

Job Satisfaction Among College Teachers in Mumbai

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Abstract

In view of the tremendous increase in the demand for higher education, the education sector has seen a phenomenal growth in private colleges and introduction of self-financing courses since late 1990s in Mumbai. Appointment of teaching faculty in such private/self-financing institutions and their working conditions such as remuneration, increments, job security, work load, and promotion are subject to the discretionary powers of the Management of these educational institutions. All these factors have far reaching implications on the job satisfaction of the teaching community, especially in the private sector which is growing faster than public one.

The present study adopted an exploratory survey-based research method to understand the factors which influence teachers' satisfaction with their work. Frequency and percentage analysis and cross tabulation have been used to study the demographic and work characteristics of the respondent teachers employed in grant-in-aid and self-financed colleges affiliated to University of Mumbai. Chi-square test was used for finding out whether there was significant association between job satisfaction reported by respondents from government-aided courses/institutions and those teaching in self-financing courses on the basis of selected demographic-work features. Rank order method was used to understand the importance of different job factors on work motivation.

The findings of the study indicate that the main factors influencing job satisfaction among teachers are work itself, remuneration and job security though the ranking of these factors differs between the two types of institutions.

Keywords: *job satisfaction/ dissatisfaction, work profile, job context*

Paper Type: *Survey, Empirical*

Introduction

Institutions of higher education play a vital, complex and dynamic role in the process of development. Higher education is about empowerment and improving the quality of life where people can continue to develop their knowledge and skills (Thomson, 2008).

Given the vast potential for development and its implication for individual advancement, there is ever growing demand for higher education in the country. This makes the role of the educators even more vital for unleashing the potential that exists among the youth.

Research in behavioural and social sciences suggests that job satisfaction and job performance are positively related. It also influences motivation and morale. The degree of involvement, effort and commitment of teachers is greatly influenced by the satisfaction they derive from their work.

Job satisfaction is a multi-faceted concept, which can mean different things to different people. According to Locke (1969), 'Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences'. Spector (1997) views job satisfaction as one which deals with how people feel about their job and its various aspects. This means that a person can be reasonably satisfied with one part of his job but dissatisfied with another part. It expresses the extent of match between employees' expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity.

Objectives of the Study

At present there are 740 colleges in the five districts of Greater Mumbai, Thane, Ratnagiri, Raigad and Sindhudurg which are affiliated to Mumbai University of which only 183 colleges receive grant-in-aid from the government and the remaining 557 colleges are self-financing institutions.

The study had the following objectives –

1. To find out whether there exists significant association between selected demographic and work features of teachers and the type of institution in which they are employed.
2. To identify the top three job motivators of teachers in aided and self-financing institutions.
3. To identify the top three job factors which give maximum level of satisfaction and dissatisfaction to the respondents.
4. To compare the overall level of satisfaction of the respondents employed in the two types of institutions.
5. To study if there is any significant association between satisfaction and gender within each type of institution.
6. To explore situations under which teachers experience satisfaction and dissatisfaction.

Research Methodology

The survey was conducted between May 2013 and June 2014 among undergraduate teachers working in government-aided colleges (including one government college) and self financing institutions affiliated to University of Mumbai located in Greater Mumbai district.

Data was collected using a semi-structured questionnaire, with some open-ended questions. The questionnaire was organized in two sections: section one comprised demographic features and work details that included data about age, gender, marital status, academic qualifications, length of service, salary and promotions. It also included some open-ended questions about situations which led to satisfaction/ dissatisfaction and stress among teachers at work. In section two of the questionnaire, teacher-respondents were asked to rank seventeen job factors on the basis of their importance and also rate them on a five-point Likert scale.

For data analysis, the rank given to a particular job factor by the respondent was used as its raw score. An overall rank for each factor was arrived at using the Weighted Average Score (WAS) method. Instructions were given to assign different ranks to different job factors. Accordingly, the first rank was given to that factor, which was thought to be most important for the respondent and the last (17th) rank was given to the item, which was regarded as least important. In addition, a 5-point Likert rating scale was used with responses ranging from strongly agree (1) to strongly disagree (5) to evaluate the intensity of the respondent's level of satisfaction for each of the job factors.

