



DEMOGRAPHIC AND ACADEMIC VARIABLES AS CORRELATES OF JOB SATISFACTION OF SELF FINANCED INSTITUTION TEACHERS

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INTRODUCTION

Indian Education Commission (1969) describes the teacher as one of the most significant factors causally to the national development. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Currently there is, however, a universal emotion that the teachers do not have the satisfaction in their job. There seems to be growing annoyance towards their job as a result of which standard of education is falling. Teachers are dissatisfied, in spite of different policy and programs, which have been implemented to improve their job.

The practice of privatization began to generate and propagate knowledge coupled with the splendid intention of providing easy access to higher education to the common Indian. Privatization provides academic and administrative sovereignty in one hand and the uncertain availability of sufficient resources in other hands. An adequate amount of staffing may well be the critical segment in India's ambitious plans for expansion and excellence. To muddle through with it will require a concentrated endeavor concerning the academic culture and conditions. It is an important thing to understand the factors behind the retention of the high quality faculty in higher education. One such factor is job satisfaction. Hence it is important to study the job satisfaction and competency of teachers in Indian context.

A large number of studies have been made worldwide to know the factors related to job

satisfaction or dissatisfaction of teachers at work in different educational levels. **Saner and Eyupoglu (2012)** concluded in their study that gender differences do exist in relation to the job satisfaction of university teachers in Turkey. **Toker (2011)** investigated among the demographic variables age, length of service were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction. **Seifert, Tricia and Paul (2008)** applied Kalleberg's framework to better understand the effects of diverse demographic faculty characteristics on dimensions of job satisfaction. Researchers found that women were consistently less satisfied than their male colleagues and that the effect of being female varied by discipline on levels of job satisfaction. **Bhatia (2012)** studied in Haryana on job satisfaction of self finance scheme lectures in aided and unaided institutions. The study found that low pay scale and no job security factors carried same perception between both types of teachers. **Gautam, Mandal and Dalal (2006)** studied the overall job satisfaction of the faculty members and found it moderate. The younger faculty members are more satisfied as compared to those with a longer service period, although the relationship is not linear. Thus, the investigator found that there were different types of findings with regard to job satisfaction. So, the investigator attempted to find demographic variables as correlates of job satisfaction in self-financing institutions.

OBJECTIVES OF THE STUDY

The objectives of the study are to find out demographic and academic variables as correlates of job satisfaction among teachers in Self Financing Institutions. To achieve this objective, following sub objectives were framed:

1. To investigate level of job satisfaction of teachers teaching in Self Financing Institutions.
2. To measure correlation between Job Satisfaction of teachers teaching in Self Financing Institutions and Age.
3. To calculate correlation between Job Satisfaction of teachers teaching in Self Financing Institutions and Gender.
4. To find out correlation between Job Satisfaction of teachers teaching in Self Financing Institutions and Marital Status.
5. To find out correlation between Job Satisfaction of teachers teaching in Self Financing Institutions and Educational Qualification.

6. To seek correlation between Job Satisfaction of teachers teaching in Self Financing Institutions and Experience.

HYPOTHESES OF THE STUDY

- H₁** There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Age.
- H₂** There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Gender.
- H₃** There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Marital Status.
- H₄** There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Educational Qualifications.
- H₅** There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Experience.

RESEARCH DESIGN OF THE STUDY

The present study is based on “Correlation method” type of descriptive research.

Sampling: The universe of the study is decided as teachers teaching in self-financed colleges existed in NCR (National Capital Region) area. The sampling method used here is Stratified random Sampling. First 25 colleges were selected randomly from the list of colleges in NCR, and then from all colleges, 170 college teachers were selected randomly.

Variables: The following variables were to be verified as correlates of job satisfaction:

Demographic Variables:

- (1) Age (2) Gender (3) Marital Status

Academic Variables:

- (4) Experience (5) Academic Qualification.

Tools: Considering nature and objectives of the study, researcher constructed a comprehensive Job Satisfaction Characteristics Scale (JSCS) for intensive study of Job Satisfaction using Likert type summated rating method. Job Satisfaction was measured in ten dimensions: (i) Workload (ii) Work conflict (iii) Job- Involvement (iv) Salary (v) Supervision (vi) Management policies (vii) Interpersonal relations (viii) Academic facilities (ix) Infrastructure facilities and (x) Teaching itself. The Scale consists of 69 items. The reliability of the scale was determined using Split Half method which was found to be 0.868, suggesting

that scale is highly internally consistent (reliable). The validity coefficient was worked out and it was found to be 0.583.

