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Job Satisfaction: A Challenging Area of Research in Education

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Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states “*No people can rise above the level of its teachers*”. As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaff, strengthens social and economic fabrics of the nation. Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession, according to Daniels (1973) inherently entails certain well-known self-obvious and implicit obligations, commitments and expectations from its members. The society bestows its trust on all the professionals to rise to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources.

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

ATTEMPT TO DEFINE JOB SATISFACTION

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can vary independently. In this study, job satisfaction is defined as member's attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours (Weiss, H.M. 2002). Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviours. According to Dictionary.com, Job Satisfaction is an act of satisfying; fulfillment; gratification. It is the state of being satisfied or contented. It is the cause or means of being satisfied. According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desire or undesired with which employees view their work. It expresses the extent of match between the employer's expectations of the job and rewards that the job provides.

The term 'Job Satisfaction', however, lacks adequate definition (Hertzberg et al. 1957) as well as a satisfactory theory about its meaning. The difference in a broad spectrum of views seems to be caused firstly by the various nature of jobs that individuals perform; secondly the attempts to conceptualize job satisfaction in a variety of ways by different disciplines like Psychology, Sociology, Education and Management etc., and finally, the variety of methods employed by various researchers to study job satisfaction. It is widely accepted as psychological aspect of effective functioning in any profession. The credit of this thought goes to Hoppock (1935) who commented that there were many opinions about job satisfaction but there were few studies undertaken in this field. For him, Job Satisfaction was a combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, "*I am satisfied with my job*". Thus Job Satisfaction is a favorableness with which employees view their work.

According to Bullock (1952), Gitmer (1966) and Schulz (1973), Job Satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job. Katzell (1964) remarks that the term job satisfaction has been used in a variety of ways interchangeably with job morale, vocational satisfaction and job attitude by various authors. Siegel (1962) points out those factors which psychologically satisfy the worker and which usually lie in the job but also quite often lie outside the job. He called such factors as intrinsic and extrinsic

to the job. Blum (1965) and Blum and Naylor (1968) consider job satisfaction as a generalized attitude of the individual resulting from many attitudes in three areas, namely, specific job factors, individual characteristics and group relationship outside the job. Smith, et. al. (1969) however suggest that Job Satisfaction is the employee's judgment of how well his job on the whole satisfying his various needs. He also indirectly refers to a fit between what the job demands from the job-doer in terms of his/her needs – material and non-material.

Tiffin and Mc. Cormich's (1969) recognized that job satisfaction is a function of need satisfaction derived from, or experienced in the job. According to Kochan (1978), Job Satisfaction is the whole matrix of job factors that make a person like his work situation and is willing to head for it without distaste at the beginning of his work day. This means that Job satisfaction includes two aspects: Living and enjoying the job and Going to one's job with head erect and smiles. Rownstree Derek (1981) defined Job Satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work. According to Paul Specters (1985) "Job Satisfaction is liking of one's job and finding fulfillment in what you do. It combines an individuals feeling and emotion about their and how their job effect their personal lines." Brown (1996) noted that some employers have found that satisfying or delighting employees is a prerequisite to satisfy or delight customers, thus protecting the "bottom line". No wonder **Andrew Carnegie** is quoted as saying:

***Take away my people, but leave my factories, and
soon grass will grow on the floors of factories.
Take away my factories but leave my people and
soon we will have new and better factories".***

Brief (1998) wrote, "If a person's work is interesting, pay is fair, promotional opportunities are good, supervisor is supportive and co-workers are friendly, then a situational approach leads one to predict that she/he is satisfied with her/his job". In simple words if the pleasures associated with one's job outweigh the pains, there is some level of satisfaction. The Harvard Professional Group (1998) sees Job Satisfaction as the keying radiant that leads to recognition, income promotion and the achievement of goals that leads to a general feeling of fulfillment. According to latest research done on Job Satisfaction in April 2007, a new meaning to Job Satisfaction was given. "Find meaning in your work, even if your job is un-challenging, or menial, finding meaning will make it much more bearable, if indeed that is how you feel" (that your work is unbearable). There are three levels of meaning that we as workers can obtain from our work.

- No meaning. Work makes no sense to you.
- Work has meaning because it supports you and your family.
- Work has meaning in itself because you are contributing something great or you are making the world a better place.

The important thing here is that to some of us, work has no meaning, or the different is that some people understand the meaning of their work, and sadly some don't. Once you have found your own meaning for work, then you are on the right track towards happiness.

TEN WAYS TO MAINTAIN YOUR MEANING

- Believe – Believe in what you are doing.
- Be honest – Trust in yourself and in others.
- Don't be afraid – Fear can and will hold you back. So, overcome your fears.
- Be Objective – Look at the big picture.
- Respect Differences – Be non judgmental.
- Learn from your mistakes.
- Support your co-workers.
- Be enthusiastic – Enthusiasm is contagious.
- Be Result Oriented – performance = potential minus interference.
- Work as part of a team.

SIGNIFICANCE OF JOB SATISFACTION

Job satisfaction has been the centre of the concentration for researchers over three decades. The reasons for such concentration are manifold:

Job Satisfaction and Mental Health of the People

Dissatisfaction with once job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of individual. A classic study by Arthur Kornhausen provides empirical evidence for the relationship between job satisfaction and mental health. In fact, job satisfaction and life satisfaction are inextricable bound.

Job Satisfaction and Physical Health of Individuals

A study by Palmore has come to the conclusion that people who like work, are likely to live longer. Here the logic behind such result is that people with greater satisfaction tend to have greater incomes and more education and thus coincidentally enjoy greater benefits, which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress, which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of a cancer. Therefore, job satisfaction is essential to maintain physical health also.

Spread Goodwill about the Organization

From the point of view of an organization, people who feel positively about their work life are more apt to voice 'favorable sentiments' about the organization to the

community at large. When the goodwill of the company goes up, new, qualified and dynamic entrants show their interest in joining the organization. The organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the organization. A happy and satisfied individual can find it easy to live within the organization as well as outside it. On the contrary, a chronically upset individual makes organization life vexations for others with whom he interacts.

Reduces Absenteeism and Turnover

The calculable costs-employee turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labor turnover and absenteeism, and the managers are compelled, if they are unconvinced about the merits of job satisfaction, to give priority, and adequate weightage to job satisfaction. A serious consequence of job dissatisfaction can be the employee turnover.

