

## Job Satisfaction of College Teachers in Relation to their Personal Variables

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### Abstract

This paper provides empirical evidence of the different level of job satisfaction among college teachers in relation to their personal variable i.e. sex, teaching experience, nature of job and marital status etc. The researcher has used 'Multi Stage Random Sampling Technique' for taking his sample and conducted a survey with the participation of 128 teachers from 16 UGC recognised aided and non-aided Graduate/Post- Graduate Colleges of 4 Districts situated in Bundelkhand Region pertaining to U.P., India. Further, he employed Job Satisfaction Scale (JSS) by Dr. Amar Singh & Dr. T.R. Sharma for measuring college teachers' job satisfaction and Four Way ANOVA for analysing the data. The teachers' job satisfaction is determined by two separate measures i.e. job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). The factors lying in the job itself and outside the job comprising nature of job, pay and other facilities, working conditions, relationship with co-workers, promotion opportunities, organisational climate, work itself and supervision etc. This study reveals that female teacher, were generally satisfied with their job; sex of the teachers affect significantly their level of job satisfaction, whereby the female teachers were generally more satisfied than male teachers. The college teachers having more teaching experience were more satisfied than that of their less experienced counter parts. In addition to permanent teachers were more satisfied in comparison to contractual ones and married college teachers showed comparatively more job satisfaction to unmarried college teachers. Further the sex, teaching experience, nature of job and marital status differences of college teachers significantly affects their job satisfaction.

**KEYWORDS:** Job Satisfaction, Aided and Non-Aided College, College Teacher, Teaching Experience, Nature of the Job.

Today, colleges and universities are facing major challenges of quality deterioration in the national phenomenon as they navigate the 21<sup>st</sup> century and make decisions that will not only impact higher education but will also contribute to our country's future competitiveness in the global marketplace (Dey, 2000). During the last sixty years after independence, higher education has expanded in India somewhat remarkably (John, 2007). The current scenario of a burst out of mushroom type higher education institutes without any concern to teachers' working hours, pay scale, job satisfaction and quality as well, resulting grossly deteriorated whole education system, warrants most urgent action regarding meeting the challenges posed by dissatisfied teachers. Educational opportunities and traditions that Indian higher education institutions have built up, since independence, have been able to produce graduates, capable only of pursuing limited careers (UNESCO, 1998). Something is missing in our educational system. We are producing merely degree holders but we are not producing skilled and competent human resource (Derek Bok, 2004). What are the root causes of this contradiction? In this task competent and committed teachers may play a major role in developing a multifaceted personality in the students to cope up with the rapid changes in the world at large.

New development in science and technology, media revolution and internationalization of education and the ever expanding competitive environment are

revolutionizing the educational scene (Neil and William, 2000). Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old traditional education system. There is growing evidence that current trends in employment conditions may be eroding levels of life satisfaction and directly damaging the physical and mental health of teachers. New working practices and rapid technological advances have changed the nature of teaching job. Teachers are regularly being required to work well beyond their contracted hours, often unwillingly, as organizations struggle to meet tight deadlines and targets. Work practices are becoming more automated and inflexible, leaving teachers with less and less control over their workload. Many higher education institutions are reducing their permanent workforce and converting to a culture of short term contracts or 'out-sourcing,' that is increasing the feelings of job insecurity among teachers. These trends have undoubtedly contributed considerably to the development of a 'workaholic' culture throughout the India—a climate which is impacting negatively on the levels of enjoyment and satisfaction that teachers gain from their teaching. As Fimian and Blenton (1987) indicated that issues such as litigation, liability, accountability, tenure, unions, along with increasingly diverse responsibilities and fast changing ideas have made teaching more stressful.

Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Teachers' satisfaction and motivation is very crucial to the long-term growth of any educational system around the world. Professional knowledge, skills and teaching competencies occur when one feels effective in one's behaviour or in other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering the challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job /teaching performance.

