

Job Satisfaction Factors among College Teachers: An Empirical Investigation

¹Chinmoy Kumar Roy, ²Ashish Kant Chaudhari

^{1,2}Assistant Professor, Faculty of Commerce, BHU, Varanasi – 221005
E-mail: akc@bhu.ac.in

ABSTRACT : Human resources are one of the most vital resources of a country, as it exploits the natural environments for the entire population. The importance and significance of various aspects of development scientific and technological, economic, and social, to name a few can be evaluated on a criterion of their utility and service for the welfare of human being. All the aspects of development in the ultimate analysis are or should be aids to human development. The development is not just about factories dams and roads. Development is basically about people. The goal is people's material, cultural and spiritual fulfilment. Job satisfaction is solitary of the largely extensively discussed issue in organizational performance and human resource management. In the present study, an effort has been made to identify the major factors affecting the job satisfaction among the college teachers. The researchers identified 25 job satisfaction items through extensive literature review. The perceptions of the respondents were collected through structured questionnaire based on 5-point Likert scale. Exploratory factor analysis was done to explore the factors. The Cronbach's alpha (0.870) confirms the internal consistency of the instrument. The KMO Measure of Sampling Adequacy is 0.798, indicating the present data is suitable for factor analysis. Similarly, Bartlett's Test of Sphericity is significant ($p < 0.001$) indicating significant correlation exists between the variables to proceed with the factor analysis. The study explored 7 factors having eigen value of more than 1 and explaining 77.078% of the total variance. Further, independent sample t-test is applied to find whether there exists any difference in overall satisfaction with respect to various demographic variables of the respondents. It was found that significant difference exists only with Sector and Education of the respondents. Moreover, age, gender and income bear no impact on job satisfaction.

Keywords: human resource development, job satisfaction, college teachers, factor analysis, t-test

1. Introduction

Education is one of the most important institutional organizations of a nation. It oversees issues over national agenda. Its effective running depends firmly on its coordination in the direction of societal expectation. Successful educational programs lie on the important contributions of effort, involvement, and most importantly on the overall teacher professionalization. Employee job satisfaction, commitment, and retention are crucial to effective schools (academic institutions). A positive and healthy education climate translates into increased academic staff job satisfaction. A healthy university climate will not only increase the job satisfaction of academic staff, but it will at the same time

improve the learning environment and increase the productivity of the university or college. In addition, it becomes significant to job satisfaction because commonly held visions and beliefs, coupled with a positive environment, carry with them energy for success.

The concept of general satisfaction is defined as the extent to which a worker feels positively or negatively about his or her job (Locke, 1976; Odom, Boxx, and Dunn, 1990). It refers to employee's satisfaction with the general aspects of work situation such as pay, supervision, the firm, the job itself, fellow employees, and prospects of advancement. Educational staff job satisfaction is a predictor of staff retention which influences school effectiveness. Educational staff job satisfaction studies, nevertheless, reveal wide ranging differences in determining factors contributing to job satisfaction. Academic staff job satisfaction influences job performance, motivation, morale, attrition, and ultimately students' performance. Hall, Pearson, and Carroll (1992) in their study on the area found that

Teachers (academic staff) who plan to leave the teaching profession can be distinguished from those who plan to stay by the pattern of their work-related attitudes, perceptions, and reactions. Borg et al., (1991) study on primary teachers reveal among others that job satisfaction and stress are related. Other researchers found that effective teachers place significant emphasis on student-relationships (Gay, 1995; Laden and Billings, 1994). Heller, Rex, and Cline (1992) reported that variance in teacher satisfaction can be accounted for by satisfaction in meeting students' achievement.

