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A Study of Job Satisfaction of University Teachers in Maharashtra State

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ABSTRACT

This paper seeks to measure the level of job satisfaction of university teachers in Maharashtra state. Cross - sectional research design is used in the present study. The researcher included 274 university teachers in the sample by using proportionate stratified random sampling technique. The data collected are analysed using appropriate statistical techniques such as Arithmetic Mean, Standard Deviation, T-Test and One Way ANOVA. The results of the study found that majority of the university teachers have moderate level of job satisfaction.

Introduction

Universities are the center for imparting higher education. Today universities are expected to seek and cultivate new knowledge, strive to promote equality and social justice and provide an appropriate leadership in all walks of life.¹ 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.²

The ability of any university to achieve its goals is a function of its ability to attract, retain and maintain competent and satisfied staff into its employment. University lecturers are currently facing many challenges in education and society, which may well affect their levels of job satisfaction.³ This raises concern regarding the attitudes of

educators towards their work and their levels of job satisfaction or dissatisfaction.⁴ A key variable associated with a faculty member's decision to leave or to remain at a higher education institution is job satisfaction.⁵ Gaining a thorough understanding of job satisfaction has implications for improving the working life of faculty members.

Quality at higher education is almost impossible without satisfaction of the university teachers. And so this study is aimed at investigating the job satisfaction of university teachers in Maharashtra state.

Job Satisfaction:

In general, job satisfaction is the content workers feel about their job. It is a set of favorable or unfavorable feelings and emotion with which employees view their works. Locke (1976) stated job satisfaction as a pleasurable positive state resulting from one's job and job experience. Individuals show pleasurable positive attitudes when they are satisfied with their job.⁶

Statement of the Problem

Teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration and dissatisfaction, and in turn effects the commitment and productivity of teachers.⁷ So job satisfaction is receiving more attention these days. In the present study an attempt is made to study the level of job satisfaction of university teachers. Therefore the title

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of the present study is “A Study of Job Satisfaction of University Teachers in Maharashtra state.”

Significance of the Study

With increase in competition firms have recognized importance of employee's satisfaction and performance and are developing their human resource capital to compete in this global market. Job satisfaction in organizations has been receiving increasing attention because it reduces employee turnover, absenteeism, tardiness, and health setbacks due to stress. An individual who has high level of job satisfaction holds positive attitudes towards the job. An understanding of the job satisfaction of university teachers is important since their dissatisfaction will hinder their performance and ability to deliver quality education to students and this will in turn affect the image of university.

Literature Review

Worrell T. G. (2004) conducted a study on school psychologists' job satisfaction. Results indicated that 90% of school psychologists were satisfied or very satisfied with their jobs. Participants were more satisfied with their job security, creativity and independence. The intent to remain in current position and supervisor certification were significantly related with job satisfaction.⁸ The study by **Olorunsola E. O. (2010)** investigated the level of job satisfaction of male and female administrative staff in South West Nigeria Universities. The findings of the study showed the high level of job satisfaction of administrative staff in both federal and state universities. It was also found that there was significant difference in the job satisfaction of male and female administrative staff in the universities.⁹ **Ghazi S. R., Shahzad S., Shahzada G. and Gillani U. S. (2011)** conducted a study on job satisfaction of head teachers for the selected twenty dimensions of job. It was found that school policies and practices, social status, compensation and working conditions were the facets of job which contributed to low satisfaction. The head teachers were satisfied with the facets of their job, i.e. advancement, ability utilization, creativity, social service, recognition, security, supervision human relation, supervision technical, colleagues, independence, achievement, authority, responsibility and variety. The head teachers were found to be “Very Satisfied” with moral values and activity dimensions of their job.¹⁰ **Wadhwa Daljeet Singh, Verghese Manoj and Wadhwa Dalvinder Singh (2011)** conducted a study on factors influencing employee job satisfaction - a study in cement industry of Chhattisgarh. It was found that all the three factors i.e. behavioral, organizational and environmental factors have a significant impact on employee job satisfaction since the significance level is less than 0.05.¹¹ A study conducted by **Shabbir M. S., Ahmed K., Lawler J. J. and Shahbaz M. (2011)** showed that job satisfaction was highly dependent upon factors like pay and benefits, relationship with co-workers and working conditions.¹² **Muindi F. K. (2011)** examined the relationship between participation in decision making and job satisfaction among academic staff in University of Nairobi. The findings indicated that a significantly strong positive correlation was found to exist between job satisfaction and participation in decision-making ($r = 0.888$).¹³ The study conducted by **Strydom L., Nortje N., Beukes R., Esterhuyse K. and Westhuizen J. (2012)** found differences in the levels of job satisfaction between different races, but not between genders.¹⁴ **Munshi N. M. (2012)** did a comparative analysis of job satisfaction level of management teachers of MBA colleges in Gujarat State. This study revealed that there was no systematic association between salary paid by the management colleges, length of service and the degree of job satisfaction of management teachers of Gujarat, whereas there was systematic association between total years of experience, age, intake capacity of students and the degree of job satisfaction of management

