

JOB SATISFACTION OF COLLEGE TEACHERS: A CASE STUDY

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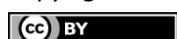
Abstract

Teachers are very significant in educational institution. It is vibrant to sketch on their performance, attitude and feelings. Every institution judges that “Satisfied teachers can bring their institution success” so it is very crucial for every management to ascertain whether their employees are really satisfied or not? Job satisfaction (JS) means the degree to which individuals like their jobs. It is an insensitivity to job satisfaction which cannot be seen, only be inferred. It is an important technique used to motivate the employee to work harder. If the employee put his complete dedication into the organization, then only the organization can grow i.e., job satisfaction is an important technique through which an organization can motivate its employee. A happy employee can do more amount of work for his employer. So, we can say job satisfaction refers to a positive feelings or attitudes. In case of negative feelings, the worker is not happy with the job. The job satisfaction of a college teachers depends on several factors such as Pay, Working conditions and co-workers, Advancement and incremental opportunities, Supervision, Achievement and College policy. As it is a case study, this paper tries to explore the job satisfaction of college teachers of Haldia Government College, Purba Medinipur, West Bengal based on the above-mentioned domains.

Key words: Job Satisfaction, domain, supervision, Extrinsic and Intrinsic factors.

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Introduction

There are various factors which play a significant role in the success of educational institutions like teachers, salary, other resources etc. but from them “teachers” are the most crucial factors for attainment of educational institutions. So, it is essential for every management to effectively employ their teachers. In an educational institution every teacher is consigned certain set of tasks to perform where he or she is working and these set of duties is known as his or her job in an educational institution. Teachers are very significant in educational institution. It is vibrant to sketch on their performance, attitude and feelings. Every management believes that “Satisfied teachers can fetch their institution success”. So, it is very significant for every management to recognize whether their employees are really satisfied or not? And Job satisfaction analysis is an instrument to plaid whether a person is happy with his job or not. It is important for every institution to realize job satisfaction level of their employees because achievement of their institutions is dependent to a great magnitude upon the satisfied employees of the institution. Satisfaction refers to individual elements of one’s job, like as pay, growth scenarios, somatic environment, thriving conditions and type of works, supervisions, cooperation, age and years of experience.

Job satisfaction (JS) is the extent to which individuals like their jobs. It is an emotional response to job satisfaction which can not be seen, only be inferred. It is an important technique used to motivate the employee to work harder. If the employee put his complete dedication into the organization, then only the organization can grow i.e., job satisfaction is an important technique through which an organization can motivate its employee. A happy employee can do more amount of work for his employer. So, we can say job satisfaction refers to a positive feelings or attitudes. In case of negative feelings, the employee is not satisfied with the job.

Types of job satisfaction

Intrinsic type job satisfaction

It is perceived when workers think about only the kind of work they do, the tasks that constitute the job. It arises from the nature of the job, perception, accomplishment and the probability of growth, progression and accountability. True job satisfaction arises from here.

Extrinsic type job satisfaction

Extrinsic type job satisfaction is demonstrated when workers ruminate the environments of work such as their salary, co-workers and guidance. They include pay, advances, organizational environment and they tend to persuade job-dissatisfaction.

Domains of job satisfaction of college teachers

The job satisfaction of a college faculties depends on several factors such as

- a) Pay:** It could be in the form of salary, wages or bonus. The monetary benefits come under pay section. So, the pay is important for an employee. Because the employee has to bear the expenses for his/her family and maintain a decent standard of living. So, the main moto of doing a job is to get money. If she gets money properly from her work, then she is satisfied with her job. When teachers feel that their pay is fair, they remain satisfied with their job.
- b) Working conditions and co-workers:** we always work with team mates or co-workers. An employee always needs to get some help from seniors or team mates. So, team is very important, every employee likes to work in a team, only when the team is supportive, caring, helping and friendly, the employee is satisfied with his job. So, good colleagues are important for a college teacher to be satisfied with his work. Teachers who lack support from the colleagues, he is not satisfied with his work.
- c) Promotion and incremental opportunities:** promotion opportunities have significant opportunities on job satisfaction. Variety of promotions and opportunities should have given on time according to the performance of the employee. If they performing good, they should be

given increments and promotion. If they get promotion and increments, they are happy with their jobs.