Over the last two decades, many studies have attempted to identify sources of teachers satisfaction and dissatisfaction of teachers at elementary and secondary schools (e.g., Farber, 1991; Friedman and Farber, 1992; Kyriacou, 1987; Kyriacou and Sutcliffe, 1979; Mykletun, 1984). The majority of these studies reveals that job dissatisfaction is principally contributed to by work overload, poor pay and perceptions of how teachers are viewed by society. Most importantly, though, teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997). Thus, research into teacher satisfaction is becoming more and more important given not only that a growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity (Tshannen-Moran et al., 1998).

In general, though, studies have found variations in the levels of job satisfaction of teachers and the factors like job design, work environment, feedback, recognition, participation in decision making are the potential factor for satisfying teachers in higher education (Rasheed, 2010), constructive association among promotion and job satisfaction (Bloch, 2009). In the same way, Sujata (2012) supports that academicians are more motivated and committed to perform a job and also more satisfied if promotion opportunities are available to them and Shamima Tasnim (2006), in her study found that one of the main purposes of job is to get the payment or salary and it is very natural that a handsome

salary will bring job satisfaction, job characteristics such as salary, promotional opportunity, task clarity and significance, and skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction (Ramkrishnaiah, 1997). Likewise, Blum and Naylor (2001) found that job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on job, prompt settlement of grievances, and fair treatment by employer and similar other items. Education Commission (1966), cautioned that dissatisfaction of individual, whatever may be the occupation in which he is engaged, results in professional stagnation and becomes harmful to the clientele.

Today, teaching profession is facing problems related to teachers' job satisfaction. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is suicidal if it occurs in the teaching profession. Herzberg (2007) has shown that more satisfied workers will tend to add more value to an organization. Unhappy employees, who are motivated by fear of job loss, will not give 100 percent of their effort for very long. Hoppock's (1935), seminal study of job satisfaction revealed that dissatisfaction with wages was the most important reason advanced for voluntary separation across a broad array of occupations. After reviewing the above related literature, the researcher found a few studies in the field of job satisfaction of college teachers in relation to their personal variables. Further, the researcher found that Most of the teachers are dissatisfied with their profession. If the claim is true that the college teachers are dissatisfied. It's essential to know what are the root causes of their dissatisfaction? In what aspects are they dissatisfied? Therefore, it is necessary to probe into this matter through a careful study. The questions that this study seeks to probe are as follows:

- Whether the sex of college teachers affect their job satisfaction?
- Whether the teaching experience of college teachers affect their job satisfaction?
- Whether the nature of the job of college teachers affect their job satisfaction?
- Whether the marital status of college teachers affect their job satisfaction?

In the light of above research questions, the researcher has formulated the following objectives:

- To study the level of job satisfaction among college teachers in relation to their personal variables e.g.

(a). Sex;

(b). Teaching Experience;

(c). Nature of Job;

(d). Marital Status;

#### **Operational Definition of the Technical Term Used :**

- **Job Satisfaction :**

Job satisfaction may be defined as the teachers' effective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching

and what one perceives it is offering to him. According to Filak & Sheldon (2003) job satisfaction is defined as simply how people feel about different aspects of their job. It is the extent to which people like (satisfaction) or dislike (dissatisfaction).

- **College Teachers :**

For the purpose of present study, college teachers refer to all the teachers teaching in UGC recognised aided and non-aided Graduate/Post- Graduate colleges situated in Bundelkhand Region, pertaining to U.P., India.

- **Nature of the Job :**

For the purpose of present study, nature of the job refers to the conditions of teaching e.g. permanent or temporary/contractual in UGC recognised aided and non-aided Graduate /Post- Graduate colleges, situated in Bundelkhand Region, pertaining to U.P., India.

- **Teaching Experience :**

For the purpose of present study, teaching experience refers to the period of teaching in UGC recognised aided and non-aided Graduate/Post- Graduate colleges situated in Bundelkhand Region, pertaining to U.P., India.

- **Marital Status :**

For the purpose of present study, marital status of college teachers refers to their status of being married or unmarried.

