

Satisfaction with Teaching Profession: A Study on Job Satisfaction among Female Lecturers in Degree Colleges Affiliated to Mangalore University

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ABSTRACT

The female lecturers in any higher education institutions form an important resource. The academic performance of the faculty members determines the success of the students and hence their satisfaction with the job is vital in enhancing the quality in higher educational institutions. The present study has tried to analyse the satisfaction experienced by female lecturers with their teaching profession. This study has adopted a descriptive design. This study was designed to carefully describe job satisfaction of female teachers in Degree Colleges affiliated to Mangalore University and also the factors influencing job satisfaction. The sample size for the study included 345 respondents who were selected using Disproportionate Stratified Random Sampling Method. The study revealed that the overall job satisfactions among female teachers are relatively high.

Key Words : Job Satisfaction, Female lecturers, Degree Colleges

INTRODUCTION

Teachers always play an essential role in promoting quality education. They are advocates for, and catalysts of change. No education reform is likely to succeed without the active participation and ownership of teachers (Director, UNESCO). Job satisfaction is an affective reaction to an individual's work situation. It can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, co-workers) and it can be related to specific outcomes, such as productivity (Rice *et al.*, 1991).

The people who are satisfied within their jobs are said to be more satisfied (Rajeshwari Desai, 2012). Satisfied professionals can make a contribution extra effectively to the organisational effectiveness. The satisfied teachers are persons who perform their obligations

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with commitment, determination and hard work towards the overall development of the students (Kumar and Patnaik, 2002). The teachers those who are highly stimulated and who satisfy all their needs can create a better classroom environment. When an ideal teacher is satisfied with their jobs, they will be in a better condition to incorporate their professional understanding, interpersonal and intrapersonal knowledge (Prince Olulube, 2006)

The extent of job satisfaction among women is an important aspect of their work experience as it may clearly indicate the degree to which the women have made a successful adjustment to the world of work. Many interactive factors are responsible for leading to the state of job satisfaction among working women. These are place of work, nature of job, superior-subordinate relationship, emoluments benefits, the promotional avenues and also the opportunities of transfer etc. Apart from these, the personal traits of an individual, the situation of the family and other social factors have also an important bearing on job satisfaction among working women (Vroom, 1996).

According to Truell *et al.* (1998), the faculty satisfaction always attracts the attention of academic scholars and frequently touched by social scientists and educational thinkers. Faculty satisfaction and factors contributing to drive it are significantly important to the academicians through the teaching contact hours. It is beyond any doubt that a lot of educationists' thinkers and social scientists have suggested that job satisfaction is an important area of concern. It is estimated that a teacher spends over one hundred thousand (100000) hours on the job. It is necessary that he/she should be satisfied with their job and factors contributing to the job satisfaction. Historically speaking this area has always remained an important concern for the academicians' teachers and researches. Different research studies have emphasized that the dream of quality of teaching at University level cannot materialize without a satisfied and highly motivated teacher. That is why efforts are being made all over the globe to provide a conducive, peaceful and healthy work environment along with other economic benefits to the university teachers to increase their level of job satisfaction.

With teachers, satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992; and Ashton and Webb, 1986). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy *et al.*, 1993).

Educational institutes are bearing the highest cost in case of managing the human capital of faculty. Therefore, bringing high quality in program delivery necessitates the research on contributing factors of satisfaction and loyalty. The level of satisfaction, which guarantees a successful educational institute, backed by the number factors like strong interactive process, inherent attraction for quality brains, likeliness to stay on job and feelings of empowerment. Satisfaction also develops high level of institutional commitment and desire to show substantial performance. The high performance do not only based on job satisfaction, but also requires satisfaction with career in education, which positively influences teaching effectiveness and resultantly, students learning.

Teaching profession is one of the helping professions wherein satisfaction could be

attained. Teachers are arguably the most important professional in nations' development (Bishay, 1996). Consequently, their satisfaction at work is paramount to educational development of the nation. The importance of teachers' satisfaction with their job is made more poignant when Best (2010) affirms that it is a predictor of overall student academic success in schools as well as capable of transmitting positive effects on the affective, moral, cultural, and spiritual lives of their students.

