

# An Empirical Study on Job Satisfaction amongst College & University Teachers

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## Abstract

The present paper identifies and discusses the factors that affect the job satisfaction among college and university teachers. As job satisfaction is an important issue in the higher education because if the teachers in university/ colleges are satisfied enough to accomplish their goals effectively, then only they would be motivated to contribute effectively towards higher education. Survey method has been used to collect the research data from faculty members of college and universities of district Jalandhar and Amritsar in the state of Punjab. Factor Analysis has been applied to find out those factors that are responsible for job satisfaction among college and university teachers. Seven factors have been extracted by applying factor analysis. The study revealed that the most important factors that are responsible for job satisfaction among college and university teachers are "Possibility of Growth and Administration" followed by "Salary / Monetary Growth", followed by "Hygiene & Infrastructure", followed by "Possibility of Turnover", Coordination & Cooperation, "Interpersonal Relations in Profession" and "Unbiased Administration".

## Keywords:

Job Satisfaction, faculty members, higher Education

## Introduction

Higher educational institutions play fundamental role in the progress of any country. As every educated person in the society a nurse, entrepreneur, doctor, engineer, etc. has passed through the hands of teacher. So in this regard, teachers play a decisive and formative role in the lives of youth. Teachers are the most important factor in determining the quality of education that children receive in the college/ university. However, it is only possible when teachers in university/ colleges are satisfied and motivated enough to accomplish their goals effectively. This research is an effort to elaborate various factors of job satisfaction, which influence the university / college teachers for their effective contribution to education, also to enhance their performance as well as to increase their institutional effectiveness. The famous rule of thumb in Human Resource Management is that it is always less costly to retain employees than to hire new ones. Another common observation is that where teachers perform well, their students are also high achievers. Also, the educational institutes where they work contribute more towards the higher education.

In the present scenario of tough competition, job satisfaction is an important issue. It has been proved that people are always interested to work only at those

organizations where they feel satisfied. And if they are dissatisfied from their job then this dissatisfaction leads to lower level of job performance, hence it increases employee's turnover, absenteeism and many such problems. Therefore, the issues regarding college and university teachers need to be studied in detail. If organizations have satisfied faculty members, they would be motivated to perform their tasks in an effective manner, and then it would contribute to the effectiveness of higher education consequently. Satisfaction is a primary element that leads to a positive behavior of college /university teachers and also for their productive growth. In numerous studies of Social sciences it has been seen that workers' characteristics and organizations features either determine or are related to job satisfaction (Spector, 1997). Job satisfaction refers to one person's feelings regarding the nature of the work and can be influenced by different factors; such as the relationship with the supervisor, the quality of the working environment, the motivation system etc. (Nicolescu et al, 2009).

According to Herzberg (1959), intrinsic elements of the job such as achievement, recognition, the work itself, responsibilities, and advancement are referred as “Motivation factors” The extrinsic elements such as working conditions, salary, supervision, company policy, and interpersonal relationships are referred as “hygiene factors” or “context” factors.

### Objectives of Study

The purpose of this study is to identify the factors which effect the job satisfaction among college/university teachers of Amritsar and district Jalandhar. Following are the objectives of this study

1. To identify the factors responsible for job Satisfaction among college/university teachers
2. To identify differences on each identified item among college and university teachers

### Literature Review

Author	Country	Sample size	Findings	Technique used
Nicolescu, L., Dima, A. M., Anghel, F., & Păun, C. (November-December 2006)	Romania (Bucharest)	832	The study identifies and discusses factors and aspects of job that helps in bringing up the satisfaction and dissatisfaction among academic staff at the working place. It has been found that some of the aspects such as promotion, facilities, working conditions, climate at the work place, level of income etc. contributes to increase satisfaction and others aspects contributes to dissatisfaction at workplace.	t-test
Bilal, H.	PU-FAST, Islamabad, Pakistan.	100	This study investigated the affect of several extrinsic job related factors on the satisfaction of Knowledge workers. Factors under consideration are working conditions of organization, rewards & benefits which may affect the job satisfaction and knowledge sharing capability of employees and positive relationship is found between working conditions, rewards and leadership and administrative support and job satisfaction of knowledge workers.	kindergarten through 12th grade, 4-point Likert scales
Castillo, J. X., & Cano, J. (2004)	Columbus, Ohio	172	The study reveals that faculties were generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty members. And analysis indicates that most motivating factor in the study which was found “work -itself” and “working condition” was found least motivating factors in the study	Regression Analysis
Rahman, M. I., & Parveen, R.	Bangladesh	130(65public and(65private)	He Conducted research to analyze the factors effecting satisfaction and dissatisfaction of teachers of public and private university. Results revealed that there was significant difference in satisfaction level among teachers of public and private university and results indicate that there was no significant influence of age and job experience on satisfaction level gender-wise.	statistical analysis like cross tabulation and chi square test
Mawoli, M. A. & Babandako, A.Y	Nigeria	141	The study was conducted to identify motivational level of academic staff and the result was found that staffs were highly motivated at work place. The study further revealed that performance of staff with regard to teaching is very high.	Reliability Test using Cronbach's alpha method.
Bakhshi, A., Kumar, K., Sharma, S., & Sharma, A.	Jammu	60 (30 male and 30 female)	Study revealed that significant difference in job satisfaction has been found among government and private college lecturers. Result shows that government college lecturers have high job -satisfaction than private college lecturers.	SPSS 12 T-test