- d) Supervision:** your team mates, seniors, HOD or HOI may be your supervisor. Your supervisor will supervise your work, whatever you do, whether you have to work hard or improve will be monitored by your supervisor. If the employee gets all supports from his/her supervisor, that type of supervisor will be good. It is very important to have good or friend kind of supervisor. If all these are there, then the employee should be very comfortable for her work. Related studies have shown that workers who have positive interface with their supervisors are generally more contented at their work (Bruce and Blackburn, 1992). Positive interface tends to include productive response, valuable interactions, focus on quality rather than quantity (Schroffet, 1999)
- e) Achievement:** Achievement of a college teacher is associated with achievement with his students. Her achievement of students means to complete the course successfully with good results and get opportunities of higher studies or employment opportunities. In addition to these, build up ethical values in association with community involvements. Now a days a teacher's achievement is judged by the students' positive feedback. Furthermore, teacher's salary or promotion is determined by her academic achievements, research, publications and contribution towards the nation which is somewhat governed by the positive and supportive environment of the college.
- f) College policy:** Each and every college has its own vision and mission. For this purpose, the college sets some goals and plan for it. The institution works for it through out the year strategically. First, College sketches out plan at micro level and co-ordinate all the departments to produce good outcome. Successful and productive outcome of a college depends upon its strategically sound policy. If a college has its well framed policy and involve the teachers properly by conferred the duties and responsibilities upon them, productive outcome will come out as a result.

Like all other educational systems, colleges irrespective of their types are one of the most important formal education systems, particularly in higher education sector. In this sense, colleges, like any other higher education institution, are to be considered as a self-contained social system with a unique organization, and a unique code of conduct that directs the behavior of all its members and the clients. These members are simply the staff of colleges, teaching and non-teaching and the administrative personnel as well. On the other hand, their clients are the enrolled learners. If college is akin to an organization, then, from the stand point of 'organizational psychological' and/ or 'management psychology', the nature of organizational climate points to that of college environment as a whole merging both the work environment and the job conditions of employment. The organizational climate of college has tremendous effect on its organizational climate is a new emerging concept in the research field of educational psychology as job satisfaction and organizational stress of teaching community, the two contra related variables, demand much attention now a days. According to Miskel (1987), "organizational climate refers to factors such as shared values, social beliefs and social standards that effect how people behave in organization". It seems that organizational climate is particularly psychological in nature.

Review of related studies

The review of related literature is an essential step in education reseach. It is the crux of the study.

Reviewing the related studies from the survey of research in education, the investigator could not the following studies.

Mrs. Pandey, Saroj (1986) conducted study on organizational climate of college. 20 colleges situated in the rural areas of Allahabad district constituted the sample for the study. Samples were selected randomly from the population. College organizational climate description questionnaire by Motilal Sharma was used for data collection. Double standardization procedure as suggested by Motilal Sharma was used for the analysis of the

data. This study identified that there was a strong association in between organizational environment and job satisfaction of teacher.

Babu, Rama Mohan. V and Venkatarami Reddy. A 91995) conducted a survey on job satisfaction of teacher working in suburban and non- suburban colleges. The study aims at analyzing the extent of job satisfaction of male and female teachers working in two types of suburban and non- suburban colleges. The sample consisted of 400 teacher's equality distributed between the two types of institutions and the two sexes. The happiness of the teachers was measured by a grade job satisfaction. It was found that on the whole teachers working in residential and higher degree of job satisfaction than those working in non- suburban. The differences in the extent of job satisfaction of different sub-groups of faculty members were also analyzed and discussed.