2. Literature Review

Researchers across different disciplines have written many articles relating to the job satisfaction. Satisfaction is an important element in Job. Authors from psychology, human resources management, and organizational science have defined, measured, and interpreted the significance of job satisfaction in their discipline. Job Satisfaction results in high performance. Workers' performance and satisfaction on the job is studied by different people belonging to different disciplines. Job satisfaction is a complex function of several variables. A person may be satisfied and happy with one or more aspects of his/her job but at the same time maybe unhappy and not satisfied with other things related to the job. For example, a doctor may be satisfied with his designation, environment and certain other things but may not be satisfied with the level of his income. Job dissatisfaction is widespread among workers of all ages across all income brackets.

In other words, Job satisfaction is a generalized feeling of fulfilment of an employee's economic and psycho-social needs and aspirations in life which he seeks to obtain through the expression of his abilities and aptitudes in accordance with his interest via the medium of an organization. The opportunity he gets for such an exercise in his place of work

determines his attitude towards the organization and its goals. The overall performance of an organization thus becomes the function of the degree of job satisfaction.

Keith Davis (1986) remarked that job satisfaction is the favourableness or unfavourableness with which employees view about their work. The job satisfaction of individuals within a work group also may be influenced by both their co-workers and their supervisor or manager. The supervisor could be regarded as an organizational factor, but because the position is described and defined by the organization, it is often his or her individual characteristics (warmth, understanding, integrity) that most strongly influence employee attitudes. Herzberg, F., Mausner, B. and Snyderman, B.B. (1959) stated that (positive) satisfaction is due to good experiences, and that these are due to 'motivators' - achievement, recognition, the work itself, responsibility, and advancement. The reason for the dissatisfaction is due to bad experiences caused by 'hygiene' factors - supervisors, fellow workers, company policy, working conditions, and personal life (Herzberg et al., 1959). Herzberg, Mausner, Peterson and Capwell (1957) stated that job satisfaction has many facets and is multidimensional. "There can be satisfaction with the specific activities of the job; with the place and working conditions under which the job is performed; or with specific factors such as economic rewards, security, or social prestige". Clark 1998 has correlated job Satisfaction with Job quality measures and has shown that Job Satisfaction is strongly correlated with Income for men, and working Hours for women, younger workers Job Satisfaction has no or weak correlation with level of difficulty or hardness of work. Similarly, he has identified that promotion opportunities become less important with age whereas income become more important.

Clark (1996) has done empirical studies on job satisfaction in Britain. This paper uses information from a study of 5000 British employees to investigate the relationship between three measures of job satisfaction and a wide range of individual and job characteristics, notably, men workers in their thirties, the well-educated those working longer hours and workers in larger establishments. The results have shown that job satisfaction is higher for women, older workers, and those with lower levels of education. The types of job that workers have are also strong predictors of job satisfaction, workers with long hours, those in large establishment's union members and those without promotion opportunities are more likely to be dissatisfied at work. Income is strongly positively correlated with pay satisfaction and much less strongly with overall job satisfaction.

Ilies and Judge (2004) have done their work on job satisfaction and its relationship with affectivity, mood at work. The study involved a three-phase multi-source longitudinal design that included experience-sampling surveys in the second phase of the study. Results suggested that average levels of experience-sampled job satisfaction indicate the general attitudinal construct of job satisfaction. As expected, pleasant mood at work and

beliefs about the job made independent contributions to the prediction of job satisfaction. Other Pleasants mood mediated the affectivity job satisfaction relationship, and the mediating effect was much stronger when job satisfaction was assessed with the experience-sampling method.

3. Statement of the Problem

There have been substantial research touching about job satisfaction determinants but few talks about job satisfaction in context to the sector they work in. There is a need to analyse this issue to inform measures that can be used to improve human resource management. Further, this study intends to examine the factors that affect job satisfaction of employees.

4. Objective of the Study

1. To study the overview of job satisfaction
2. To analyze the dimension of job satisfaction
3. To explore the factors affecting level of job satisfaction among college teachers.
4. To analyze whether there is any significant difference in job satisfaction among college teachers vis-à-vis their demographic characteristics.