## Research Methodology

### Sample size and data collection

This research is supported by survey method. The self administrated survey was conducted to identify the factors that affect satisfaction level of university and college teachers of Amritsar and District Jalandhar. Amritsar and Jalandhar represent two distinct geographical and cultural zones of Punjab, 'majha' and 'Doaba' representatives. Total 120 questionnaires were distributed among college and university teachers, out of which an effective sample came out to be 85 (male- 45, female- 40). Five point Likert scale has been used in the present study (Strongly Agree-5 to Strongly Disagree-1). Factor analysis has been applied to identify various factors that effects satisfaction level among college and university teachers.

### Limitations of the study

1. Smaller sample size taken due to time constraints
2. College and universities from other cities have not been taken into the sample which may add more insights

3. Limited statistical analysis has been applied, therefore more tests and statistical data interpretation may lead towards more findings.

### Data Analysis & Interpretation

**Table 1:** shows the reliability of the data by using Cronabach's alpha method. In present study data was found to be reliable because Cronabach alpha is greater than 0.5 i.e. (.832). On the other hand to check out the sample adequacy KMO test has been applied (KMO=.573 which is greater than 0.5). Therefore we can proceed for further factor analysis.

**Table 1:** shows the initial factor solutions which are unrotated factor solutions extracted in order of their importance. It is clear that first few factors explains relatively large amount of variance whereas last few factors explains less amount of variance. All eigen values came to be greater than 1. Factor 1 explains maximum variance (20.356 per cent) in the data and remaining factors explained relatively smaller portion of variance. The 7 factors accounts for the total 76.632 per cent of variance.

**Table 1:**

Statements	Factor Loadings							Communality
	1	2	3	4	5	6	7	
S1	.089	.293	.457	-.197	.185	<b>.637</b>	.074	.787
S2	.123	.399	<b>.797</b>	-.009	-.038	.123	-.116	.840
S3	.028	.314	<b>.758</b>	-.048	-.008	.171	.048	.708
S4	.510	-.266	<b>.575</b>	.103	.302	-.146	.275	.861
S5	<b>.756</b>	-.072	.263	-.013	.270	.104	-.250	.792
S6	.191	-.130	.043	<b>.865</b>	.067	-.107	.150	.842
S7	-.118	<b>.732</b>	.235	.044	-.274	-.115	-.144	.716
S8	.355	.258	<b>.480</b>	-.098	.057	-.472	.414	.829
S9	.497	.290	<b>.619</b>	-.123	-.155	-.276	.220	.878
S10	.136	<b>.736</b>	.224	-.171	-.038	.281	.033	.721
S11	.030	-.164	.065	.147	-.104	.093	<b>.858</b>	.809
S12	.198	.156	-.001	-.018	.259	<b>.745</b>	.071	.691
S13	-.100	-.136	.206	.013	<b>.702</b>	.333	-.017	.675
S14	-.020	<b>.854</b>	.214	-.163	.115	.074	-.151	.844
S15	.043	<b>.844</b>	.072	-.125	.132	.056	.056	.759
S16	-.039	-.161	-.144	<b>.795</b>	.144	-.025	.199	.742
S17	.294	.167	-.249	.102	<b>.738</b>	.136	-.114	.763
S18	<b>.788</b>	.197	.176	.223	.157	.191	-.115	.815
S19	<b>.557</b>	.148	.075	.534	.006	-.068	-.268	.699
S20	.101	-.235	-.058	<b>.578</b>	-.282	.122	-.345	.617
S21	<b>.796</b>	.032	-.006	-.085	.093	-.222	.178	.732
S22	<b>.774</b>	-.013	.211	.073	-.053	.119	.237	.722
Eigen Value	6.062	4.303	2.330	1.870	1.641	1.142	1.043	
% of Variance	20.356	13.962	11.699	9.486	7.515	7.220	6.395	
Cumulative Variance	20.356	34.317	46.016	55.502	63.017	70.237	76.632	

