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Indian Streams Research Journal



A STUDY OF SENIOR COLLEGE TEACHERS IN SATARA TALUKA IN RELATION WITH TEACHING EXPERIENCE AND JOB SATISFACTION.



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ABSTRACT

College teachers are an important part of a society for various reasons and their role in society is very much significant and valuable. If the teachers attain adequate job-satisfaction, then they will be in a position to fulfil the educational goals and objectives of the country. This study has been conducted to study the various factors impacting on job satisfaction and to know the relation between teaching experience and job satisfaction of senior college teachers in Satara Taluka. The data required for the study is collected through questionnaires from 130 college teachers working in different traditional colleges in Satara Taluka. The collected data was analysed with the help of statistical tools like frequency, percentage, correlation, Chi Square Test, Chi Square Eta Test etc.

The study found that there is no significant relationship between teaching experience and job satisfaction of college teachers.

KEYWORDS :Job satisfaction, Job dissatisfaction, teaching experience, senior college teachers, traditional colleges.

INTRODUCTION

Job satisfaction is the extent to which a person feels good about his job. It is in regard to person's feelings or state of mind regarding the nature of their work. Job satisfaction differs from person to person, from institution to institution and even in the context of male and female. In simple words when someone is satisfied with his job that is job satisfaction. Job satisfaction is a phenomenon which comes from the job as well as from person's personal, social, academic, administrative and economical conditions.

According to Armstrong, the term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction.

Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

REVIEW OF LITERATURE:

Gupta Madhu and Gehlawat Manju (January 2013) conducted a study titled, "Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study" to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. The samples comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE. The obtained data was analyzed using statistical tests like mean, SD and t-test. The study found that there were significant differences among teachers working in government and private schools; more experienced and less experienced teachers having graduate and post-graduate qualifications.

Arumugasamy G. & Sam Renu R. (February 2013) undertook a study titled "A Study on Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District. The primary data was collected with the help of a questionnaire from 375 teachers. The collected data was analyzed by using statistical techniques like mean, standard deviation, correlation co-efficient, ANOVA factor analysis and regression analysis. The study also found that variables like gender, age, experience, salary, secondary occupation, and secondary occupation experience are significant in determining the job satisfaction among the teachers.

Nisamudheen. T (2013) conducted a study titled, "Job Satisfaction among College Teachers: A Study on Government Colleges in Kerala" with an objective to understand the various factors associated with the job satisfaction of College teachers. The geographical scope of the study was limited to Kerala state. The sample size of the survey was 80. The tools used for this study were percentage analysis and coefficient of correlation. The study pointed out that there was a positive correlation between the years of service and job satisfaction of college teachers.

Abushaira Mohammed (2012) conducted a study titled 'Job Satisfaction among Special Education Teachers in Jordan'. Data was collected through questionnaire from 16 male and 123 female teachers. The collected data was analysed with the help of statistical tools like mean, standard deviation, ANOVA test, t test etc. The study found that the young teachers were found to be more satisfied than aged teachers. Researcher recommended that there is a necessity of providing an appropriate work atmosphere to encourage the teachers who work with the multi-disabled students.

IMPORTANCE OF THE STUDY:

The purpose of this study is to study the various factors impacting on job satisfaction and to know the relation between teaching experience and job satisfaction of senior college teachers in Satara Taluka. There are different aspects of job that leads to satisfaction and dissatisfaction. These include both demographic factors as well as environmental factors. The quality of teaching may be affected by the level of job satisfaction of a teacher. There is a possible correlation between teacher's job satisfaction and the quality of teaching. Hence it is necessary to understand the factors that may affect job satisfaction. This study is important because through this study we can know which factors contribute to job satisfaction as well as which factors leads to job dissatisfaction, whether there is any relation between teaching experience and job satisfaction of college teachers?

STATEMENT OF RESEARCH PROBLEM:

College Teachers are one of the most important groups of professionals for every nation's future. There are various factors responsible for the job satisfaction and job dissatisfaction of college

teachers. The present study is designed to make an in depth study of job satisfaction of traditional college teachers in relation to various variables. Keeping this object in mind, the present study is undertaken, and titled as 'A Study of Senior College Teachers in Satara Taluka in Relation with Teaching Experience and Job Satisfaction.' The study is designed to answer the following specific questions.

1. What are the variables of job satisfaction of college teachers?
2. What is the relation between teaching experience and job satisfaction of college teachers?

OBJECTIVES OF THE STUDY:

The present study intends to achieve the following objectives:

- 1) To study the various factors influencing on the job satisfaction of college teachers.
- 2) To see whether there is a relationship between teaching experience and job satisfaction.