Statistical Techniques: Mean, SD and Point Biserial Correlation were used to analyze the collected data.

RESULTS AND DISCUSSION

1. Job Satisfaction of Self-Financed Institutions' Teachers: To study job satisfaction of teachers teaching in Self-financed Institutions, descriptive statistics were calculated as shown in following table:

Table 1: Descriptive Statistics of scorers Teachers teaching in Self-financing Institutions on JCQS

N	Mean	Mdn	Mode	Kurt	Skew	Min	Max	Q1	Q3
170	185.7	189	190	-0.11	-0.04	150	230	176	198

Table shows that Mean of job satisfaction is 185.7 which indicate a moderate degree of job satisfaction. Minimum scores are 150 and maximum scores are 230 that show wide variation in scores. Q1 and Q3 has large differences. Moreover, it can be said on the basis of quartiles that the teachers scoring above 198 would be having high job satisfaction while the individual falling below 176 would be rated as having low job satisfaction.

Relationship in Job Satisfaction and Age: Two categories were formed on the basis of age: Teachers above 35 years and Teachers below 35 years. To find out the relationship between Job satisfaction and Age following hypothesis was verified.

Testing Hypothesis H_1 : There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with age:

Table 2: Point Biserial Correlation Coefficient of Job Satisfaction of above 35 Years age and below 35 years age Self Financed Institution Teachers (SFIT)

S N	N	AGE GROUPS	MEAN OF P/Q	SD	<i>r_{pbis}</i>
1.	52	Above 35	176.46	16.94	-0.37**
2.	118	Below 35	190.05		

*Self Financing Institution's Teachers ** (P< 0.01)

It may be read from table 2 that calculated value of r_{pbis} is found 0.37 which is negative and significant at both levels of confidence i.e., .01 and .05 levels. Therefore, null hypothesis was

rejected and can be interpreted that age and Job satisfaction are negative and significantly correlated, i.e. as age increases job satisfaction decreases. Furthermore, the correlation value is a weak type relation. In today's educational scenario, there are many fresh and educated teachers. Self Financing Institutions give them the opportunity to teach in their institution's terms and conditions. Perhaps due to this reason teachers above 35 years of age get neglected by Self Financing Institutions

2. Relationship in Job Satisfaction and Gender: The sample consists of 95 female and 75 male teachers. According to this, the male population is the dominated fraction of the sample. To find out the relationship between Job satisfaction and gender following hypothesis was verified:

Testing Hypothesis H₂: There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Gender:

Table 3: Point Biserial Correlation Coefficient of Job Satisfaction of Male and Female SFI Teachers

S N	N	GENDER GROUPS	MEAN OF P/Q	SD	<i>r_{pbis}</i>
1.	95	Female	190.23	16.94	+0.29**
2.	75	Male	180.41		

**($P < 0.01$)

It may be read from table 3 that calculated value of r_{pbis} is found 0.29 which is positive and significant at both levels of confidence i.e., .01 and .05 levels. Consequently, it can be interpreted that gender and Job satisfaction are significantly correlated and this also indicates that gender was positively related to Job Satisfaction, therefore null hypothesis was rejected. It can be said that in female teachers are more satisfied with their job. They are more likely to be committed to the colleges when they are provided a proportionate amount of job autonomy and basic facilities. Furthermore, the correlation value is a feeble relation type.

3. Relationship in Job Satisfaction and Marital Status: The sample consists of 119 married and 51 unmarried teachers. Married teachers represent 70% of the total sample. Unmarried teachers represented 30% of the total sample. To find out the relationship between Job satisfaction and marital status, following hypothesis was verified:

Testing Hypothesis **H₃**: There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Marital Status:

Table 4: Point Biserial Correlation Coefficient of Job Satisfaction of Married and Unmarried SFI Teachers

S.N	(N)	MARITAL ST. GROUP	MEAN OF P/Q	SD	<i>r_{pbis}</i>
1.	119	Married	184.29	16.94	-0.15
2.	51	Unmarried	189.64		

(P>0.05)

It may be read from table 4 that calculated value of *r_{pbis}* is found 0.15 which is negative and non-significant at both levels of confidence. Therefore, null hypothesis was accepted and can be interpreted that Marital Status and job satisfaction are not significantly correlated. It can be said that job satisfaction of teachers is not related to their marital status.

