

JOB SATISFACTION AMONG MANAGEMENT TEACHERS: A COMPARATIVE STUDY

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ABSTRACT

In the present study an attempt has been made to investigate the level of job satisfaction among management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana. A sample of 218 management teachers from these institutes was the respondents in the present study. The Job Satisfaction Index developed by Brayfield and Rothe (1951) was used to measure job satisfaction of Management teachers. Findings of the present study reveal that Management teachers of State Universities are more satisfied with their job followed by Private/Deemed Universities and Affiliated Institutes.

Keywords: Job satisfaction, teachers

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1. Introduction

Examined by several disciplines such as psychology, sociology, economics and management, job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the reality that many experts believe that job satisfaction trends can influence work productivity, work performance, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job. Beyond the research literature and studies, job satisfaction is also 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. A person with a high level of job satisfaction holds positive feelings about the job, while a person who is dissatisfied holds negative feelings about the job.

Hoppock (1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George et al., 2008). Job satisfaction has inter-related factor viz. academic environment, job security, job status, utilization, advancement, promotions, ability, recognition, achievement, independence, responsibility, work itself, job salary, reaction with superior, relation with co-workers, supervision, interpersonal reactions, peers, personal life, working conditions and department policies and practices. The effectiveness of any educational system depends to a large extent on the job satisfaction of the teacher. Job satisfaction is influenced by a multitude of variables. Satisfaction is helpful in the development of a positive attitude in man's life. A man cannot remain physically fit, mentally, healthy, emotionally stable and social well adjusted if he is not satisfied with his work and work place. He should be capable of recognizing the

potentialities of the students. He must have a genuine love and consideration for students without making a bias for it.

2. Review of Literature

Raj and Mary (2005) examined job satisfaction of government school teachers in Pondicherry Region and result revealed that job satisfaction of Govt. School teachers was not high; no significant difference in job satisfaction between male and female teacher and found no significant difference on the basis of salary, religion and educational qualification among government school teachers of Pondicherry. **Sharma (2005)** examined job satisfaction of physical education teachers teaching in high schools of Himachal Pradesh. He revealed that the majority of teachers were satisfied with their job according to job satisfaction components like work, work condition, salary, security, promotions, policies, institutional plan and policies, relationship with their co-workers, functioning of authorities and their competence. **Brown and Sargeant (2007)** investigated job satisfaction among full time workers at Akra University. Analysis of variance using the Games-Howell procedure revealed that workers who were older than age 46 years had higher job satisfaction than younger employees. It was also noted that workers holding doctoral degrees had higher levels of job satisfaction than individuals with a high school diploma only. **Khaleque (2007)** conducted a study on teachers of higher education about their level of job satisfaction of Barpeta district in Assam. Results indicated that the levels of job satisfaction among the college teachers of higher education had not significant both of rural and urban areas of Barpeta district. Female teachers had higher degree of job satisfaction in average than that of male teachers in general. **Tella et al. (2007)** observed the difference in the job satisfaction of the Library personnel in academic and research Libraries and the result revealed no significant difference exists in the job satisfaction of the Library personnel in academic and research Libraries. **George et al. (2008)** explored job satisfaction amongst urban secondary-school teachers in Namibia. A sample of 337 secondary school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia. Results showed low levels of job satisfaction among urban secondary school teachers. **Adebola (2008)** studied the job satisfaction of secondary school teachers in Kano State Nigeria and reported a significant difference in the level of job satisfaction with years of experience as well as with age, marital status, school size and educational qualification. **Bhandari and Patil (2009)** studied job satisfaction of 295 women teachers working in primary and upper primary schools of Gulbarga city. The study found

