JOB SATISFACTION AMONGST COLLEGE TEACHERS IN MALWA REGION OF PUNJAB: A COMPARATIVE STUDY ON THE BASIS OF GENDER

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ABSTRACT

Job satisfaction is a much important issue in the field of education, because it affects the system in many ways and may affect efficiency and achievements of the institute. Job Satisfaction raises the spirit and motivates the human recourses to indulge in work and achieve their career goals. Teachers have always played great roles in the reformation of the society. They are strong pillars of a nation. Therefore, they must be satisfied from their work and motivated. Present study emphasizes the job satisfaction male and female academic faculty working at various degree colleges at different positions. Academic staff members who are satisfied from their job perform their duty with full zeal and keen interest. The aim of this paper is to compare the job satisfaction of male and female college faculty. The area of research is Malwa region of Punjab. It is exploratory cum descriptive study. A sample about 300 respondents has been collected from various degree colleges from Malwa Region of Punjab. A standardized scale developed by Amar Singh and T R Sharma (1986) has been used for data collection. For the analysis of data SPSS is used by which descriptive statistics and t-test has been applied. The purpose of this study is to measure the level of Job Satisfaction amongst male and female academic faculty of degree colleges in Malwa region of Punjab.

Keywords: Job Satisfaction, Male and Female College faculty

I. INTRODUCTION

According to the Oxford Dictionary, job satisfaction is an “application of effort to a purpose, force in action, doing of something, a task or materials to operated on doings or experiences of specified kind, employment especially as a means of earning monthly, a thing done or made, a product or manifestation”. Job satisfaction is a much important issue in the field of education, because it affects the system in many ways and may affect efficiency and achievements of the institute. Job Satisfaction raises the spirit and motivates the human recourses to indulge in work and achieve their career goals. Teachers are important link in the transmission of educational opportunity to students. Faculty who are satisfied with their jobs may fulfill their responsibilities well, take interest in their job and strive for the promotion of their organization. Teacher
commitment may also be an important factor determining the successful implementation of educational reforms in colleges. The implementation of these reforms will likely require greater levels of teacher initiative and innovation, making teacher commitment and motivation increasingly important. Teacher job dissatisfaction is closely associated with teacher absenteeism and a tendency toward attrition from the teaching profession. Dissatisfied teachers are not involved in institution intensively. They do not inspire student for engagement in studies and motivates them for academic achievement. They experience personal stress, physical ailment, and interpersonal conflicts with co-workers. As a result of dissatisfaction performance of the institution can be badly affected.

The levels of teachers’ job satisfaction have strong impact on educational organizations. Teachers who are satisfied with their respective institutions are more likely not only to remain with institutions but are also likely to be better performers than unhappy teachers. A study conducted on effects of gender on organizational commitment and job satisfaction found that there is no significance effect on perception of job satisfaction among male and female teachers (Suki, 2011)[1]. However, Kumari and Bhatia in their study concluded that the attitude and job satisfaction teachers is slightest affected by marital status, gender, income and minimum qualification [2]. Another study on comparing the organizational commitment between male and female teachers of higher education revealed that the female teaching staff members have higher level of organizational commitment as compare to male teaching staff (Zilli and Zahoor, 2012)[3]

Males and females are different by nature. In Indian context, males are leading members in all families and they are presumed to earn money for their household. Their main priority is to do job and they can put their hundred percent efforts in working area. Females have different kinds of domestic responsibilities; they also look after their homes, children as well as old members of the house. In addition to this, their needs in working stations are different. They expect safety, security and harmonious relationship among co- workers. This study was done to find out the level of significance of job satisfaction of academic faculty on the basis of gender in different colleges of Punjab.

Operational Definitions:

**Malwa Region of Punjab:** Punjab is divided in three areas Maja, Malwa and Doaba. In Malwa region of Punjab, these districts are covered; Barnala, Bathinda, Faridkot, Fazilka, Ferozepur, Ludhiana, Mansa, Moga, Muktsar, Patiala, Parts of Fatehgarh Sahib and Sangrur.

**Job:** Job means work which is performed by academic faculty of different colleges.

**Factors related to Job Satisfaction of Academic Faculty**

Salary, working conditions, fairness, job security, relations with co-workers relations with supervisors and internal environment of the organizations are important factors which have great effect on job satisfaction of male and females’ college teachers.