Now-a-days, the concept of job satisfaction is not only limited to employee sector, but covers all the sectors, where there is involvement of the employees and workers. Job satisfaction is liking of once job and its fulfillment what one do. It is acquiring an increasingly important role in modern society, in which man spends most of his time on his job, basically undertaken for payment received in lieu of it. Job satisfaction is important both to the employee as well as the employer. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. Infact, working life is to be evaluated not simply in terms of the amount of goods turned out, the productive efficiency and the profit it brings but the level of satisfaction that the participants derive from it. Generally work is approached from three perspectives important for job satisfaction. If you approach work as a job, you focus primarily on the financial rewards. The nature of the work has little interest for you and money is more important. If a job with more pay comes your way, you'll likely move on. If you approach work as a career, you're interested in advancement. You want to climb the career ladder or be among the most highly regarded professionals. You are motivated by the status, prestige and power that come with the job. If you approach your job as a calling, you focus on the work itself. You work less for the financial gain or career advancement than for the fulfillment of work. The satisfied worker is in general a more flexible and better adjusted who has the capacity to over come the effects of an environment. He is more realistic about his own situation and goals. The worker dissatisfied with his job, in contrast, is often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles and generally unhappy and dissatisfied. Lack of job satisfaction can be a significant source of daily stress. There can be various reasons of job dissatisfaction, such as, Bickering co-workers supervisor; Conflict with your supervisor; Not having necessary equipment or resources to succeed; Lack of opportunities for promotion;

Having little or no say in decisions that affect you; Fear of losing your job; Work that you find boring or overly routine and Work that doesn't tap into your education, skills or interests. A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides one could reinforce conditions that make work more satisfying and fulfilling instead of dull and disappointing.

HISTORY

One of the biggest preludes to the study of job satisfaction was the Hawthorne Studies of 1924-1933, primarily credited to Elton Mayo of the Harvard Business School. He sought to find the effect of various conditions on workers productivity and reveals that novel changes in work conditions temporarily increase productivity, known as Hawthorne effect. But it was later found that such increase resulted, not from the new work conditions, but from the recognition one gets in work. Apparently people work for purposes other than pay, which paved the way for researches to investigate other factors in job satisfaction.

According to AKA Taylorism, Scientific Management had a significant impact on job satisfaction. Frederick Winslow Taylor argued that the single best way is to perform any given work task. This work contributed to a change in industrial production philosophies, causing a shift from skilled labour and piece work towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers to answer job satisfaction alternatively.

Maslow's Hierarchy of Needs Theory laid the foundation for another school of thought of job satisfaction theory. Accordingly, people seek to satisfy five specific needs in life, namely, physiological needs, safety needs, social needs, self-esteem needs and self-actualization needs. This serves as a good basis from which early researchers developed job satisfaction theories.

THEORIES OF JOB SATISFACTION

Affect Theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous Job Satisfaction Theory. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of antinomy in a position) moderates how satisfied/ dissatisfied one becomes when expectations are/ aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

Dispositional Theory

Another well-known job satisfaction theory is the Dispositional Theory, which suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach becomes a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-Evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-Evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher levels of self-esteem (the value one place on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her/his own life as opposed to outside forces having control) lead to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Two-Factor Theory

Fredrick Hertzberg's Two Factor Theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. According to this, satisfaction and dissatisfaction are driven by motivation and hygiene factors. Motivating factors are those aspects of the job that make people want to perform and provide people with satisfaction, e.g. achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices and other working conditions. While Hertzberg's model has stimulated further research, but unable to reliably motivating/hygiene factors. Finally, the model fails to specify how motivating/ hygiene factors are to be measured.

JOB CHARACTERISTICS MODEL

Hackman and Oldham proposed the Job Characteristics Model, to study how particular job characteristics impact on job outcomes, including job satisfaction. According to this model, five core job characteristics (skill variety, task identity, task significance, autonomy and feedback) impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), which in turn influence work outcomes (job satisfaction, absenteeism, work motivation, etc.). These five core job characteristics can be combined to form a Motivating Potential Score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviours.

JOB SATISFACTION AND EMOTIONS

Mood and emotions are the raw materials which cumulate to form the affective element of job satisfaction while working. Moods tend to be long lasting with weaker state of uncertain origin. On the other hand, emotions are more intense, short-lived and have a clear object or cause. Positive and negative emotions are significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction.

Emotion regulation and emotion labor are also related to job satisfaction. Emotion work or management refers to various efforts to manage emotional states and displays. Emotion regulation includes all the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labor emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labor are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. There are two types of model for understanding how emotion regulation relates to job satisfaction.

1. ***Emotional Dissonance***: - Emotional Dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.

2. ***Social Interaction Model***: - Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: the accumulation of favourable responses to display of pleasant emotions might positively affect job satisfaction. Performance of emotional labor that produces desired outcomes could increase job satisfaction.

RELATION BETWEEN JOB SATISFACTION AND PERFORMANCE

Non financial rewards (appreciation of one's performance, due recognition, more responsibilities, respect and regard, recognition of skills and talent etc.) often have more impact than financial recognition in attaining job satisfaction. In the contemporary workplace of today, leaders are empowering employees, flattening organizations, encouraging staff participation in decision making, enhancing productivity and shifting from 9/5 to 24/7, with only one objective of attaining high performance outcomes for the organization. Many leaders in their quest for organization success often overlook one very valuable motivational tool in their arsenal i.e. job satisfaction. (www.expresscomputeronline.com)

Staff Rewards

Rewarding staff appropriately is important. Experienced human resources consultancies and practitioners who are engaged in staff selection, assessment and recruitment are often able to evaluate and assess the needs and wants of individuals fairly accurately. By having them, especially those with many years of expertise and experience, organizations can develop strategic and creative benefits and wages to attract, retain and motivate talent who will achieve high performance for the organizations and job satisfaction for themselves. Job satisfaction is often achieved where performance is recognized by appropriate

Strong Motivator

Job Satisfaction is often a strong motivator in work endeavors. Research has shown that Job Satisfaction can lead to high job performance especially for professionals and high-level employees, commonly known as talent. As jobs and work in the new economy shift to professionalized knowledge based, info-tech, info-com and bio-science characteristics, job satisfaction will increasingly become a key driver of individual motivation and effort. Research has also shown that there exists a relationship between individual performance measured at a certain time and later job satisfaction. However, this relation is conditional to performance being fairly rewarded in appropriate form as perceived by the recipient.

Quality of Work-Life

One of the hallmarks of a socially responsible organization is its success in achieving not only high performance outcomes, but also in helping its team members experience a high level of Job Satisfaction. Quality of work-life (QWL) is a key indicator of the overall quality of human experience at the workplace. QWL expresses a clear way of thinking about people, their work and the organization in which their careers are fulfilled. QWL establishes a clear objective that high performance can be achieved with high job satisfaction.

High Job Satisfaction

Achieving high job satisfaction needs some simple strategies. Offer your team members a variety of meaningful tasks. Repetitive routine work often leads to job dissatisfaction. As a leader, think about introducing application of creativity in their work. Rotate the staff of different task at regular intervals so that their work remains challenging. If you have to supervise do it unobtrusively. Give more responsibility by empowering your team members. Allow them opportunity to self.