Mahmood and Haider (2011) studied the difference between gender and types of school about job satisfaction. Generally, teachers were recounted to be less happy with promotions, reparation, management human-relation and working environment. It was also discovered that the female teachers were more happy than the male teachers and there was no significant difference between urban and rural teachers' job satisfaction.

Prakash Khanale and Anil Vaingankar (2006) in their paper examine that Co-workers position and working condition influences job satisfaction of teachers.

Singh (2009) in his paper pointed out that teachers working in aided colleges have higher degree of satisfaction than that of teachers working in self-financing colleges. Thukral and Kaur (2009) in their study pinpoint that dedicated teachers have higher level of Job Satisfaction. Marrey (2011) in his study established that job satisfaction meaningfully varies between male and female teachers, experienced and non-experienced teachers working in colleges.

According to Ruhl-Smith and Smith (1993), happy teachers appeared to have improved working relations with their heads and colleagues. They further ascertained responsibility, acknowledgement, and attainment as some other contributory factors to teachers' job satisfaction.

In any organization, happy and satisfied employees will be supportive of their coworkers and seniors and will assist them when needed; therefore, satisfied employees will have enhanced productivity and job performance which will ultimately lead to the achievement of the organization (Bakoti_c, 2016).

Statement of the problem

In the present study, the problem will be finally stated as 'the job satisfaction of college teachers depending on different domains in general degree college in West Bengal'.

Objectives of the study

- To understand the degree of job satisfaction of the college teachers with respect to; pay, working conditions and co-workers, promotion and increment opportunities, achievement and college policy.
- To know, whether female college teachers are more satisfied than male college teachers or not.
- To identify the determinants which influence the job satisfaction of the college teachers.
- To suggest appropriate measures to improve the level of satisfaction.

Delimitation of the Study

This study is delimited to:

- Job satisfaction of college teachers in the domains of teachers' pay, co-workers, supervision, promotion and incremental, teacher's achievement and college policy of a General degree college of West Bengal
- The study is delimited to male and female Teachers of Haldia Government College, Purba Medinipur, Westb Bengal.

Methodology of the study

This section comprises of Research Design, Data Collection Process, Instrument adaptation; analysis of techniques for the achievement of the objectives of the study have been applied.

Research Design

Present research will be qualitative descriptive research with the dependent variable job satisfaction (JS) and the domains (pay, working environment and co-workers, promotion and incremental opportunities, teachers' achievement and college policy) on which JS depends. Job satisfaction will be considered as a dependent variable and the rest will be independent variables. Therefore, present study assumes that the colleges which have highly effective and positive attitudes towards the above-mentioned domains would generate greater job satisfaction and vice-versa and the negative attitudes towards the domains of colleges would be responsible for job dissatisfaction. On the basis of these assumptions, a number of hypothesis will be framed in order to verify the inter-relationships among the variables.

Tools and its construction

Questionnaire

A questionnaire is developed in consultation with my respected supervisor sir for the college teachers serving in Haldia Government College (attached as annexure) Here the respondents were the both the male and female teacher. The questionnaire has six domains. First domain represents Teacher job satisfaction with **Pay**, second domain collects the data on Teachers job satisfaction with **Supervision/ Support**, third domain covers Teacher job satisfaction with **Colleagues/ Co-workers**, while Fourth domain reflects Teacher job satisfaction with **College Policy**. Fifth domain considers on Teacher job satisfaction with **Promotion opportunity and finally sixth domain explains** Teacher job satisfaction with **Achievement** In each domain response is recorded through five-point Likert Scale (Strongly Agree, Agree Disagree, Strongly Disagree and Undecided).