teachers of Gujarat.¹⁵ **Rafique T. and et. al. (2014)** conducted a study on factors effecting job satisfaction of employees working in private organizations: A case of Pakistan and found that empowerment, compensation, clear goals of organization, appraisal system, work place, training and development, management behavior and motivation showed positive impact on job satisfaction.¹⁶ **Monga A., Verma N., O. P. Monga O. P. (2015)** conducted a study on job satisfaction of employees of ICICI bank in Himachal Pradesh and found that salary, inter-personal relationship, communication, attitude of superiors, working conditions and team work have more bearing than the factors of training and development, rewards and compensation, nature of job, job security, morale and role clarity in determining job satisfaction of employees of the ICICI bank in Himachal Pradesh.¹⁷

Objectives of the Study

Following are the objectives of this study:

- 1) To measure the total level of job satisfaction of university teachers.
- 2) To measure the level of job satisfaction with various facets of job.
- 3) To find out the differences in the level of job satisfaction based on age, gender and educational level.

Hypotheses of the Study

In this study the following hypotheses are formulated and tested:

- 1) There is no significant difference in the level of job satisfaction based on age.
- 2) There is no significant difference in the level of job satisfaction based on gender.
- 3) There is no significant difference in the level of job satisfaction based on educational level.

Research Methodology

Cross - sectional research design is used in the present study. This is a descriptive research in which quantitative method is used. Maharashtra state is divided into five geographical divisions namely Konkan, North Maharashtra, West Maharashtra, Marathwada and Vidarbha. From each division one university is selected for the study. The universities selected are Mumbai University, North Maharashtra University, Savitribai Phule Pune University, Dr. Babasaheb Ambedkar Marathwada University and Sant Gadge Baba Amravati University. The population consists of full time permanent teachers such as assistant professors, associate professors and professors appointed by the universities. The proportionate stratified random sampling technique is used to choose the sample. The stratification is made on the basis of university and designation by choosing 28.75% of population as sample, so as to make the sample representative. The sample included 274 university teachers. In this study both primary and secondary data are used. Primary data are collected by administering Job Satisfaction Questionnaire to the university teachers. Five point Likert's Scale is used to measure the level of job satisfaction. Secondary data are collected through books, journals, websites and office records of universities. The data collected are analysed using appropriate statistical techniques such as Arithmetic Mean, Standard Deviation and One Way ANOVA.

Data Analysis

Measurement of the Level of Job Satisfaction

Table 1 indicates that the arithmetic mean for the total job satisfaction of the sample is 3.38 with a standard deviation of 0.49. The small value of standard deviation for the overall level of job satisfaction indicates that most respondents are close to the mean. With respect to the dimensions of job satisfaction assessed by the JSS, the arithmetic means for the pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work and communication vary from 2.63 to 4.42. Table 1 shows that university teachers are most satisfied with the nature of their work (4.42) followed by pay (3.75), promotion opportunities (3.49), communication (3.35), contingent rewards (3.34), coworkers (3.30) and supervision (3.25). They are least satisfied with operating procedures (2.63) and fringe benefits (2.88). The standard deviations for all the dimensions of the JSS are relatively low, indicating similarity in responses obtained on the JSS from the sample.

Table-1: Descriptive Statistics for the Dimensions of Job Satisfaction

| Subscales | Mean | Std. Deviation |
|-------------------------------|-------------|----------------|
| Pay | 3.75 | 1.07 |
| Promotion | 3.49 | 1.00 |
| Supervision | 3.25 | 0.79 |
| Fringe Benefits | 2.88 | 0.86 |
| Contingent Rewards | 3.34 | 0.76 |
| Operating Procedures | 2.63 | 0.97 |
| Coworkers | 3.30 | 0.74 |
| Nature of Work | 4.42 | 0.52 |
| Communication | 3.35 | 0.69 |
| Total Job Satisfaction | 3.38 | 0.49 |

The university teachers can be grouped into three levels, viz., high, average and low based on their job satisfaction scores obtained through the Job Satisfaction Questionnaire. Those getting scores at or above 'M+ σ ' are grouped as 'high job satisfaction group' and those getting

scores below 'M- σ ' are grouped as 'low job satisfaction group'. Those getting scores between 'M+ σ ' and 'M- σ ' are grouped as 'average job satisfaction'. Here 'M' is mean and ' σ ' is standard deviation.

