

Job satisfaction does not solely depend on the nature of job - A Case Study

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The paper explores the relationship that job satisfaction of teachers holds with job nature, institutional scenario (infrastructure, work culture, welfare amenities and standard of institution), facilities (library & transport), salaries and standard of students.

Satisfaction is a psychological factor. It cannot be seen and cannot quantify. But its expression in human mind is understandable. When an employee is satisfied with his assigned task and can discharge his functions satisfactorily, it is called 'job satisfaction'. Hoppock has brought the term 'job satisfaction' to limelight. After reviewing 32 studies on job satisfaction prior to 1933, he said, 'job satisfaction' is "(the combination of psychological, physiological and environmental circumstances that cause a person to truthfully say, 'I am satisfied with my job'")¹ He has laid importance on the factors affecting job satisfaction but does not indicate the nature of job satisfaction. A comprehensive definition of job satisfaction is given by Locke is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience"². It is the result of employee's perception of how well their job provides those things that are

viewed as important. Job satisfaction is generally recognised in the organisational behaviour field that it is the most important and frequently studied attitude.³

There are three dimensions of job satisfaction —

- (a) It is an emotional response to a job situation,
- (b) It is often measured by how well outcomes meet or exceed expectations,
- (c) It represents several related attitudes. Smith, Kendall, and Mulin have suggested that there are five job dimensions. These are (1) The work itself. (2) Pay support for work (3) Promotion opportunities, (4) Supervision (5) Coworkers.

There are a number of factors that influence job satisfaction⁴. For example, one study even found that if college students majored in coincided with their jobs, this relationship predicted subsequent job satisfaction⁵. The factors influencing job satisfaction viz., (a) Environmental Factors, such as, (1) Job content, (2) Occupational level, (3) Pay and promotions, (4) Work Group, (5) Supervision, (b) Personal

factors like, (1) Age, (2) Sex, (3) Education Level, (4) Marital status, (5) Experience.

There are a number of outcomes of job satisfaction. For example, although the relationship with productivity is not clear, low job satisfaction tends to lead to both turnover and absenteeism, while high job satisfaction often results in fewer on the job accidents and work grievances and less time needed to learn new job-related tasks. Most recently, satisfied workers have been found to exhibit desirable prosocial "Citizenship" behaviours and activities.

Objective of the study :

The objective of the present study is to study the relationship between (a) Nature of job and job satisfaction of the teachers and the significance of the relationship, (b) Institutional infrastructure and job satisfaction of the teacher and the significance of the relationship, (c) Institutional work culture and job satisfaction of the teachers and the significance of the relationship, (d) Personal relation and job satisfaction of the teachers and the significance of the relationship, (e)

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Institutional welfare amenities and job satisfaction of the teachers and the significance of the relationship, (f) Institutional general standard and job satisfaction of the teachers and the significance of the relationship, (g) Students general standard and job satisfaction of the teachers and the significance of the relationship, (h) Salary obtained and job satisfaction of the teachers and the significance of the relationship, (i) Library facility and job satisfaction of the teachers and the significance of the relationship, (j) Communication facility and job satisfaction of the teachers and the significance of the relationship. Moreover attempt has been made to study the influence of the teachers sexual status on their job satisfaction. Apart from these, students quality, merit, their performance in examinations and co-curricular activities, their health, and economic condition has been judged.

Hypothesis :

In order to realise that objective of the study the following null hypotheses have been formulated.

H₀: There exists no significant relationship between job satisfaction and (a) nature of job, (b) institutional infrastructure, (c) institutional work culture, (d) personal relation among the teachers, (e) institutional welfare amenities, (f) institutional general standard, (g) students general standard, (h) salary obtained by the teachers, (i) library facility, (j) communication facility.

An alternative hypothesis formulated is

H_a: There exists a significant relationship between job satisfaction and (a) nature of job, (b) institutional infrastructure (c) institutional work culture, (d) personal relation among the teachers (e) institutional welfare amenities, (f) institutional general

standard, (g) students general standard, (h) salary obtained by the teachers, (i) library facility, (j) communication facility.

H₀: Sexual status of the teachers and their job satisfaction and independent to each other.

An alternative hypothesis is

H_a: Sexual status of the teachers and their job satisfaction are dependent to each other.