4. Relationship in Job Satisfaction and Educational Qualification: The educational level is also categorized into two categories: teachers who had done PhD and teachers who had not done PhD. Majority of the teachers belong to non PhD category in Self financing institutions (114 teachers). To find out the relationship between job satisfaction and Educational Qualifications following hypothesis was verified:

Testing Hypothesis **H₄**: There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Educational Qualification:

Table 5: Point Biserial Correlation Coefficient of Job Satisfaction of PhD and Non PhDs SFI Teachers

S N	N	ACADEMIC QL.GROUPS	MEAN OF P/Q	SD	<i>r_{pbis}</i>
1.	56	PhD	174.66	16.94	-0.47**
2.	114	Non PhD	191.42		

** (P<0.01)

It is revealed from table 5 that calculated value of *r_{pbis}* is found 0.47 which is negative and significant at both levels of confidence i.e., .01 and .05 levels. Therefore, null hypothesis was rejected and it can be interpreted that educational qualifications and job satisfaction are negative significantly correlated, to be precise, as teachers who had done a PhD in their subjects their job satisfaction was descending at an inferior level in relation to Non PhD category. The apt reason could be that Self Financing Institutions some time ignore the rules

and regulations to fill the teacher’s posts they also want to appoint teachers at less salary and job satisfaction of PhD qualified teachers is lesser than non-Ph.D. qualified.

5. Relationship in Job Satisfaction and Experience: Two categories were formed on the basis of experience: More than 5 years (89 teachers) and less than 5 years (81 teachers) experience. To find out the relationship between job satisfaction and Experience following hypothesis was verified:

Testing Hypothesis H₅: There exists no relationship in Job Satisfaction of teachers teaching in Self Financing Institutions with Experience:

Table 6: Point Biserial Correlation Coefficient of Job Satisfaction of above 5 years and below 5 years experienced SFI Teachers

S.N.	EXPERIENCE GROUPS	N	MEAN OF P/Q	SD	<i>r_{pbis}</i>
1.	Above 5 Yrs.	89	180.69	16.94	-0.32**
2.	Less 5 Yrs.	81	191.61		

**Significant at (P< 0.01)

It may be read from table 6 that calculated value of *r_{pbis}* is found 0.32 which is negative and significant at both levels of confidence i.e., .01 and .05 levels. Therefore, null hypothesis was rejected and can be interpreted that Experience and Job Satisfaction are negative and significantly correlated, i.e. as experience increases job satisfaction decreases. More to the point, the correlation value is considered to represent low or weak correlation. The relevant explanation could be that experienced teachers wish for fulfillment of their conditions on the basis of their eligibility of experience, but self-financed Institutions perhaps cannot afford their demands or do not want to fulfill them.

Furthermore, it can be interpreted that Age, Gender, Educational Qualifications and Experience are found correlates of Job satisfaction to be significant but Marital status is not.

CONCLUSION

After going through the above analysis of data and discussion, the following inferences can be drawn:

- Self-financing institution teachers have a moderate degree of job satisfaction.
- Significant negative correlation has been found between job satisfaction and age of self-financed institutions teachers i.e., low job satisfaction corresponded with more age.

- Gender has been found positively significantly correlated with job satisfaction of self-financed institutions teachers. Female teachers were more satisfied.
- Marital status has been found insignificantly correlated with job satisfaction of self-financed institutions teachers.
- Job satisfaction and educational qualification of self-financed institutions teachers were found negatively significant correlated i.e., more qualified teachers (Ph.D.) have lower job satisfaction or vice-versa.
- Teaching experience is found negatively significant correlated with job satisfaction or in other words as teaching experience increases, job satisfaction decreased in self-financed institutions teachers.

EDUCATIONAL IMPLICATION

The present study shows that age, gender, educational qualification and experiences are correlates of job satisfaction while marital status is not found as correlate of job satisfaction in self financing institutions. These findings of this study may be helpful for administration, policy makers and teachers. Today, there are much more self-financing institutions than government or government aided institutions. It is suggested that government should make sincere efforts to make such policies for self financing institutions teachers by which they can get job satisfaction with increasing age, educational qualification and teaching experience. Teaching job should be made noteworthy in self financed institutions.

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