Data Analysis

Chi-square tests were conducted on various demographic and work attributes of the responses and the results obtained are summarised below:

Table 1: Distribution of respondents by age and type of course in which employed

Age group	Arts	Science	Comm	Total(A) (%)	BMM	BSc IT/CSc/ / BioTech	BMS/BBI /BAF	Total(B) (%)	GRAND TOTAL (A+B)
23-30 years	04	11	08	23 (21.9)	04	12	24	40 (50)	63 (34.1)
31-40 years	08	06	17	31 (29.5)	02	05	17	24 (30)	55 (29.7)
41-50 years	09	05	15	29 (27.6)	04	05	04	13 (16.2)	42 (22.7)
51 yrs & above	10	05	07	22 (21)	02	01	00	03 (3.8)	25 (13.5)
Total	31	27	47	105 (100)	12	23	45	80 (100)	185 (100)

(Figures in parenthesis indicate percentage of column totals)

1. A significant association was observed between the age of teachers and the type of institution in which they are employed. The introduction of the self financing courses by the University of Mumbai in the late 1990s explains the large concentration of young teachers in the self financing courses and of the relatively older respondents in the aided courses.
2. Majority of teachers in both types of institutions were women and hence there was no significant association between gender of the teachers and the type of institution in which they are employed. This lends support to the findings of earlier studies that teaching continues to be a women-dominated profession.
3. There was no significant association between the marital status of teachers and the type of institution.
4. A significant association was observed between teachers qualifying in the NET/SET test and the type of institution in which they were employed (p value = .0). 43 per cent of teachers in the aided institutions had qualified in the NET/SET exams, as compared to 20 per cent of those employed in the self financing institutions. In the category of those who had not cleared these exams (33 per cent) in the aided section, were teachers who were appointed during 1991-2000, when this requirement was not made mandatory by the Government of Maharashtra. This constitutes the category of NET/SET affected teachers, whose placements are still pending. Respondents (24 per cent) from the aided courses for whom NET/SET was 'not applicable' are those who have been appointed prior to 1991, when the NET/SET requirement was not introduced by the UGC or those who have been granted exemption from the qualifying exam on obtaining a Ph.D. degree. In the self financing institutions, an overwhelming 79 per cent of the teachers had not qualified at the NET/SET exam. This has significant implications on their salaries, which are paid by the college management and also explains the low consolidated package that they get.

5. A significant association was also observed between the qualification of teachers and the type of institution. The percentage of teachers from aided institutions with a doctorate degree (26 per cent) was double the percentage of teachers in the self financing institutions (13 per cent) with the same qualification. 16 per cent of the respondents from aided section have completed M.Phil. as against 11 per cent from the self financing courses. A small percentage of teachers from both sections had acquired other professional qualifications such as C.A.
6. Introduction of self financing courses by Mumbai University in the late 1990s explains the fewer years of teaching experience of teachers in these courses relative to those in the aided courses. A comparison of the teaching experience of teachers in the two types of institutions revealed that 65 percent of the teachers in the aided section had put in more than 11 years as compared to 11 per cent of teachers with the same experience in the self financing institutions. 84 percent of the respondents in the self financing institutions have less than 10 years teaching experience. The two respondents who reported more than twenty years total teaching experience are those who were employed in the junior college before joining as faculty in the degree college. Chi-square value (p value=0) indicates that there is a significant association between the teaching experience of staff and the type of institution.
7. A sharp contrast can be noticed in the number of confirmed teachers in the aided courses (79 per cent) as compared to those in the self financing institutions (26 per cent). This can be explained by two factors - Firstly, a significant number of respondents in the aided section were appointed and confirmed before the NET/SET qualification was introduced by UGC in 1991. Secondly, the relatively larger percentage of teachers in the aided courses who are confirmed in their jobs have qualified in the NET/SET exam.

The percentage of teachers employed in the self financing courses on a contractual basis (69 per cent) is significantly higher than their counterparts in the aided courses (19 per cent). A very small number of teachers in the sample were appointed on probation in the two types of institutions.

Given that college authorities prefer appointing teachers who have qualified at the NET/SET exam in the aided section; it is observed that teachers without this mandatory qualification take up employment in the self financing institutions initially and then seek employment in an aided institution once they qualify in this exam. This also explains the relatively large percentage of teachers who are confirmed in the aided section as compared to the relatively small percentage of teachers who are confirmed in the self financing courses. A significant association was seen between the nature of appointment of the teachers and the type of institution in which they were employed.