Description of attributes

Job satisfaction : In the present study it has been selected as the only dependent attribute. It has been discussed earlier in details. Job satisfaction means real satisfaction of an employee be satisfied by performing his assigned task. It seems to be an employee be satisfied by performing his job or duties, when his nature of job is related with his acquired academic knowledge.

A relationship between 'job satisfaction' and institutional infrastructure, work culture, general standard, welfare amenities, communication facility, personal relation among the teachers, students general standard, library facility, financial benefit may therefore be expected.

Nature of job : In the present study it has been selected as an independent attribute. It means what type of job is performed by the employee. In the case of teachers, it is 'teaching'. Teaching means teaching-learning process. It is not unipolar process but also by-polar process. In broader sense, it includes, preparation of questions, examination of answer scripts, invigilation, tabulation, preparation of marksheet, maintenance of classroom discipline, etc.

A relationship between 'nature of job' and 'job satisfaction' may, therefore be expected.

Institutional infrastructure : In the present study it has been selected as an independent attribute. It includes

institution-building, toilet facility, supply of drinking water, cycle stand, play ground, library facility, laboratory facility, proper communication, electricity, work shop, efficient teachers and standard students, sufficient classroom, staff room, separate chamber of the head of the institution and office room, etc.

A relationship between 'institutional infrastructure' and 'job satisfaction' may therefore, be expected.

Work Culture : In the present study, it has been selected as an independent attribute. Work culture means a disciplined atmosphere of work inside the institution. In the case of teaching, disciplined atmosphere means teachers are conscious about their duties, students are careful and serious, head of the institution and office staff are also sincere about their responsibility etc.

A relationship between 'work culture' and 'job satisfaction' may, therefore, be expected.

Personal relation : In the present study, it has been selected as an independent attribute. Personal relation is nothing but interpersonal relationship. It means relation among the employees. If the relation is good among the teachers, it implies a good atmosphere for work. Excellent atmosphere for work motivates to do note.

A relationship between personal relation and job satisfaction may, therefore, be expected.

Welfare amenities : In the present study, it has been selected as an independent attribute. It includes toilet facility, drinking water facility, common room and canteen facility, reading room facility, first-aid facility, garage (for cycle, motor cycle, etc.) facility, healthy staff room facility, etc. These facilities attract teachers to their institution. Naturally teachers will be interested in their job properly.

A relationship between 'welfare

amenities' and 'job satisfaction' may, therefore, be expected.

Institutional general standard : In the present study institutional general standard has been selected as an independent attribute. Institutional general standard includes institution premises, general quality of the students, efficiency of the teachers, standards of the library, performance of the students in examination and co-curricular activities, economic standards of the students, participation of students in social activities, etc.

A relationship between 'institutional general standard' and 'job satisfaction' may, therefore, be expected.

Students General standard : In the present study students' General standard is selected as an independent attribute. It means quality of the students, their performance in examination and co-curricular activities, their economic condition, their health, etc.

A relationship between 'students general standard' and 'job satisfaction' may, therefore, be expected.

Salary : In the present study, salary has been selected as an independent attribute. It means remuneration enjoyed by the employees in cash performing their jobs and duties. Salary is a best motivating factor to the employees.

A relationship between 'salary' and 'job satisfaction' may, therefore, be expected.

Library facility : In the present study, it has been selected as an independent attribute. It enables teachers to get necessary books, periodicals, news papers, previous years' question papers, etc. These facilities must enrich the teachers in knowledge and efficiency.

A relationship between 'library facility' and 'job satisfaction' may, therefore, be expected.

Communication facility : In the present study, it has been selected as

an independent attribute. Here communication means proper road and rail transport facility to reach the institution. Proper transport facility helps the teachers reach the institution on time and also helps the teachers return back to their shelters in specified time.

A relationship between 'communication facility' and 'job satisfaction' may, therefore, be expected.

Methodology

Selection of Sample : The study has been conducted on educational institutions located within the jurisdiction of Katwa Municipality in the district of Burdwan, West Bengal, India. There exist thirty-five to forty primary schools, four boys high schools, three girls high schools, one co-education junior high school, one degree college (including B.Ed. section), one primary teachers Training institute (PTTI) and one technical institute (BIT). Apart from these a few non-formal child schools are being conducted. In order to collect data easily educational institutes are categorized into five types viz., (1) Primary School, (2) High School, (3) Degree College, (4) PTTI, (5) Technical institute. Educational institutes are selected as the fields of study because there exists a harmony between academic knowledge of the employees and their assigned jobs or duties. Four teachers including one female of each institution have been selected at random assuming true representatives of the total population. Sample size of teachers is twenty (4×5) only. Twenty-five sample students of each institution are selected at random as true representative of the total students for direct interview.

