

A Study of Job Satisfaction among the Teachers of PG Department of Ranchi University, Ranchi

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ABSTRACT

Background: Job satisfaction is regarded as a very important issue within the educational context, especially for university/college teachers. This is mainly because it is connected with different aspects of their role and those that consume most of their time both in and outside of university/college. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role. **Aim:** This study aims to assess job satisfaction among the teachers of PG departments of Ranchi University. **Method:** This study used a stratified random sampling technique and stratification was based on (Arts and Science) and gender (Male and Female). The sample consisted of 40 teachers, 10 males, and 10 females, from both the faculties of social science and science of Ranchi University, Ranchi. The research is based on a 2×2 =4 factorial design and samples have four sub-groups and in each sub-group, has 10 cases were selected. A teacher job satisfaction questionnaire (TJQ) was used to find out the job satisfaction of teachers. **Result:** The result showed that Female teachers of both the Arts and Science faculties are more satisfied with their jobs than male teachers and Science teachers are more satisfied with their jobs compared to the Arts teachers.

Keywords: Job Satisfaction, University/ College Teachers

The role of university Teachers is arguably the most important in societal formation, economic development, nation-building, scientific development, and so on. Through the teachers, universities produce highly skilled and enlightened manpower needed for the political, economic, and social transformation and overall development of our country. Job satisfaction has been reflected as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976; Furnham, 1997; Faragher et al., 2005); and as an effective reaction to one's job (Cranny, Smith & Stone, 1992) and an attitude towards one's job (Brief, 1998; Weiss, 2002; Luthans, 1989; Pelz, 1949; Kalita et al, 2021; Singh et al, 2013). The concept of job satisfaction has its genesis in the famous Hawthorn studies (Mayo, 1924-1933). Pestonjee (1973) found in his study that a democratic organizational structure is conducive to higher morale and job satisfaction. Taylorism (Principles of Scientific Management; Taylor, 1911) also tried to explore a significant study of job satisfaction.

Hoppock (1935) reviewed 32 studies conducted before 1933 and supported Maslow's theory through his study. Some scholars believe that Maslow's hierarchy of needs theory laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five

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specific needs in life- physiological needs, safety needs, social needs, self-esteem needs, and self-actualization (McKenna, 1987). Singhal (1973) concluded a study and tried to explain that there are three types of factors included in job satisfaction such as personal factors, organizational factors, and situational factors that interact and influence each other. Arya (1984) studied and revealed the findings that education, training, and worker participation in the bipartite committees had a positive influence over work satisfaction. Pritpal Kaur (1984) also investigated a university to bring to the surface some of the conditions that ensure job satisfaction.

The study conducted by Dhar and Jain (1992) explored the nature of the relationship between job satisfaction and job involvement are positive correlates. Foles, et al, (2000) have done a meta-analytic and revealed their results that the tendency for groups experiencing democratic leadership to be more satisfied than groups experiencing autocratic leadership. The findings of Jonge, et al, (2000) provided information that active jobs (high demands, high control) give rise to positive outcomes (i.e. job challenge, job satisfaction). Srivastava, et al, (2006) concluded a study and revealed that leadership changes, the importance of employee performance, and the work environment contribute to job satisfaction.

Herzberg's (1968) two-factors theory looks at job satisfaction from a set of variables, which are motivators or satisfiers (such as feelings of accomplishment, recognition, and autonomy) or extrinsic (such as pay, security, and physical work conditions) (Derlin and Schneider, 1994; Dinham and Scott, 2000; Scott and Dinham, 1999; Gruneberg, 1979; Umaru et al, 2017; Linh, 2018; Abuhashesh et al, 2019; Alias, 2021).

Singh (1974) reported that salary, promotion, and prestige were important factors in the job satisfaction of college teachers. Herzberg et al (1957) found rural-urban, public, and private factors related to barriers to women entering non-traditional careers. In general, age, marital status, numbers of children, education level and working experience have significant impact on job satisfaction. Moreover, the existing literature shows that women are more satisfied with their jobs than men, reflecting women's lower expectations from their jobs (Aeknarajindawat et al, 2020; Abdirahman et al, 2020; Gautam, et al, 2020; Aggarwal et al, 2023; Gupta et al, 2023; Diyana and Fonceca, 2023; Kumar et al, 2023).

OBJECTIVE OF THE STUDY

- To study the extent of job satisfaction among the teachers of PG departments
- To study the gender difference in job satisfaction of teachers of PG departments
- To study the job satisfaction in teachers of science and arts faculties of PG departments

Hypotheses

The following hypotheses were formulated in the present study:

- Female teachers will have higher job satisfaction as compared to male teachers
- Arts teachers will have higher job satisfaction as compared to science teachers

Methodology

This study used a stratified random sampling technique and stratification was based on (Arts and Science) and gender (Male and Female). The sample consisted of 40 teachers, 10 males, and 10 females, from both the faculties of social science and science of the P.G. Department of Ranchi University, Ranchi. The research is based on a $2 \times 2 = 4$ factorial design and samples have four sub-groups and in each sub-group, has 10 cases were selected.