HYPOTHESIS:

The tentative assumption of the proposed research is as follows:

Hypothesis 1

H_0 – There is no significant relationship between job satisfaction and teaching experience.

H_1 - There is a significant relationship between job satisfaction and teaching experience.

SCOPE OF THE STUDY:

1. The geographical scope of the study is limited to 8 senior colleges in Satara Taluka affiliated to Shivaji University, Kolhapur. Colleges providing traditional courses like BA, B.Com, B.Sc, B.Ed, MA, M.Com, M.Sc etc are selected for this study.
2. The conceptual scope of this study is confined to studying job satisfaction among college teachers. This study considers 20 variables namely profession, college, salary, promotion, students, teaching practices in the college, facilities provided to faculties, working conditions, job responsibilities, workload, transfer policy, principal, senior colleagues, junior colleagues, non teaching staff, personal life, honour and respect, work environment, autonomy to teachers and work flexibility for evaluating the job satisfaction attained by the teaching faculties. Every variable has 4 statements each to extract the job satisfaction of the teaching faculty.
3. For analysing the collected data various statistical tools like Frequency, Percentage, mean, standard deviation, rank, Correlation, Chi- Square test, Chi- Square Eta test etc.

RESEARCH METHODOLOGY:

The type of research is descriptive and data is collected using inferential approach. The data required for the study is concept of job satisfaction, parameters for determining the job satisfaction, demographic profiles of respondent teachers; the opinions of respondent teachers regarding various aspects of their job is required.

Data Sources: Primary data is collected from respondent teachers with the help of a structured questionnaire for studying the job satisfaction of college teachers. The secondary data is collected through sources like books, articles, reports, dissertations, websites etc.

Instrument: The data on the various dimensions of Job Satisfaction is collected through a structured

questionnaire on Likert’s 5 point scale of opinion. The questionnaire consists of two parts: A) Demographic profile B) Measurement of Job Satisfaction

Sampling: The sampling unit for this study are permanent senior college teachers working in different traditional colleges in Satara Taluka affiliated to Shivaji University, Kolhapur. The samples are calculated at 95% confidence level at 5% confidence interval.

Table No. 1- Stratification of Samples

Sr. No.	Name of College	Population	Samples
1	Arts and Commerce College, Nagthane.	18	12
2	Arts and Commerce College, Satara.	13	9
3	Azad College of Education, Satara.	12	8
4	Chhatrapati Shivaji College, Satara.	36	24
5	Dhananjayrao Gadgil College of Commerce, Satara.	12	8
6	Lal Bahadur Shastri College, Satara.	34	22
7	Savitribai Phule Mahila Mahavidyalaya, Satara.	13	9
8	Yashwantrao Chavan Institute of Science, Satara.	59	38
	Total	197	130

Source – Primary Data

LIMITATIONS OF THE STUDY:

- 1) The present study does not cover any professional college in Satara Taluka.
- 2) A traditional college affiliated to a university other than Shivaji University, Kolhapur is also not considered.
- 3) The accuracy of the results depends upon the authenticity of the information provided by the sample respondents.
- 4) College teachers working on temporary basis are not considered at all

DATA ANALYSIS AND INTERPRETATION:

The job satisfaction of college teachers may change with the change in their teaching experience. Following frequency distribution table no. 2 shows the distribution of respondents working in different colleges according to their teaching experience.

Table No. 2 Classification of Respondents as per Teaching Experience

Sr. No.	Teaching Experience	Frequency	Percentage
1	Below 5	22	16.92
2	5-10	33	25.38
3	10-15	14	10.77
4	15-20	15	11.54
5	20-25	16	12.31
6	25-30	18	13.85
7	30-35	12	9.23
	Total	130	100

Source: Primary Data

The above table no. 2 shows that out of total 130 respondents, majority of the respondents i.e. 33 respondents i.e. 25% of the respondents are having a teaching experience between 5-10 yrs, followed by 22 respondents i.e. 17 % of the respondents are having a teaching experience less than 5 years. There are only 12 respondents having the teaching experience more than 30 years.

The table shows that all the colleges are having a good mix of newly recruited and experienced teachers. Every college has experienced staff because traditional college teachers do not leave the job as they get handsome salary, job security and better reputation.