Effective Communication among Employees

Unclear targets and objectives and poor communication can contribute to dissatisfaction and eventually lead to poor work performance. If you are administering rewards, make sure that they match their expectations. If their expectations are unrealistic, take time to make comparison to equivalent and comparable jobs and broad work related environmental conditions to similar employers. Explain this to your team members.

Job Satisfaction needs effective communication about the tasks, which have to be done. The team member must know the performance achieved in relation to the target. Regular work appraisal should therefore be provided. More importantly they must have an awareness of departmental and organizational changes, which affects their job. Change agents should periodically meet team members to share the progress on changes in the tasks no matter how small they are. Critical to this is, listening to employees' feedback and their perception as it is more likely to affect their job satisfaction and work performance.

Organizational Benefits

Improved job satisfaction in the work place reduces social problems. The creative aspects of achieving satisfaction will reduce if not overcome boredom and monotony in work, physical strain and mental stress. This will have a lower absenteeism rate and lower staff turn-over, which translated into lower losses, less late-coming, fewer grievances and more effective cost control. Satisfied team members are generally more committed to the work place success than those non job satisfactors. A satisfied team member is more likely to perform well cheerfully than other employees.

Job Satisfaction is an emotion, a feeling an attitude and a matter of perception. It arises from the employee's appraisal of experience at work. It involves likes and dislikes as well as needs and wants both internal and external. As an employer or leader if you fail to meet them, there is a high probability you will also not achieve high performance. Creating job satisfaction remains a challenge for many human resources Managers. An experienced business partner specialized in human resource management can greatly help in meeting this challenge. Achieving high job satisfaction for employees or team members is pre-requisite for becoming market ***Leader and a Champion!***

STRATEGIES TO IMPROVE YOUR JOB SATISFACTION

Depending on the underlying cause for job dis-satisfaction, there may be several ways to increase job satisfaction.

1. ***Set New Challenges.*** If you're stuck in a job because of lack of education or a downturn in the economy, it doesn't mean your work has to become drudgery. With a little imagination, you can create new challenges and make the best of the job you have. Here are some ideas that may help:
 - ***Improve your job skills.*** Imagining yourself in your dream job, you might envision yourself as an excellent project manager-a confident communicator and a highly organized person. Why not work on these skills in your present job?
 - ***Develop Your Own Project.*** Take on a project that can motivate you and give you a sense of control. Start small, such as organizing a work-related celebration, before moving on to larger goals. Working on something boost your confidence.

- **Mentor A Co-Worker.** Once you've mastered a job, you may find it becoming routine. Helping a new co-worker or an intern advance his or her skills can restore the challenge and the satisfaction you desire.

2. **Beat The Boredom**

Does your job seem boring sometimes? Do you run out of things to do? If so, your abilities may not match your responsibilities. Here are some suggestions:

- **Break Up The Monotony.** Take advantages of your work breaks. Read. Listen to music. Go for a walk. Write a letter.
- **Cross-Training.** Does your work consist of repetitive tasks, such as entering data or working on an assembly line? Talk with your boss about training for a different task to combat boredom. Once you have completed the training, you can switch back and forth.
- **Volunteer For Something Different.** If you hear that your company is launching a new project, volunteer for the work team.

Keep in mind that boredom can literally be deadly if your job involves working with machinery or caring for people. If your mind wanders to the point that you put

3. **Stay Positive**

Use positive thinking to reframe your thoughts about your job. Changing your attitude about work won't necessarily happen overnight or increase your job satisfaction overnight. But if you're alert to the view of work that brings you down, you can improve your job satisfaction. Try these techniques.

- **Stop Negative Thoughts.** Pay attention to the messages you give yourself. When you catch yourself thinking your job is terrible, stop the thought in its tracks.
- **Put Things In Perspective.** Remember, everyone encounters good days and bad days on the job.
- **Look For The Silver Lining.** "Reframing" can help you find the good in a bad situation. For example, you receive a less than perfect performance appraisal and your boss warns you to improve or move to another job. Instead of taking it personally or looking for another job right away, look for the silver lining. Depending on where you work, the silver lining may be attending continuing education classes or working closely with a performance coach and having the satisfaction of showing your boss that you're capable of change.
- **Learn From Your Mistakes.** Failure is one of the greatest learning tools, but many people let failure defeat them. When you make a mistake at work, learn from it and try again. It doesn't mean that you're a failure.
- **Be Grateful.** Gratitude can help you focus on what's positive about your job. Ask yourself, "What am I grateful for at work today?" find at least one thing you are grateful for and savor it.

Whether your work is a job, a career or a calling, you can take steps to restore meaning to your job. Make the best of difficult work situations by being positive. Doing so will help you manage your stress and experience the rewards of your profession. Apparently, assuring job satisfaction, over the long term, requires careful planning and effort both by employers and employees. Skills should be given to employees so that they can perform those tasks more efficiently and effectively thus relieving boredom and gains recognition. Employees should be creative, ready to take initiative and work in team, as large part of success in job is the ability to work well with others to get the job done. Employees should know how to accept people with their difference and imperfection, and how to give and receive criticism constructively in the same organization. Lastly, employees and employers should learn to de-stress. They should plan to avoid burnout by developing healthy stress management techniques. Creating a good blend of factors that contribute to a stimulating, challenging, supportive and rewarding work environment is vital. Because of the relative prominence of pay in the reward system, it is very important that salaries be tied to job responsibilities and that pay increases be tied to job responsibilities and that pay increases be tied to performance rather than seniority.

JOB SATISFACTION: EMPIRICAL INVESTIGATION

DATA BASE AND RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem where we study the various steps that are generally adopted by a researcher in studying THE research problem along with the logic behind them. The basic purpose of research is to find out solution to certain questions by making use of the scientific and systematic techniques. Before finding an appropriate solution to a problem, one has to design a way who to proceed in future, known as development of research design. Research design is concerned with the methods and ways in which the investigator manages the situation to study the selected problem. "*A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.*" (Jaboda et al., 1952). In simple words, research design is a process of deliberate application of research methods directed towards bringing an expected situation under control. The problem adopted for the research here is ***Job Satisfaction of College Teachers of Punjab*** in relation to their personal, professional and organizational characteristics.