Data collection

This study is mainly based on primary data. Data was collected using a questionnaire developed by the researcher in consultation with the supervisor and the respondents were attempted personally. The questionnaire confined closed ended questions in order to get sufficient of information regarding the study. The questionnaire was based on points for measurement of employee job satisfaction (dependent variable), for independent variables including teachers' pay on 6 items, support from supervisor on 7 items, colleagues or co-workers on 7 items, 9 items with college policy, promotion opportunities with 7 items and achievements of college teachers with 8 items.

Here the respondents were the teachers from Haldia Government college. The questionnaire alienated into parts: **1)** First part of the questionnaire was holding information of the respondents considering their pay, livelihood and financial security. **2)** The second part of the questionnaire was containing questions regarding supervision of their work and support from the department or head of the institution. In this part, we had proposed seven factors (to seek the opinion of the college teachers) which may impact the level of job satisfaction of the college teachers. **3)** Third section of the questionnaire seeks the information from the teachers pondering job satisfaction with the colleagues and co-workers. This part includes the questions 7 questions regarding the supports, guidance and feedback from the colleagues. **4)** Fourth portion of the questionnaire collects information regarding happiness of the teachers with the college policy and it contains the 9 questions regarding the college's vision, mission, policy framing and execution of the policy with active involvement of the teachers. **5)** Fifth part is the job satisfaction of teachers with promotional opportunities. This section contains 7 questions regarding teachers' career advancement, research, publications and recognition of the academic achievement. **6)** Sixth and final part includes job satisfaction of the teachers on their achievement and it contains the 8 questions regarding teachers' award, degree, appraisal of performance and contribution towards communities. The information received were analyzed and tables were prepared. Further the tabulations were used to calculate responses which

caused to draw the inferences. The process of data collection was completed from 03.04.2023 to 30.04.2023. The data are organized in different statistical tables for readily comprehensible. The responses are demonstrated with statistical technique.

Population

The objective of the study is to enquire the degree of job satisfaction of the college teachers with respect to their salary, working environment and colleagues, advancement and increment opportunities, achievement and college policy of college teachers in Purba Medinipur district in West Bengal. The population of the study is all the General Degree Colleges in Purba Medinipur district.

Sampling

This study is delimited to Haldia Government College. By adopting convenience sampling method, 40 college teachers have been selected for the study.

Findings and Discussion

Teachers job satisfaction is a qualitative variable and to measure it with the variable Pay, Co-workers, Supervision, promotion and incremental opportunities, teacher's achievement and college policy, I have measured it with the help of five-point Likert Scale.

Table-7.1: Teacher's level of job satisfaction with Pay

Likert Scale Analysis on Pay				
Items	Scores	Average	Level of Satisfaction	S. D
Satisfied with my salary	72	2.4	(1.90-2.60)	0.966

well paid in proportion to my ability and qualification	75	2.5	(1.90-2.60)	0.958
Income is inadequate for standard of my livelihood (R)	114	3.8	(3.50-4.20)	0.604
Pay is less than what I deserve (R)	102	3.4	(2.70-3.40)	0.592
My profession provides me financial security	105	3.5	(3.50-4.20)	0.506
Pay compares with similar jobs feels me unsatisfied	126	4.2	(4.30-5.00)	0.668

Source: Researchers' own calculation from primary data

Table-1 shows the means score of teachers' job satisfaction with pay on six items. The main moto of doing a job of an employee is to get monetary benefits. If she/he gets money properly from her work, then she is satisfied with her job. When teachers feel that their pay is fair, they remain satisfied with their job. Mean value of scores reflects that teachers are not satisfied with his present pay and it is inadequate to maintain his decent standard of living. That is why scores values for item3, 4, 5 & 6 are high. This means they are strongly agreed with these facts. Low values of Standard Deviation (S.D) ensures the low variability of the attitudes with these statements.

Now I have tried to test the degree of association of teachers' job satisfaction the variable teachers' pay. The extent of association of teachers' job satisfaction either of agree or disagree with the items has been checked with Chi-square (χ^2) test at 5 percent level of significance and corresponding degree of association between the variables computed with phi-coefficient (Φ).

