

IMPACT OF ACADEMIC STREAM, GENDER AND TEACHING EXPERIENCE ON JOB SATISFACTION OF COLLEGE TEACHERS

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Abstract

This study was undertaken to know the factors impacting job satisfaction among the college teachers in Punjab because these may have direct effect on learning of the students. Data of 120 college teachers was collected on job satisfaction measure developed by Mudgil, Muhar and Bhatia (2009). KS test was used to check normality of data. Results showed no significant impact of academic stream (Science/ Arts), gender and teaching experience on job satisfaction measure. Interaction effect was also not significant.

Introduction

The purpose of the study is to know the factors impacting job satisfaction among the college teachers in Punjab because it may have direct effect on student learning of the colleges. The quality of instructions received by students may be impacted by the level of job satisfaction of a teacher. Most of the research of job satisfaction is related to management of industrial, banking and business organization. The study of college teachers' job satisfaction is not many. Hence, more research is needed in college teachers' job satisfaction, if we are interested to provide quality education to our student at college level. This study is hoped to contribute to that extent. As compared to other levels of educational system in the society, higher education has a much bigger role to play. Being at higher level of educational pyramid and thus able to influence other levels of education, and having wider access to all available knowledge, it can be undoubtedly operate as a powerful instrument to help the process of social change in Indian society. It prepares them to carry out different responsibilities for social, economic and political development. College teachers are arguably the most important group of professional for our nation's future. Therefore it is disturbing to find that many of today's teachers in higher education are dissatisfied with their jobs. Job satisfaction is good not only for employees but society as a whole. It increases productivity and classroom performance in the college. But without job satisfaction among the behavior of the college teachers, the objective of providing quality education would not be materialized. Therefore job satisfaction is needed among college teachers to promote quality education.

Lastly, the status of a teacher reflects the socio - cultural ethos of a society. If he is satisfied with his job, it will enhance his job performance. A teacher who is happy with his job, plays a pivot role in the upliftment of the society and can contribute a lot to the well being of his pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. In order to understand the present scenario of teacher in India, need was felt to study the impact of academic stream, gender and teaching experience on job satisfaction of college teachers. **FILAK AND SHELDON (2003)** made a study on "students

psychological study of need satisfaction and college teacher course evaluation” and showed that teachers are best off when their needs are satisfied and worst when they are not satisfied. NOLL (2004) examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that social culture, teachers relationships with administration, working conditions and motivation were the factors, which had a significant relationships with job satisfaction among school teachers. GUPTA AND GEHLAWAT (2013) reported that the less experienced teachers were found to possess higher job satisfaction than the more experienced teachers.

STATEMENT OF THE PROBLEM

Impact of academic stream, gender and teaching experience on job satisfaction of college teachers.

The meaning of different terms used in the statement of problem are as :-

1. **Job Satisfaction** – Job Satisfaction is the extent to which a person’s hopes desires and expectations about the employment he is engaged in are fulfilled.
2. **Academic Stream** – Science or arts group
3. **Gender** – Male or Female
4. **Teaching Experience** - More or Less

OPERATIONAL STATEMENT OF THE PROBLEM

“Comparative study of job satisfaction assessed by Teacher’s job satisfaction scale (TJSS) developed by Mudgil, Muhar and Bhatia (2009).”

OBJECTIVES OF THE STUDY

The present study was purport to realize the following objectives:

1. To study the impact of a) academic stream b) gender and c) teaching experience on job satisfaction of college teachers.
2. To find out the interaction effect of a) academic stream and gender; b) gender and teaching experience; c) academic stream and teaching experience on job satisfaction of college teachers.
3. To find out the interaction effect of academic stream, gender and teaching experience on job satisfaction of college teachers.

HYPOTHESES OF THE STUDY

Based upon the above mentioned objectives, the following hypotheses are formulated:

H01 There exists no significant difference in job satisfaction between male and female teachers.

H02 There exists no significant difference in job satisfaction between teachers belonging to science and arts group.

H03 There exists no significant difference in job satisfaction between teachers having more or less teaching experience.

H04 There exists no significant interaction effect of academic stream and gender on job satisfaction of college teachers.

H05 There exists no significant interaction effect of gender and teaching experience on job satisfaction of college teachers.

H06 There exists no significant interaction effect of academic stream and teaching experience on job satisfaction of college teachers.

H07 There exists no significant interaction effect of academic stream, gender and teaching experience on job satisfaction of college teachers.

SIGNIFICANCE OF THE STUDY

Job Satisfaction occupies an important position in today's work oriented society as a large part of individual's time is spent at job. Job satisfaction is an important topic in teacher education research. Exploring the issue of teacher job satisfaction help us to gain a deeper understanding of teachers' mental state such as their occupational attitudes, zeal for teaching and work enthusiasm, which affects the quality of teaching and education. Study will explore the complex of feelings, emotions and sensations or feeling of pleasantness or contentment in the job, which will influence the efficiency, effectiveness and success of teacher in his/her teaching profession.

TOOLS USED

- Personal data sheet prepared by the investigator to collect the personal details of the subjects.
- Teacher's job satisfaction scale (TJSS) developed by Mudgil, Muhar and Bhatia (2009) was used to assess the job satisfaction of teachers.