CORRELATION BETWEEN TEACHING EXPERIENCE & JOB SATISFACTION

Pearson Correlation has been calculated to check the relationship between teaching experience and job satisfaction of college teachers and it is presented in the table no. 3

Table No. 3 Correlation between Teaching Experience & Job Satisfaction

Correlations			
		Job Satisfaction	Experience
Job Satisfaction	Pearson Correlation	1	.088
	Sig. (2-tailed)		.317
	N	130	130
Experience	Pearson Correlation	.088	1
	Sig. (2-tailed)	.317	
	N	130	130

Source: Compiled by Researcher

The Correlation Coefficient between teaching experience and job satisfaction comes to 0.088. This calculated value is not significant. It shows that the teaching experience do not affect on the job satisfaction of college teachers. Job satisfaction does not increase with the increase in the teaching experience. As there is no strong correlation between teaching experience and job satisfaction, the null hypothesis i.e. there is no significant relationship between job satisfaction & teaching experience is accepted.

CHI-SQUARE TEST OF TEACHING EXPERIENCE & JOB SATISFACTION

Chi-square test of teaching experience and job satisfaction is performed to check any association exists and it is presented in the table no. 4

Table No. 4 Chi-square Test of Teaching Experience & Job Satisfaction

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2696.150 ^a	2449	.000
Likelihood Ratio	677.520	2449	1.000
Linear-by-Linear Association	1.008	1	.315
N of Valid Cases	130		

a. 2560 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

Source: Compiled by Researcher

The calculated value of chi-square is 2696.150a at 2449 degree of freedom. The p value is 0.000 which is not significant. It shows that the job satisfaction of the college teachers does not increase with the teaching experience. Hence; the null hypothesis i.e. there is no significant relationship between job satisfaction & teaching experience is accepted and alternative hypothesis i.e. there is a significant relationship between job satisfaction & teaching experience is rejected.

Chi-square Eta Test of Teaching Experience & Job Satisfaction

To check the strength of association between teaching experience and job satisfaction, eta analysis is performed and it is presented in the table no. 5

Table No. 5 Chi-square Eta Test of Teaching Experience & Job Satisfaction

Directional Measures			
			Value
Nominal by Interval	Eta	Mean Dependent	.401
		Teaching Experience Dependent	.770

Source: Compiled by Researcher

Above table shows that teaching experience dependent eta coefficient is 0.770 and means dependent eta score is 0.401. It means Chi Square value is not significant. It means there is no strong association between teaching experience and job satisfaction. It shows that the job satisfaction of the college teachers does not increase with the teaching experience of the teachers. Hence; the null hypothesis i.e. there is no significant relationship between job satisfaction & teaching experience is accepted and alternative hypothesis i.e. there is a significant relationship between job satisfaction & teaching experience is rejected.

FINDINGS:

- 1) Classification of respondents according to their college shows that, out of 130 respondents, majority of the respondents are from Yashwantrao Chavan Institute of Science, Satara, (38 respondents) followed by 24 respondents from Chhatrapati Shivaji College, Satara. It shows that colleges providing specialisation in different subjects have more faculties. (Table No.1)
- 2) Classification of respondents according to teaching experience shows that majority i.e. 25% of the respondents are having a teaching experience between 5-10 years. Only 9.23% of the respondents are having teaching experience more than 30 yrs. It shows that all the colleges are having a good mix of newly recruited and experienced teachers. Every college has experienced staff because traditional college teachers do not leave the job as they get handsome salary, job security and better reputation. (Table No. 2)
- 3) The Karl Pearson Correlation Coefficient between teaching experience and job satisfaction is 0.088. It is not strong. Therefore null hypothesis that there is no strong relationship between job satisfaction and teaching experience is accepted. (Table No. 3)
- 4) The test Chi Square Eta is not significant in case of job satisfaction and teaching experience. Further directional measures shows that association between these variables is very weak. Hence, null hypothesis i.e. teaching experience do not affect job satisfaction is accepted. (Table No. 5)

SUGGESTIONS:

- 1) To improve the job satisfaction of college teachers, they should be given stability. For this purpose government and parent institutions i.e. educational sanstha's should make transfer policy fairer, transparent and employee friendly.
- 2) Some of the college teachers are not satisfied with the non teaching staff. For improving satisfaction with non teaching staff, colleges should provide orientation training to non teaching staff. Colleges should organise some common activities for teaching and non teaching staff which will enhance feeling of co-operation among them and will ultimately improve their inter-personal relationship with each others.
- 3) At present, the college teachers have to perform various activities other than teaching. So, teachers get less time to focus on teaching activities. Government should reduce the extra duties / activities of the college teachers, so that they can focus more on teaching and research activities which are of utmost importance.

CONCLUSION:

This study has been made to study the job satisfaction among the college teachers working in different traditional colleges in Satara taluka. For this study one hypothesis has been set up to test and reach the conclusion. It has been revealed that there is no strong relationship between teaching experience and job satisfaction. It has been also found that college teachers are less satisfied with the existing transfer policy, extra duties other than teaching, relationship with non teaching staff etc. So in order to improve the job satisfaction of college teachers, these factors should be considered.

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