5. Research Methodology

This study is exploratory research based on primary data. Data were collected through structured questionnaire based on Likert scaling. The sample of the study consisted of the teachers working in Public and Private Colleges. Convenient sampling was used for the present study. The study was also supplemented by different articles, research papers, journals, books, and publications related to job satisfaction. 20 items were identified from literature review which indicates towards job satisfaction. Exploratory factor analysis was applied to these items to explore the major factors. Further independent sample T-test has been applied to analyze whether there is any difference in overall job satisfaction with respect to various demographic factors.

6. Analysis and Discussions

6.1 Demographic analysis

Five demographic variables have been considered in the present study which is sector, education, gender, age, and monthly income. Simple frequency distribution has been shown to highlight the demographic characteristics of the respondents.

Table 1: Demographic Profile of the Respondents (N=100)

Demographic Variable	Distribution	Frequency (or %)
Gender	Male	45
	Female	55
Job Sector	Public	52
	Private	48
Education	Post-Graduate	48
	Ph.D.	52
Age	Below 30 yrs	40
	30yrs and above	60
Income	Below Rs. 25000	23
	Rs. 25000 and above	77

It is evident from the above Table that respondent comprises of 45 males and 55 females. Almost equal number of respondents belongs to public (52) and private (48) sector. Similarly, almost equal share of the respondents possesses Masters' (48) or Ph.D. degree (52). 40% of the respondents are below 30 years of age and remaining 60% are 30 years or above of age. However, there is huge gap in respondents with respect to their income. 77 respondents have their income of Rs. 25000 and above and remaining 23 respondents earn below Rs. 25000.

6.2 Reliability analysis

Reliability refers to consistency and/or repeatability of the measurement; in other words, consistency can relate here to the questionnaires being clear and well define to not confuse the respondents and repeatability here means that if searchers have findings from a group, they should be able to repeat the survey and get the sameresults. In this analysis, Cronbach's Alpha was used to check the internal consistency of the instrument.

Table 2: Reliability Statistics

Cronbach's Alpha	No of Items
0.870	25

The calculated value of Cronbach's alpha is 0.870 for the present instrument. Based on the rule of thumb proposed by George and Mallery (2003), it can be stated that the present value lies in "Good" confiability. A high value for Cronbach's alpha indicates good internal consistency of the items in the scale.

6.3 Factor analysis

The exploratory factor analysis (EFA) was done to identify the major factors related to the job satisfaction among college teachers. Factor analysis is applied to reduce the items to

lesser manageable factors. The principal component analysis (PCA) was conducted on 25 items with varimax rotation. To ascertain the sample adequacy and correlation among the items, KMO and Bartlett's test is done. The summary of which is given below.

Table 3: Result of KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	2251.097
	Df	300
	Sig.	.000

The Kaiser-Mayer-Olkin (KMO) measure verified the sampling adequacy for the analysis. The KMO calculated is found to be 0.798. This score indicates that the sample is 'good' for factor analysis (Field, 2009). Further, Bartlett's test of Sphericity is significant (p -value<.001), which rejects the null hypothesis that there is no correlation among the items. Thus, there is enough correlation to go ahead for factor analysis.

Table 4: Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.693	30.773	30.773	7.693	30.773	30.773	6.434	25.736	25.736
2	4.261	17.044	47.817	4.261	17.044	47.817	4.446	17.785	43.521
3	2.122	8.487	56.305	2.122	8.487	56.305	1.971	7.884	51.405
4	1.702	6.810	63.114	1.702	6.810	63.114	1.926	7.702	59.107
5	1.290	5.158	68.272	1.290	5.158	68.272	1.734	6.935	66.042
6	1.169	4.676	72.949	1.169	4.676	72.949	1.447	5.787	71.829
7	1.032	4.129	77.078	1.032	4.129	77.078	1.312	5.249	77.078

An initial analysis was run to obtain Eigen value for each component in the data. Table 4 reveals that 7 components have eigen value over Keiser criterion of 1 and in combination explaining 77.075% of the total variance. Further, all the factors with latent root less than 1 are concluded to be insignificant and ignored. The analysis also reveals that there are 7 major job satisfaction factors among college teachers. The figure below exhibits the extractable factor (the factors having eigen value more than 1) graphically through the Scree-plot.