H0: Variable 'pay' does not have association with teachers' job satisfaction

H1: Variable 'pay' has significant association with teachers' job satisfaction

Chi-square (χ^2) = 3.93 that is greater than the tabulated value (3.841) at 5% level of significance with $df=1$. This implies that the null-hypothesis is rejected and the alternative hypothesis is accepted. Thus, we can infer that the variable 'Pay' has significant association with teachers' job satisfaction. This chi-square test only signifies the relation between the variables. But to measure the magnitude of the association among variables, this χ^2 - test can

be converted into phi-coefficient. Here phi-coefficient (Φ) = 0.45 indicates medium degree of association among Teachers' job satisfaction with Pay.

Table-7.2: Teacher's level of job satisfaction with supervision

Likert Scale Analysis on supervision				
Items	Scores	Average	Level of Satisfaction	S. D
Receive recognition from my colleagues	92	3.06	(2.70-3.40)	0.566
Do not have the freedom to make my own decisions (R).	75	2.5	(1.90-2.60)	0.768
Colleagues always offer suggestions to improve my teaching	74	2.46	(1.90-2.60)	0.704
Seniors provide me assistance for improving instruction.	82	2.73	(2.70-3.40)	0.642
HOD/HOI explains what is expected of me	85	2.83	(2.70-3.40)	0.606
Supervisor gives me regular positive and constructive feedback on my performance	66	2.2	(1.90-2.60)	0.858

Source: Researchers' own calculation from primary data

It is very important to have good or friend kind of supervisor. If all these are there, then the employee should be very comfortable for her work. Table-2 shows the means score of teachers' job satisfaction with supervision on six items. Score-values for item1, 4 & 5 are high. This means they are strongly agreed with these facts. Low values of Standard Deviation (S.D) reveals the comeliness with these statements. The degree of association of teachers' job satisfaction with supervision has been checked with chi-square test at 5 percent level of significance.

H0: Variable 'supervision' does not have association with teachers' job satisfaction

H1: Variable 'supervision' has significant association with teachers' job satisfaction

Chi-square (χ^2) = 7.35 that is greater than the tabulated value (3.841) at 5% level of significance with $df=1$. This means that the null-hypothesis is rejected and the alternative hypothesis is accepted. Thus, we can infer that the variable 'supervision' has significant association with teachers' job satisfaction. This chi-square test only signifies the relation between the variables. Phi-coefficient (Φ) = 0.42 indicates medium degree of association among Teachers' job satisfaction with supervision.

Table-7.3: Teacher's level of job satisfaction with co-workers

Likert Scale Analysis with co-workers				
Items	Scores	Average	Level of Satisfaction	S. D
Prefer my colleague	92	3.06	(2.70-3.40)	0.666
Do not get assistance from my colleague (R).	53	1.96	(1.90-2.60)	0.758
Receive more recognition from the college authority	84	2.8	(2.70-3.40)	0.704
Coworkers motivate me to perform better	102	3.4	(2.70-3.40)	0.692
Seniors give constructive feedback on my job	105	3.5	(3.50-4.20)	0.606
Colleagues are highly fault-finding to each other (R).	60	2.0	(1.90-2.60)	0.509
Colleagues seem unreasonable to me (R).	126	4.2	(4.30-5.00)	0.858

Source: Researchers' own calculation from primary data

Every employee likes to work in a team, only when the team is supportive, caring, helping and friendly, the employee is satisfied with his job. TAable-3 analyses the means score of teachers' job satisfaction with co-workers on seven items. Score-values for item1, 3, 4, 5 & 7 are high. This means they are strongly agreed with these facts.