### **Hypotheses of the Study :**

For obtaining the above research objectives, the researcher has formulated the following null hypotheses:

H<sub>01</sub>. There is no significant difference between the level of job satisfaction among college teachers in relation to their personal variables.

H<sub>01.1</sub>. There is no significant difference between the mean scores of job satisfaction of male and female college teachers.

H<sub>01.2</sub>. There is no significant difference between the mean scores of job satisfaction of the college teachers having more teaching experience and the college teachers having less teaching experience.

H<sub>01.3</sub>. There is no significant difference between the mean scores of job satisfaction of permanent and temporary/contractual college teachers.

H<sub>01.4</sub>. There is no significant difference between the mean scores of job satisfaction of married and unmarried college teachers.

H<sub>01.5</sub>. Sex and teaching experience interact significantly for the job satisfaction of college teachers.

H<sub>01.6</sub>. Teaching experience and nature of job interact significantly for the job satisfaction of college teachers.

H01.7. Nature of job and marital status interact significantly for the job satisfaction of college teachers.

H01.8. Marital status and sex interact significantly for the job satisfaction of college teachers.

H01.9. Sex and nature of job interact significantly for the job satisfaction of college teachers.

H01.10. Teaching experience and marital status interact significantly for the job satisfaction of college teachers.

H01.11. Sex, teaching experience and nature of job interact significantly for the job satisfaction of college teachers.

H01.12. Teaching experience, nature of job and marital status interact significantly for the job satisfaction of college teachers.

H01.13. Nature of job, marital status and sex interact significantly for the job satisfaction of college teachers.

H01.14. Marital status, sex and teaching experience interact significantly for the job satisfaction of college teachers.

H01.15. Sex, teaching experience, nature of job and marital status interact significantly for the job satisfaction of college teachers.

#### **Method of the Study :**

Survey research method has been used in the present study.

#### **Population and Sampling :**

In the present study, all the teachers teaching in UGC recognised aided and non-aided Graduate / Post- Graduate colleges, situated in Bundelkhand Region, pertaining to U.P., India are included as population.

For the selection of college teachers as a sample, the researcher has used 'Multi Stage Random Sampling' in the following way :

- **Selection of Districts of Bundelkhand Region Pertaining to U.P., India :**

The researcher has selected 4 districts of Bundelkhand region pertaining to U.P. out of 7 districts through simple random sampling.

- **Selection of Aided and Non-Aided Colleges :**

The researcher has selected 16 aided and non-aided colleges from 4 districts of Bundelkhand region through stratified random sampling in the following way :

**Table –I : Selected Aided and Non-Aided Graduate/Post- Graduate Colleges of Bundelkhand Region Pertaining to U.P., India as Sample**

Type of college Name Of the District	Aided U.G./ P.G. College	Non-Aided U.G./ P.G. College	Total
Banda	2	2	4
Hamirpur	2	2	4
Oral (Jalaun)	2	2	4
Jhansi	2	2	4
Total	8	8	16

- **Selection of College Teachers :**

The researcher has selected 128 college teachers through ‘Stratified Random Sampling’ in which 4 male and 4 female teachers from each aided and non-aided Graduate/Post-Graduate college that were selected as a sample.

**Tools Used in The Study :**

In the present study, the researcher has used ‘Job Satisfaction Scale’ (JSS) standardized by Dr.Amar Singh (P.E.S., Govt. Mahendra College, Patiala) &Dr. T.R. Sharma(P.E.S. (Retd.), Former Dean & Professor, Panjabi University, Patiala) published in National Psychological Corporation, 4/20, KacheriGhat, Agara-282004, India.

