



Study Of Job Satisfaction Among College Teachers Of Jalandhar District In Relation To Their Teaching Experience

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Abstract : In formal education teacher has a very important place in improvement of education. Teachers' role in society, in general and in higher education in particular has been changing with time but the importance of this position remains the same. The teacher is the pre-requisite of the success of all educational programmers. He/ She must have the ability to get satisfaction from his/her job. All educational programmers should inculcate good qualities in teacher so that he/she is in the best position to impart quality education to students.

Education is the most powerful and influencing medium of development. Quality of education mostly depends on the teachers and quality of teachers depends on their personal as well the professional quality. Mental health and job satisfaction are two pre-requisite of the teachers. Both of these are most important for the teachers to perform their duties and responsibilities properly.

Key Words : Job Satisfaction,

Introduction : Job satisfaction is one of the most researched variables in the area of workplace psychology and has been associated with numerous psychosocial issues - the changing world of work organizational factors ranging from leadership to job design. This article seeks to outline the key definitions relating to job satisfaction, the main theories associated with explaining job satisfaction, as well as the types of and issues surrounding the measurement of job satisfaction. While it is also important to explore what factors precede and is impacted by job satisfaction.

Due the popularity of job satisfaction within the field of occupational and organizational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, the two most common definitions describe job satisfaction as: "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values and "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work.

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Factors Of Job Satisfaction

Job satisfaction is under the influence of a series of factors such as: The nature of work, Salary, Advancement opportunities, Management, Work groups and Work conditions. A somewhat different approach regarding the factors of job satisfaction is provided by Rue and Byars, Figure4. When talking about factors of job satisfaction the fact that they can also cause job dissatisfaction must be kept in mind. Therefore the issue weather job satisfaction and job dissatisfaction are two opposite and excludable phenomena? There is no consensus regarding this issue among authors. Herzberg’s Two Factor Theory is probably the most often cited point of view. In fact the main idea is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. Therefore al factors that have derived from a large empirical research and divided in factors that cause job satisfaction (motivators) and factors that cause job dissatisfaction.

The objectives of the present study are-

- To study the level of mental health of male and female college teachers.

Measuring Job Satisfaction

Usually job satisfaction is measured by using general scientific research methods such as the questionnaire. Some of the most commonly used techniques for measuring job satisfaction include: Minnesota satisfaction questionnaire and Job description index The Minnesota Satisfaction Questionnaire is a paper-pencil type of a questionnaire and can be implemented both individually and in group, but it does not take sex differences into consideration. This questionnaire has one short form and two long forms that date from 1967 and 1977.

Method

In the present study descriptive survey method has been used. Descriptive research provides us information about what exists at present by determining the nature and degree of existing conditions.

Sample For The Study

The sample of the present study consists of 100 college teachers drawn randomly from college located in Jalandhar district of Punjab selected college and the number of teacher from these colleges

Statistical Techniques Used

Product moment method of correlation is used for finding relationship of job satisfaction and Experience. t-ratio is used to see the significance of difference of Means of the Score of job satisfaction of male and female lecturers.



Tool Of The Study

- Job Satisfaction Scale Dr. Amar Singh and T.R Sharma (1999)

Analysis And Interpretation

Gender	N	Mean	Std. Deviation	Std. Error Mean	t- test	df
Job Satisfaction (Males)	50	74.92	8.875	1.255	-.166	98
Job Satisfaction (Females)	50	75.92	9.190	1.300		97.881

It is observed from the table 3.1 that t-ratio for the difference between mean of gender groups i.e. males and females on the scores of job satisfaction was not found to be significant even at 0.05 and 0.01 level of confidence. This indicates that two groups do not differ significantly on job satisfaction score. Thus data provides sufficient evidence to accept the null hypothesis (1), "There exists no significant difference in the job satisfaction of graduate college teachers males and females" which means that there is no significant difference in the job satisfaction of graduate college males and females.

Conclusion :

Job satisfaction is one of the most researched variables in the area of workplace psychology and has been associated with numerous psychosocial issues - the changing world of work organizational factors ranging from leadership to job design. This article seeks to outline the key definitions relating to job satisfaction, the main theories associated with explaining job satisfaction, as well as the types of and issues surrounding the measurement of job satisfaction. While it is also important to explore what factors precede and is impacted by job satisfaction. Due the popularity of job satisfaction within the field of occupational and organizational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, the two most common definitions describe job satisfaction as: "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values and "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working condition. In addition, the extent to which work outcomes meet or



exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. Taber and Alliger, found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were moderately correlated to satisfaction with the work itself, and associated (although weakly) with global job satisfaction. Taber and Alliger also found that other measures (such as, level of concentration required for the job, level of supervision, and task importance) all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However, the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

Frameworks for understanding the production of academic achievement and the labor force outcomes of college often consider lecturers quality to be a key input. The distribution of quality teacher is an essential factor driving the transmission of inequality, because the recruitment and retention of qualified lecturers tends to be problematic in area of high poverty, such as inner regions of Punjab.

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