

JOB SATISFACTION AMONG LECTURERS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES

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ABSTRACT

Academicians are crucial in providing the students with knowledge of education. This is only possible where lecturers can only be successfully retained in their jobs and also if they are happy and satisfied with the job. Thus, the current study aims at analyzing Job satisfaction on the basis of certain demographic variables. Data is collected through purposive sampling method. The results are analyzed and discussed accordingly. There is a genuine need to keep lecturers satisfied with their jobs. They will not only produce future leaders of high calibre, but also contribute to the development of any country by educating the next generation.

Keywords : Job Satisfaction, Lecturers, Age, Marital Status and Level of education.

Introduction

Teaching is a multidimensional profession that gets harder when a lecturer has to deal with students with different needs. It is frequently believed that passion for teaching, in addition to their solid pedagogical background, are crucial to teach students. Job satisfaction was significantly influenced by the gender, age, marital status, educational background, and teaching experience of Lecturers. Professionally dedicated educators are more willing to go above and beyond to help students succeed (Lewis, 1998). Commitment towards teaching profession is only possible when they are satisfied with their profession.

The phenomenon of job satisfaction is quite complex. One component of a person's job may leave them feel fairly happy, yet another aspect of their job may leave them unhappy. Because of this, many researchers do not see it as a unitary notion but rather a construct with various facets (Cranny et al., 1992). There is empirical evidence that teachers' characteristics contribute significantly to job satisfaction.

Teachers' marital status is another important biographic factor that may have an impact on how satisfied they are with their jobs. There aren't enough studies, though, to draw any firm conclusions on how marital status affects job satisfaction, however the limited research that has been done in this area consistently showed that married people are happier in their careers than unmarried co-workers (Austrom et. al. 1988; Federico et. al. 1976; Garrison and Muchinsky 1977; Watson 1981).

Age is one among many other factors affecting job satisfaction. Different studies conducted, show that older workers are more satisfied. There have been many investigations into the relationship between age and different forms of job satisfaction. Significant variations across age are commonly found, with older employees tending to report higher satisfaction than younger ones (e.g. Doering et al., 1983; Glenn et al., 1977; Warr, 1992). To fill a gap in the research and contribute to the field of knowledge, the primary goal of the proposed study is to examine age, marital status and educational level in job satisfaction among college teachers.

Objectives

The objectives of this research were to analyse the differences in the Job satisfaction of lecturers on the basis of certain demographics.

Hypotheses

- ❖ There will be a significant difference in Job satisfaction on the basis of Marital status of lecturers.
- ❖ There will be a significant difference in Job satisfaction on the basis of Educational Level.
- ❖ There will be a significant difference in Job satisfaction of lecturers on the basis of their Age.

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Methodology

164 lecturers from various colleges in Southern India took part. Singh, A. and Sharma, T.R. (1999) Job satisfaction instrument is used in an effort to specifically identify job satisfaction. This test, which consists of 30 statements and requires responses on a 5-point rating scale.

Results & Discussion

Discussion for Marital Status and Job Satisfaction (Table No 1)

Marital status analysis of job satisfaction revealed both unmarried lecturers ($M = 163.22$, $SD = 32.99$) and married lecturers ($M = 143.80$, $SD = 30.189$) have the same perception as far, their job satisfaction is concerned. The difference in their perception was found to be non-significant when the scores were subjected to test of variance ($t = 1.342$, $p = .184$). The unmarried and married lecturers perceiving similar level of job satisfaction is also supported by the studies of Cetin (2006), and Gechman and Wiener (1975). The possible reason could be that married and single employees who work at colleges are exposed to the same working conditions, therefore they have similar viewpoints.

Discussion for Level of Education and Job Satisfaction (Table No 2)

There is statistically significant difference between different level of educational groups as determined by one-way ANOVA ($F = 3.513$, $p = 0.32$), leading to significant difference towards job satisfaction on the basis of educational level. The comparison of means of job satisfaction with the education level of the lecturers demonstrated highest mean scores of job satisfaction among lecturers having MPhil as their qualification ($M = 153.50$, $SD = 20.717$) as against the score reported by the other two groups [lecturers having PG ($M = 137.09$, $SD = 137.09$) or Ph.D. ($M = 149.30$, $SD = 29.494$)], which indicates that as the level of education increases, the individuals' expectations also increase and if these expectations are not met, it may lead to the decrease in their job satisfaction.