H0: Variable 'co-workers' does not have association with teachers' job satisfaction

H1: Variable 'co-workers' has significant association with teachers' job satisfaction

Chi-square (χ^2) = 11.26 that is greater than the tabulated value (3.841) at 5% level of significance with $df=1$. This means that the null-hypothesis is rejected and the alternative hypothesis is accepted. Thus, we can draw conclusion that the variable 'co-workers' has significant association with teachers' job satisfaction. This chi-square test only signifies the relation between the variables. Here phi-coefficient (Φ) = 0.53 indicates high degree of association among Teachers' job satisfaction with supportive co-workers.

Table-7.4: Teacher's level of job satisfaction with promotion opportunity

Likert Scale Analysis with promotion opportunity				
Items	Scores	Average	Level of Satisfaction	S. D
Teaching provides me limited opportunities for career advancement (R).	62	2.06	(1.90-2.60)	0.869
Teaching provides an opportunity for promotion.	95	3.16	(2.70-3.40)	0.756
I have opportunity to do research and publish my articles regularly	94	3.13	(2.70-3.40)	0.758
College authority is biased towards the promotion of teachers (R).	82	2.73	(2.70-3.40)	0.804
College authority is reluctant on providing promotion of teachers regularly	75	2.5	(1.90-2.60)	0.892
My promotion is due for a long time (R).	57	1.9	(1.90-2.60)	0.806
Innovative method of teaching receives little recognition for promotion (R).	86	2.89	(1.90-2.60)	0.608

Source: Researchers' own calculation from primary data

If teachers get promotion and increments timely, they are happy with their jobs. Table-4 explains the means score of teachers' job satisfaction with teachers' promotion and incremental opportunities on seven items. Score-values for item 2, 3, 4 & 7 are high. This means they are strongly agreed with these facts.

H0: 'Promotion and incremental opportunities are not associated with job satisfaction

H1: 'Promotion and increment-al opportunities' are significantly associated with job satisfaction

Chi-square (χ^2) = 13.45 that is greater than the tabulated value (3.841) at 5% level of significance with $df=1$. Therefore, we can infer that the variable 'promotion and incremental opportunities' have significant association with teachers' job satisfaction.

Phi-coefficient (Φ) = 0.58 indicates high degree of association among Teachers' job satisfaction with promotion and incremental opportunities.

Table-7.5: Level of job satisfaction with Teacher's Achievement

Likert Scale Analysis with Teachers' Achievement				
Items	Scores	Average	Level of Satisfaction	S. D
Students provide me feedback about my teaching	72	2.4	(1.90-2.60)	0.666
institution appraises my performance regularly	75	2.5	(1.90-2.60)	0.758
I am satisfied on my students' achievement	114	3.8	(3.50-4.20)	0.694

More recognition on achieving Awards / Degrees	102	3.4	(2.70-3.40)	0.592
Teaching provides me with financial security	105	3.5	(3.50-4.20)	0.606
Constant good results in my subjects gives me more satisfaction.	95	3.16	(2.70-3.40)	0.734
College administration emphasizes on innovating teaching method	85	2.83	(2.70-3.40)	0.856

Source: Researchers' own calculation from primary data

Now a days a teacher's achievement is judged by the students' positive feedback. Furthermore, teacher's salary or promotion is determined by her academic achievements, research, publications and contribution towards the nation which is somewhat governed by the positive and supportive environment of the college. Table-5 describes the means score of teachers' job satisfaction with teachers' achievement. Score-values for item 3, 4,5,6 & 7 are high.

H0: Variable 'teachers-achievement' does not have association with teachers' job satisfaction

H1: Variable 'teachers-achievement' have significant association with teachers' job satisfaction

Chi-square (χ^2) = 4.39 that is greater than the critical value (3.841) at 5% level of significance with $df=1$. Thus, we can infer that the variable 'teachers-achievement' has significant association with teachers' job satisfaction.

Phi-coefficient (Φ) = 0.33 indicates lower degree of association among Teachers' job satisfaction with promotion and incremental opportunities.

