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A STUDY OF JOB SATISFACTION IN RELATION TO JOB VALUE PATTERN OF TEACHERS IN HIGHER EDUCATION

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ABSTRACT: -

Present study has been carried out on 300 regular and 200 contractual teachers working in various colleges affiliated to MJP Rohilkhand University, Bareilly. The objectives of the study were to identify the difference in the job value patterns of the tertiary teachers appointed on regular and contractual basis and further to explore whether the tertiary teachers appointed on regular and contractual basis differ in their level of job satisfaction. The findings of the study exhibited that job satisfaction of contractual teachers is quite low in comparison to that of their regular counterparts. This information is very useful for every element of education system like policy makers, employers, principals and researchers as they may use this information in exploring the areas of low job satisfaction among contractual faculty. **It may also be recommended in this context that government should take some necessary steps to remove the disparity between regular and contractual teachers regarding financial benefits, career advancement and security of job etc. as soon as possible, as the consequences of low job satisfaction among contractual faculty may be detrimental for their job performance.**

KEYWORDS: Job satisfaction, Job value Pattern, Higher Education, policy makers.

INTRODUCTION :

The most important variable which is the prerequisite of the efficiency of teachers is their satisfaction with their jobs. In spite of having personal qualities and good academic career, a dissatisfied teacher neither will work whole heartedly nor will try to contribute anything for personal development of the students. Job satisfaction means a state of satisfaction which is a result of various interests and attitudes of a person towards his job (Good, 1973). Job satisfaction has a close relationship with job performance where high satisfaction in job may increase job commitment of a worker, dissatisfaction on the other hand, may result in profession stagnation.



Dissatisfaction among workers is undesirable and dangerous in any profession; it is just suicidal if it occurs in the teaching profession (Education Commission 1964-1966). Many researchers have confirmed the fact that salary packages, working conditions, organization climate, employment status, type of management, security of job, opportunities for promotion, incentives, rewards and other job related facilities are the major factors in a job which can influence the satisfaction of a job occupant in his job (Truell et. al 1998).

Since, tertiary teachers are working on regular and contractual basis in various educational institutions, there is high possibility that the existing differences in their job conditions may affect their level of job satisfaction. Job satisfaction in fact is a result of

consequences of the individual experiences on the job in relation to his own preferences shown towards salary, promotion prospects, various facilities and nature of work and of course, working conditions also. In other words, job satisfaction results from the attainment of values related with that job and as preferred by the job occupant. For example, a teacher, giving highest value to the financial aspects of teaching profession, will be highly satisfied if he feels himself highly financially benefited in his job. Thus, to study the job value pattern of tertiary teachers is also very much important in order to ascertain their job satisfaction. In fact, each person gives values in different order to different factors or characteristics of job according to his needs. Needs work as propellers to motivate an individual to attain need based goals. These goals change in view of the individuals' educational attainments, age, income, work experience, working environment, family responsibilities and several other personal and social factors. Schaffer 1953, Weitz & Nukolos 1955, Pestonjee 1973 observed that job satisfaction is generated by the individual's perception of how well his job, on the whole, is satisfying his various needs. In fact, the overall satisfaction may vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied, the stronger the need, the more closely will job satisfaction depend on its fulfillments. So the decision to accept a new job would depend on expectations or anticipations of value fulfillments. To the extent that the expectations failed to materialize, job satisfaction would be relatively low and the likelihood of quitting the job would be relatively great. Thus, two individuals with different sets of needs even though working in the same jobs with similar working conditions and similar compensation would not necessarily exhibit the same level of job satisfaction. So it is important to study the job value pattern of tertiary teachers working on regular and contractual basis to ascertain the extent to which it is responsible to develop their satisfaction with teaching profession.

OBJECTIVES

1. To identify the difference in the job value patterns of the tertiary teachers appointed on regular and contractual basis.
2. To explore whether the tertiary teachers appointed on regular and contractual basis differ in their level of job satisfaction.