Sampling Frame:

The universe of the study is college teachers of Punjab. Keeping in mind the limitation of time and other factors, it is not possible to cover the entire population of the region. The sampling method used here is *non-probability convenience sampling* wherein the sample are selected directly by researcher as is felt convenient. The

sampling frame for the present study was degree colleges affiliated to Guru Nanak Dev University (GNDU), Amritsar. There were six universities in Punjab –three general and three technical universities. Keeping in view the familiarity of the area and easy accessibility of the investigator – GNDU was selected for detailed examination. There were two types of colleges, namely, professional and general degree courses. Majority of the professional colleges were of the recent origin and hence not included in the present study. There were 87 degree colleges affiliated to GNDU managed by three different types of management, namely, government owned colleges (GOC), government aided colleges (GAC) and self-financed colleges (SFC) situated in both the rural and urban areas of the state. For classification of different colleges according to area, definition used in 2001 census by the Census Commission of India has been taken into consideration. According to this criterion, rural area is defined as an area having less than one lakh of population i.e. rural and semi-urban area. On the other hand, area having more than one lakh of population is considered as urban area. There were 14 towns (Ludhiana, Patiala, Amritsar, Bathinda, Jalandhar, Pathankot, Hoshiarpur, Batala, Moga, Abohar, SAS Nagar, Malerkotla, Khanna, and Phagwara) which were considered under urban area. (Source: *Statistical Abstract of Punjab*, 2008, an annual publication of Economic and Statistical Organization, Government of Punjab, Chandigarh). The distribution of selected colleges according to area and type of management presented in Table 1 reveals that one-half of the total colleges affiliated to GNDU are under self-financed management. There were only 13 government colleges majority of which was situated in rural areas. Since, the number of government colleges affiliated to GNDU was very small, coupled with lower number of teachers, all the GOC were selected for this study. Among the GAC and SFCs 50 per cent of the colleges were selected randomly for the present investigation. Therefore, various respondents selected for the study was from 51 colleges affiliated to GNDU.

Sample Size:

The primary source of collecting information was directly approaching the teachers of different Degree Colleges of GNDU to fill the questionnaires. The sample size for the present study is 400 teachers selected from different degree colleges of GNDU comprising of males and females, single or bachelor scattered in both rural as well as urban areas. Further, irrespective of the total staff of the selected colleges, the faculty available at the time of visit to the college was selected purposely. The distribution of respondents according to area, type of management as well as sex-wise is reported in Table 2.

TOOLS USED:

Following standardized questionnaires were used to study job satisfaction of college teachers with respect to their personal, professional and organizational characteristics.

All these questionnaires were selected because of their suitability to the sample and being able to meet the various standards of reliability and validity.

Intelligence:

The group test of General Mental Ability (20-52) developed by S Jalota was administer/ used as a measure of intelligence because of its reliability and validity, easy to administer, its popularity and wider application. The test carries hundred questions administered in 25 minutes only. Another 20 minutes extra were usually required for seating the candidates, the distribution of answer sheets, the explanation of examples and the later collection of the test material. For scoring, the scoring key is placed on the answer sheet in such a way that the key answers to page (– 1) lie on the columns of for serial No. 1 to 20. And other columns of the key cover the appropriate columns of serial numbers. By comparing the answers, one is able to score the answer sheet in couple of minutes. Every right answer was given one score and every un-attempted and wrong answer zero score. The raw total of score is taken in the record sheet when all columns have been scored; added and put the sum at the space marked “Total score” and signed the answer sheet. The total score can be interpreted as a grade on an 11 point C- Scale.

Socio Economic Status:

Socio Economic Status Scale developed by Hardpan has been used. It has been developed for literate people. It can be administered on the illiterate people also but only by personal interviews. It is self administering scale which gives better results with individual test rather than group testing. There is no time limit to record the responses. In this scale, ordinarily an individual takes fifteen minutes to record his/her responses. Scoring key gives weightage score for each item. Every alternative of any of the items give weighted score which will serve to provide the score if any ticked item present in the horizontal plane for father, mother and case. The separate scores for each area are than to be totaled. These totals of the scores for each area are thereafter to be given, provided at the vertical and of each area for father, mother and case. The area-wise total of scores for father, mother and case were converted into scores which are given at mean 50 and standard deviation 10. Than these area-wise Z-scores were put to area-wise weighted scores for father, mother and case separately in the provided space of table 2 of the test. Than the analysis of any status was easily done with the help of the charts given in the manual. The reliability of the test was calculated by test and retest method. The content validity is found to be high and promising.

Life Satisfaction:

Life satisfaction scale develops by Q.G. Alam and Ramji Srivastava has been used to find out the adjustment problems faced by respondents in rapidly changing societies. 60 items related to six areas namely health, personal, economic, marital, social and

job were put in the scale to test life satisfaction of respondents. The responses are to be given in yes/no. Yes responses indicate the satisfaction. It takes 20 minutes to complete the questionnaire. Test Retest reliability was computed after a lapse of 6 weeks. The obtained quotient was 0.84. The validity of the scale was 0.74 and 0.82. The scale has face as well as content validity also.

Professional Characteristics:

To develop professional characteristics score a questionnaire was self-prepared which was pre-tested before administering on the respondents. Questionnaire covers three aspects namely General Background, Financial aspect and Academic aspect. Financial aspect was further divided into two sub-sets namely finances cover (salary) and security cover. Financial aspect covers as many as seven questions while Academic aspect covers 14 questions. All the questions are assigned one score for Yes and otherwise zero. In the general background, age as well as teaching experience was taken as such. Four scores were assigned for permanent/Regular/Adhoc teachers in GOC of rural/urban area. Three scores were assigned for regular/permanent teachers in govt. aided colleges of rural/urban area. Two scores were given to regular/permanent teachers in Self-Financed colleges in rural/urban area and one score was given for Adhoc/Part-time teachers in Aided/Self-financed colleges in rural/urban area. Similarly, 4,3,2,1 scores were awarded to professors, reader, senior lecturer and lecturer respectively. To have total score of qualification 1, 2, 3 scores were given to respondents having PG, M. Phil and Ph.D. sum of all the scores of all the aspects are taken as PC score.

Organizational Climate:

Organizational Climate Scale developed by Sanjyot Pethe, Sushma Chaudhary and Upinder Dhar was used which consists of 22 items compiled in the form of a bipolar scale with affirmative and negative poles or ends. The split half reliability co-efficient was 0.87. The scale has high content validity and face validity of being 0.93. The scale was administered on 205 subjects. The scores obtained were subjected to Factor Analysis and four factors were identified. These are 1.results, rewards and interpersonal relations 2.organisational processes 3. Clarity of roles and 4. Altruistic behaviour. The scale can be used for research and survey purposes. It is suitable for group as well as individual testing. Norms of the scale are available on a sample of working population. These norms can be regarded as reference points for interpreting the organizational climate scores. Individuals with scores within normal range can be considered to perceive the level of organizational climate as favourable, high scores as highly favourable and low scores as unfavourable respectively.

Leadership Behaviour:

Leadership Behaviour Scale developed by Dr. Asha Hinger has a six dimensional scale comprising of 30 items. These are 1 Emotional Stabilizer, 2.Team Builder,

3Performance Oriento, 4 Potential Extractor, 5Socially Intelligent and 6 Value Inculcator. The scale consists of 30 items in which 24 are positive and 6 are negative. Each item has 5 alternatives, namely, always, usually, sometimes, rarely and never. These alternatives are assigned scores as 5,4,3,2,1 and items 6,11,16,21,25 and 26 are to be scored in reverse order i.e. 1 for 5, 2 for 4, 3 for 3 , 4 for 2 and 5 for 1.The total score ranges from 30 to 150.The scores on each dimension was summed up to find out total leadership behaviour score. Construct validity was found to be 0.49. Split – half reliability was 0.69. Scores ranging between 110-150 was considered as high, scores ranging 70-109 as medium and scores ranging 69 and below as low leadership behaviour respectively.