Table-1: Sample Design

Faculty	Male	Female	Total
Arts	10	10	20
Science	10	10	20
Total	20	20	40

Materials

The required information and data were collected from the sample respondents with the aid of a questionnaire constructed and developed by P. Kumar and D. N. Mutha revised in 1996. The teacher job satisfaction questionnaire (TJQ) consists of 29 highly discriminating ‘Yes-No’ type items (Kumar and Mutha, 1978). The area-wise distribution of the items of the questionnaire is given in Table- 2.

Table- 2: Area-wise Distribution of Items

Sl. NO.	Areas	Items	Total
1	Attitude towards Profession	1,2,3,4,5,6	06
2	Attitude towards Working Conditions	7,8,9,10,11,12,13,14,16,17	10
3	Attitude towards Authority	22,23,24,25,26,27	06
4	Attitude towards Institution	15,18,19,20,21,28,29	07

Procedure

All the participants (faculties of male and female from Arts and Science of Ranchi University) included in the present study were interviewed after giving informed consent. A teacher job satisfaction questionnaire (TJQ) was used for screening of job satisfaction of teachers of Ranchi University Ranchi after that Mean, SD, and t-test were computed for comparison of job satisfaction.

RESULT AND DISCUSSION

The present research is designed to study the job satisfaction among the teachers of the P.G. Department of Ranchi University, Ranchi. For these 20 teachers from the Arts and 20 teachers from the Science faculty equally divided into male and female were contacted for data collection. A job satisfaction scale was applied to all the 40 teachers.

Table-3: Gender & faculty wise job satisfaction mean value

Teachers	Male	Female	Male & Female
Arts	19.30	21.40	20.35
Science	23.50	27.20	25.25

Results shown in the table-3, the female teachers of both the faculties Arts (21.40) and Science (27.25) are more satisfied with their jobs than male teachers (Arts- 19.30; Science- 23.50). The like-wise faculties of Science teachers (Male- 23.50; Female- 27.20; Male & Female- 25.25) are more satisfied with their job compared to the faculties of Arts teachers. Therefore the extent of job satisfaction is higher in females as well as in Science teachers. The findings of the present study are consistent with the findings of Weiss, 2002; Luthans, 1989; Pelz, 1949; Kalita et al, 2021; Singh et al, 2013.

We have also calculated the mean, Standard deviation, and t-value to assess the gender difference in job satisfaction among female teachers (Arts and Science) and male teachers (Arts and Science). The results are presented in table-4, that the calculated value of the t-test

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is less at .05 ($1.51 < 2.093$). It reflects that there is no significant difference between male (faculties of Arts & Science; Mean- 21.40; SD- 6.90) and female (faculties of Arts & Science; Mean- 24.30; SD- 5.03) teachers in their jobs and job satisfaction. The findings of the present study consistent with the findings of other researcher (Dinham and Scott, 2000; Scott and Dinham, 1999; Gruneberg, 1979; Umaru et al, 2017; Linh, 2018; Abuhashesh et al, 2019; Alias, 2021).

Table-4: Gender wise job satisfaction mean, standard deviation & t- value

Teachers		Job Satisfaction
Male (Arts & Science)	Mean	21.40
	SD	6.90
Female (Arts & Science)	Mean	24.30
	SD	5.03
t-test		1,51 (NS)

NS (Not Significant at .05 level)

We have also calculated the mean, Standard deviation, and t-value to assess job satisfaction among the faculty of Arts and Science. The result is presented in table-5, the calculated value of the t-test is more at .05 ($2.79 > 2.093$). There is a significant difference between the Arts (Mean- 20.35; SD- 6.08) and Science (Mean- 25.24; SD- 5.24) faculties in their job and Science teachers are more satisfied with their jobs compared to the Arts teachers. The findings of the present study are consistent with the findings of other researchers, they have also found (Aeknarajindawat et al, 2020; Abdirahman et al, 2020; Gautam, et al, 2020; Aggarwal et al, 2023; Gupta et al, 2023; Diyana and Fonceca, 2023: Kumar et al, 2023)

Table-5: Faculty wise job satisfaction mean, standard deviation & t- value Job satisfaction

Teachers		Job Satisfaction
Arts	Mean	20.35
	SD	6.08
Science	Mean	25.35
	SD	5.24
t-test		2,79*

*= Significant at .05 level

CONCLUSION

The findings of the present study reflect that female teachers of both the faculties of Arts and Science are more satisfied with their jobs as compared to male teachers. Further, faculties of Science teachers are also more satisfied with their jobs compared to faculty of Arts teachers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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