

Job Satisfaction

among University Teachers

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Why your job isn't
a bowl of cherries



The role of universities in societal formation, nation building and scientific development, is very big and all pervasive. The present study aims at studying job satisfaction of the teaching staff in the universities. Data were collected from 200 teaching staff - 100 members from University of Hyderabad, a Central University and 100 members from Sri Krishnadevaraya University, a State University. The results showed that teaching staff in the University of Hyderabad are highly satisfied with their jobs when compared to the teaching staff in Sri Krishnadevaraya University. The teaching staff in both the universities are more satisfied with nature of their job dimension and least satisfied with the facilities provided to them. The results also revealed that average job satisfaction score and average score of needs met are significantly related in both the universities.

A nation is built to a large extent in its universities—in its classrooms, laboratories, libraries and playing fields. The universities produce highly skilled and enlightened manpower needed for the political, economic and social transformation and development of our country. Universities, ideally, are organizations devoted to development of human resources and humanism. The intellectual dynamism, resourcefulness and economic prosperity of a country is reflected in the quality of university education. The ideological climate required for a better quality of life is created by the universities and

the intelligencia nurtured by them.



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The teacher is the backbone of the educational system, the maker of the mankind and the architect of the society. A nation grows with the teachers and with the education imparted to the people. It is in this respect, the role of teachers acquires significance in shaping the society and in bringing revolutionary changes in the development of a country. He has to shape and develop the minds of his students, so that they may become well-integrated persons and good citizens. So a lot of responsibility rests on the university teachers. University teachers can do

much to raise the tone of universities. The performance of teachers largely influences the effectiveness of the organization. Teachers can perform their functions well, if they are contented and satisfied with their jobs.

Job satisfaction among teachers in the university is necessary for effectively and properly making use of the large resources poured in directly and indirectly through UGC by the State and Central Governments and for rendering maximum service to the society through building up of future human resources of the nation. Job satisfaction and dissatisfaction are functions of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it. When people get what they aspire for, work will be regarded as a source of pleasure and satisfaction.

Job satisfaction is an interesting concept, which has received much attention in the past and deserves to receive more in the future. The recent interest in studying job satisfaction is particularly guided by the rising concern for improved quality of working life. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Instead, it is partly the outcome of affective reactions that people experience, which is not always tied to economic or material accomplishments. Job satisfaction is one measure of the quality of life in organizations. It is a complex phenomenon of immense importance.

Luthans (1989) states that job satisfaction is a pleasurable, or positive, emotional state resulting from the appraisal of one's job, or job experience, and is the result of the employee's perception of how well his/her job provides those things which are viewed by them as important. Locke (1976) states that job satisfaction is really a collection of attitudes about specific facets of the job. Employees can be satisfied with some aspects of the job while simultaneously being dissatisfied with others. Overall job satisfaction is a combination of the person's feeling towards the different facets of job satisfaction.

Studies in the area of job satisfaction as an important and popular research topic started decades ago. Several studies have been made on job satisfaction and its managerial implications of industrial workers. But such studies regarding the service organizations like universities are few. Identification of the underlying sources of job satisfaction has been the subject matter of a good number of studies. A large number of research studies have established that job satisfaction is derived from and caused by a number of inter-

related factors. The present study aims at finding out the underlying sources and levels of job satisfaction of the teaching staff in the universities.

Pelz (1949) observed that the attitude towards management and supervisors exercised significant influence on job attitudes. Pestonjee (1973) found that a democratic organizational structure is conducive to higher morale and job satisfaction. Singhal (1973) concluded that the three types of factors—personal factors, organizational factors and situational factors interacted and influenced each other, and did exercise a significant influence on job satisfaction index. The study conducted by Arya (1984) revealed that education, training, worker's participation in the bipartite committees had a positive influence over work satisfaction whereas militancy had a negative influence over work satisfaction. Pritpal Kaur (1984) carried out an investigation in a university with a view to bring to the surface some of the conditions which ensure job satisfaction and place the conditions in content or context of the job categorically. The study rejected the overall importance of content factors and stressed more on context factors.