HYPOTHESES

1. No significant difference exists in the job value patterns of tertiary teachers working on regular and contractual basis.
2. Tertiary teachers appointed on regular and contractual basis do not differ significantly in their level of job satisfaction.

RESEARCH METHODOLOGY :

The present study was conducted through survey method in which various tools and questionnaires were given to the sample teachers of the study.

Population: For the purpose of the present study, target population comprises all the tertiary teachers working on regular and contractual basis in various undergraduate and post graduate colleges (Government, govt. aided and private) affiliated to 'MJP Rohilkhand University' Bareilly.

Sample: For the present study 200 contractual & 300 regular teachers working in various colleges affiliated to MJP Rohilkhand University, Bareilly were selected as sample .

Tools : The researcher had herself developed both the tools to measure job value pattern (JOB VALUE SCALE) and job satisfaction (JOB SATISFACTION SCALE).

RESULTS & DISCUSSIONS:

The results are presented under following tables.

Table – 1 : Differences in the mean job value pattern scores of regular and contractual tertiary teachers

Job Values	Regular Teachers N = 300				Contractual Teachers N = 200				t
	M	SD	Weight age	Rank	M	SD	weight age	Rank	
Financial	41.99	7.73	8.39	4	43.28	7.84	8.65	1	1.81
Social	42.16	7.24	8.43	3	42.87	7.61	8.57	2	1.05
Psychological	64.92	14.65	8.11	8	64.84	14.12	8.10	7	0.06
Knowledge	35.25	5.30	8.75	1	33.29	6.82	8.32	5	3.59**
Organization	58.00	12.04	8.28	6	57.07	11.94	8.15	6	0.85
Nature of work	58.38	10.99	8.37	5	59.29	9.03	8.47	3	0.97
Working conditions	57.75	11.87	8.25	7	54.77	11.67	7.82	8	2.66**
Teacher student interaction	42.48	7.68	8.49	2	41.66	8.35	8.33	4	1.05

The observation of table – 1 clarifies that among regular teachers, the knowledge and teacher-student interaction (both related with academics) aspect are the most valuable features of their jobs as regular teachers have shown highest weightage value on knowledge aspect (8.75) which indicate that knowledge aspect is the top most feature of the job that attracts regular faculty of teacher most, similarly the average value given on teacher-student interaction aspect of job by regular teachers (weightage value = 8.49) also clarifies that second important feature of teaching profession for regular teachers is the teacher-student interaction aspect. Two least attractive features of job for regular teachers are working conditions aspect (weightage value = 8.25) and psychological aspect (weightage value = 8.11) of their jobs.

Further among contractual teachers the situation is quite different in selecting first two priorities of the job. Financial benefits (weightage = 8.65) and social aspect (weightage = 8.57) of the job (both non-academic) are the topmost priorities of the contractual teachers. It is very interesting to note in the above table that two least attractive features of the job for contractual teachers are found almost same as in the case of regulars i.e. psychological aspect (8.10) and working conditions (7.82) of the job. Further the results of 't' test presented in the above table clarifies that regular and contractual teachers did not differ significantly on various job value patterns, specifically values towards these job aspects financial, social, psychological, organizational, Nature of Work and teacher-student interaction but on the job aspects of knowledge and working conditions, they are having significant differences in their values because the obtained 't' values for knowledge (3.59) and for working conditions (2.66) dimensions are found to be significant at 0.01 level of confidence. The mean job value pattern score on the knowledge dimension shows that regular teachers accord more value (M = 35.25) to knowledge aspect of their profession that that of (M = 33.29) contractual teachers. Similarly, regular teachers again give higher values to working conditions (M = 57.75) of their job in comparison to that of (M = 54.73) contractual teachers.

The possible reason behind this finding may be that as regular faculty are having more opportunities for career advancement, knowledge development and conducting researches in their concerned field than their contractual counterparts. Probably due to this, they have accorded higher values to knowledge aspect of the job than contractual teachers. As far as the dimension of working conditions is concerned, it may be said that in comparison to contractual teachers, regular teachers have to fulfill various responsibilities and duties at their workplace so the factors like availing leaves, comfortable time table, equal distribution of workload etc are more valuable for them than contractual teachers.