Job Satisfaction:

Job Satisfaction Scale used by Amar Singh and T.R. Sharma () has been used. It is comprehensive and omnibus in nature. It is brief, reliable and valid and can be administered to any type of workers. The level of job satisfaction was measured in two types of areas—job intrinsic and job extrinsic. It has only 30 items. Each item has five alternatives from which a respondent has to choose any one which candidly expresses his response. The scale can be administered to any type of professionals. It has both positive and negative statements. Items at serial nos. 4, 13, 20,21,27,28 are negative and others being all positive. The positive ones carry weightage of 4,3,2,1,0 and the negative ones carry weightage of 0,1,2,3,4,. The total score gives measure of satisfaction/dissatisfaction of a worker towards his job. The test test-retest reliability works out to be 0.978 and validity of 0.743.and coefficient of correlation was 0.812.

PROFILE OF THE RESPONDENTS:

Majority of the respondents are female (67.5 per cent). Almost similar pattern was observed in urban areas, where female respondent was 73.3 per cent. However, in rural areas, male respondent dominate the scenario with 31 per cent. Furthermore, little less than three-fourth of the respondents was in urban areas because of the obvious reasons. Since the value of chi-square was found to be 1.14 which is non-significant, it can be concluded that there is no difference in the distribution of respondents according to the area as well as gender. Furthermore, Table 2 reveals the distribution of respondents according to type of management and gender. Majority of the respondents are in GAC and least (22.5per cent) are in GOC. The rest (33per cent) are in SFC. In urban colleges, 85.4per cent of the respondents are in GAC whereas 66.6per cent are in GOC. The rest 57.6 per cent are SFC. However, the distribution of the respondents in the rural areas reveals that the lion share is claimed by SFC while the GAC have least number of respondents. This may be attributed to the fact that leading group of institution are not interested to penetrate in rural areas while more and more SFC are coming up in rural areas due to availability of cheap land coupled with relaxed affiliation conditions.

Furthermore, the distribution of respondents according to gender reveals that majority of respondents are female 67.5 per cent. However, there were more male respondents in GOC (36.92 per cent) and GAC 52.31 (per cent) whereas female teachers dominate in SFC at 43.70 per cent. This is due to easy and cheap (on less salary) availability of female staff. Similar situation was also examined for both the location of the colleges. In urban areas, the pattern of distribution of respondents reveals that female teachers dominate in GOC and SFC, percentage being 80.9 per cent; and 62.7 per cent respectively while in GAC male teachers with 91.2 per cent dominate. Likewise, in rural areas, in GOC and SFC male teachers dominate with 45.8 and 85.7 percentage while in GAC female teachers with 18.2 per cent dominate the faculty. Estimated value of chi-square (24.623 which is significant at 0.001 level of significance) reveals that there is significant difference in the staffing pattern between different types of managements.

The distribution of respondents according to qualification reported in Table.3. It is evident that nearly one-half of the respondents (51 per cent) have just met the minimum entry level qualification (i.e. post-graduation in respective subject) and the balanced half (49 per cent) have higher qualification either M.Phil. or Ph.D. But only one-tenth of the respondents have doctorate level of qualification. Area wise distribution, reveal almost the similar pattern with a slight variation in their percentage. In the urban areas, respondents with Post-graduation as well as M. Phil. Degree are equally distributed. The estimated value of chi-square (4.173 which is non-significant) reveals that there is no difference in the distribution of respondents according to qualification.

Distribution of respondents according to age reported in Table 4 reveals that more than one-half (55 per cent) of the respondents are quite young, that is, less than 35 years of age. However, 40 per cent are less than 30 years of age. On the other hand, one-fifth (20 per cent) of the respondents are in the age group of 45 years and above. The remaining one-tenth (10 per cent) are in the middle age group (35-45yrs). There distribution according to gender, however, reveals that 63 per cent of the female are in the younger age-group whereas only 15 per cent are in the older age group. In contrast to this, 31 per cent of the male respondents are in the older age group and 38 per cent are in the younger age group. It reveals that more and more females are going for higher education and entering the service class. The estimated values of chi-square reveal significant difference in the distribution of respondents according to age and gender.

LEVEL OF JOB SATISFACTION:

The level of job satisfaction of the respondents is shown in Table 6. The average level of job satisfaction of the selected college teachers was estimated at 78.19 with standard deviation of 9.4481. Furthermore, the level of job satisfaction of male college teachers was estimated at 80.32 while that of female college teachers was estimated at 77.16. The difference between the two in their level of job satisfaction

was highly significantly, because the estimated Z-value (3.208) is greater than the Table value of 2.33. Lower level of job satisfaction among female college teachers may be attributed to dual nature of job both at workplace as well as at homes. Females are generally more responsible, better qualified, and more talented and have more tendencies for challenging jobs as compared to their male counterparts. But they have long arduous journeys to do which tire them both ways. Moreover, male teachers are compensated by large tuition work and not called upon to do any domestic duties.

Likewise, level of job satisfaction according to place of posting was also examined through Table 6. Level of job satisfaction of rural teachers was estimated at 80.88 as compared to their counterparts in urban areas (77.14). Difference between their level of job satisfaction was highly significant. Apparently, rural college teachers are more satisfied as compared to urban college teachers. Lower level of satisfaction of urban college teachers may be attributed to higher expectations from their jobs. Though, urban college teachers may be better qualified and more talented, but have higher socio-economic status and less satisfied from their lives because of higher expectations.

Level of job satisfaction according to type of management of college was also examined through Table 6. As expected, teachers in GOC were much more satisfied; the level of job satisfaction was estimated at 81.09. On the contrary, against the general observation that GAC teachers are more satisfied as compared to SFC teachers, SFC teachers are more satisfied (78.67) against college teachers in the GAC (75.91). However difference between the levels of job satisfaction of GOC teachers was significantly different from GAC and SFC teachers with varied level of significance. Furthermore, SFC teachers more satisfied than under GAC teachers because majority of self financed colleges are in the rural area coupled with higher degree of educated unemployment. Instead of remaining unemployed they prefer to work in SFC with lower wages, insecure service, lack of co-curricular activities and promotional opportunities. They become habitual to work under such conditions. Moreover the mushroom growth of SFCs they are easily approachable from the place of residence and have lower burden of extra co curricular activities, less stringent rules and regulations.

