

JOB SATISFACTION AMONG PACHHUNGA UNIVERSITY COLLEGE TEACHERS

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Abstract

The present paper identifies and discusses the factors that affect the job satisfaction among college teachers. As job satisfaction is an important issue in the higher education because if the teachers in colleges are satisfied enough to accomplish their goals effectively, then only they would be motivated to contribute effectively towards higher education. Survey method has been used to collect the research data from faculty members of Pachhunga University college in Mizoram. t-test and F-test was employed to find which variables are responsible for job satisfaction among college teachers. The study revealed that employment status and designation are responsible for job satisfaction among college teachers.

Keywords: Job satisfaction level, Pachhunga University College, Teachers.

Introduction

Higher educational institutions play fundamental role in the progress of any country. As every educated person in the society a nurse, entrepreneur, doctor, engineer, etc. has passed through the hands of teacher. So in this regard, teachers play a decisive and formative role in the lives of youth. Teachers are the most important factor in determining the quality of education that children receive in the university/college. However, it is only possible when teachers in university/college are satisfied and motivated

enough to accomplish their goals effectively.

Pachhunga University College (PUC) is a constituent college of Mizoram University (a Central University) established by an Act of Parliament of India. Founded in 1958, it is the oldest and a premier college in the entire state of Mizoram. It is situated in College Veng, a locality at the eastern side of Aizawl city. The 136 acre campus covered with a verdant reserve of forest makes a serene environment and picturesque scenery (Pachhunga

University College Campus). It remains the only institute of higher education in Mizoram to manage undergraduate courses in three disciplines, namely arts, science and commerce. There are 93 permanent teachers, including the Principal, out of which 39% of them are Ph.D and 12% M.Phil degree holders in their respective fields. There is one Professor, twenty three Associate Professors, and sixty nine Assistant Professors.

Review of literature

According to Spector, job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). The relationship between the individual and the factors determining job satisfaction has been extensively researched in developed countries. In 1992, it was estimated that over 5,000 articles and dissertations have examined the topic of job satisfaction (Cranny et al., 1992), and this is continuing topic for research. An early assumption can be made that interest in the subject illustrates the significance that employee satisfaction seriously influences the total operation of an organization. Staples et al. (1998) suggest that the reason for this interest is that work takes up such a significant amount of a person's life, and by increasing an

individual's overall satisfaction with his or her work life improves the overall well-being of the individual, the organization, and the society where both the individual and the organization reside.

In the United States, job satisfaction and dissatisfaction is a major industrial topic, where academic and other research results and general press articles number in the thousands. (Locke, 1976). Yet despite this vast output, many researchers are dissatisfied with the progress that has been made in understanding and defining job satisfaction. For decades, researchers have tried to understand employee morale and to establish relationships between job satisfaction and productivity, absenteeism, and other independent variables (Cohen, 1974). Although the concept of job satisfaction and its causes and effects have been studied over a great variety of industrial settings, few studies have dealt with institutions of higher education. However, during the past few years, additional studies have been undertaken concerning job satisfaction within these institutions (Neumann, 1978).

Parsa et.al. (2013) also examined the relationship between job stress and job satisfaction and responsiveness among 259 teachers in high schools of Urmia city. Parametric and non parametric test was used for the analysis. The result

revealed that there was a significant and positive relationship between responsiveness and job satisfaction and also, between job satisfaction and job stress. A linear relationship was found between responsiveness of teachers, job satisfaction, age and job background. There was no relationship found between responsiveness and job stress.

Objectives of the Study

1. To determine the job satisfaction level of PUC teachers.
2. To compare job satisfaction level with respect to ages, gender, religion, designation, employment status, caste and marital status.

Methodology

A sample of sixty teachers of Pachhunga University College was collected during 2014 by semi-structured questionnaire entitled 'Questionnaire for Job Satisfaction of PUC Teachers' consists of two section – Section A consists personal information like age, gender, religion, designation, employment status, caste and marital status and Section B consists of 50 questions with 5 –point Likert's scale. t-test, F-test and descriptive statistics was used to compare the job satisfaction level and to determine the job satisfaction level. The data was analyzed by using SPSS version 20.

Results and Discussions

The results of this study have been discussed below.