that a few of the women teachers were facing certain problems such as lack of coordination and cooperation in the working place. Majority of these teachers were satisfied with their work, job and salary. Majority of the woman teachers said they had not got recognition for the job and work done. **Demirta (2010)** conducted a study to identify the primary school teachers' job satisfaction levels. According to results, teachers' job satisfaction levels are pretty high; In terms of age difference there is a meaningful difference in averages (The of group 36-40 age have the highest averages, On the other hand, the group of 41 and above age has the lowest averages). **Shafqat et al. (2010)** conducted a comparative study of job satisfaction in public and private school teachers at secondary level. Result showed that there is no significance difference between teacher's job satisfaction in public and private schools. **Latif et al. (2011)** examined the level of job satisfaction of teachers in public and private sector colleges. The results showed a significant difference in job satisfaction between public and private college teachers. Public college teaches are more satisfied with the six components (educational qualifications, nature of work, pay, job security, promotional opportunities and family & work life balance) of job satisfaction, whereas private college teachers were not satisfied. **Chughati and Perveen (2013)** conducted a study in Lahore city from both public and private schools. 50 teachers were selected from 5 government and 50 teachers were selected from 5 private schools. Result reported a significant mean difference between the level of job satisfaction of public and private school teachers.

The above cited literature reveals that there are many factors which influence the job satisfaction of teachers. If teachers are not satisfied with their job, it will create anger, frustration and anxiety among them. The consequence may emerge as satisfaction or dissatisfaction of the teachers from the job. When the teacher sees that his expectations are not met in the job environment, the job dissatisfaction emerges. Teaching profession is regarded as one of the noblest profession. Hence present problem is under taken to study the job satisfaction among management teachers of State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana.

3. Objective of The Study

To compare the level of job satisfaction among Management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana

4. Research Methodology

To fulfill the objective of the study a sample size of 218 management teachers i.e. 65 from State Universities, 61 from Private/Deemed Universities and 92 from Affiliated Institutes was drawn by following convenience sampling procedure. The Job Satisfaction Index developed by Brayfield and Rothe (1951) contains 18 items was used. To compare the level of job satisfaction between State Universities, Private/Deemed Universities and Affiliated Institutes the response of the management teachers were taken on the above mentioned questionnaire.

Job Satisfaction items are measured on a five point Likert scale containing 9 negative and 9 positive items. Negative items were scored on 1-5 and positive were scored 5-1. Score of one being the least and five being the most and the overall score was obtained by adding up all the individual scores. A minimum and maximum possible score is 18 and 90 respectively. Data were analyzed by using non-parametric test.

5. Results

This section deals with the comparison of job satisfaction among management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana. Table 1 and 2 represents the assumptions of Normality tests and the assumptions of Homogeneity of Variances tests.

Table 1

		Tests of Normality		
Groups		Shapiro-Wilk		
		Statistic	Df	Sig.
Job satisfaction	SU	.883	65	.000
	P/DU	.784	61	.000
	AI	.949	92	.001

a. Lilliefors Significance Correction

To test the assumption of normality, we can use Shapiro-Wilks test, which is more commonly used by statisticians. The Shapiro-Wilks Test is a statistical test of the hypothesis that sample data have been drawn from a normally distributed population. From this test, the Sig. (p) value is compared to the a priori alpha level (level of significance for the statistic) and a determination is made as to reject ($p < \alpha$) or retain ($p > \alpha$) the null hypothesis. Result found that Shapiro-Wilks test of normality had the sig. value of the variable under consideration

less than 0.05 at 5% level of significance. Thus we failed to accept the null hypothesis. So we went ahead for non parametric tests.

Table 2

Test of Homogeneity of Variances

Overall Job satisfaction

Levene Statistic	df1	df2	Sig.
13.147	2	215	.000

The Levene's *F* Test for Equality of Variances, which is the most commonly used statistic, is used to test the assumption of homogeneity of variance. Sig. value is less than our alpha of .05 ($p < .05$), we reject the null hypothesis (no difference) for the assumption of homogeneity of variance and conclude that there is a significant difference between the variances. That is, the assumption of homogeneity of variance is **not** met. So we went ahead for non parametric tests.