Selection and description of tools:

Primarily data have been collected by the investigator, in person, visiting door to door of the twenty teachers using one type of questionnaire. Data have also been collected likewise from one hundred twenty five (25×5) stu-

dents by direct interview. These are discussed below :

(A) Questionnaire for teachers :

Questionnaire for teachers is prepared emphasizing the aspects viz., job satisfaction, nature of job, institutional infrastructure, institutional work culture, personal relation, institutional welfare amenities, institutional general standard, students general standard, salary obtained, library facility, communication facility, etc. Apart from these, teachers sexual status has also been included in the questionnaire. It is a moderate sized, structured, close ended questionnaire. There are three scales of opinion (good, moderate, not at all) having different scores for each of them. The medium of the questionnaire is in Bengali for easy comprehension and communication.

(B) Direct interviews

It is a negligible part of the primary data collection. Direct interview has been made by the investigator to the sample students to assess their quality, merit, performance in examination and to-curricular activities, economic conditions, health, etc. Direct interview has also been made with the teachers on different aspects of their job.

Collection of data :

The data have been collected directly from twenty teachers and one hundred twenty-five students through door to door investigation by the investigator himself. Teachers and students are requested to give their natural, free and frank responses to the queries. They are taken into confidence and are told that the information is required only for research purpose and will be strictly kept secret.

Tabulation and Scoring of data :

The data which have been collected through one type of questionnaire are compiled on suitable tabulation sheets are also prepared for the purpose.

The data obtained from teachers are scored, keeping in mind the 'Likert scoring system' as follows:

Teachers Questionnaire

In the teachers' questionnaire there are as many as fourteen questions from different viewpoint of the teachers particularly on their job satisfaction, nature of job, institutional infrastructure, institutional work-culture, personal relation, welfare amenities, institutional general standard, students general standard, salary, library facility, communication facility, etc. These questionnaire are subjected to answer one of the three options good, moderate, not at all. Score ten is allotted to each 'moderate' opinion and score four is allotted to each 'not at all' opinion.

Statistical technique used

The data are tabulated and analysed keeping in view the objective spelt out and hypothesis formulated. Rank correlation coefficients (r_s) are calculated to study the relationship between (i) nature of job and job satisfaction of the teachers, (ii) institutional infrastructure and job satisfaction of the teachers, (iii) institutional work culture and job satisfaction of the teachers (iv) personal relation and job satisfaction of the teachers, (v) institutional welfare amenities and job satisfaction of the teachers, (vi) institutional general standard and job satisfaction of the teachers, (vii) Students general standard and job satisfaction of the teacher, (viii) Salary obtained by the teachers and job satisfaction of the teachers, (ix) library facility and job satisfaction of the teachers, (x) Communication facility and job satisfaction of the teachers. In order to judge the significance of these relationships 't-value' of rank correlation coefficient (r_s) have been computed. Test has been made at 1% significance level in general. Chi-square (χ^2) test has been used for independence of the attribute-sexual

status of the teachers and their job satisfaction. The test has been made at 1% significance level. Corrected value of chi-square (χ^2) [Yates correction] has also been calculated for the case.

Findings :

- (i) The rank correlation coefficient (r_s) between nature of job and teachers job satisfaction is found to be .64. Calculated 't-value' of ' r_s ' is 3.58. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (ii) The rank correlation coefficient (r_s) between institutional infrastructure and teachers job satisfaction is found to be .65. Calculated 't-value' of ' r_s ' is 3.63. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (iii) The rank correlation coefficient (r_s) between institutional work culture and teachers job satisfaction is found to be .43. Calculated 't-value' of ' r_s ' is 2. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (iv) The rank correlation coefficient (r_s) between personal relation and job satisfaction of the teachers is found to be .53. Calculated 't-value' of ' r_s ' is 2.65. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (v) The rank correlation coefficient (r_s) between institutional welfare amenities and teachers job satisfaction is found to be .39. Calculated 't-value' of ' r_s ' is 3.28. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (vi) The rank correlation coefficient (r_s) between institutional general standard and teachers job satisfaction is found to be .72. Calculated 't-value' of ' r_s ' is 4.42. Table

value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.