STATISTICAL TECHNIQUES

In order to study the nature of the data, K-S Test was used. To study the main effects and interaction effects of independent variables i.e. academic stream, gender and teaching experience on the dependent variable i.e. Job satisfaction, three way ANOVA (2X2X2 Factorial Design) was used. To test the assumption of homogeneity of variance for ANOVA, Bartlett's test of homogeneity of variance was employed. For further investigation 't' test was employed, whenever F - value was found to be significant.

DESIGN OF THE STUDY

In the present study, normative survey method was used. 2x2x2 factorial randomized group design was used to analyze the data.

SAMPLE OF THE STUDY

Teachers working in different colleges affiliated to Panjab University, Chandigarh constitute the target population of the study. In the present study, multi - stage random sampling was used to select a sample of 120 teachers. For this male and female teachers was divided into four parallel groups – Science group having more teaching experience, Science group having less teaching experience, Arts group having more teaching experience and Arts

group having less teaching experience. From each of these groups, 30 teachers was selected randomly, i.e.30 from each combination group. In this way, distribution of sample of teachers, as per the requirement of 2X2X2 cells (30 in each cell) of the paradigm was selected.

INTERPRETATION OF THE RESULTS

1. The data of 120 college teachers on Teachers job satisfaction scale to measure job satisfaction of college teachers has been found to be normally distributed. The assumption of normality of data has been tested by K-S test. The assumption of Homogeneity of the data on Teachers job satisfaction Scale to measure job satisfaction of college teachers is also satisfied. The assumption of homogeneity has been rested by the Bartlett's test which is more powerful test of homogeneity of variance. It is therefore appropriate to use 2x2x2 analysis of variance for testing the hypotheses.
2. The application of the factorial 2x2x2 analysis of variance reveals that the difference in job satisfaction of teachers having science group and teachers having arts group has not been found significant. It may be due to the reason that basic subject of teacher will not give stress to teachers during their job. Generally all subjects are of equal weightage so it does not matter what subject, teacher is teaching at their work place. Both subjects carry equal strain. If we talk about workload of subjects given to teachers, it will also be equal in number of periods per week so satisfaction of job may not be linked with stress given by academic subjects.
3. Male teachers do not differ significantly from their female counterparts on the job satisfaction scale to measure the job satisfaction of college teachers. It may be due to their same ideology about the concept of job satisfaction and reason for the above result is that in present time women are also aware about outdoor activities and take the assigned work seriously and with a challenge. It may also due to some other factors like equal time, equal periods, equal qualification, equal salary, equal opportunities, equal promotion etc.
4. Teaching experience variable does not contribute to significant difference on job satisfaction scale. Teachers having more teaching experience do not differ significantly from the teachers having less teaching experience. It may be due to the reason that in present scenario, curriculum is changing rapidly due to which every teacher has to work hard, has to prepare lectures, has to prepare presentations, generally it takes equal time for more or less experienced teachers.
5. The interaction academic stream x Gender does not contribute to any significant difference on job satisfaction scale. The combined effect of academic stream and gender is negligible.

6. The interaction Gender x teaching experience does not contribute to any significant difference on job satisfaction scale which shows that variables gender and teaching experience do not contribute to significant difference on job satisfaction scale.
7. The interaction academic stream x teaching experience does not contribute to any significant difference on job satisfaction scale. These variables in combination do not contribute to significant difference on job satisfaction scale.
8. The interaction academic stream x Gender x teaching experience also does not contribute to any significant difference on job satisfaction scale. These variables in combination do not contribute to significant difference on job satisfaction scale as if two of the variables acts in opposite direction which reflects that the third variable could not contribute much to display any significant difference

EDUCATIONAL IMPLICATIONS

1. Knowledge about job satisfaction of college teachers will help the colleges in the solution of the problems related to teaching job and administration.
2. Results of present study reveals that male teachers of college do not differ significantly from their female counterparts on job satisfaction measure i.e. both the groups have similar ideology about educational administration. Therefore gender factor should not be given weightage in deciding about the selection of male or female teachers.
3. College teachers having more teaching experience do not differ significantly than teachers having less teaching experience. Thus the variable teaching experience does not affect the job satisfaction of college teachers. Therefore as far as possible at the time of appointment of teachers, the variable teaching experience may be ignored and the young and the energetic candidates may be given opportunity to take the responsibility of education administration.
4. Results of present study reveals that college teachers having science group do not differ significantly than the college teachers having arts group on job satisfaction measure. Teachers of both groups may feel satisfied with their stream
5. The relationship between independent variables academic stream, gender and teaching experience towards job satisfaction of college teachers have revealed that taken independently two variables academic stream and gender do not contribute to any significant difference between different groups of college teachers. The two way interaction and the three way interaction academic stream x Gender x teaching Experience have not contributed to any significant difference between different groups of college teachers

DELIMITATIONS OF THE STUDY

1. Study was delimited to Fazilka district only.

2. Study was delimited to sample of 120 teachers only.
3. Study was delimited to only three independent variables i.e. academic stream, gender and teaching experience only.
4. Study was delimited to only one dependent variable i.e.s job satisfaction only.

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