8. The study found a significant association between the designation of teachers and the type of institution. Only 13 per cent of the respondents in the aided courses were designated as 'lecturers' as against around 67 per cent in the self-financing institutions. The percentage of teachers designated as 'Assistant Professor' in the aided and self financing institutions stood at 48 per cent and 32 per cent respectively. While 39 per cent of respondents in the aided courses had the designation of 'Associate Professor', not a single teacher in the sample from the self financing institutions was placed in this category.
9. While 59 per cent of respondents in the aided courses received a gross monthly salary of Rs. 50001 or more (of which 30 per cent received a salary of more than Rs. 1 lakh per month), 46 per cent of teachers in self financing courses earned less than Rs. 20000 and 53 per cent earned between Rs.20001 and Rs. 50000. Only 1 per cent of the teachers drew a salary in the range of Rs. 51000 and Rs. 1 lakh and there were none receiving a salary of more than Rs 1 lakh per month in the self

financing courses. This reveals the fact that in spite of working full time, teachers in the self financing courses are being paid significantly less, especially those who have yet to qualify in their NET/SET exams. Such teachers are appointed on a contractual basis with a consolidated package ranging from Rs. 5000 to Rs. 20000 per month, depending on the discretion of the Management of the institution. Results indicate that there is significant association between the salary received by teachers and the type of institution in which they are employed.

10. It was observed that a significant percentage of teachers in the aided section (66 per cent) reported being paid as per the Sixth Pay scales as compared to only 5 per cent of teachers in the self financing courses. An overwhelming majority in the self financing section was being paid a consolidated salary as against 12 per cent in the aided courses. No respondent teacher in the aided section was getting a salary as per Fifth Pay scale as compared to 5 per cent of the teachers in the self financing courses. The few who were appointed on lecture basis were paid on clock-hourly basis, in both, aided and self financing courses.
11. Chi square test results indicate significant association between the number of promotions obtained by teachers and the type of institution. While 52 per cent of teachers in the aided courses have obtained one or two promotions in their careers, only 2 per cent teachers from the self financing courses had obtained one or two promotions. 34 per cent of teachers in the aided section did not receive any promotion as compared to 26 per cent in the aided courses. Also, 13 per cent of those employed in aided institutions and 70 per cent from self financing courses belonged to the category of 'not applicable', implying thereby that they were not eligible for promotion as they had not cleared their NET/SET exam.

Table 2: Distribution of respondents by factors contributing to job satisfaction

Factors Contributing to Job Satisfaction	Aided Courses	Self Financing Courses	Total (%)
Work itself	79 (75)	47 (56)	126 (68)
Good salary and job security	17 (16)	14 (17.5)	31 (17)
Autonomy and independence	32 (30)	12 (15)	44 (24)
Relationship with colleagues	19 (18)	13 (16)	32 (17)
Recognition of work done	06 (06)	11 (14)	17 (09)
Good infrastructural facilities	08 (08)	08 (10)	16 (09)
Miscellaneous	04 (04)	04 (05)	08 (04)
No satisfaction	01 (01)	01 (01)	02 (01)
Total (%)	105 (100)	80 (100)	185 (100)

(Figures in parenthesis rounded off to the nearest integer)

Many teachers highlighted multiple job factors contributing to satisfaction at their workplace. Table 2 indicates that majority of the teachers in both, aided and self financing courses, considered work itself as the most important factor contributing to job satisfaction.

In work itself, teachers reported being satisfied on completing work to one's satisfaction and on delivering lectures effectively. Positive feedback from students about their teaching, good attendance and performance of students, interest and curiosity shown by them in wanting to know more about the subject also contributed to the satisfaction of teachers. Teachers also reported interaction with students in class or at a personal level, as making them feel good about their work as it enabled them to address and solve the problems of students.

Teachers in the aided courses/institutions considered autonomy and independence in their work as the second most important factor giving satisfaction, as it provided them scope to implement new ideas. For teachers in self financing courses, good salary and job security emerged as an important factor contributing to job satisfaction. Miscellaneous factors such as 'being associated with the best institution in the city', adopting 'performance based appraisal', 'good administration', etc. were reported by a few teachers as contributing to their satisfaction.

Table 3: Distribution of respondents by factors contributing to job dissatisfaction

Factors Contributing to Job Dissatisfaction	Aided Courses	Self Financing Courses	Total (%)
Work Pressure	49 (47)	23 (29)	72 (39)
Poor salary and job insecurity	14 (13)	36 (45)	50 (27)
Lack of autonomy/independence	09 (09)	08 (10)	17 (09)
Poor relationship with colleagues	16 (15)	09 (11)	25 (14)
Unfair attitude of authorities	26 (25)	12 (15)	37 (20)
Poor infrastructure	11 (10)	07 (09)	18 (10)
No appreciation/recognition of work done	06 (06)	04 (05)	10 (05)
Miscellaneous	03 (03)	04 (05)	07 (04)
No response	02 (02)	04 (05)	06 (03)
No dissatisfaction	05 (05)	04 (05)	09 (05)
Total (%)	105 (100)	80 (100)	185 (100)