Table 1 and 2 found that the data do not meet the requirements for a parametric test. As such, these data are not normally distributed, and the groups have heterogeneous variances. So we can use non parametric Kruskal Wallis test for the present study. This is the appropriate test for comparison of State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana.

If the result of Kruskal wallis test is significant, to investigate which groups significantly differ we conduct a **series of Mann-Whitney** tests to compare the groups but with corrections to control for inflation of type I error. **Bonferroni correction** use for interpret the results. This results in three tests, so rather than use .05 as our critical level of significance, we'd use $.05/3 = .0167$. Now we are using a critical value of .0167.

5.1 Job Satisfaction

H₀₁: There is no significant difference in the mean rank of job satisfaction among Management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana.

Ranks			
	Groups	N	Mean Rank
Job satisfaction	SU	65	153.80
	P/DU	61	102.54
	AI	92	82.82
	Total	218	

Chi-square = 49.357, Df = 2, Asymp. Sig. = .000

A Kruskal Wallis test was conducted to examine whether there were statistically significant differences in the mean rank of job satisfaction among Management teachers working in State Universities, Private/Deemed Universities and also their respective Affiliated Management Institutes in Haryana.

The result revealed a statistically significant differences among Management teachers [$\chi^2(2, N = 218) = 49.357, p = .000 < 0.05$] working in State Universities (mean rank=153.80), Private/Deemed Universities (mean rank=102.54) and Affiliated Institutes (mean rank=82.82). Null hypothesis is rejected. State Universities' management teachers are more satisfied with their job followed by Private/Deemed Universities and Affiliated Institutes.

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
Job satisfaction	SU	65	75.35	4897.50
	P/DU	61	50.88	3103.50
	Total	126		

Mann-Whitney U = 1212.50, Z = -3.764, Asymp sig. (2- tailed)=0.000, r = -0.33

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
Job satisfaction	SU	65	111.45	7244.50
	AI	92	56.07	5158.50
	Total	157		

Mann-Whitney U = 880.50, Z = -7.526, Asymp sig. (2- tailed)=0.000, r = -0.60

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
Job satisfaction	P/DU	61	82.66	5042.50
	AI	92	73.24	6738.50
	Total	153		
Mann-Whitney U = 2460.50, Z = -1.289, Asymp sig. (2- tailed)=0.197				

A post-hoc test using Mann-Whitney tests with Bonferroni correction showed the significant differences between:

- State Universities (mean rank=75.35) and Private/Deemed Universities (mean rank=50.88) Mann-Whitney U=1212.50, z=-3.764, p=.000<0.0167. The effect size is medium (r=-0.33).
- State Universities (mean rank=111.45) and Affiliated Institutes (mean rank=56.07) Mann-Whitney U=880.500, z=-7.526, p=.000<0.0167. The effect size is large (r=-0.60).

On the basis of result no significance difference found between management teachers working in Private/Deemed Universities and Affiliated Institutes of Haryana.

6. Conclusion

The present study reveals statistically significant differences among Management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes. State Universities' management teachers are more satisfied with their job followed by Private/Deemed Universities and Affiliated Institutes. The obtained findings of the present study are in conformity with the findings of **Latif et al. (2011)** who found significant difference in job satisfaction between public and private college teachers. **Chughati and Perveen (2013)** also reported a significant difference between the level of job satisfaction of public and private school teachers.

On the basis of the findings of this study, Management of Private/Deemed Universities and Affiliated Institutes should take steps regarding job satisfaction of their faculty members. Management of these two systems should inspire or encourage their faculty members by keeping their job interesting, attractive and motivating. The study provides valuable compact of ideas, facts and figures that can be used by academicians, management practitioners and

consultants in understanding the job satisfaction. This study therefore, provides research opportunities for further researchers on the field to expand the horizon of knowledge. Therefore, apart from confirming a theoretical proposition, the findings of this study are likely to have significant practical value.

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