Table – 2 : Difference in the mean job satisfaction scores of regular and contractual tertiary teachers.

Job Satisfaction	Regular Teachers N = 300		Contractual Teachers N = 200		t
	M	SD	M	SD	
Financial	21.94	3.04	18.77	4.58	9.29**
Social	21.09	3.47	18.99	4.09	6.18**
Psychological	34.25	5.67	25.60	8.58	13.57**
Knowledge	17.59	3.54	14.56	3.79	9.10**
Organization	28.27	6.21	22.01	7.43	10.19**
Nature of work	28.63	5.70	21.94	7.16	11.57**
Working conditions	29.35	5.74	23.11	7.55	10.47**
Teacher Student Interaction	22.60	4.68	19.58	4.31	7.41**
Overall Job Satisfaction	203.76	20.59	164.58	25.76	18.82**

The results of 't' values presented in the table-2 exhibit that job satisfaction of regular teachers differs significantly with that of contractual teachers on all dimensions of job satisfaction as 't' values for financial (9.29), social (6.18), psychological (13.57), knowledge (9.10), organizational(10.19), nature of work (11.57), working conditions (10.47), teacher-students interaction (7.41) and for overall satisfaction (18.82) are found to be significant at 0.01 level of confidence.

From the study of their mean scores, it may be concluded that regular teachers are more satisfied on each and every dimension of job satisfaction in comparison to their contractual counterparts because mean scores of regular teachers each dimension of job satisfaction is greater than that of contractual teachers.

Similarly, on overall job job satisfaction also, regular teachers are more satisfied with their job (M=203.76) than their contractual counterparts (M= 164.58)

The reason seems quite obvious behind this, as in the present scenario, regular teachers are facilitated in a better way in terms of financial benefits, job security, career advancement, working conditions, etc. probably these facilities contributed a lot to make their satisfaction better with their job in comparison to that of contractual teachers.

Similar findings were also found in the studies of Thompson (1997), scafide (2005), and Umbach (2009) in which part-time teachers had shown less satisfaction with their jobs as compared to their full-time counterparts.

EDUCATIONAL IMPLICATIONS

In this section an attempt has been made to derive educational implications based on the findings of the study .Present study has also made it evident that regular teachers give more importance to the availability of the opportunities for knowledge advancement and active participation in teacher-student interaction than any other feature of teaching profession. At the same time contractual teachers have shown their keen interest about financial benefits and opportunities of social recognition linked with the teaching profession. This important difference in their job value pattern, towards various features of teaching profession, that has come out from the findings of the present study implicate that permanent employment status or regular nature of appointment helps the teachers to be more conscious about advancing and updating their knowledge. This finding also indicates the regular teachers have natural love for teaching and learning i.e. the soul of teaching profession .Moreover, regular nature of appointment helps to strengthen the bond between the student and the teacher while, on the other hand, short tenure of contractual teachers fails to connect them with teaching profession by their soul. Therefore, it may be recommended that some initiatives must be taken by policy makers, government officials and educational authorities to arouse interest among contractual teachers to advance their knowledge besides this, their tenure must be extended enough so that they may feel connected themselves with teaching profession by their heart . Moreover, the government should make efforts to recruit teachers in higher education on regular mode rather than contractual mode as it would ensure the "quality of teaching" which the Government Of India is consistently concerned to.

The findings of the study also exhibited that job satisfaction for contractual teachers is quite low in

comparison to that of their regular counterparts. This information is very useful for every element of education system like policy makers, employers, principals and researchers as they may use this information in exploring the areas of low job satisfaction among contractual faculty. It may also be recommended in this context that government should take some necessary steps to remove the disparity between regular and contractual teachers regarding financial benefits, career advancement and security of job etc. as soon as possible, as the consequences of low job satisfaction among contractual faculty may be detrimental for their job performance.

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