The level of job satisfaction among different types of management according to area and sex was also examined through Table 7. A close examination of data in Table reveals that there was no significant difference in the rural female teachers under different categories of management due to obvious reason. However, urban female teachers under SFC are more satisfied (79.18) as compared to GOC (78.17) and under SFC (73.42) but the difference between GOC and SFC was non significant while that of GOC and GAC and also between GAC and SFC was significantly different. Against the general expectations, higher level of job satisfaction of urban female college teachers under SFC may be attributed to lesser numbers of government colleges, hence lesser job opportunities, no fear of transfer and not at far away

location of colleges pick up facilities from the place of residence. Moreover, management of SFC are easily approachable, having easier selection criteria, immobility (having no fear of transfer) and mushroom growth of SFC, hence wider job opportunities. Likewise, urban male college teachers in GOC are more satisfied as compared to their counterparts under SFC (73.00) and GAC (78.68). However, difference in the level of job satisfaction among GOC and SFC was highly significant. Again as expected, rural male teachers under GOC has higher level of job satisfaction at 87.22 followed by GAC teachers at 77.50 and SFC at 68.66. But the difference in the level of job satisfaction among SFC and GAC was non significant. Teachers under GAC are less satisfied because GAC get the government grants often late hence delayed salary for months forcing them to harsh living conditions coupled with strict rules and regulations and stringent working conditions.

DETERMINANTS OF JOB SATISFACTIONS:

To identify the various factors that influence the level of job satisfaction, Factor Analytic approach has been used in the present study. It is generally used to analyze interrelationship among a large number of variables and to explain these variables in terms of their common underlying dimensions (***Factor***). It is designed as the *queen of analytical methods* because of its power and elegance. The general purpose of Factor Analytic Technique is to find a way in condensing (summarizing) the information contained in a number of original variables into a smaller set of new composite dimensions (***Factor***) with a minimum loss of information, that is, to search for and define the fundamental constructs or dimensions assumed to underline the original variables.

Suitability of Data for Factor Analysis

In order to test the suitability of data for Principal Component Analysis, the correlation matrix was computed and enough correlations were found to go ahead with factor analysis. Further Kaiser-Meyer-Olkin measure of sample Adequacy (KMO) was calculated which was found to be 0.649 which supports that the sample was good enough for factor analysis. Further Anti-image correlations calculated reveals that partial correlations were low, indicating that true factors existed in the data. Hence, the data was found fit for factor analysis.

Extraction Method and Number of Factors Extracted

Principal component Analysis was employed for extracting factors and the number of factors to be extracted were finalized on the basis of 'Latent Root Criterion' i.e. variables having Eigen values greater than 1. Six factors were extracted which together accounted for 68.56 percent of the variance. Finally, the Principal component Analysis with Orthogonal Rotation has been used in the present study. In Orthogonal Rotation it is assumed that factors operate independently of each other. Varimax rotated factor Analysis which is the most popular method of Orthogonal rotation has been used. The results were obtained through orthogonal rotations with Varimax and

all factor loadings greater than 0.4 (ignoring signs) were retained. The results of Principal component analysis with Varimax rotation for college respondents were presented in Table 8. The results show that 68.56 percentage of the total variance is represented by the information contained in the factor matrix. The percentage of variance explained by factors 1 to V is 22.016, 18.209, 11.716, 9.507 and 7.114 respectively. The percentage of total variance is used as an Index to determine how well a particular factor solution accounts for what all the variables together represent. The communalities have been shown at the far right side of the Table one which shows the amount of variance in a variable that is accounted for by the six factors taken together. The size of communality is a useful index for assessing how much variance in a particular variable is accounted for by the six factors taken together. The size of communality is a useful index for assessing how much variance in a particular variable is accounted for by the factor solution. Large communalities indicate that large amount of variance in a variable has been extracted by the factor solution. Small communalities shows that a substantial portion of the variance in a variable is not accounted for by the factor solution.

NAMING OF FACTORS

A factor loading represents the co-relation between the original variable and its factors. The signs are interpreted just like any other correlation coefficients. On each factor, 'like signs' of factor loadings mean that the variables are positively related and 'opposite signs' mean that variables are negatively related. Some variables have loaded on two factors. But on the basis of higher loadings, it has been considered in that factor only. The names of the factors and the loadings are summarized in Table 8.

Factor I: Organizational Characteristics:-

An organizational characteristic has emerged as a significant factor accounting for 22.016 per cent of the total variance. Five out of 17 statements are loaded on this factor of which 4 are highly correlated. The high positive loading on the first factor of this variable, namely, organizational climate, results, rewards and interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour pull the college teachers to have high level of job satisfaction. All these loadings belong to organizational environment which play a dominant role in job satisfaction of college teachers.

Factor II: Leadership Quality:-

Leadership quality of college teachers has emerged as a second major factor with percentage of variance equal to 18.209. Here again, five out of the 17 statements are loaded in this factor. All these loadings are highly co-related (Leadership behaviour, Performance Orienter, Potential Extractor, Socially Intelligent, and Value Inculcator). Thus, quality of leadership among college teachers has a high potential for job satisfaction

Factor III: Professional Characteristics:-

Two statements have been loaded on this factor with percentage of variance equal to 11.716. Both the statement namely professional characteristics and age are highly co-related with the factor. Implication of this factor is that with the advancement of the professional characteristics coupled with age lead to higher level of job satisfaction of college teachers of study area.

Factor IV: Personal Characteristics:-

In this factor, three statements, namely, Intelligence Quotient, Emotional Stabilizer and Team Builder have been loaded on this factor with percentage of variance equal to 9.507. All these statements are positively co-related with factor signifying that higher intelligence quotient coupled with team building quality and emotional stabilizer promotes higher level of job satisfaction among college teachers.

Factor V: Better Living Conditions:-

A better living condition is the fifth important factor with percentage of variance equal to 7.114. Two statements have been loaded on this factor (Life Satisfaction and Socio-Economic Status) are positively co-related with the factor. This factor highlights that higher socio-economic status and level of life satisfaction encourage the college teachers for higher level of job satisfaction.

SUMMARY AND CONCLUSIONS

The average level of job satisfaction of the selected college teachers was estimated at 78.19 with standard deviation of 9.4481. However, the level of job satisfaction of male college teachers was higher at 80.32 as compared to their female counterpart estimated at 77.16. Lower level of job satisfaction among female college teachers may be attributed to dual nature of job both at workplace as well as at homes. Females are generally more responsible, better qualified, and more talented and have more tendencies for challenging jobs as compared to their male counterparts. But they have long arduous journeys to do which tire them both ways. Moreover, male teachers are compensated by large tuition work and not called upon to do any domestic duties. Furthermore, the study reveals that rural college teachers are more satisfied as compared to urban college teachers. Lower level of satisfaction of urban college teachers may be attributed to higher expectations from their jobs. Though, urban college teachers may be better qualified and more talented, but have higher socio-economic status and less satisfied from their lives because of higher expectations. Furthermore, SFC teachers are more satisfied than GAC teachers because majority of SFC are in the rural area coupled with higher degree of educated unemployment. Instead of remaining unemployed they prefer to work in SFC with lower wages, insecure service, lack of co-curricular activities and promotional opportunities. They become habitual to work under such conditions. Moreover due to mushroom growth of SFCs they are easily approachable from the place of residence and have lower burden of extra co curricular activities and less stringent rules and regulations.