Quite a number of studies exist to support the fact that teachers in various cadres of educational levels are happy and unhappy with their job at various levels. For instance, a study conducted among 108 university's academic staff of Buea, Cameroon by Fon (2007) showed the extent to which academic staff in the university is satisfied with their teaching job: 16 (14.81%) not at all satisfied; 37 (34.26%) not too satisfied; 42 (38.88%) somewhat satisfied; 13 (12.05%) very satisfied.

The review of literature :

Abbas (1986) analysed the factors restricting job satisfaction among faculty members at Jordanian universities. He examined various factors which influence teachers job satisfaction. The study indicated the factors which restricts job satisfaction. These are the factors which are in consistent with the one's qualification, skill, personal preferences and the social status both inside and outside the organization. Most often the intrinsic factors such as recognition, growth opportunities etc. motivated the lecturers at higher education.

Rama Devi (2006) examined the teacher's job satisfaction. Two hundred teaching staff from two universities were taken up for the study. It was established that in both the universities, the teachers were found to be satisfied with the nature of the job and also with job dimension. But they were not very satisfied with the provisions made to them by the university. Further, significant association was found between job satisfaction and need satisfaction.

Objectives of the study:

1. To understand the personal and family profile of the respondents.
2. To define the level of job satisfaction among women lecturers
3. To identify the factors influencing job satisfaction among female teachers.

Significance of the study:

The present study would try to bring out the various factors which influences the satisfaction among women lecturers related to teaching profession. The study will also help the authorities of Higher educational institutions to take up various measures to motivate those women employees to increase their efficiency and contribute towards quality education.

METHODOLOGY

The study is descriptive in nature. The sample size for the study included 345 respondents from the Degree Colleges affiliated to Mangalore University. All the respondents were Lecturers in Degree Colleges with 5 years of work life.

There are 728 women lecturers with minimum 5 years of work life those who are

working in Degree Colleges affiliated to Mangalore University. A sample size of 259 was estimated using the following formula:

$N = N/1 + Ne^2$ (Yamane and Taro, 1967), where $N=728$ and $e= 3.6\%$

The whole population was stratified into four categories. To avoid under representation of respondents, the researcher has selected 345 samples using Disproportionate random sampling method.

Operational Definitions:

Women Lecturer:

'Women Lecturers' for the purpose of the study comprise female teachers of all designations, who have five years of work life and those who are full time employees. Further, it refers to those who are working in Government, Private, Private-Aided and Autonomous Colleges which are affiliated to Mangalore University.

Degree Colleges:

Degree colleges are those colleges offering graduation courses such as Humanities, Commerce, Science and Management Courses.

Job Satisfaction: It refers to a feeling of content with the overall performance of all the roles as a Lecturer.

Tools and Techniques of data Collection:

1. Questions to know the Personal, Family and Job Profile of the respondents.
2. Job Satisfaction Scale (Meera Dixit, 1993).

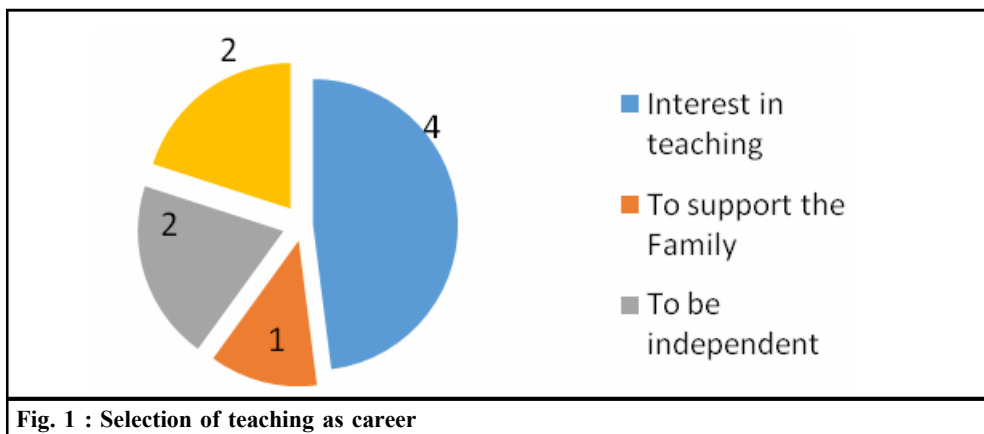
FINDINGS AND DISCUSSION

As age is associated with various family and job related factors in the present study, the composition of the age of workforce mark a qualitative difference. Age wise classification of respondents reveals that the majority of women lecturers are found to be in the age group of 31-40, 24.9 per cent respondents are of 41-50 age group, 18.8 per cent represent the age group of above 51 whereas only 16.8 per cent of them represent the age bracket of 20 to 30 years. Most of the women lecturers covered in the study are young professionals.