KMO MSA- .573, Bartlett -626.694, Cronbach's Alpha- .832

Explanation of 7 extracted factors			
Factor Name	Name of Dimension (% of Variance)	Label	Variables associated with each factor and factor loadings
Factor 1	Possibility of Growth & Administration (20.356%)	S21	I am happy with my professional growth (.796)
		S18	Personal growth on current job is satisfactory (.788)
		S22	Administration is fair/ just (.774)
		S5	Administration policies are simple & clear (.756)
		S19	Administration policies are transparent (.557)
Factor 2	Salary / Monetary Growth (13.962%)	S14	I am being paid fair amount for the work I do (.854)
		S15	I am satisfied with my perks & benefits of my job (.844)
		S10	The package I receive is as good as other college or university is offering (.736)
		S7	I am satisfied with my monetary growth (.732)
Factor 3	Hygiene & Infrastructure (11.699%)	S2	Washrooms are tidy & hygienic (.797)
		S3	Infrastructure for teaching is good (.758)
		S9	The department has good furniture facilities (.619)
		S4	Working conditions in this job is good (.575)
		S8	My staff room/office is comfortable (.480)
Factor 4	Possibility of Turnover (9.486%)	S6	I will change my job if I get a better opportunity (.865)
		S16	I will change my profession if I get a better opportunity (.795)
		S20	I enjoy working with others more than working alone(.578)
Factor 5	Cooperation & Coordination (8.327%)	S17	My workload is manageable (.738)
		S13	I am friendly with my colleagues (.702)
Factor 6	Interpersonal Relations in Profession (7.220%)	S12	I have good interpersonal relations in job (.745)
		S1	I am satisfied with my profession as a teacher (.637)
Factor 7	Unbiased Administration (6.395%)	S11	1. Administration does not discriminate among efficient and inefficient faculty member (.858)

### Explanation of Extracted factors

**Factor 1: Possibility of Growth & Administration:** This factor explains the highest percentage of variance. i.e. 20.356 per cent with 5 statements. The statement S21, “I am happy with my professional growth” scores the highest coefficient (.796), followed by S18, “Personal growth on current job is satisfactory (.788). The other statements indicate that teachers are not highly dissatisfied from other items except one item S19, “Administration policies are transparent” (.557)

**Factor 2: Salary / Monetary Growth:** This factor explains

13.962 per cent of the total variance with 4 items. The highest coefficient is scored by statement S14, “I am being paid fair amount for the work I do” (.854), followed by S15, “I am satisfied with my perks & benefits of my job” (.844). The other statements show the monetary growth and good package is being received by university/ colleges as others are offering.

**Factor 3: Hygiene & Infrastructure:** This factor explains the variance of 11.699 per cent with 5 statements. The statement S2, “Washrooms are tidy & hygienic” (.797). Out of five items there is 1 such item which has scored less coefficient which indicate that teachers are less satisfied on that item than other items i.e S8, “My

staff room/office is comfortable” (.480)

**Factor 4: Possibility of Turnover:** This factor explains 9.486 per cent of the total variance with 3 statements. The analysis reveals that S6, “I will change my job if I get a better opportunity” (.865), scores highest coefficient followed by S16 ‘I will change my profession if I get a better opportunity’ (.795) and S20, “I enjoy working with others more than working alone” (.578).

**Factor 5: Coordination & Cooperation:** This factor explains 8.327 per cent of the total variance with 2 statements. The highest coefficient is of S17, “My workload is manageable” (.738) followed by S13, “I am friendly with my colleagues” (.702).