The study conducted by Dhar and Jain (1992) explored the nature of relationship between job satisfaction and job involvement. An important finding of the study was that job involvement and job satisfaction are positive correlates which implies that involvement in job increases with job satisfaction and vice-versa. Foles, Driskell, Muller and Salas (2000), by a meta-analytic integration of research evidence, revealed that there is, in general, a significant, but small, tendency for groups experiencing democratic leadership to be more satisfied than groups experiencing autocratic leadership. The findings of Jonge, Dollard, Dormann and Le Blanc (2000) provided empirical support for the view that high strain jobs (high demand, low control) are conducive to ill health (i.e. emotional exhaustion, psychosomatic health complaints, et al). Further active jobs (high demands, high control) give rise to positive outcomes (i.e. job challenge, job satisfaction). The study conducted by Deepak Srivastava, Umesh Holani, & Naval Bajpai (2005) concluded that changes in leadership and the work environment that took place in the post reform era have improved job satisfaction levels of public sector employees. Professional leadership has shifted the importance to employee performance and better performance is being rewarded thereby contributing to job satisfaction.

Objectives of the Study

The following were the objectives of the study:

1. To study the extent and dimensions of job satisfaction of the teaching staff of the Universities.
2. To examine the relation between faculty needs and job satisfaction.
3. To find out if there is a difference between the levels of job satisfaction of the teaching staff in two different universities. (One Central University and one State University).
4. To find the causes of job satisfaction and job dissatisfaction among the university teaching staff.
5. To study the impact of certain personal variables such as age, sex, marital status, length of service, designation, etc. on job satisfaction of the teaching staff.

Hypotheses

The following hypotheses were formulated in the present study:

1. There is no relation between needs fulfillment and job satisfaction of the teaching staff.
2. There is no significant difference between the levels of job satisfaction of the teaching staff in the two universities. (One Central University and one State University).
3. Job satisfiers and dissatisfiers are common to the teaching staff in the two universities.
4. Job satisfaction is independent of personal variables such as age, sex, length of service, etc.

Methodology

Sampling Design

There are 16 universities in Andhra Pradesh of which one is a Central University and the remaining 15 are State Universities. Two universities were selected for the study, representing two regions within the state and are representative of different types of ownership and control. The University of Hyderabad (H.C.U) is located in Telangana region of the state and is a Central University. Sri Krishnadevaraya University (S.K.U.), Anantapur represents Rayalaseema region of the state and is a State University. It is presumed that the academic environment between a State University and a Central University differ. So in order to facilitate comparison, these two Universities were chosen. The sample consisted of 200 teaching staff – 100 teaching staff working in Sri Krishnadevaraya University (S.K.U) and 100 teaching staff working in University of Hyderabad (H.C.U). The

sample was drawn on random basis using Fisher and Yates random numbers. The sample for the study consisted of 50 lecturers in S.K.U and 38 lecturers in H.C.U, 27 Readers in S.K.U and 41 in H.C.U and 23 Professors in S.K.U and 21 in H.C.U.

Data Collection

The required information and data were collected from the sample respondents with the aid of questionnaires designed for the purpose and through personal interviews. A five-point scale based on Likerts summated rating scale was constructed to measure the opinions of the respondents towards various factors of job satisfaction.

Statistical Tools Used

The data collected were analyzed using the following statistical tools:

1. Correlation
2. Regression Analysis
3. Co-efficient of Reliability
4. Student's 't'- test
5. Chi-square test
6. Arithmetic mean and median.

Results and Discussion

In the present study, job satisfaction is viewed as a summation of many attitudes. It is not a single unified entity but a summation of many attitudes possessed by an employee concerning the job and other contextual factors. After careful deliberation 26 items were selected for measuring job satisfaction; the last two items are 'overall' job satisfaction items. Of the 26 items, two items were deleted as they were observed to have the least discriminating power. The co-efficient of reliability for the remaining 22 items (excluding two overall items) was computed and it is 0.84. As the co-efficient of reliability is high, the same 22 items were used for measuring job satisfaction scores in both the Universities. The last two 'overall' items were used as a check on the composite job satisfaction score based on 22 items.

The coefficient of correlation between the 'composite' job satisfaction scores based on 22 items and 'overall' job satisfaction scores based on two items was computed. Co-efficient of correlation (r) is 0.41 for the University of Hyderabad and 0.60 for Sri Krishnadevaraya University and both r-values are significant at five per cent level. Thus the overall items of job

satisfaction lend support and validate the composite job satisfaction scores based on 22 items.