Type of Family:

The studies made by Aileen Ross, M.S. Gore , Milton Singer and others have revealed that the city life is more favourable to small nuclear families than to big Joint Families. Cities provide more opportunities to women for gainful employment. As seen in the present study, 28.1 per cent of the respondents are from joint families whereas nuclear family is the preference of majority *i.e.*, 66.4 per cent. However, only 5.5 per cent represent extended families. This trend is highly indicative of the increasing number of nuclear families and the disintegration of the joint family structures in Indian society. Thus the findings of the studies are more relevant to professionals in nuclear families (Fig. 1).

With regard to the selection of teaching as career among respondents, 48% of the respondents had interest in teaching, 20% respondents wanted to support their families, 20%



wanted to be independent and 12% of the respondents wanted to utilise their time effectively. Fokkens-Bruinsma and Canrinus (2012) found that teachers who were satisfied with their career choice had more effective professional commitment to the teaching profession.

Educational Qualification:

Education as an essential tool for the accomplishment of development goals is widely accepted. In the present study, majority of the women lecturers *i.e.*, 54.2 per cent are only postgraduates while 26.7 per cent have post-graduation with M. Phil. About 13.3 per cent are Ph.D. holders while very few respondents have Master Degree with M. Phil. and Ph.D. (5.8%). On the whole, the women lecturers do not show higher mobility with respect to their qualification.

Designation :

The women lecturers in the present study are in different hierarchical positions. Roles and responsibilities of women lecturers differ from one hierarchical position to another. It is found that majority *i.e.*, 39.7 per cent of the respondents are designated as Lecturers while 31.9 per cent of them are Assistant Professors. About 25.8 per cent of the respondents are Associate Professors in the study and only 1.2 per cent of the respondents are Professors. With regard to higher designation of being the head of an institution, it is found that only 1.4 per cent of them are heading the position of a Principal. Thus most of the female lecturers in the study are found to be in the lower hierarchical positions. At an international level, women predominate teaching profession and even with the great number of women in the teaching profession, they are greatly under represented in higher positions of management (Cubillo and Brown, 2003).

Monthly Income:

The average monthly income of 33.9 per cent of the women lecturers in the present study is in the income group of Rs. 20, 001 to 30,000. About 27.5 per cent earn an average of 10,001 to 20,000. The respondents whose monthly income is in the range of 60,001 and above account only for 17.4 per cent. The notable fact is that 3.5 per cent of the respondents

earn lesser than 10,000 per month as their salary.

Selection of teaching as a career:

Women take up paid employment for a variety of reason which are basically socioeconomic and psychological in nature. Because of the modernisation and industrialisation, more women are taking up jobs outside their homes. Women seek paid work with a sense of identity (Theunissen *et al.*, 2003). It also fulfils their economic needs and desires (Haworth and Lewis, 2010). Many out of financial necessity and a minority for the sake of career or for fulfilling their higher order needs (Akhileshwari, 1996). In the following table, the various reasons with which women lecturers have selected teaching career is discussed. It is found that most of the women lecturers, *i.e.*, 74.8 per cent preferred to be in teaching because of their interest. For about 11.9 per cent respondents, it is the financial necessity while 9.6 per cent wanted to be independent. The respondents who wish to utilise their time effectively are around 3.47 per cent and very few (0.3%) respondents are motivated by others to take up teaching profession. Thus the women lecturers in the present study have enjoyed the freedom of entering profession of their interest. Teachers who were satisfied with their career choice had more effective professional commitment to teaching (Fokkens Bruinsma and Canrinus, 2012).