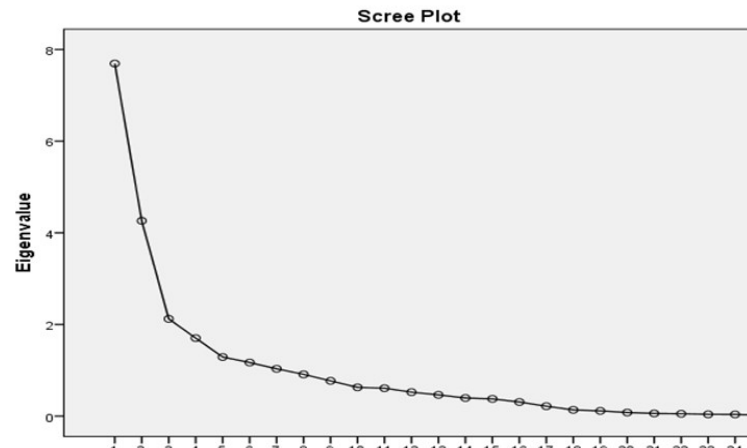
Figure 1: Scree Plot

Table 5 shows the factor loading of various variables on the factors extracted. The factor analysis was applied on 25 variables which extracted 7 major factors of job satisfaction among college teachers. Put together, all factors explain 77.075% of variations in the data. It is observed from the above table that the most important factor perceived by the college teachers regarding job satisfaction is “Individual Motivating Factors” which has the highest Eigen value of 7.693 and explains 25.736% of variance. This comprises 7 variables which are Participation in management, Job content, Salary, Work-life balance, Work environment, Job security and Incentives. Among them, participation in management has the highest loading of 0.936. The second factor is “Team Motivating Factors” with eigen value of 4.261 and it explains 17.785% of variance comprising 6 variables.

Table 5: Result of Factor Analysis

S.N.	Name of Factor	Loading	Eigen value	% of Variance	Cum. % of Variance
1	Individual Motivating Factors		7.693	25.736	25.736
	Participation in management	0.936			
	Job content	0.931			
	Salary	0.931			
	Work-life balance	0.917			
	Work environment	0.879			
	Job security	0.819			
	Incentives	0.783			
2	Team Motivating Factors		4.261	17.785	43.521
	Supervision	0.904			
	Collective bargaining	0.886			
	Respect from colleague	0.879			
	Job responsibility	0.783			
	Competition among employees	0.745			

	Perquisites	0.529			
3.	Challenging Factors Job rotation Org. conflicts Org. politics	0.779 0.601 0.509	2.121	7.883	51.404
4	Ease Factors Working hours Open communication Work culture	0.720 0.634 0.598	1.702	7.702	59.106
5	Advancement Factors Opportunity for CareerDevelopment Interesting & Challenging work Flattery	0.734 0.705 0.551	1.289	6.934	66.040
6	Growth Factors Promotion Training	0.838 0.623	1.169	5.786	71.826
7	Skills Development Factor	0.839	1.032	5.249	77.075

The most important variable in Team Motivating Factors is supervision having factor loading of 0.904. Third factor is termed as “Challenging Factors” which comprises 3 variables. This factor has eigen value of 2.121 and explains 7.883% of variance. The fourth factor is named as “Ease Factors” on which 3 variables are loaded and it explains 7.702% of variance with eigen value of 1.702. In this factor, the variable working hours has highest loading of 0.720. The fifth factor is assigned name as “Advancement Factors” comprising 3 variables and it explains 6.934% of variance with eigen value of 1.289. Opportunity for Career Development has the highest loading of 0.734 in this variable. The sixth factor is “Growth Factors” comprising 2 variables promotion and training. Lastly, Skills Development has emerged as the single factor with eigen value of 1.032 and it explains 5.249% of variance.