**Statistical Analysis of the Data :**

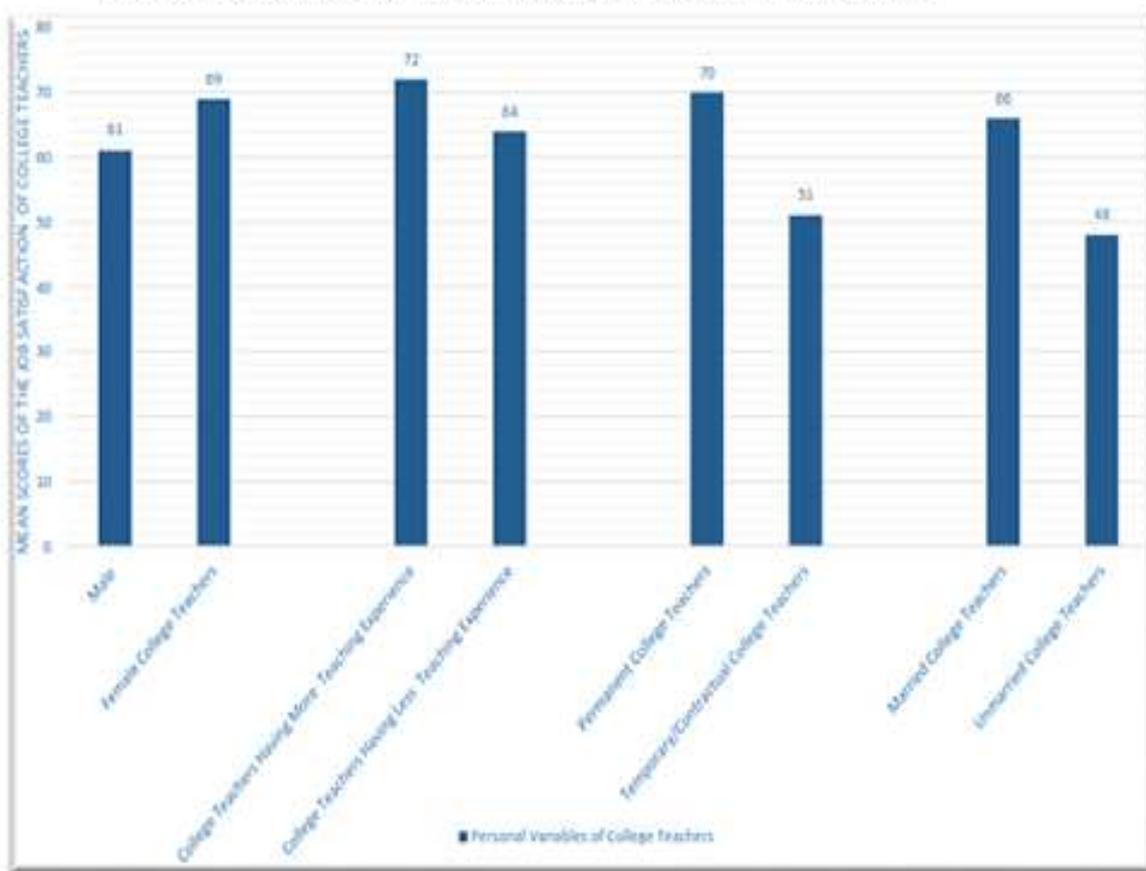
**Objective No. 1.** To study the level of job satisfaction among college teachers in relation to their personal variables:

- Sex;
- Teaching Experience;
- Nature of Job;
- Marital Status;

**Table – II : Mean Scores of the College Teachers' Job Satisfaction at Different Stages of Sex, Teaching Experience, Nature of Job and Marital Status.**

Personal Variables of College Teachers							
Sex		Teaching Experience		Nature of Job		Marital Status	
Male College Teachers	Female College Teachers	College Teachers Having More Teaching Experience	College Teachers Having Less Teaching Experience	Permanent College Teachers	Temporary/ Contractual College Teachers	Married College Teachers	Unmarried College Teachers
61	69	72	64	70	51	66	48

**Table – III : Graphical Representation of the Mean Scores of the College Teachers' Job Satisfaction at Different Stages of Sex, Teaching Experience, Nature of Job and Marital Status.**



**Table –IV : Summary Table of Four Way Analysis of Variance on College Teachers' Job Satisfaction Scores at Different Stages of Sex, Teaching Experience, Nature of The Job and Marital Status.**