Job Satisfaction of the Teaching Staff in the Two Universities

The teaching staff of The University of Hyderabad is highly satisfied with their job when compared to the teaching staff in Sri Krishnadevaraya University. The mean job satisfaction scores between the two universities was compared and the null hypothesis that the mean job satisfaction score of the teaching staff in University of Hyderabad (Central University) is less than or equal to the mean job satisfaction score of the teaching staff in Sri Krishnadevaraya

University (State University) was tested by using the 't' test. The results of computation revealed that the observed 't' value is 7.1 and it exceeds 2.33, the critical value of 't' at one per cent level. So the null hypothesis is rejected and the alternative hypothesis that means job satisfaction score of the teaching staff in University of Hyderabad is higher than that in Sri Krishnadevaraya University is accepted.

Job Satisfaction Score – Factor Wise

The scores of factors of job satisfaction of the teaching staff and their ranks in two universities are presented in table1. In the University of Hyderabad, the teaching staff

Table 1: Scores of Job Satisfaction Items

Sl. No	Item	University of Hyderabad		Sri Krishnadevaraya University	
		Total Score	Rank	Total Score	Rank
1.	Salary	359	10.0	390	3.0
2.	Job Security	422	2.0	389	4.5
3.	Nature of work	379	7.0	351	0.9
4.	Work load	393	6.0	377	7.0
5.	Relationship with colleagues	372	9.0	379	6.0
6.	Meaningful work	418	3.0	396	2.0
7.	Freedom in doing the job	427	1.0	389	4.5
8.	Challenging job	412	4.0	373	8.0
9.	Recognition for work	341	15.0	300	14.0
10.	Management policies	284	19.5	271	19.0
11.	Management attitude towards Work	309	18.0	290	16.0
12.	Dignity and respect	407	5.0	409	1.0
13.	Promotional opportunities	268	22.0	289	17.0
14.	Work environment	373	8.0	331	10.0
15.	Library and laboratory Facilities	335	16.0	225	22.0
16.	Equipment and other Facilities	316	17.0	251	20.0
17.	Pension and other benefits	343	14.0	309	13.0
18.	Opportunities for growth And self-fulfillment	348	12.0	327	11.0
19.	Medical and educational Facilities	352	11.0	280	18.0
20.	Housing facilities	284	19.5	326	12.0
21.	Sense of achievement	344	13.0	292	15.0
22.	Transport and marketing Facilities	269	21.0	245	21.0

are the most satisfied with freedom in doing the job and least satisfied with promotional opportunities. While, the teaching staff of Sri Krishnadevaraya University are the most satisfied with dignity and respect provided by the job and least satisfied with library and laboratory facilities.

Dimensions of Job Satisfaction

The 22 factors are grouped into five dimensions – the nature of the

job, benefits from the job, managerial aspects, social relations and facilities. The scores of dimensions of job satisfaction are depicted in table 2. Surprisingly, the faculty in both the universities are more satisfied with nature of their job dimension and least satisfied with the facilities provided to them. But, regarding the extent of satisfaction with the five dimensions, the teaching staff in the University of Hyderabad (H.C.U) are more satisfied with each dimension in comparison with that of Sri Krishnadevaraya University (S.K.U). This could be the reason for the teaching

Table 2: Dimensions of Job Satisfaction Scores

Dimensions	University of Hyderabad			Sri Krishnadevaraya University		
	Total Score	Total Score	Rank	Total Score	Total Score	Rank
Nature of job	2024	404.8	1	1886	377.20	1
Benefits from the job	2069	344.83	3	2016	336.09	3
Managerial aspects	1361	340.25	4	1250	312.50	4
Social relations	745	372.50	2	710	355.00	2
Facilities	1556	311.20	5	1327	265.40	5

staff of H.C.U being more satisfied with their jobs than the teaching staff of S.K.U.

Factors of Job Satisfaction and Job Dissatisfaction

The factors of job satisfaction and dissatisfaction are presented in table 3 and 4. After analyzing the responses of the teaching staff,

eight important factors of job satisfaction and job dissatisfaction have been identified. The major factors causing job satisfaction to the teaching staff of HCU are freedom in doing the job and scope for self-improvement, while income and job security are the main factors causing job satisfaction to the teaching staff of SKU. The major factors causing job dissatisfaction to the teaching staff in HCU are bureaucratic rules, no recognition for work and interfering