6.4 t-test analysis

Independent sample t-test has been applied to analyse whether there is difference in overall job satisfaction of teachers with respect to their various demographic characteristics.

Null Hypotheses (H₀):

- There is no significant difference in overall job satisfaction between male and female teachers.
- There is no significant difference in overall job satisfaction between public and private teachers.
- There is no significant difference in overall job satisfaction between post-graduate and Ph.D. degree holder teachers.

- There is no significant difference in overall job satisfaction between teachers of below 30 years of age and teachers of 30 and above years of age.
- There is no significant difference in overall job satisfaction between teachers earning below Rs. 25000 and teachers earning Rs. 25000 and above.

Table 6: Summary Result of t-test

Demographic Variable	Category	N	Mean \pm SD	df	t-value	Sig.	Decision
Gender	Male	45	3.2889 \pm 1.160	98	-1.262	.210	Ho Accepted
	Female	55	3.5818 \pm 1.150				
Sector	Public	52	4.1731 \pm 0.706	98	8.540	.000	Ho Rejected
	Private	48	2.6667 \pm 1.038				
Education	Post-Graduate	48	3.0625 \pm 1.343	98	-3.380	.001	Ho Rejected
	Ph.D.	52	3.8077 \pm 0.817				
Age	Below 30 yrs	40	3.7000 \pm 1.114	98	1.782	.078	Ho Accepted
	30yrs and above	60	3.2833 \pm 1.166				
Income	Below Rs. 25000	23	3.378 \pm 1.027	98	-0.480	.632	Ho Accepted
	Rs. 25000 & above	77	3.4805 \pm 1.199				

Note: Level of significance at 5%.

Table 6 summarizes the result of t-test. It reveals that significant difference in overall job satisfaction exists only among sector-wise and education-wise. The null hypotheses are rejected for Sector and Education. It can be thus concluded that the sector has a role in job satisfaction among college teachers. The mean value for satisfaction of public teachers is 4.1731, which is more than the private teachers. The public teachers fall in High satisfaction scale and the private teachers with mean value 2.6667 fall even below Moderate satisfaction. Similarly, the educational qualification also impacts the job satisfaction. The Ph.D. degree holders are more satisfied than the post-graduates only. However, in remaining variables the null hypotheses are accepted, which means gender, age and income has no impact on job satisfaction, for the given set of respondents.

7. Conclusion and Implications

The study explores 7 major factors which lead to job satisfaction among the college teachers. The individual motivating factor has emerged as the most prominent factor affecting job satisfaction. The study also reveals that the college teachers rank individual motivating factors above the team motivating factors. Self-centric factors satisfy the teachers more. The college management should therefore frame individual reward system to motivate the teachers rather than team reward. The management should also focus on other factors such as advancement factors, growth factors and skill development factors. Therefore, management or organization should organize regular training programmes to

enrich and equip teachers with latest developments, arrange regular formal meetings with teachers to consider their suggestions and try to value it. The respondents also admitted that the challenges face in their job makes their job more interesting and thus increases their satisfaction. The study further reveals that the public sector teachers are more satisfied than the private sector teachers. The respondent attributed it to the flexibility, security of job, high wage and independence enjoyed in public sector. Similarly, educational background also impacts the satisfaction of the teachers. The Ph.D. degree holders are more satisfied than the post-graduate only teachers. This is because the Ph.D. degree holding teachers are remunerated more and are given special respect and importance among their colleagues.