(Figures in parenthesis rounded off to the nearest integer)

Excessive work pressure, unfair attitude of authorities and poor relationship with colleagues in that order emerged as the top three factors causing dissatisfaction to teachers in the aided institutions. Aspects of work that were reported to cause dissatisfaction included the introduction of the credit based semester and grading system which had substantially increased work pressure, especially with respect to continuous evaluation and assessment throughout the year. This reduced the time available to teachers to complete their syllabus and to interact with the students. There were too many deadlines to be met, too much administrative and documentation work to be done. Given the heavy work pressure, some teachers reported that they were asked by college authorities to work on holidays, besides having to put in more hours during the week. Being hard pressed for time, the quality of work suffered causing frustration and dissatisfaction.

Indiscipline and disinterested attitude of students, their poor attendance, response and performance, unmanageable class strength were other aspects of their work, which explained the dissatisfaction reported by the teachers.

The attitude of authorities was the second most important factor reported by teachers as causing dissatisfaction. The teachers expressed unhappiness and resentment with the autocratic and biased attitude of the principals, which resulted in harassment. Some teachers rued the apathy of the University authorities and the Government in failing to resolve long pending issues of teachers such as those affected by NET/SET eligibility requirements, which in turn affected their placements and promotions.

Lack of co-operation from seniors, misunderstanding and petty politics among departmental colleagues, nagging seniors who kept a continuous watch over juniors vitiated the relationship among colleagues at work and caused dissatisfaction.

Excessive importance given to API scores and not enough time to pursue research were also factors reported by teachers as causing dissatisfaction.

In the self financing courses, poor salary and job insecurity were reported by a significant proportion of teachers as being responsible for dissatisfaction. Likewise, increasing administrative work along with teaching which added to the work pressure of teachers and unfair attitude of the authorities were other important factors reported by teachers to cause dissatisfaction.

Table 4: Weighted Average Score

S.No.	Job Factors	Ranking of Job Factors		Likert Scale	
		Aided	Self Financing Courses	Aided	Self Financing Courses
1	Good Salary	4.64	3.53	1.87	2.8
2	Good Working conditions	5.60	5.35	2.28	2.23
3	Job security	5.43	4.73	1.84	2.8
4	Good college administration	10.55	10.86	2.55	2.48
5	Good relationship with supervisors	9.50	8.98	2.17	2.15
6	Good relationship with colleagues	8.50	8.28	1.93	1.96
7	Work itself	5.12	5.22	1.77	1.82
8	Recognition of work done	9.52	9.36	2.38	2.43
9	Authority/responsibility	10.01	10.31	2.21	2.33
10	Opportunities for advancement	9.65	8.7	2.48	2.75
11	Personal achievement	9.01	9.3	2.2	2.57
12	Autonomy and independence	11.02	10.31	2.54	2.77
13	Family - Work life balance	8.76	9.93	1.99	2.08
14	Fairness in authority's behaviour	11.03	10.42	2.56	2.38
15	Opportunities to use skills and abilities	9.45	10.81	2.39	2.35
16	Updated course syllabus	11.94	12.78	2.65	2.37
17	Adequate research facilities	12.57	12.47	3.01	3.08

Note: Ranking of job factors from 1 (highest) to 17 (lowest);

Likert scale - 1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree

The above table shows the ranking and rating of job factors, by teachers in the two types of institutions, which influences the satisfaction they derive in their work.

It can be seen that the most important job factors for teachers in aided and self-financing courses are the same, except the order differs. In the aided courses, good salary, work itself and job security were ranked the most important factors (in that order) motivating teachers; while for teachers in the self-financing courses - the order of importance was good salary, job security and work itself. Work itself, job security and good salary in that order were the job factors, teachers in the aided courses reported to be most satisfied with, while work itself, good relationship with colleagues and family-work life balance were the job factors reported by teachers in the self financing courses as being most satisfying.

The job factors reported by teachers in the aided courses to be most dissatisfying were research facilities, course syllabus taught to the students and unfair/biased attitude of the authorities. For teachers in the self financing courses, research facilities, inadequate salary and job insecurity and lack of autonomy and independence were reported to cause highest dissatisfaction.