Table-7.6: Teacher's level of job satisfaction with college policy

Likert Scale Analysis with college policy				
Items	Scores	Average	Level of Satisfaction	S. D

College has clear vision and mission	92	3.06	(2.70-3.40)	0.855
Strategic planning of my college is consistent with the vision	75	2.5	(1.90-2.60)	0.785
College has long run goals	94	3.13	(3.50-4.20)	0.603
Strategic planning of the college is centralized or decentralized	82	2.73	(2.70-3.40)	0.729
Administration in my college communicates its policies well	105	3.50	(3.50-4.20)	0.606
I have least curiosity in my college-policies (R)	57	1.9	(2.70-3.40)	0.899
The policies of my college are helpful to institutional progress	85	2.83	(2.70-3.40)	0.735
I am a stakeholder of the policy implementation	80	2.66	(2.70-3.40)	0.765
To be sensitive of my college-policies	86	2.86	(4.30-5.00)	0.758

Source: Researchers' own calculation from primary data

Successful and productive outcome of a college depends upon its strategically sound policy. If a college has its well framed policy and involve the teachers properly by conferred the duties and responsibilities upon them, productive outcome will come out as a result. Table-6 analyses the means score of teachers' job satisfaction with college policy. Score-values for item 1,3, 4,5, & 9 are high. This means they are strongly agreed with these facts.

H0: Variable 'college policy' does not have association with teachers' job satisfaction

H1: Variable 'college policy' have significant association with teachers' job satisfaction

Chi-square (χ^2) = 4.75 that is greater than the critical value (3.841) at 5% level of significance with $df=1$. This implies that the null-hypothesis is rejected and the alternative hypothesis is accepted. Thus, we can conclude that the variable 'college policy' has significant association with teachers' job satisfaction.

Phi-coefficient (Φ) = 0.34 indicates lower degree of association among Teachers' job satisfaction with college policy.

Association of Job Satisfaction of college faculties on its determinants gender wise

The Job Satisfaction (JS) of college teachers is largely influenced by the factors such as; pay (X_1), supervision (X_2), co-workers (X_3), promotion (X_4), achievement (X_5) and college policy (X_6). Thus, job satisfaction (Y_1) can be explained by a number of variables

$$(JS)_i = \alpha + \gamma_{11}(\text{Pay})_i + \gamma_{12}(\text{Supervision})_i + \gamma_{13}(\text{Co-workers})_i + \gamma_{14}(\text{Promotion})_i + \gamma_{15}(\text{Achievement})_i + \gamma_{16}(\text{College-Policy})_i + u_{1i} \quad (1)$$

In terms of notation the equation stands as

$$(Y_1)_i = \alpha + \gamma_{11}(X_1)_i + \gamma_{12}(X_2)_i + \gamma_{13}(X_3)_i + \gamma_{14}(X_4)_i + \gamma_{15}(X_5)_i + \gamma_{16}(X_6)_i + u_{1i} \quad (2)$$

As **Pay (X_1) rises**, it leads to an increase in capability of teachers that results to maintain a decent standard of living leading to higher level of job satisfaction. Better and supportive supervision from H.O.I, H.O.D or Senior teachers (X_2) is likely to result in higher satisfaction and it is positively associated with the level of job satisfaction. Good colleagues are important for a college teacher to be satisfied with his work. Teachers who lack support from the colleagues, he is not satisfied with his work. It is represented by the variable co-workers (X_3). If teachers perform good, they should be given increments and promotion. If they get promotion and increments timely, they are happy with their jobs. Therefore, promotion and incremental facilities (X_4) is positively associated with the degree of job satisfaction of college faculties. A teacher's achievement is judged by her academic achievements, research, publications and contribution towards the nation, students' feedback and

formation of ethical values among students which are somewhat governed by the positive and supportive environment of the college. That is why achievement of teachers (X_5) has positive impact on job satisfaction. If a college has its well framed policy and involve the teachers properly by conferred the duties and responsibilities upon them, productive outcome will come out as a result. Therefore, it is also likely to be positively associated with the job satisfaction of college teachers.