This is uniform with numerous other studies carried out by Oswald (2002), Oswald and Gardner

(2001), Shields and Ward, among others (2001). This may be due to the fact that as a person completes higher education, they will demand more of the administration to improve the working environment, and if these demands are not met, they will get unsatisfied and may leave to work for a better organisation with a higher possibility of success. As a result, they are far less committed to sticking with the current organisation.

Discussion for the Age and Job Satisfaction (Table No 3)

There is a statistically significant difference between different age groups as determined by one-way ANOVA ($F = 6.45$, $p = .000$), leading to a significant difference towards job satisfaction on the basis of age. The analysis shows that satisfaction level varies for different age groups. It is least during the initial years of service, i.e., 23–30 years of age group ($M = 131.45$, $SD = 30.848$) and maximum after 51 years and above age group ($M = 157.70$, $SD = 32.592$). Job satisfaction has been found to be more common in the latter "maintenance" stage of a career than in the early "trial" period, according to other researchers (Janson and Martin, 1982; Kalleberg and Loscocco, 1983; Morrow and McElroy, 1987). Older workers tend to have higher job satisfaction, which may be attributable to the benefits of having a lengthy career, such as better pay, better benefits, autonomy, and success at work. Additionally, lecturers in the oldest age cohort are satisfied because of their strong academic performance in their area, which has resulted in promotions and respect from their seniors, or even the possibility that they may have become superiors themselves. The results of this study are in accordance with research that identified a U-shaped relationship and showed that employee job satisfaction initially lowered and gradually increased with age (Salami, 2008).

Conclusion

This study adds to our understanding of the age, marital status and level of education on Job satisfaction of lecturers. We could see there is no significant difference in Job satisfaction of Unmarried and married lecturers, the reason could be that marriage comes with

added obligations that could increase the value and significance of a stable employment. Additionally, maintaining a stable employment requires job happiness. Regarding the Level of education on Job satisfaction, this study revealed no significant differences in lecturers' job satisfaction. Lecturers with a higher degree of professional qualification exhibited less job satisfaction than those with a lower qualification, this may be when lecturers' basic needs are not satisfied regarding improvements in salary, promotion, working environment, management support.

Finding offer insightful knowledge, job satisfaction increases with age for lecturers. The reasons for this may include increasing financial rewards with age, improving work environments for older workers through the seniority system, and increasing opportunities for dissatisfied teachers to find other non-teaching work or to become school administrators.

Implication of the Study

Improving the working conditions of lecturers should be a major goal of effective policymaking. Unfortunately, when making educational policy, often the value of lecturers' job satisfaction is disregarded. The ministry of education or private enterprise should prioritise boosting lecturers' satisfaction and limiting dissatisfaction for the benefit of teachers themselves as well as students and institutions.

Professional training programmes are required to increase lecturers' teaching abilities and competence. Capacity-building activities might lessen their work-related stress and raise their level of job satisfaction.

Table 1
Shows Job Satisfaction Lecturers –
Marital status wise comparison

Unmarried Lecturers			Married Lecturers			t' value	Sig.
N	M ₁	SD ₁	N	M ₂	SD ₂		
45	136.22	32.999	119	143.80	30.189	1.342 ^{NS}	0.184

NS- Not Significant

Table 2
Shows ANOVA results and Post
hoc analysis for Job Satisfaction of
Lecturers on the basis of Educational Level

Educational Level	N	Mean	SD	F Value	Sig.	Multiple Comparison	Mean Difference	Sig.
PG	106	137.09	31.905		0.032	PG Vs M.Phil.	16.406 ^{NS}	0.241
M.Phil	12	153.50	20.717	3.513*		PG Vs Ph.D.	12.210 ^{NS}	0.075
Ph.D.	46	149.30	29.494			M.Phil. Vs Ph.D.	4.196 ^{NS}	1.000

Significant at p<0.05; NS-Not Significant

Table 3
Shows ANOVA results and Post hoc analysis for
Job Satisfaction of Lecturers between age group

Age	N	Mean	SD	F Value	Sig.	Multiple Comparison	Mean Difference	Sig.
23-30	55	131.5	30.85	6.456**	0.000	23-30 Vs 31-40	6.204 ^{NS}	1.000
31-40	41	137.7	27.22			23-30 Vs 41-50	13.545 ^{NS}	0.303
41-50	28	145.00	25.74			23-30 Vs 51-60	26.245**	0.000
51-60	40	157.70	32.59			31-40 Vs 41-50	7.341 ^{NS}	1.000
						31-40 Vs 51-60	20.041*	0.016
						41-50 Vs 51-60	12.700 ^{NS}	0.502

**Significant at p<0.01; *Significant at p<0.05; NS-Not Significant

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