Organizational characteristics such as organizational climate, results, rewards and interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour has emerged as a significant factor for job satisfaction. All these loadings belong to organizational environment which play a dominant role in job satisfaction of college teachers. Leadership behaviour, Performance Orienteer, Potential Extractor, Socially Intelligent, and Value Inculcator all belonging to quality of leadership has also a high potential for job satisfaction. Personal Characteristics such as higher intelligence quotient coupled with team building quality and emotional stabilizer promotes higher level of job satisfaction among college teachers. Higher socio-economic status and level of life satisfaction too encourage the college teachers for higher level of job satisfaction. It is encouraging to note that some teachers in spite of having low professional awareness were satisfied with their jobs. Whatever may be the cause; this is an important area for further investigation. Colleges should be provided with the needed infrastructure in terms of building, teaching aids, well equipped libraries etc. Teachers academic, professional and individual problems may be looked into and necessary steps taken to solve them in collaboration with administration and community support. Efforts are needed to boost the morale, inculcate positive attitude and mental health of the teachers.

TABLE 8: FACTOR ANALYSIS COLLEGE TEACHERS

| | | <i>Rotated Component Matrix</i> | | | | | |
|--------------|--|---------------------------------|--------------|--------------|--------------|--------------|----------------------|
| <i>S.No.</i> | <i>Components</i> | 1.000 | 2.000 | 3.000 | 4.000 | 5.000 | <i>Communalities</i> |
| 1. | <i>Intelligence Quotient</i> | -0.084 | -0.146 | 0.031 | 0.557 | -0.077 | 0.345 |
| 2. | <i>Leadership Behaviour</i> | 0.184 | 0.874 | -0.072 | 0.315 | 0.105 | 0.913 |
| 3. | <i>Organizational Climate</i> | 0.971 | 0.138 | -0.012 | 0.006 | 0.055 | 0.965 |
| 4. | <i>Life Satisfaction</i> | -0.043 | 0.236 | 0.238 | -0.043 | 0.546 | 0.414 |
| 5. | <i>Socio-Economic Status</i> | 0.174 | -0.111 | -0.003 | -0.012 | 0.720 | 0.561 |
| 6. | <i>Professional Characteristics</i> | 0.016 | -0.118 | 0.946 | -0.002 | 0.114 | 0.922 |
| 7. | <i>Emotional Stabilizer</i> | -0.064 | 0.080 | -0.050 | 0.0643 | 0.472 | 0.649 |
| 8. | <i>Team Builder</i> | 0.217 | 0.291 | -0.051 | 0.674 | -0.094 | 0.597 |
| 9. | <i>Performance Orienteer</i> | 0.000 | 0.726 | -0.094 | 0.319 | -0.176 | 0.669 |
| 10. | <i>Potential Extractor</i> | 0.272 | 0.692 | -0.005 | 0.024 | -0.120 | 0.567 |
| 11. | <i>Socially Intelligent</i> | 0.064 | 0.692 | -0.139 | -0.318 | 0.213 | 0.649 |
| 12. | <i>Value Inculcator</i> | 0.162 | 0.735 | -0.037 | -0.140 | 0.159 | 0.613 |
| 13. | <i>Results, Rewards & Inter personal relations</i> | 0.924 | 0.121 | -0.076 | -0.010 | 0.061 | 0.877 |
| 14. | <i>Organizational Process</i> | 0.908 | 0.169 | 0.023 | -0.085 | 0.009 | 0.862 |
| 15. | <i>Clarity of Roles and Sharing of Information</i> | 0.863 | 0.127 | 0.067 | 0.084 | 0.068 | 0.778 |
| 16. | <i>Altruistic Behaviour</i> | 0.404 | 0.120 | 0.303 | 0.317 | 0.046 | 0.356 |
| 17. | <i>Age</i> | 0.006 | -0.142 | 0.947 | -0.024 | 0.048 | 0.920 |
| | <i>Eigen Values</i> | 4.668 | 2.567 | 1.859 | 1.474 | 1.078 | |
| | <i>% of Variance</i> | 22.016 | 18.209 | 11.716 | 9.507 | 7.114 | |
| | <i>Cumulative %</i> | 22.016 | 40.225 | 51.941 | 61.448 | 68.562 | |

Table 1: Distribution of Selected Colleges According To Area and Type of Management

| Area /Type | Government owned Colleges | | Government Aided Colleges | | Self Financed Colleges | | Total | |
|--------------|---------------------------|------------|---------------------------|------------|------------------------|------------|------------|------------|
| | Total | Percentage | Total | Percentage | Total | Percentage | Total | Percentage |
| Urban | 5 (5) | 100.00 | 12 (24) | 50.00 | 7 (14) | 50.00 | 24 (43) | 55.81 |
| Rural | 8 (8) | 100.00 | 4 (7) | 57.14 | 15 (29) | 51.72 | 27 (44) | 61.36 |
| Total | 13 (13) | 100.00 | 16 (31) | 51.61 | 22 (43) | 51.16 | 51 (87) | 58.62 |

Figures in brackets are total number of colleges affiliated to Guru Nanak Dev University, Amritsar.

Sources: College Branch, Guru Nanak Dev University, Amritsar

Table 2: Distribution of Respondents According to Area, Sex-wise and Type of Management

| | Male | | | | Female | | | | Total (M + F) | | | |
|--------------|--------------|--------------|--------------|---------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|-------|
| | GOC | GAC | SFC | Total | GOC | GAC | S.FC | Total | GOC | GAC | SFC | Total |
| Rural | 22 (45.8) | 6 (8.8) | 12 (85.7) | 40 (30.8) | 8 (19.1) | 20 (18.2) | 44 (37.2) | 72 (26.6) | 30 (33.3) | 26 (14.6) | 56 (42.4) | 112 |
| Urban | 26 (54.2) | 62 (91.2) | 2 (14.3) | 90 (69.2) | 34 (80.9) | 90 (81.8) | 74 (62.7) | 198 (73.3) | 60 (66.6) | 152 (85.4) | 76 (57.6) | 288 |
| Total | 48 (36.9) | 68 (52.3) | 14 (10.8) | 130 (32.5) | 42 (15.5) | 110 (40.7) | 118 (43.7) | 270 (67.5) | 90 (22.5) | 178 (44.5) | 132 (33.0) | 400 |