II. REVIEW OF LITERATURE

Job satisfaction is the enjoyable condition of a positive emotional condition resulting from the job experiences (Locke, 1976) [4]. Davis (1981) defined job satisfaction as “the favorableness or unfavorableness with which
employees view their work”[5]. Similarly, Dawis and Lofquist (1984) defined job satisfaction as “a pleasurable effective condition resulting from one’s appraisal of the way in which the experienced job situation meets one’s needs, values, and expectations”[6]. This is similar to other definitions where job satisfaction is viewed as the degree of an employee’s affective orientation toward the work roles. Significantly, Balzer et al. (1990) defined job satisfaction slightly differently, as “the feelings a worker has about his or her experiences in relation to previous experiences, current expectations, or available alternatives”[7]. Job dissatisfaction may just be a short-term state from which faculty naturally recovers (Lesht, 1983) [8]. According to Spector (1997), job satisfaction is an evaluation of individual job and work context i.e. an approach reflecting how well people like or dislike their job. Job satisfaction is an important topic in studies dealing with education and teachers [9].

When it comes to professionals such as teachers who work under little supervision and are autonomous in their work, the effect of job satisfaction on performance may be even more evident (Serow et al., 1992; Duffy, 2006)[10].

Teachers have many various responsibilities such as: teaching students, ensuring their safety and healthy atmosphere, communicating with parents, fellow teachers, specialists and administrators, developing their own skills and knowledge, administering documents, organizing school trips and completing a number of other tasks provided by the institute and government (Comber and Nixon, 2009)[11]. The challenges of teachers’ profession require emotional and intellectual resources that may sometimes lead to be exhausted, depression or other physical and psychological health related issues (Chang, 2009)[12]. Being measured as a specific sample of employees, who have different operating conditions in comparison with typical organizations’ employees, teacher job satisfaction and dissatisfaction are influenced by a number of variables (Klassen et al., 2010) [13]. A difference in teacher job satisfaction on the basis of gender is a widely researched issue in many studies where somewhat inconsistent results seem to be obtained. MacMillan (1999) surveyed elementary school teachers and found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts [14]. Klecker (1997) also indicated that females were more satisfied than males [15]. Gender was a significant factor in a study by Klecker and Lodman (1999) who found that female elementary teachers rated their job satisfaction more positively than their male colleagues [16]. Bedeian et al. (1992) and Hill (1994) also provided similar statement [17]. Conversely, Abdullah, Uli and Parasuraman (2009) showed that male teachers were more satisfied [18]. Crossman and Harris (2006) reported that males were slightly more satisfied than females [19] while a study by Feng (2007) found that satisfaction among female teachers in every dimension of job satisfaction was slightly lower than among male teachers [20].

III. METHOD

The study was conducted by stratified sampling with the participation of 313 College faculty members in the Malwa region of Punjab. The data was collected through structured questionnaires on job satisfaction. A standardized scale developed by Amar Singh and T R Sharma (1986) has been used for data collection. The data of the study was collected via five-point Likert scale questionnaire including six aspects of job satisfaction (job itself, supervision, colleagues, salary, work condition and promotion). Data was analyzed by using t test in SPSS
software. The sample size consists of 313 academic faculty members working at different designation like Assistant Professors, Associate Professors and Professors with different range of experience. Sample has taken from Private and Aided colleges in Malwa region of Punjab.

**Hypothesis**

H1: There is significant difference in Job Satisfaction between male and female faculty of degree colleges.

H0: There is no significant difference in Job Satisfaction between male and female faculty of degree colleges.

**IV. OBJECTIVES OF THE STUDY**

The study was conducted with the objective of assessing the job satisfaction level of Male and Female academic staff of college teachers.

**V. DATA ANALYSIS AND INTERPRETATION**

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>SED</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>96.60</td>
<td>10.446</td>
<td>1.53</td>
<td>4.13</td>
<td>.000</td>
</tr>
<tr>
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<td>204</td>
<td>90.25</td>
<td>14.117</td>
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</tbody>
</table>

**Interpretation:**

This table shows that the data was taken from 313 respondents, comprised of 109 male college teachers and 204 female college teachers. The t value for mean difference in Job Satisfaction of Male and Female academic faculty of colleges is 4.13, which is significant at 0.01 levels. It means, there is significant difference in Job Satisfaction of Male and Female academic faculty. Further, mean score of Job Satisfaction of Male teachers (96.60) is higher than Female teachers (90.25). It means, Male academic faculty has significantly higher Job satisfaction than Female academic faculty. In other words it can be stated as male college teachers are more satisfied than female college teachers.

![Figure1: Significance of mean difference in Job satisfaction in male and female academic faculty of colleges](image)
VI. CONCLUSION

The purpose of this study has been achieved as a very significant difference has been found in job satisfaction of male and female college teachers. On the basis of response received from male and female academic faculty, it was found that male teachers have significantly higher Job satisfaction than female teachers. Therefore, Hypothesis H1 accepted for the study. It might be due to different kinds of aspiration regarding job, different kinds of domestic responsibilities, different needs at working stations and different emotional conditions of mind of male and female academic faculty members.

REFERENCES