**Factor 6: Interpersonal Relation in Profession:** The sixth factor explains the variance of 7.220 per cent of the total variance. The highest coefficient is of S12, “I have good interpersonal relations in job” (.745), followed by S1, “I am satisfied with my profession as a teacher” (.637)

**Factor 7: Unbiased Administration:** This factor explains 6.395 per cent of the total variance with 1 statement. The highest coefficient is scored by S11, “Administration does not discriminate among efficient and inefficient faculty member” (.745)

#### Gender-wise Analysis of Faculty Responses on each Statement:

Results presented in the table below shows the observed significant difference in the job satisfaction between male and female teachers. In the below table it can be seen that significant difference are found in S4, “.Working condition on this job is good” (1.820\*), S14, “I am being paid fair amount for the work I do” (2.470\*\*), S15, “I am satisfied with my perks & other benefits of my job” (2.209\*\*), and S21, “I am happy with my professional growth” (-1.841\*). In the remaining other items no significant difference are found.

**Gender-wise Difference on each item**

Statements	Gender	N	Mean	Std. Deviation	t-value
1.I am satisfied with my profession as a teacher	Male	45	4.4286	.74642	1.331
	Female	40	4.1579	.50146	
2. Washrooms are tidy & hygienic	Male	45	3.5238	1.12335	-.333
	Female	40	3.6316	.89508	
3. Infrastructure for teaching is good	Male	45	3.9048	.99523	1.081
	Female	40	3.5789	.90159	
4. Working condition on this job is good	Male	45	2.9524	1.07127	1.820*
	Female	40	3.5263	.90483	
5.Administration policies are simple/ clear	Male	45	3.5714	1.02817	-7.25
	Female	40	3.7895	.85498	
6. I will change my job if I get a better opportunity	Male	45	3.4286	1.07571	-1.011
	Female	40	3.7895	1.18223	
7. I am satisfied with my monetary growth	Male	45	3.6190	1.02353	.428
	Female	40	3.4737	1.12390	
8. My staff room/ office is comfortable	Male	45	2.9048	1.22085	.465
	Female	40	2.7368	1.04574	
9. The department has good furniture facilities	Male	45	2.9524	1.20317	-.671
	Female	40	3.2105	1.22832	
10. The package I receive is as good as most other university or college is offering	Male	45	3.8095	.98077	.347
	Female	40	3.6842	1.29326	
11.Administration does not discriminate among efficient & inefficient faculty member	Male	45	3.3333	1.06458	.477
	Female	40	3.1579	1.25889	
12. I have good interpersonal relations in my job	Male	45	3.9048	.62488	-.878
	Female	40	4.0526	.40465	
13. I am friendly with my colleagues	Male	45	4.1905	.74960	-.824
	Female	40	4.3684	.59726	
14. I am being paid fair amount for the work I do	Male	45	4.0000	.70711	2.470**
	Female	40	3.3158	1.00292	
15. I am satisfied with my perks & other benefits of my job	Male	45	3.7619	.76842	2.209**
	Female	40	3.1579	.95819	
16.I will change my profession if I get a better opportunity	Male	45	3.0476	.97346	-1.567
	Female	40	3.5789	1.16980	



17. My workload is manageable	Male Female	45 40	3.9048 3.8421	.88909 .76472	.238
18. Personal growth on current job is satisfactory	Male Female	45 40	3.3810 3.5263	1.07127 1.02026	-.438
19. Administration policies are transparent	Male Female	45 40	3.8571 3.7368	.91026 .93346	.412
20. I enjoy working with others more than working alone	Male Female	45 40	3.4286 3.4211	.81064 .76853	.030
21. I am happy with my professional growth	Male Female	45 40	2.0476 2.5789	.86465 .96124	-1.841*
22. Administration is fair/just	Male Female	45 40	2.9524 3.5263	1.28360 .90483	-1.646

\*\* Significant at 5 Per cent level; \* Significant at 10 Per cent level

## Findings

In the present study it has been concluded that teachers are highly influenced by “possibility of growth & administration” followed by “Salary / Monetary Growth”. Also, “Hygiene & Infrastructure” and “possibility of turnover” factor influences the behavior of teachers. Next “cooperation and coordination” affects the satisfaction level of college and university teachers followed by “interpersonal relations in profession”. This was followed by “unbiased administration”. On the other side by applying t test result revealed that significance difference between male and female teachers have been found within 4 statements i.e (items no.- S4, S14, S15 and S21). Analysis revealed that males were highly affected by two statements i.e S14 (I am being paid fair amount for the work I do) and S15 (I am satisfied with my perks & other benefits of my job) on the other side females were highly affected by 2 statements i.e S4 (Working condition on this job is good) and S21 (I am happy with my professional growth). In remaining all other statements no significant difference between male and female has been found.

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