Table- 1: Classification of Teachers

Variables	Category	Frequency	Percent
Gender	Male	40	66.7
	Female	20	33.3
	Total	60	100
Age	25-29	13	21.7
	30-34	5	8.3
	35-39	20	33.3
	40-44	4	6.7
	45-49	4	6.7
	50-54	6	10
	55-59	3	5
	60-64	5	8.3
	Total	60	100

Designation	Assistant Professor	40	66.7
	Associate Professor	13	21.7
	Others*	7	11.7
	Total	60	100
Employment status	Full time/Regular	48	80
	Part time/Guest	12	20
	Total	60	100
Caste	ST	50	83.3
	SC	7	11.7
	General	3	5
	Total	60	100
Religion	Christian	50	83.3
	Hindu	9	15
	Others	1	1.7
	Total	60	100
Marital status	Married	45	75
	Unmarried	15	25
	Total	60	100

Note: Others denote Guest faculty

In the study(see table no.1), sample comprises of 60 teachers, 67% of the teachers are male and 33% of the teachers are female. The average age of the teachers is 40 years with standard deviation of 11 years. The age group of 35 – 39 has maximum number of teachers i.e., 33.3 % of teachers and minimum is in the age group 55 – 59 years with only 5.0%. With regards to designation, 66.7% of PUC teachers are

Assistant Professor and 21.7% are Associate Professor while 11.7% are guest lecturers. Thus, 80% of PUC teachers are fulltime or regular teachers whereas 20% of them are part time or guest lecturers. Among teachers, 83.3% are Christian, 15% are Hindu and 1.7% is others. 83.3% are Schedule Tribe, 11.7% are Schedule Caste and 5% are general. 75% are already married while 25% are unmarried.

Table- 2: Total Score of Job Satisfaction Level of PUC Teachers with respect to Gender, Employment Status and Marital Status

Variables	Category	N	Mean	SD	95% Confidence Interval	t -value	P-value
Gender	Male	40	156.4	±14.5	(151.91, 160.89)	0.333	0.74
	Female	20	155.1	±13.7	(149.09, 161.10)		
Employment status	Full time/Regular	48	157.9	±13.8	(153.99, 161.80)	2.126	0.038
	Part time/Guest	12	148.4	±13.7	(140.65, 156.15)		
Marital status	Married	45	155.7	±14.7	(151.41, 159.99)	0.219	0.827
	Unmarried	15	156.7	±12.9	(150.17, 163.23)		

The average score of male and female are 156.4 and 155.1 with standard deviation 14.5 and 13.7. Since the p-value is greater than 0.05, it is not significant and hence it can be concluded that there is no significant difference between the job satisfaction level of male and female.

Regarding the employment status, the average score of Full time/Regular is 157.9 with standard deviation 13.8 and Part time/Guest is 148.4 with standard deviation 13.7. Since the p-value is less than 0.05, it is significant at 5%

level. Hence, it may be concluded that there is significant difference in the job satisfaction level among Regular and Guest Lecturers.

With concern to marital status of PUC teachers, average score of married teachers is 155.7 with standard deviation 14.7 and unmarried is 156.7 with standard deviation 12.9. Since the p-value is greater than 0.05, there is no significant difference among married and unmarried in job satisfaction level at 5% level of significance(see table no.2).

Table- 3: Total Score of Job Satisfaction Level of PUC Teachers with respect to Age Group

Age Group	N	Mean	SD	95% Confidence Interval	F-value	P-value
25-29	13	152.5	±16.7	(142.4 , 162.6)	0.614	0.742
30-34	5	161	±11.4	(146.9 , 175.1)		
35-39	20	156.4	±16.0	(148.9 , 163.9)		
40-44	4	151.8	±10.9	(134.4 , 169.1)		

45-49	4	155.3	±6.7	(144.7 , 165.8)		
50-54	6	158.3	±14.1	(143.6 , 173.1)		
55-59	3	148	±10.4	(122.1 , 173.9)		
60-64	5	164	±11.4	(149.8 , 178.2)		
Total	60	156	±14.2	(152.3 , 159.6)		

The average score of PUC teachers is found to be 156.0 with standard deviation 14.2. However, since the p-value is 0.742 which is much more than 0.05, it is not significant at 5% level. Hence, it can be concluded that there is no significant difference in the job satisfaction level among different age-group of PUC teachers(see table no.3).

Table -4: Total Score of Job Satisfaction Level of PUC Teachers with respect to Designation

Designation	N	Mean	SD	95% Confidence Interval	F-value	P-value
Assistant Professor	40	157.3	±13.2	(153.1 , 161.5)	4.754	0.012
Associate Professor	13	159.5	±13.5	(151.4 , 167.7)		
Others*	7	141.6	±14.0	(128.6 , 154.5)		
Total	60	156	±14.2	(152.3 , 159.6)		

Note: Others* denote Guest faculty

Regarding the designation, the average score of Assistant Professor is 157.3 with standard deviation 13.2 , Associate Professor is 159.5 with standard deviation is 13.5 and others is 141.6 with standard deviation 14.2. Since the p-value (0.012) is smaller than 0.05, which is significant at 5% level(see table no.4). Therefore, it can be concluded that there is a significant difference in the job satisfaction among Assistant Professor, Associate Professor and Guest Lecturers.