Source	df	SS	MS	F	Level of Significance
<b>Main Effect</b>					
Factor A	1	4772442.82	4772442.82	9.47	0.1
Factor B	1	3762786.86	3762786.86	7.466	0.1
Factor C	1	5855366.22	5855366.22	11.62	0.1
Factor D	1	4982142.28	4982142.28	9.886	0.1
<b>Two Way Interaction Effect</b>					
A x B	1	5931267.212	5931267.212	11.769	0.1
B x C	1	3655636.65	3655636.65	7.253	0.1
C x D	1	6695536.43	6695536.43	13.286	0.1
D x A	1	3984708.245	3984708.245	7.906	0.1
A x C	1	4655756.72	4655756.72	9.238	0.1
B x D	1	4955136.54	4955136.54	9.832	0.1
<b>Three Way Interaction Effect</b>					
A x B x C	1	6592457.36	6592457.36	13.081	0.1
B x C x D	1	5655136.24	5655136.24	11.221	0.1
C x D x A	1	6942357.43	6942357.43	13.775	0.1
D x B x A	1	6762552.15	6762552.15	13.419	0.1
<b>Four Way Interaction Effect</b>					
A x B x C x D	1	8621128.215	8621128.215	17.106	0.1
Error	112	56442766.688	503953.274		
Total	127	140267178.06			

Table value of F-ratio at (df=1, 112) is  $F_{.05} = 3.92$  and  $F_{.01} = 6.84$

The summary table of four way Analysis of variance on the scores of college teachers' job satisfaction scores at different stages of sex, teaching experience, nature of the job and marital status. Show that:

The calculated value of  $F(df = 1,112) = 9.47 (P > .01)$  for the main effect of Factor A (Sex) for exceeds the critical value ( $F.01=6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that there is the level of job satisfaction of female college teachers is significantly different from that of male college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 7.466 (P > .01)$  for the main effect of Factor B (Teaching Experience) for exceeds the critical value ( $F.01= 6.84$ ) therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that 'there is the level of job satisfaction among the college teachers having more teaching experience is significantly different from that of the college teachers having less teaching experience' is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 11.62 (P > .01)$  for the main effect of Factor C (Nature of the Job) for exceeds the critical value ( $F.01= 6.84$ ) therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that there is the level of job satisfaction among permanent college teachers is significantly different from that of temporary/contractual college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 9.886 (P > .01)$  for the main effect of Factor D (Marital Status) for exceeds the critical value ( $F.01= 6.84$ ) therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that there is the level of job satisfaction among married college teachers is significantly different from that of unmarried college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 11.769 (P > .01)$  for the interaction effect of Factor A and Factor B for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is Sex and teaching experience interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 7.253 (P > .01)$  for the interaction effect of Factor B and Factor C for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is Teaching experience and nature of job interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 13.286 (P > .01)$  for the interaction effect of Factor C and Factor D for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is nature of job and marital status interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 7.906 (P > .01)$  for the interaction effect of Factor D and Factor A for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is marital status and sex interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F(df = 1,112) = 9.238 (P > .01)$  for the interaction effect of Factor A and Factor C for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is sex and nature

of the job interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 9.832 (P >.01)$  for the interaction effect of Factor B and Factor D for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is teaching experience and marital status interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 13.081 (P >.01)$  for the interaction effect of Factor A, Factor B and Factor C for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is Sex, teaching experience and nature of job interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 11.221 (P >.01)$  for the interaction effect of Factor B, Factor C and Factor D for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is teaching experience, nature of job and marital status interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 13.775 (P >.01)$  for the interaction effect of Factor C, Factor D and Factor A for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is nature of job, marital status and sex interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 13.419 (P >.01)$  for the interaction effect of Factor D, Factor A and Factor B for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is marital status, sex and teaching experience interact significantly for the job satisfaction of college teachers is accepted at .01 level.