Distance between the place residence and working place:

Working women spend much of their time in travelling due to considerable distance between the workplace and residence. Nearly 60.3 per cent of the women lecturers in the study travel daily a distance of less than 10 kilo metres from their residence while 20.3 per cent respondents travel more than 21 km. About 19.4 per cent of the respondents have to travel a distance of 11-20 km from their home to college. Thus it is evident from the analysis that women lecturers in the present study spend considerable time in travelling.

Number of classes taught in a week:

Out of the total 345 respondents who took part in the study, majority, *i.e.*, 61.4 per cent take up 20-25 hours of classes per week. The respondents who take up 15-20 hours of classes per week are about 25.5 per cent while 12.5 per cent of the respondents take up only 5-15 hours of classes. There are few (0.6%) women lecturers who engage 25-30 classes per week. The above table indicates that there is considerable workload for women lecturers in their profession. The workload of teachers has increased. Now their work is not confined to class room instruction but they need to get involved in different administrative tasks also. Thus they are overburdened (Droogenbroeck *et al.*, 2014). The dissatisfaction was even expressed by teachers as they teach between 31-40 hours per week (Pamela Adhiambo Nyagaya, 2015).

Average number of students in each class :

The number of students in a class room is an indication of not only the teacher- pupil ratio but also the time required for personal supervision, correction of books, assignments etc. which influences the quality of teaching of a lecturer. It is found that most of the women

lecturers *i.e.*, 49 per cent of the respondents, teach for an average 60 and above students in each class as compared to 34.2 per cent who teach for 31-60 members in a classroom. Only 16.8 per cent teach for those classes where the students' strength is below 30. The more the number of students in a classroom, the more will be the responsibility of a teacher. Thus the women lecturers in the present study work long hours and they have considerable workload with respect to teaching and learning responsibilities of the students. The number of lessons per week also affected teacher's satisfaction.

Satisfaction of respondents with the prospects of promotion, Payment for extra work, teaching-learning materials:

Majority, *i.e.*, 53 per cent of them are satisfied with the opportunities for promotion in their jobs while 23.77 per cent of them are not satisfied and about 23.19 per cent are undecided about it. On an average, the level of satisfaction is 3.39 ± 1.16 which shows that the respondents are satisfied with the opportunities for promotion in job.

With regard to the satisfaction of respondents with the extra payment for the extra work besides teaching in the institution, the respondents who show satisfaction are 29.24 per cent whereas 53.04 per cent show dissatisfaction. About 17.68 per cent are undecided about it. Thus the average level of satisfaction is 2.61 ± 1.19 showing that the respondents are dissatisfied with the extra payment for extra work which they perform in the institution.

With regard to adequate teaching and learning materials, majority, *i.e.*, 83.46 per cent respondents show their satisfaction while 7.25 per cent are undecided about it. Among the total respondents, nearly 9.28 per cent show their dissatisfaction. On an average, the women lecturers in the present study showed their satisfaction towards the availability of adequate teaching and learning materials (3.96 ± 0.84).

Problems associated with the level of satisfaction from duration of work:

Though 21.1 per cent of the lecturers had shown their dissatisfaction towards the working hours of the institution, on an average there was satisfaction for women lecturers regarding the working hours of the institution (3.67 ± 0.94). With regard to the flexibility in work schedule also, the women lecturers were found to be satisfied (3.44 ± 0.80). Women lecturers showed their dissatisfaction towards their responsibility of teaching in two colleges to balance the work load (2.93 ± 1.26) which has been necessitated due to insufficient work load at the college where they work. Dissatisfaction towards overtime work was also shown in the study (2.56 ± 1.16). The average level of satisfaction related to working on holidays or weekends shows that the respondents were dissatisfied (2.58 ± 1.10). Women lecturers were found to be dissatisfied with travelling long distance from home (2.58 ± 1.30).

The study found that the women lecturers were found to be dissatisfied with their duration of work (2.96 ± 0.80). About 8.1 per cent were highly satisfied while 59.7 per cent felt satisfied. With regard to dissatisfaction among the total respondents, 31.3 per cent are dissatisfied and about 0.9 per cent are highly dissatisfied.