Table-7.7 analyzes the interaction between the job satisfaction with its determinants for both male and female separately. It is found from the table that variable pay, supervision, co-workers and pay are significant for male teachers with its expected sign. This implies that the determinants are meaningful in explaining the degree of job satisfaction of male faculties. Whereas the variable pays, co-workers, promotion explains the level of job satisfaction with its expected sign with its level of significance. Variable supervision and achievement for female, achievement and college policy are not significant due to the small sample size. This model is good fit as indicated by the R^2 value that is meaningful at 1% level of significance.

Table-7.7: Regression results of teachers’ job satisfaction with its determinants

variables	Male	Female
	Coefficients prob.	Coefficients prob.

Pay (X₁)	0.009064 0.052** (1.193183)		0.025533 0.011* (2.892244)
Supervision (X₂)	0.014973 0.078** (1.127095)		-0.000870 0.079** (-0.037099)
Co-workers (X₃)	0.003326 0.090** (0.407042)		0.014182 0.074** (1.924558)
Promotion (X₄)	0.033914 0.008* (3.046088)		0.005716 0.029* (2.429189)
Achievement (X₅)	-0.009046 0.047* (-2.169826)		-0.001614 0.751 (-0.323023)
College Policy (X₆)	0.004324 (0.497158)	0.626	-0.007659 0.571 (-0.578782)
Constant	1.946070 0.0054 (3.287492)		2.988243 0.0269 (2.470767)
R²	0.819334	0.001	0.832531 0001
F-Statistic	10.58187 0.000160		11.59958 0.000097

Sources: Authors' calculation from secondary data

Note: Number in the bracket reflects the value of t-statistic

* Denotes 5% level of significance

** Denotes 10% level of significance

Conclusions and Policy recommendations

This study explored that college teachers' job satisfaction are highly influenced by their pay, supportive co-workers, friendly and kind supervision,

teachers' regular and timely promotion and increments, achievements of teachers and well-designed policies of the college. The variable 'pay' is vital input for job satisfaction and it is unanimously accepted by both male and female teachers. Similar results are found in case of co-workers and promotion. The male and female teachers differ in case of supervision and college policy as the crucial factors for job satisfaction of teachers. Since the study is qualitative in nature so, Likert Scale has helped to help me to measure the attitude towards job satisfaction.

To enhance the satisfaction level of college faculties the following suggestions may be set out:

- All round development of any college depends on its well-organized Human Resource (HR) department. Each and every college should have separate Human Resource Management (HRM) for optimum allocation and efficient distribution of the human resource of college.
- Senior and experienced faculties have to extend all sort of supports to their junior fellows as and when required.
- outcome of teaching depends on students' feedback and collaboration, while a faculty handling a class. Hence, students have to be attentive while teacher managing a class and try to be interactive with their teachers.
- College should extend the facility of research and publication without any biasness among teachers. College can sanction authorized leave for research purpose of teachers.
- Government should make provision of major or minor research project to involve the teachers academically.
- Teachers should be appraised timely irrespective of any biasness. Sometimes the pending or negative appraisal of teachers delay the promotion or deprive them from incremental benefits.
- Teachers should be recognized for their innovative teaching practices. For this purpose, college should accommodate all types facilities.
- Each and every college has its own vision and mission. The college should have its well framed policy and involve the teachers properly by

conferred the duties and responsibilities upon them, productive outcome will come out as a result.

- Further, teachers will be more satisfied by revision of salary on regular basis and without any discrimination among them. For government college, though it is not at the hand of the college authority.
- Teachers are less satisfied in a situation of congested classroom. So, students-teacher ratio should be maintained as per UGC guidelines in order to raise the level of job satisfaction of college teachers.

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