Table -5: Total Score of Job Satisfaction Level of PUC Teachers with respect to Caste

Caste	N	Mean	SD	95% Confidence Interval	F-value	P-value
ST	50	154.9	±14.2	(150.9 , 159.0)	0.831	0.441
SC	7	161.7	±15.0	(147.8 , 175.6)		

General	3	160	±10.4	(134.1 , 185.9)		
Total	60	156	±14.2	(152.3 , 159.6)		

Regarding the caste(see table no.5), the average score of Schedule Tribe is 154.9 with standard deviation 14.2 while the average score of teachers belonging to Schedule Caste category is 161.7 with standard deviation 15.0 and general is 160.0 with standard deviation 10.4. Since the p-value is 0.441 which is greater than 0.05, it is not significant and hence can be concluded that there is no significant difference in job satisfaction level in ST, SC and General teachers.

Table-6: Total Score of Job Satisfaction Level of PUC Teachers with respect to Religion

Religion	N	Mean	SD	95% Confidence Interval	F-value	P-value
Christian	50	154.9	±14.2	(150.9 , 159.0)	0.844	0.435
Hindu	9	161.6	±14.0	(150.8 , 172.3)		
Others	1	158				
Total	60	156	±14.2	(152.3 , 159.6)		

The average score of Christian, Hindu and others teachers are 154.9, 161.6 and 158 with standard deviation 14.2 and 14.0(see table no.6). Since the p-value (0.435) is much greater than 0.05, there is no significant difference in job satisfaction among Christian, Hindu and others at 5% level of significance.

Table 7: Total Score of Job Satisfaction Level of PUC Teachers with respect to Education Qualification

Qualification	N	Mean	SD	95% Confidence Interval	F -value	P - value
Master Degree	40	153.6	±14.3	(149.0 , 158.1)	2.04	0.139
Ph.D	19	160.3	±13.1	(154.0 , 166.6)		
Others	1	170				
Total	60	156	±14.2	(152.3 , 159.6)		

The average score of teachers, who are Master Degree holder is 153.6 with standard deviation 14.3 while the average score of Ph.D is 160.3 with standard deviation 13.1 and others is 170.0. Since the p-value

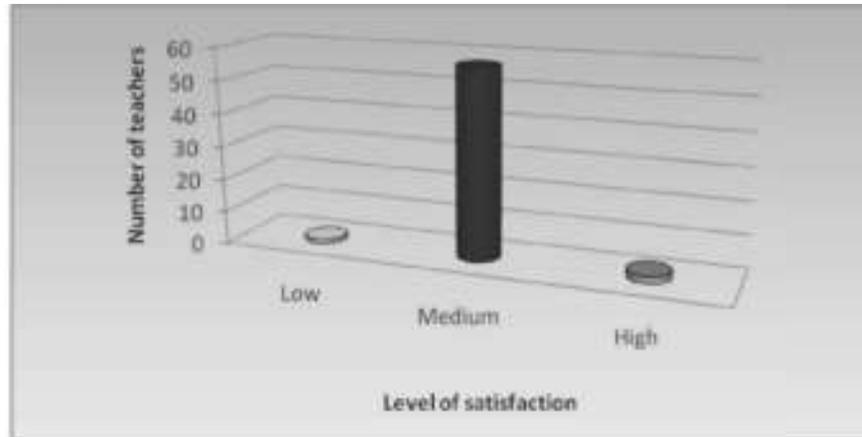
is 0.139 which is greater than 0.05, it is not significant at 5% level and can be concluded that there is no significant difference among teachers having different educational qualifications(see table no.7).

Table 8: Job Satisfaction Level of PUC Teachers

Level of satisfaction	Number of teachers	Percent
Low	1	1.7
Medium	57	95
High	2	3.3
Total	60	100

The job satisfaction level of teachers is shown in the above (table no. 8). From the table, it is cleared that maximum number of teachers that 57 (95.0 percent) is at medium level of satisfaction. Moreover, there is only 2 (3.3 percent) teachers out of 60 have high level of satisfaction in their job and only one (1.7 percent) has low level of satisfaction.

Figure- 1: Job Satisfaction Level of PUC Teachers



Conclusion

From the analysis, it is clear that majority of the teachers have a medium level of satisfaction in their job while only 1.7 percent have low level of satisfaction.

Thus, with the fact that almost all the teachers are satisfied with their job as a teacher of Pachhunga University College also the fact that only a fragment of our population have low level of satisfaction

with their job as a teacher of Pachhunga University College. Hence, with all that computed and analyzed, we may conclude that the teaching job served in PUC is satisfied by the teachers. The job satisfaction level of teachers is significantly different with respect to employment status (whether he or she is regular or guest) and designation of teachers. However, there are no significant differences among the teachers with respect to sex, age, marital status, caste, religion and educational qualification. However, there exist much more avenues for study to in order to identify other factors which may influence job satisfaction level.

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