfied with his/her job, he/she cannot deliver the good properly.
- The teachers need to be empowered by giving autonomy. The college authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction.
- The teachers having different levels of job satisfaction may also require different motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses other types of reward for their proper adjustment.
- The teachers of self-financed teacher education colleges should be given good perks, salary, infrastructure and other facilities to make them satisfied and good in adjustment.

SUGGESTIONS FOR FURTHER RESEARCH

- A similar study may be conducted in determining the significant correlates and the challenges in teacher education.
- A similar study may be conducted on teachers belonging to other districts.
- A similar study may be conducted to identify the devices to enhance adjustment and better job satisfaction among teachers.
- Effect of organizing training programs for professional growth of the teachers.
- Further study may be conducted to see effect job satisfaction by improving the infrastructure facilities like library, laboratory equipment, and classrooms, teaching technology, teaching aids for academic and professional development of the teachers.
- Further study may be conducted to see effect on job satisfaction of college teachers on increasing and upgrading them with regular and adequate salary, promotional avenues, service conditions, adequate retirement benefit etc.
- The present investigation is related to teachers of self-financed teacher education colleges. It could be extended to secondary as well as college and even at university level.
- The same study may be conducted on various stages of teachers of rural and urban colleges.
- Similar study may be conducted to compare the adjustment level of teachers working in government and private colleges.

- The study needs to be replicated on a wider sample so that the results are better confirmed.

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