The calculated value of  $F (df = 1,112) = 17.106 (P >.01)$  for the interaction effect of Factor A, Factor B, Factor C and Factor D for exceeds the critical value ( $F.01= 6.84$ ), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is Sex, teaching experience, nature of job and marital status interact significantly for the job satisfaction of college teachers is accepted at .01 level.

### **Finding and Its Interpretation :**

After analysing the above data, the findings are as follows :

1. After analysing the above data, it is found that the level of job satisfaction among female college teachers is comparatively higher than that of their male counterparts. The possible reasons may be that most of the females are engaged in their family life after their marriage. If they are not successful in getting a job suitable to them before their marriage, they have to face so many problems in continuing their further education and career development as well. Some of the women who have succeeded in getting a job suitable to them, they feel more economically secure and have the least dependency on the males. It's a general conception that teaching a job particularly in higher education is more suitable to women while the males aspire for jobs that are more prestigious in the common people. As, Parashar, Nikita (2010) found that most of the women aspire

peaceful job e. g. Teaching while the males aspire prestigious job e.g. civil services, engineering, medical, ranked posts in army and so many other administrative jobs. Similarly, many of the researches reveals that there were significant differences in the levels of job satisfaction between male and female teachers (Bishay, 2006). Further they say that female teachers were more satisfied with their job than male teachers.

2. The level of job satisfaction among experienced college teachers is comparatively higher than that of their less experienced counter parts. The possible reasons may be that most of the college teachers having more experience, have least opportunities in other service sectors. Therefore, they focus their whole attention on their job and in the professional development as well while the less experienced teachers have more opportunities in other service sectors. Therefore they are not concentrate on their job as well as in their professional development. Pandey, Dheeraj (2011) found that the level of professional development of the secondary teachers having more experience is comparatively higher than that of their less experienced counterpart. Similarly, it is argued that the higher the teachers' age, the higher the level of job satisfaction and the lower the teachers' age, the lower the job satisfaction level (Khatoun & Pandey, 2009).
3. The level of job satisfaction among permanent college teachers is comparatively higher than that of their contractual counter parts. The possible reasons may be that the permanent teachers have more job security, big amount of salary, high social prestige, less management pressure and no compulsion for involvement in the works other than teaching while the contractual college teachers have no job security, scanty salary, less social prestige, high management pressure and are exploited in great extent by college management in various aspects. Gazioglu and Tansel (2008) found that the level of burn out in contractual teachers is comparatively higher than that of permanent teachers. In the same way, job dissatisfaction as principally contributed to by work overload, poor pay and perceptions of how teachers are viewed by society. Most importantly, though, teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997). Further Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction.
4. The level of job satisfaction among married college teachers is comparatively higher than that of their unmarried counter parts. The possible reasons may be that most of the married teachers are older and having more experience in comparison to unmarried teachers. They are comparatively much satisfied with their life and also have more work centrality while the unmarried teachers are least satisfied with their life. They, aspire prestigious and high rank job and often feel social insecurity, less work centrality and their life is full of frustration, loneliness, and work strain. As Ahmed, Raheem and Jamal (2003) reported that married teachers are more satisfied with their jobs in comparison to their unmarried counterparts. Imran (2012) also supported the same thing.
5. Sex and teaching experience interact significantly for the job satisfaction of college teachers. It's obvious from the above discussion, that sex and teaching experience differences of college teachers significantly affects their job satisfaction.
6. Teaching experience and nature of job interact significantly for the job satisfaction of college teachers. As found after analysing the data, teaching experience and the nature of job differences of college teachers significantly affects their job satisfaction.
7. Nature of job and marital status interact significantly for the job satisfaction of college teachers. As found after analysing the data, nature of job and marital status differences of college teachers significantly affects their job satisfaction.