Table-2: Level of Job Satisfaction of University Teachers.

| Level | Frequency | Percentage (%) |
|--------------------------|------------|----------------|
| High Job Satisfaction | 49 | 17.88% |
| Average Job Satisfaction | 179 | 65.33% |
| Low Job Satisfaction | 46 | 16.79% |
| Total | 274 | 100% |

Note: Mean = 3.38 and Standard Deviation = 0.49.

Source: Primary Data.

From Table 2, it is clear that 49 (17.88%) of the university teachers have high job satisfaction, 179 (65.33%) have average job satisfaction and 46 (16.79%) have low job satisfaction.

Hypothesis 1: There is no significant difference in the level of job satisfaction of university teachers based on age.

Table 3 explains that 'F' value (9.410) for the mean scores of job satisfaction level of university teachers of different age category is significant at 0.01 level (as $p < 0.01$), so the null hypothesis stating that there is no significant difference in the level of job satisfaction of university teachers based on age is rejected. University teachers in the age category '35-44 years' evidenced the highest level of job satisfaction with a mean score of 3.51 and a standard deviation of 0.54, followed by university teachers in the age category '45-54 years' (mean score 3.44) and university teachers in the age category 'below 35 years' (mean score 3.27), while university teachers in the age category '55 years and above' indicated the lowest level of job satisfaction with a mean score of 3.09 and a standard deviation of 0.47.

Table-3: ANOVA to Determine Age Differences in Job Satisfaction.

| Age | | N | Mean | Std. Deviation | |
|--------------------|----------------|-----|-------------|----------------|--------|
| Below 35 years | | 49 | 3.27 | 0.44 | |
| 35-44 years | | 113 | 3.51 | 0.54 | |
| 45-54 years | | 69 | 3.44 | 0.35 | |
| 55 years and above | | 43 | 3.09 | 0.47 | |
| Total | | 274 | 3.38 | 0.49 | |
| ANOVA | | | | | |
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 6.269 | 3 | 2.090 | 9.410 | 0.000* |
| Within Groups | 59.962 | 270 | 0.222 | | |
| Total | 66.231 | 273 | | | |

* $p < 0.01$

Hypothesis 2: There is no significant difference in the level of job satisfaction of university teachers based on gender.

The results from Table 4 indicate that 't' value (-1.535) for the mean scores of job satisfaction level of male and female university teachers is not significant at 0.05 level (as $p > 0.05$), so the null

hypothesis stating that there is no significant difference in the level of job satisfaction of university teachers based on gender is accepted. It was further found that the mean score of job satisfaction of female university teachers (3.45) is higher than that of male university teachers (3.35). But mean differences could not reach the significance level.

Table-4: T-Test to Determine Gender Differences in Job Satisfaction.

| | Gender | N | Mean | Std. Deviation | t | Sig. (2-tailed) |
|------------------|--------|-----|------|----------------|---------|-----------------|
| Job Satisfaction | Male | 199 | 3.35 | 0.47 | - 1.535 | 0.126 |
| | Female | 75 | 3.45 | 0.53 | | |

Hypothesis 3: There is no significant difference in the level of job satisfaction of university teachers based on educational level.

Table 5 illustrates that 't' value (2.937) for the mean scores of job satisfaction level of university teachers without Ph.D. and with Ph.D. is significant at 0.01 level (as $p < 0.01$), so the null hypothesis stating

that there is no significant difference in the level of job satisfaction of university teachers based on educational level is rejected. It was further found that the mean score of job satisfaction of university teachers without Ph.D. (3.56) is higher than that of university teachers with Ph.D. (3.33).

Table 5: T-Test to Determine Educational Level Differences in Job Satisfaction

| | Educational Level | N | Mean | Std. Deviation | t | Sig. (2-tailed) |
|------------------|-------------------|-----|------|----------------|-------|-----------------|
| Job Satisfaction | Non-Ph.D. | 53 | 3.56 | 0.55 | 2.937 | 0.004* |
| | Ph.D. | 221 | 3.33 | 0.46 | | |

* $p < 0.01$

Conclusions:

On the basis of above data analysis the following conclusions can be drawn:

- 1) University teachers are most satisfied with the nature of their work and least satisfied with operating procedures.
- 2) Majority of the university teachers have moderate job satisfaction.
- 3) There is significant difference in the level of job satisfaction of university teachers based on age.
- 4) There is no significant difference in the level of job satisfaction of university teachers based on gender.
- 5) There is significant difference in the level of job satisfaction of university teachers based on educational level.

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