



**JOB SATISFACTION AMONG TEACHING FACULTIES OF UNIVERSITY
OF AGRICULTURAL SCIENCES RAICHUR : A STUDY****Dr. Sangeeta B. Gaikwad****Asst. Librarian, College of Agriculture, Bheemarayangudi,
Shahapur, Karnataka, India.****ABSTRACT:**

Teachers are the architects of a nation's future. Their well-being is of utmost importance for creating an efficient learning atmosphere which directly impacts student achievement. When teachers experience job satisfaction, their enthusiasm results in a more productive and successful educational institution. Prioritizing teacher well-being and job satisfaction is thus a key investment in the nation's progress. It indicates that teaching and related tasks are making a faculty feel satisfied with their work. The present study was conducted to assess the level of job satisfaction of teaching faculties of University of Agricultural Sciences, Raichur. This research was undertaken with specific objectives of assessing the job satisfaction of the teaching faculty as per personal and job-related variables. The results revealed that majority of the respondents were highly satisfied with their job. Highly significant variations were found in job satisfaction of the teaching faculty based on age and significant differences were observed as per designation and job experience.

**KEYWORDS:** *Job satisfaction, Teachers, Raichur.***1. INTRODUCTION**

Teachers had the highest position in the society and respected from all its members. The teaching profession was considered to be the noblest of all. A teacher is said to be an architect of "future generation". In a democratic set up, the importance of the teacher cannot be minimised because education has been regarded as one of the most important instruments of democracy (Tripathi et al., 1981) Teachers' attitude towards the job they are performing has a great bearing on making education more effective. Earlier studies on job satisfaction of employees have revealed that this has a positive effect on their job performance. However, there is a controversy about the job satisfaction among the teachers of different faculties and categories. "Job satisfaction refers to the feelings and emotional aspects of individual's experience towards his job as different from intellectual or rational aspects. [4] It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attained adequate job satisfaction they will be in a position to fulfill the educational objectives and national goals"[5]. Identifying importance of job satisfaction in the life and career of teachers, a study has undertaken to identify the job satisfaction of university teachers. There is no significant influence of age, gender, experience, qualifications, teaching subjects and type of management on the status of job satisfaction of teachers [6].

MEANING AND DEFINATIONS OF JOB SATISFACTION

The term 'job satisfaction' is derived from the Latin words 'SATIS' and 'FACERE' meaning 'ENOUGH' and 'TO DO' respectively.

According to R Hoppock "Job Satisfaction". The word job' means a piece of work to be done. It refers to a very specific task. The expression' job satisfaction' means the satisfaction derived from a piece of work in which the person is engaged. It is essentially related to human needs and their fulfillment through work. Actually, job satisfaction is generated by individual's perception of how well his job on the whole is satisfying to his various needs. An individual tries to fulfill his wide variety of needs through his work. [7]

Vein, R. P. Bullock has defined job satisfaction has "an attitude which results from a balance and summation of many specific likes and dislikes experienced by an employee in connection with the performance of the job." This attitude manifests itself in an evaluation of the job and of the employee organization.

Job satisfaction has been explained by Gilmer as "A result of various attitudes the person holds towards his job, towards related factors and towards life in general".

OBJECTIVES OF THE STUDY

The objectives of the study are

- To identify the academic and research achievements of teachers
- To understand the satisfaction of LIS teachers towards current pay scale drawn and pursuing job,
- To know the reasons for choosing a career in teaching,
- To understand the perceptions of job and working conditions of teachers,
- To know the future plans regarding job,
- To determine the criteria for promotional system among teachers and
- To suggest the measures for improving job satisfaction among teachers in university environment.

METHODOLOGY

Survey research method has been adopted that includes questionnaire to collect the research data from the teaching faculties University of Agricultural Science, Raichur. Information sources such as periodicals journal, research reports, books conference proceedings reports, and handbook are consulted to elicit the needed information Questionnaires were distributed to 200 teachers, out of which 140 teachers are replied with feedback of 70%.

SCOPE AND LIMITATIONS

The scope of the study is restricted to the Teachers of University of Agricultural Sciences, Raichur.