8. Marital status and sex interact significantly for the job satisfaction of college teachers. As found after analysing the data, marital status and sex differences of college teachers significantly affects their job satisfaction.
9. Sex and nature of the job interact significantly for the job satisfaction of college teachers. The above analysis of the data shows that sex and the nature of job differences of college teachers significantly affects their job satisfaction.
10. Teaching experience and marital status interact significantly for the job satisfaction of college teachers. As found after analysing the data, teaching experience and marital status differences of college teachers significantly affects their job satisfaction.
11. Sex, teaching experience and nature of job interact significantly for the job satisfaction of college teachers. Hence, it is evident that sex, teaching experience and the nature of job differences of college teachers significantly affects their job satisfaction.
12. Teaching experience, nature of job and marital status interact significantly for the job satisfaction of college teachers. Hence, it is evident that teaching experience, nature of job and marital status differences of college teachers significantly affects their job satisfaction.
13. Nature of job, marital status and sex interact significantly for the job satisfaction of college teachers. Hence, it is evident that nature of job, marital status and sex differences of college teachers significantly affects their job satisfaction.
14. Marital status, sex and teaching experience interact significantly for the job satisfaction of college teachers. Hence, it is evident that marital status, sex and teaching experience differences of college teachers significantly affects their job satisfaction.
15. Sex, teaching experience, nature of the job and marital status interact significantly for the job satisfaction of college teachers. Hence, it is evident that sex, teaching experience, nature of the job and marital status differences of college teachers significantly affects their job satisfaction.

### **Conclusion :**

In the development of well educated, trained and skilled human resource of any country/ society, education plays a major role particularly higher education. If the teachers of higher education institutions are not satisfied with their job, they couldn't contribute whole heartedly, in the production of well educated, trained and skilled human resource. Hence we may conclude that the level of job satisfaction among female, more experienced, permanent and married college teachers is comparatively higher than that of their counterparts male, less experienced, contractual/ temporary and unmarried college teachers. Further the sex, teaching experience, nature of job and marital status differences of college teachers combinedly affects their job satisfaction.

### **Educational Implication of the Study :**

1. The present study may be helpful in identifying the factors affecting job satisfaction.
2. The present study may be helpful in improving the teacher effectiveness and also in reducing teachers' burn out by implementing some corrective measures of increasing job satisfaction among teachers.
3. The present study may be helpful in producing well educated, trained and skilled human resource by providing them the competent, committed, enthusiastic and effective teachers.

4. The present study may be helpful in improving the organizational/institutional climate by implementing some corrective measures of increasing job satisfaction among teachers.
5. The present study may be helpful in improving total quality of the whole education system through conducive organizational/institutional climate.

#### **Suggestions for the Improvement Teachers' of Job Satisfaction:**

For improving the level of job satisfaction among teachers, the following steps may be helpful :

1. Teachers should be provided job security, excellent package of salary, sufficient opportunities for their promotion and less interference of management.
2. They should be profited with marriage schemes i.e. providing them the data of unmarried teachers for selection of their desired male/female spouses, incentives for inter-caste and inter-religious marriages and the facility of inter-state/university/institutional transfer of male/female teachers in the same institution etc.
3. They should be allowed to take admission in the regular higher degree/diploma/training courses in the same university and to take admission in open/part-time higher degree/diploma/training courses in other university/ institution.
4. They should be provided the facility of leave with payment for continuing their further education in other university/institution and for their career/professional development.
5. They should be allowed to take admission in two degree/diploma/training courses simultaneously in which one of them in the regular basis and the other one on the basis of open/part-time from the same university/institution or form any other university/institution during their leave period.
6. The central/state government and the higher administrative authority of the concerned university/institution should constitute a review committee for the facilities provided to their teachers at every five years.

#### **Suggestions for Further Researches :**

- The researcher may study the level of job satisfaction among primary/secondary teachers in relation to their personal variables.
- The researcher may study the level of job satisfaction among teachers in relation to their institutional environment.
- The researcher may study the level of job satisfaction among teachers in relation to their mental health, adjustment and job stress.
- The researcher may study the teaching and teacher effectiveness with reference to their job satisfaction.
- The researcher may study the teaching competency and professional commitment of teachers with reference to their job satisfaction.

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