Figures in brackets are percentages

Sources: Survey Method

Table 3: Distribution of Respondents According to Qualification: Area, Sex-wise and Type of Management

| Area | Post Graduate | | | M. Phil | | | Ph.D. | | | Total | |
|--------------|---------------|---------------|---------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|---------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Rural | 28 (45.2) | 42 (29.6) | 70 (34.3) | 10 (17.2) | 24 (23.5) | 34 (21.25) | 2 (20) | 6 (23.1) | 8 (22.2) | 40 (30.8) | 72 (26.6) |
| Urban | 34 (54.8) | 100 (70.4) | 134 (65.7) | 48 (82.7) | 78 (76.5) | 126 (78.7) | 8 (80) | 20 (76.9) | 28 (77.8) | 90 (69.2) | 198 (73.3) |
| Total | 62 (30.4) | 142 (69.6) | 204 (51) | 58 (36.2) | 10 (63.7) | 160 (40) | 10 (27.8) | 26 (72.2) | 36 (9) | 130 (30.5) | 270 (67.5) |

Figures in brackets are percentages

Sources: Survey Method

Table No.4: Distribution of Respondents according to Age: Area, Sex-wise and Type of Management

| | <i>Rural</i> | | | <i>Urban</i> | | | <i>Total</i> | | |
|---------------------|---------------|---------------|----------------|---------------|----------------|----------------|----------------|----------------|--------------|
| | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> |
| <i>Less than 30</i> | 6 (15) | 34 (47.2) | 40 (35.7) | 28 (31.1) | 88 (44.4) | 116 (40.3) | 34 (26) | 122 (45) | 156 (39) |
| <i>30-35</i> | 4 (10) | 10 (13.9) | 14 (12.5) | 12 (13.3) | 38 (19.2) | 50 (17.4) | 16 (12) | 48 (18) | 64 (16) |
| <i>35-40</i> | 4 (10) | 6 (8.3) | 10 (8.9) | 12 (13.3) | 18 (9.1) | 30 (10.4) | 16 (12) | 24 (9) | 40 (10) |
| <i>40-45</i> | 8 (20) | 14 (19.4) | 22 (19.6) | 16 (17.8) | 22 (11.1) | 38 (13.2) | 24 (18) | 36 (13) | 60 (15) |
| <i>45-50</i> | 8 (20) | 8 (11.1) | 16 (14.3) | 10 (11.1) | 14 (7.1) | 24 (8.3) | 18 (14) | 22 (8) | 40 (10) |
| <i>Above 50</i> | 10 (25) | 0 (0) | 10 (8.9) | 12 (13.3) | 18 (9.1) | 30 (10.4) | 22 (17) | 18 (7) | 40 (10) |
| <i>Total</i> | 40 (35.71) | 72 (64.29) | 112 (28.00) | 90 (31.25) | 198 (68.75) | 288 (72.00) | 130 (32.50) | 270 (67.50) | 400 |

Figures in brackets are percentages

Sources: Survey Method

Table 5: Distribution of Respondents According to Experience: Area, Sex-Wise and Type of Management

| | <i>Rural</i> | | | <i>Urban</i> | | | <i>R+U</i> | <i>R+U</i> | <i>Total (M+F)</i> |
|--------------------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------------|
| | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>Male</i> | <i>Female</i> | |
| <i>Less than 2 years</i> | 2 (5) | 16 (22.2) | 18 (16.1) | 14 (15.5) | 52 (26.3) | 66 (22.9) | 16 (12.3) | 68 (25.2) | 84 (21) |
| <i>2-5 years</i> | 6 (15) | 16 (22.2) | 22 (19.6) | 16 (17.7) | 38 (19.2) | 54 (18.7) | 22 (16.9) | 54 (20) | 76 (19) |
| <i>5-10 years</i> | 8 (20) | 18 (25) | 26 (23.2) | 14 (15.5) | 34 (17.2) | 48 (16.6) | 22 (16.9) | 52 (19.3) | 74 (18.5) |

Figures in brackets are percentages

Sources: Survey Method

TABLE 6: LEVEL OF JOB SATISFACTION AMONG COLLEGE TEACHERS: AREA, SEX AND CATEGORY OF MANAGEMENT WISE

| <i>Category of Colleges</i> | <i>Number of Observation</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>Group Compared</i> | <i>Z-Value</i> |
|-----------------------------|------------------------------|-------------|---------------------------|-----------------------|----------------|
| Rural | 112 | 80.88 | 9.4466 | R-U | 3.574*** |
| Urban | 288 | 77.14 | 9.2718 | | |
| Male | 130 | 80.32 | 9.1055 | M-F | 3.208*** |
| Female | 270 | 77.16 | 9.4702 | | |
| GOC | 90 | 81.09 | 11.120 | GOC-GAC | 3.727*** |
| GAC | 178 | 75.91 | 9.965 | GOC-SFC | 2.104** |
| SFC | 132 | 78.67 | 8.578 | GAC-SFC | 1.987* |
| Total | 400 | 78.19 | 9.448 | - | - |

Notes: R stands for Rural Area; U stands for Urban Area; M stands for Male and F stands for Female.

*** stands for 0.01 level of significance for a two tail test

** stands for 0.05 level of significance for a two tail test

*Stands for 0.10 level of significance for a two tail test

Source: Survey Method.

TABLE 7: LEVEL OF JOB SATISFACTION AMONG COLLEGE TEACHERS: AREA, SEX AND CATEGORY OF MANAGEMENT WISE

| <i>Category of Colleges</i> | <i>Number of Observation</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>Groups Compared</i> | <i>Z[#]-Value</i> |
|-----------------------------|------------------------------|-------------|---------------------------|------------------------|----------------------------|
| UFGAC | 90 | 73.42 | 9.799 | UFGAC-GOC | 2.542*** |
| UFGOC | 34 | 78.17 | 9.084 | UFGOC-SFC | 0.546 ^{ns} |
| UFSFC | 74 | 79.18 | 8.585 | UFGAC-SFC | 4.000*** |
| RFGAC | 20 | 80.00 | 8.497 | RFGAC-GOC | 0.128 ^{ns} |
| RFGOC | 8 | 79.00 | 21.494 | RFSFC-GOC | 0.085 ^{ns} |
| RFSFC | 44 | 78.35 | 5.696 | RFSFC-GAC | 0.791 ^{ns} |
| UMGAC | 62 | 78.68 | 8.333 | UMGAC-GOC | 0.471 ^{ns} |
| UMGOC | 26 | 79.72 | 9.890 | UMGOC-SFC | 3.465*** |
| UMSFC | 2 | 73.00 | 0.000 | UMGAC-SFC | 0.983 ^{ns} |
| RMGAC | 6 | 68.66 | 22.03 | RMGAC-GOC | 2.071** |
| RMGOC | 22 | 87.72 | 9.177 | RMGOC-SFC | 3.453*** |
| RMSFC | 12 | 77.50 | 7.687 | RMGAC-SFC | 0.954 ^{ns} |

Notes: # In case of small sample, estimated t-values were reported

R stands for Rural Area; U stands for Urban Area; M stands for Male and F stands for Female.

*** stands for 0.01 level of significance for a two tail test

** stands for 0.05 level of significance for a two tail test

*Stands for 0.10 level of significance for a two tail test

Source: Survey Method.

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