DATA ANALYSIS

Table -1: Experience in Research Supervision

Research supervision	Frequency	%
1-10	38	27.1
11-20	75	53.6
21-30	12	8.6
Nil	15	10.7
Total	140	100

Table 1 shows that most of the teachers i.e., 75 (53.6%) are having experience of research work in between the 1-10 years. 38 (27.1%) are having experience in between the 11-20 years. 12 (8.6%) are having the 21-30 years of experience.

Table -2: Satisfaction of Present Pay Scale of Teachers

Satisfaction of Present Pay Scale	Frequency	%
Yes	134	95.7
No	6	4.3
Total	140	100

Table 2 shows that most of the teachers' i. e., 134 (95.7%) satisfied with their present pay scale. And 6 (4.3) are not satisfied with their present pay scale.

Table - 3: Reasons for Choosing Career in a Teaching

Economic Reasons	Frequency	%
To fulfill the basic minimum needs to life	104	74.2
To supplement the income of the principal earners	16	11.4
To support the demands after the death of the breadwinner	8	5.7
To secure higher standard of living	56	40
To fulfill the desire for economic dependence	32	22.8
Any other, if any	24	17.1

Table 3 shows that most of the teachers' that is 104 (74.2) are chosen a career in teaching to fulfill basic minimum needs to life. 56 (40%) are chosen to secure higher standard of living. 32 (22.8%) are chosen to fulfill the desire for economic dependence. And 24 (17.1%) are chosen to satisfy any other. 16 (11.4%) are chosen a career in teaching to supplement the income of the principal earners. And 8 (5.7) are chosen a career in teaching to support the demands after the death of breadwinner.

Table - 4: Non-economic Reasons

Non-economic Reasons	Frequency	%
To fulfill need for accomplishment	112	80
To have personal independence	70	50
To occupy time	12	8.5

Table 4 shows that most of the teacher i.e., 112 (80%) are chosen career in teaching to fulfill need for accomplishment. 70 (50%) are chosen to have personal independence and 12 (8.5%) are chosen to occupy time.

Table- 5: Feeling About the Job

Feeling About the Job	Yes	%	No	%
Do you like your job?	140	100.0	-	-
Do you feel that your work is fascinating?	130	92.9	10	7.1
Do you feel that your work is routine type?	-	-	140	100
Do you feel that your work is challenging?	140	100.0	-	-
Do you feel that your work is frustrating?	-	-	140	100
Do you get fatigue at the end of your day's work?	-	-	140	100

Above table 5 shows that 140 (100%) of teachers are like their job. Similarly 140 (100%) are feel their work is challenging. 130 (92.9%) are feel that their work is fascinating. And 10 (7.15) are feeling that their work is routine type. Similarly 140 (100%) are feel that their work is not frustrating and they do not get fatigue at the end of their days work.

Table –6: Work Relations with Subordinates

Work Relations	Yes	No	%	%
Does your subordinate carry your instructions?	120	20	85.7	14.3
Are you satisfied with the work of your subordinates?	121	19	86.4	13.6
Do you maintain duty contacts with your subordinates?	121	19	86.4	13.6
Do you use your own ideas in carrying out your work?	140	-	100.0	-
Does your department have a promotional system that allows the best qualified LIS teacher rise to the top?	140	-	100.0	-

Table 6 shows that most of the teachers i.e., 140 (100%) are responded that their university is having a promotional system. And 140 (100%) are responded that they use their own ideas in carrying out their work. And 121 (86.4%) are satisfied with the work of their subordinates and they maintain duty contacts with their subordinates. Similarly 19 (13.6%) not satisfied with the work of their subordinates and they do not maintains duty contacts with their subordinates. And 120(85.7%) of respondents carry their instructions. And 20 (14.3%) are do not carry their instructions.