Table 5: Distribution of respondents by overall satisfaction with their jobs

Overall Attitude	Aided Courses	Self Financing Courses	Total (%)
Satisfied	77 (73)	45 (56)	122 (66)
Neutral	20 (19)	30 (37.5)	50 (27)
Dissatisfied	08 (08)	05 (06)	13 (07)
Total %	105 (100)	80 (100)	185 (100)

From the above table, it can be observed that while a majority of teachers (73 per cent) from the aided courses expressed overall satisfaction with their jobs, the corresponding figure for teachers in the self financing institutions stood at 56 per cent. Of the remaining, a larger proportion of teachers from the self financing courses (37 per cent) reported to be neutral, as compared to 19 per cent teachers from the aided courses. Less than 10 per cent of the teachers from both, aided and self financing institutions expressed overall dissatisfaction with their jobs. There was significant association between the overall attitude/satisfaction and the type of institution in which the teachers were employed.

No significant association was observed between the overall attitude of teachers in the aided and self financing courses on the basis of gender.

Policy Implications

As mentioned in the Education Commission Report (Kothari Commission 1964-66), 'Education has to be used as a powerful instrument of social, economic and political change and will, therefore, have to be related to long term national aspirations, the programmes of national development on which the country is engaged and the difficult short-term problems it is called upon to face'. Two decades later, the National Policy on Education (1986) envisaged education as an agent of basic change in the socio-economic status of people.

In the context of rapid socio-economic, political and technological changes that India is witnessing in the wake of globalization and liberalisation since the last two and a half decades, it is imperative that our educational system evolve to reflect and satisfy the new aspirations of the people and meet the new challenges of the world.

The above stated goals of higher education can be achieved by adopting an educational policy which vitalises/ motivates the teaching community at all levels and in turn generates students with enhanced capacity for constructive and creative thinking. Such a policy would need to incorporate the following prerequisites –

1. To ensure minimum conditions of work such as regularisation of teachers' appointments, especially in private institutions/ courses which would help teachers focus better on their teaching-learning process. Provision of a 'decent' remuneration or a 'living wage', which recognises the work done by them and contributes to a 'dignified' existence, would act as an important motivator at work.
2. Maintenance of quality in imparting education calls for major reforms in the present educational system. Student-teacher ratio that exists in some of the undergraduate courses such as B.Com needs to be drastically reduced for more personalized attention to meet individual students' needs. Reforms need to be undertaken in the present Credit Based Grading and Semester examination system to take into account the high student- teacher ratio in certain courses, where continuous evaluation cuts into the teaching time for teachers and prevents them from doing justice to the teaching-learning process. It needs to replace 'marks-oriented examination' that encourages rote learning by 'holistic learning' that leads to building competence and potential of the youth and enables it to achieve self-reliance. Given the crucial role that teachers play in generating skilled manpower, it is imperative that the content and syllabi of various courses is updated regularly on an on-going basis to establish close linkages between educational institutions and industry to meet the needs of expanding industry, trade and commerce and to provide gainful employment.

Quality enhancement in higher education calls for teachers' participation in workshops, seminars and conferences at various levels, which provide opportunities to interact with experts in various fields, exchange ideas and update oneself with the latest developments. Encouraging teachers to participate in such discourses would enhance their teaching-learning experience and motivate them towards achieving academic excellence.

3. Provision of adequate infrastructure facilities in terms of reference books, journals, laboratory facilities and updated technology facilitates teaching experience and research activities and in turn can greatly contribute to the satisfaction teachers derive from their work.
4. Career Advancement Scheme under UGC guidelines provides for training of teachers through Orientation and Refresher courses besides provision of study leave and sabbatical leave for career development. Timely placements and promotions which recognize the efforts and contribution made by teachers provide further encouragement to continuing professional development and excellence, setting in motion, a multiplier effect, impacting young students in particular and the society in general.
5. Constructive discussion and interaction between teachers and authorities at the institutional, University and the government level at regular intervals of time would go a long way in resolving issues that could otherwise hinder the cause of higher education. A professional approach is needed for decision-making at all levels. This calls for setting up an effective Grievance Redressal Mechanism which dispenses justice and ensures fair play to all those concerned.
6. Given the tremendous growth of private institutions in imparting higher education, it becomes imperative for the government to ensure that the cause of higher education is not sacrificed at the altar of private profit making. A monitoring authority needs to be put in place to ensure that rules and regulations laid down by the government are strictly adhered to by these institutions and corruption and exploitation of student and teaching community is avoided.

As mentioned in the National Policy on Education, 1986, 'The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions, which will help motivate and inspire teachers on constructive and creative lines'. Commitment towards pursuit of knowledge and academic excellence, supplemented with a conducive work environment and co-operation from all stake holders can go a long way in enhancing experiences of the teaching community and achieving the ultimate goal of education- of enriching human lives.

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