Table 3: Ranking of Factors of Job Satisfaction

Factors	Ranks	
	H. C. U.	S. K. U.
Freedom in doing the job	1	3
Scope for self-improvement	2	5
Meaningful work	3	4
Recognition for work	4	—
Job security	5	2
Challenging nature of job	6	7
Favourable work environment	7	6
Helpful superiors	8	—
More income	—	1
Friendly colleagues	—	8

Table 4: Ranking of Factors of Job Satisfaction

Factors	Ranks	
	H. C. U.	S. K. U.
Bureaucratic rules	1	5
No recognition for work	2	1
Interfering administration	3	—
Routine work	4	3
No team work	5	4
Bad working conditions	6	2
Inadequate opportunities for self – improvement	7	6
Excessive control by superiors	8	7
High cost of living in the place	—	8

administration, whereas no recognition for work, bad working conditions and routine work are the major factors causing job dissatisfaction to the teaching staff in SKU.

Need Satisfaction and Job Satisfaction

Job Satisfaction depends on need satisfaction. Schaffer has proposed a hypothesis that "overall satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied." Using the (average) job satisfaction score as the dependant variable and the (average) score of needs met as an independent variable, a linear regression was computed.

For the University of Hyderabad

$$Y = 2.31 + 0.323x$$

(F value is 54.8 and is significant at one per cent level)

For Sri Krishnadevaraya University

$$Y = 2.47 + 0.22x$$

(F value is 26.3 and is significant at one per cent level)

The results revealed that average job satisfaction score and average score of needs met are significantly related in both the universities.

Correlates of Job Satisfaction

In the present study, an attempt was made to examine the

Table 5: Chi-square Values Depicting the Relationship Between Socio-Economic, Job Related Variables and Job Satisfaction

Variables	Chi-square values	
	H. C. U.	S. K. U.
Bureaucratic rules	1	5
Sex & Job satisfaction	1.77	0.27
Marital status & Job satisfaction	0.18	0.11
Size of the family & Job satisfaction	1.31	0.00
Family income & Job satisfaction	3.57	2.77
Age & Job satisfaction	17.22*	1.44
Designation & Job satisfaction	11.43*	5.54**
Length of service & Job satisfaction	4.58*	0.05

* Significant at 5% level, ** Significant at 10% level

relationship between socio-economic and job related variables – and job satisfaction of the teaching staff. The socio-economic and job related variables selected for the purpose of the study are: age, sex, marital status, designation, length of service, family income, size of the family. The relation between each variable and job satisfaction of the teaching staff was examined using chi-square test. The chi-square values are portrayed in table 5. In case of the variables sex, marital status, family income, size of the family, there was no evidence to reject the null hypothesis of no relation between those variables and job satisfaction. But in the case of age and length of service, in relation to job satisfaction, X^2 is significant for each variable in H.C.U but not for S.K.U. Only in the case of one variable, designation of staff, the relation between the variable and job satisfaction is found to be significant in both the universities.

The faculty of both the universities expressed the view that the quality of universities is going down due to the entry of regionalism, casteism and politics in the university set-up. They feel that the university should be entirely free from outside interference and should have the dignity of an autonomous self-governing institution. Some of them opined that the institutions and their working conditions had undergone many changes in the recent times. The jobs have become more demanding and workloads were thought to have increased. The pressure to conduct research and publish findings had increased over the last few years. But some of the teaching staff in S.K.U stated that they had insufficient opportunities and lacked the necessary support to conduct high quality research.

The teaching staff of both the universities were of the opinion that one of the main factors affecting job satisfaction is good environment which mainly depends upon the student community – their behaviour, regularity to the classes, their interest in studies, etc. If students show real interest in studies, then the staff will be motivated to prepare well for teaching and they can perform their job well thereby gaining satisfaction. But they felt that the students' interest in studies is not very encouraging. In addition to this there is an increase in student numbers and related decrease in staff student ratios. This in turn has implications for academic quality. These factors are demotivating the staff to teach and dissatisfied in this respect.

The role of the teacher is extremely crucial in the context of education being the best instrument of change and nation building. To play their role more effectively, the teacher faces a greater challenge today than at any time in history. As an interpreter, the

teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be a good mediator, he has to understand a great deal about the way in which people at various ages and stages of development perceive the world around them. As a guide, he has to teach the student 'how to learn' rather than stuff his mind with factual information.

If service is taken as a mark of profession then teaching profession could be rated as one of the most important professions since its social value lies in its significant contribution to the betterment of people and society at large. 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 effective.

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