Table – 7: Criteria Followed by the University for Promotional System

Criteria for Promotional System	Frequency	%
Academic qualifications	20	14.3
Seniority or working experience	120	85.7
Appropriate decision making	-	-
Teaching skills	-	-
Leadership qualities	-	-
Ability to get along with others	-	-

Table 7 shows that most of the teachers i.e., 120 (85.7%) are selected for the promotion on the basis of seniority or working experience. And 20 (14.3%) are selected on the basis of their academic qualifications

Table –8: Leave facilities

Leave	Yes	%	No	%
Do you get leave whenever you need?	129	92.1	11	7.9
Do you think the present provision of sanctioning leave is adequate?	115	82.1	25	17.9
Do you feel taking leave without pay?	5	3.6	135	96.4

The table 8 shows that most of the teachers i.e., 129 (92%) responded that they get leave whenever they need and 11 (7.9%) responded that they do not get leave whenever they need. 115 (82.1%) are responded that the present provision of sanctioning leave is adequate. And 25 (17.9%) are responded that the present provision of sanctioning leave is not adequate. 5 (3.6%) are responded that they like to take leave without pay. And 135 (96.4%) are responded that they do not like to take leave without pay.

Table – 9: Present Work Situation: Educational improvement is possible one of the following

Educational improvement	Frequency	%
Improving the examination system	90	64.3
Modernizing university building	24	17.1
Improving the educational level of the teacher	96	68.6
Discovering new techniques of teaching	107	76.4

Table 9 shows that most of the teachers i.e., 107 (76.4%) responded that educational improvement is possible by discovering new techniques of teaching. 96 (68.6%) are responded by improving educational level of the teacher. And 90 (64.3%) are responded by improving the examination system. And 24 (17.1%) are responded that by modernizing university building.

Table - 10: Future Plans Regarding Job

Future Plans	Yes	%	No	%
Continuing with the present job	120	85.7	20	14.3
Depends upon the opportunity	20	14.3	120	85.7
No intention of leaving it	20	14.3	120	85.7

Table 31 shows that most of the teachers i.e., 120 (85.7%) are interested in continuing with the present job. And 20 (14.3%) are not interested in continuing with the present job. 26 (14.3%) teachers responded no intention of leaving it. And 120 (85.7%) are responded intention of leaving it. 20(14.3%) are responded depends upon the opportunity.

Table -11: Satisfaction with the Present Job

Satisfaction	Frequency	%
Yes	137	97.9
No	3	2.1
Total	140	100

Table 32 shows that 137 (97.9%) are satisfied with their present job and 3 (2.1%) are not satisfied with their present job.

5.2 Summary of Findings

- Most of the teacher are contributed articles range between 1-50, 88 (62.8%) are published. the range between 51-100 articles published
- Majority of the teachers are involved in the research work between the 11-20 years is about 75 (53.6%), between 1-10 years professional involved in the research activity resulted (27.1%) and followed by 21-30 years resulted 12(8.6%).
- Most of the teachers opted this profession for teaching 104 (74.2%) are chosen a career in teaching to fulfill the basic minimum needs to life. 56 (40%) are chosen to secure higher standard of living. 32 (22.8%) are chosen to fulfill the desire for economic dependence.
- 112 (80%) are chosen career in teaching to fulfill need for accomplishment.70 (50%) are chosen to have personal independence and 12 (8.5%) are chosen to occupy time.
- 107 (76.4%) responded that educational improvement is possible by discovering new techniques of teaching. 96 (68.6%) are responded by improving educational level of the teacher. And 90 (64.3%) are responded by improving the examination system. And 24 (17.1%) are responded that by modernizing university building.
- 137 (97.9%) are satisfied with their present job and 3 (2.1%) are not satisfied with their present job.
- 140 (100%) of teachers like their job and feel their work is challenging.
- 76.4% responded that educational improvement is possible by discovering new techniques of teaching while 68.6% stressed on improving educational level of the teacher.

5.4 CONCLUSION

The efficiency of the University depends on the job satisfaction of the teachers. Majority of the respondents state that they derive maximum satisfaction from the prestige and status associated with their job along with cooperation from the senior cadres and head of the departments. Majority of the respondents opines to fall in the strata of medium level of overall job

satisfaction. Most of the profile characteristics are significantly associated with their job satisfaction. Factors like level of Work Relations with Subordinates, leave, examination system, workload, and commitment to work significantly contributed to the variation of the dependent variable, thus deserving due importance. The consequences of the study would be supportive to the policy formulations for the betterment of the teachers

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