- (vii) The rank correlation coefficient (r_s) between students general standard and teachers job satisfaction is found to be .75. Calculated 't-value' of ' r_s ' is 4.82. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (viii) The rank correlation coefficient (r_s) between salary obtained by the teachers and teachers job satisfaction is found to be .46. Calculated 't-value' of ' r_s ' is 2.19. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (ix) The rank correlation coefficient (r_s) between institutional library facility and teachers job satisfaction is found to be .28. Calculated 't-value' of ' r_s ' is 1.24. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom.
- (x) The rank correlation coefficient (r_s) between communication facility and teachers job satisfaction is found to be .32. Calculated 't-value' of ' r_s ' is 1.43. Table value (critical value) of 't' at 1% significance level of 18 degrees of freedom is 2.88.
- (xi) Calculated value of Chi-square (χ^2) of two attributes (a) teachers sexual status and (b) teachers job satisfaction (Rating) is 1.04. After Yates correction the value stands as .54, Table value of χ^2 at 1% significance level of 2 degrees of freedom is 9.21.

Conclusions

- (1) There exists a notable relationship between nature of job and job satisfaction of teachers. This relationship is significant also.
- (2) There exists a relationship between institutional infrastructure and teachers job satisfaction.

Teachers job satisfaction does significantly depends on institutional infrastructure.

- (3) Institutional work culture does not significantly depend on teachers job satisfaction. Though there exists a negligible relationship between teachers job satisfaction and institutional work culture but it is not significant at all.
- (4) Personal relation among the teachers does not significantly depend on their job satisfaction. There exists a relationship between both the attributes but it is not significant at all.
- (5) There exists a important relationship between institutional welfare amenities and teachers' job satisfaction. The relationship is not only important but also significant.
Teachers job satisfaction does significantly depend on institutional welfare amenities.
- (6) Teachers job satisfaction is largely depends on institutional general standard. The relationship between both the attribute is very significant.
- (7) There exists a notable relationship between students general standard and teachers job satisfaction. The relationship is significant also. It means teachers job satisfaction largely depends on students general standard.
- (8) Teachers job satisfaction does not depend, significantly on salary received by them. Though there exists a negligible relationship between job satisfaction and salary obtained by the teachers but the relationship is not significant at all.
- (9) Job satisfaction of teachers does not depend significantly on institutional library facility. Though there exists a little relationship between both the attributes but the relationship is not significant

at all.

- (10) There exists no significant relationship between teachers job satisfaction and communication facility. Though there exists a negligible relationship between both the attributes but the relationship is not significant at all.
- (11) Teachers job satisfaction is independent to their sexual status. That means sexual status of teachers has not influence on their job satisfaction. Teachers job satisfaction does not depend on their sexual status.

So the study reveals that teachers job satisfaction does not only depend significantly on 'nature of job' but also on institutional infrastructure, institutional welfare amenities, institutional general standard, students general standard etc. Teachers job satisfaction also lightly depends on institutional work culture, personal relation among the teachers, salary obtained by the teachers, institutional library facility, communication facility, etc.

The study also reveals that most of the students of the studied area are mediocre type. Few of them are meritorious. Their average performance in examinations and co-curricular activities are moderate. Most of them are economically not very sound. General health of them are not very good.

Implications of the study

The study reveals a number of weakness of the educational institutions situated within the jurisdiction of Katwa Municipality. The state of affairs lead investigator to several implications for the institutions administration. Suitable steps should, therefore, be taken by the respective head of the institutions to remove the existing weakness. The following recommendations are made in this regard :

- (1) Institutes' administration should

take necessary steps to improve institutional infrastructure.

- (2) Institutes' administration should provide adequate welfare amenities to teachers.
- (3) Administration should take active steps to improve institutional general standard.
- (4) Administration should always try to improve students general standard.
- (5) Administration should not require to waste valuable time by taking any serious steps to improve (a) Institutional work culture, (b) Personal relation among the teachers, (c) Salary obtained by the teachers, (d) Library facility, (e) Communication facility etc. But administration should not neglect these factors.

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