REFERENCES

- [1] Bandhana, B. (2011). Job satisfaction and values among kendriyavidalaya teachers. *Journal of Education and Practice*, 2(11 & 12), 17-24.
- [2] Borg, M. G., Riding, R. J., & Falzon, J. M. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational psychology*, 11(1), 59-75.
- [3] Clark, A.E. (1996). Job satisfaction in Britain. *British Journal of Industrial Relations*, 34: 2 June, 189-217.
- [4] Francis, G., & Jr., G.M. (1982). Job satisfaction: Human behaviour in the work environment A Managerial Perspective. California: Goodyear Publishing Company, Inc. Santa Monica, California (70-82).
- [5] Gay, G. (1995). Modeling and mentoring in urban teacher preparation. *Education and Urban Society*, 28(1), 103-118.
- [6] Gowri, P.A. & Mariammal, K. (2011). College teachers attitudes towards teaching and job satisfaction. *Journal of Community Guidance & Research*, 28(1), 99-106.
- [7] Gupta, C.B. (2009). *Human Resource Management*. New Delhi: Sultan Chand & Sons. 30.6-30.7.
- [8] Hackman, J.R., & Oldham, G.R. (1978). Motivation through the design of work: Test of a theory. *Organizational Behaviour and Human Performance*, 16, 250-279.
- [9] Hall, B. W., Pearson L. C., & Carroll, D. (1992). Teachers' long-range teaching plans: A discriminant analysis. *Journal of Educational Research*, 85(4), 221-225.
- [10] Harrison, G. L. (1995). Satisfaction, tension, and interpersonal relations: A cross-cultural comparison of managers in Singapore and Australia. *Journal of Managerial Psychology*, 10, 13-19.

- [11] Heller, H. W., Rex, J. C., & Cline, M. P. (1992). Factors related to teacher job satisfaction and dissatisfaction. *ERS Spectrum*, 10(1), 20-24.
- [12] Ilies, R., & Judge, T. A. (2002). Understanding the dynamic relationship between personality, mood, and job satisfaction: A field experiencesampling study. *Organizational Behavior and Human Decision Processes*, 89, 1119–1139.
- [13] Keith Davis and John W. Newstrom (1994). *Human behaviour at work*. Tata McGraw-Hills Publishing Company Ltd, New Delhi.
- [14] Kumari, S., & Jafri, S. (2011). Level of organizational commitment of male and female teachers of secondary schools. *Journal of Community Guidance & Research*, 28(1), 37-47.
- [15] Ladson-Billings, G. (1994). *Dream keepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- [16] Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago: Rand McNall.
- [17] Malik, D. M. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6), 17-26.
- [18] Mehta, D. S. (2011). Teachers and their attitude towards teaching. *Journal of research in Business Management*, 2(9), 32-43.
- [19] Mehta, D. S. (2012). Job satisfaction among teachers. *International Journal of Research in Commerce IT & Management*, 2(4), 77-83.
- [20] Nagar, K. (2012). Organizational commitment and job satisfaction among teachers during times of Burnout. *Vikalpa*, 37(2), 43-60.
- [21] Odom, R. Y., Boxx, W. R., and Dunn, M. G. (1990). Organizational cultures, commitment, satisfaction, and cohesion. *Public Productivity Management Review*, 14, 157-168.
- [22] Raj, T. & Lalita. (2013). Job satisfaction among teachers of private and government school: a comparative analysis. *International Journal of Social Science & Interdisciplinary Research*, ISSN 2277 3630 IJSSIR, Vol. 2 (9), 57-60.
- [23] Randhawa, G. (2007). Relationship between job satisfaction and turnover intentions: An empirical analysis. *Indian Management Studies*, 149-159.

- [24] Sari, H. (2004). An analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factor effecting their burnout and job satisfaction. *Educational Studies*, 30(3), 291-306.
- [25] Suki, N., &Suki, N. (2011). Job satisfaction and organizational commitment: The effect of gender. *International journal of psychology research*, 6(5), 1-15.
- [26] Zilli, A. S., &Zahoor, Z. (2012). Organizational commitment among male and female higher education teachers. *Indian Journal of Psychology and Education*, 2(1), 55-60.