Relationship between personal characteristics of women lecturers and Job satisfaction:

The designation of the respondents in relation to job satisfaction is analysed here. It could be noted that, those respondents who are Principals in their designation show higher job satisfaction (4.22 ± 0.060). High significant difference between the job satisfaction of those respondents who are Principals and those who are Professors is found. The study found a high significant association between job satisfaction and designation of women lecturers under study ($p = .001 < 0.01$). Job Satisfaction among Principals is higher than Professors which shows that, the designation is more closely associated with social status which in turn leads to higher job satisfaction.

The relationship between job satisfaction and monthly income has also been analysed. It shows that the female lecturers whose income is between 30,000-40,000 have higher satisfaction with their jobs (4.09 ± 0.28). Significant difference is found between the job satisfaction of respondents whose income is between 30,000-40,000 and those who earn less than 10,000 per month (3.67 ± 0.10). The test shows that the association between job satisfaction and monthly income of the respondents is found to be highly significant ($p = .000 < 0.01$). As the satisfaction from income increases, job satisfaction also increases.

From the analysis of job satisfaction and marital status of women lecturers which is presented in the study, it is evident that the job satisfaction is more among the divorcees and the separated (3.86 ± 0.24). But the table does not show any variation in the levels of job satisfaction between married and unmarried lecturers. The association between marital status and job satisfaction is not significant ($p = .146 > 0.05$).

The relationship between job satisfaction and nature of college has been examined. The study found that the lecturers from private educational institutions are more satisfied (3.72 ± 0.30) with their jobs than those who are faculties from Government colleges (3.78 ± 0.44). But, overall, the respondents from Autonomous Colleges showed higher level of job satisfaction (3.99 ± 0.25). The difference between the job satisfaction of respondents from Autonomous colleges and those from private educational institutions was found to be significant. It was proved in the study that the association between job satisfaction and type of institutions is highly significant ($p = 0.000 < 0.01$).

Important changes desired in the family:

Majority of women lecturers (51.9%) desired for equal sharing of child care responsibility by their husbands. They even preferred sharing of household work and care of children by family members. Having a positive attitude of family members towards their employment and having more opportunities to take decision related to family matters were other suggestions of women lecturers in the study.

Important changes desired in the institution:

Women lecturers in the present study suggested certain changes which they would like to have in their respective institutions that can lead to professional adjustment. Getting better salary, shorter working hours, better management, and greater autonomy were few important changes which they wished to have. With regard to certain facilities, more leave facility, transportation facility by the institution, canteen facility and crèche facility were also desired by women lecturers. Few women lecturers preferred to have part-time job in the same

institution.

Conclusions and Recommendations:

Nowadays, the impact of industrialization, urbanization, globalization and speedy technological adjustments has created new challenges in the field of Higher Education. Rapid changing educational process requires the teachers to be more competitive to meet the demands of knowledge and also the societal needs in a meaningful manner. Hence a satisfied teacher can contribute better towards quality education. Hence the present study would like to make the following recommendations according to the findings of the study.

To retain the better quality of teaching-learning in the higher educational institutions, women lecturers must be provided with special provisions for career advancement through research studies like M.Phil. and Ph.D. To support their further studies, higher educational institutions can uphold the availability of research leave, flexible working hours and can also make an arrangement for ready availability of funding for attending conferences.

Educational institutions should develop a policy which can provide flexibility in teaching schedules for women to accommodate the needs associated with caring responsibilities and also encouraging women to complete their Ph.Ds. will result in producing excellent women scholars in university (Charlotte Yales, 2014).

There should be enough relaxation and tension relieving activities such as meditation, yoga, music therapy etc. in the work environment for women lecturers. Provisions for recreation facilities in the working environment of the college will be much helpful.

The study even suggests to provide rest rooms for ladies, private toilet facilities as well as suitable seating arrangements at the work place. Residential quarters can be provided to those women employees who travel from a long distance. There should be proper legal mechanism to ensure that the salary and additional workload to women lecturers are in accordance with the various statutes and governmental policies. The promotional opportunities can be based on academic advances in their subjects so that more experienced and more qualified teachers will be given an adequate reward for their service.

Job insecurity among women lecturers has to be addressed by proper legal measures to increase job satisfaction and participation of women lecturers. It is suggested that necessary amendments and uniform regulations have to be implemented for increment for the women lecturers in the private and government institutions.

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