

A Study Of Various Factors Associated With Job Satisfaction And Problems Of Women Lecturers – With Special Reference To Aided And Unaided Colleges Affiliated To Andhra University

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ABSTRACT

Job satisfaction is especially an important attitude for organization. Satisfaction is a function of the discrepancy between what individual want from their jobs and what they perceive, and obtain, taking into account equity or fairness. An attempt has been made in this paper to study various factors associated with job satisfaction and problems of women lecturers in aided and unaided colleges. The results showed that 87.6 per cent of aided and 84.2 per cent of unaided colleges' respondents want to continue the present job. A majority of 93.3 per cent of aided respondents is satisfied with the present job because they are getting UGC scales, whereas 66.5 per cent of unaided respondents are dissatisfied with the job. Inadequate salary and no perquisites are the major reasons for their children not to take-up teaching profession. Respondents are not tired between job and household duties. This shows a great change in the attitude of a modern husband and wife about household duties. Few respondents' children are attracted to some bad habits. It is suggested that the respondents should take utmost care to divert the children towards good habits by sparing more time with them. The above factors tested with chi-square test of significance.

Introduction

Job satisfaction is especially an important attitude for organization. Satisfaction is a function of the discrepancy between what individual want from their jobs and what they perceive, and obtain, taking into account equity or fairness. Factors such as challenging work, higher pay, promotional opportunities and relations with co-workers contribute to job satisfaction. It promotes physical and mental health reduces employee absence and turnover.

Performance can reduce either intrinsic or extrinsic rewards. Intrinsic rewards¹ satisfy employees for achievement competence and attainment of self actualization goals. Extrinsic rewards are given to employees by management such as pay; benefits, job security, praise and recognition come under this category.

Job satisfaction is a set of favourable or unfavourable feelings with which employees view their work². It expresses the amount of agreement between one's expectations of the job and the rewards that the job provides. Job satisfaction is part of life satisfaction³. The nature one's environment of the job does affect one's feelings on the job. Similarly, since a job is an important part of life, job satisfaction influences one's general life satisfaction⁴.

The assumption that high satisfaction leads to high employee performance, is not always correct. The satisfaction performance relationship is more complex than the simple path of "satisfaction leads to performance". As suggested by Herzberg's motivation maintenance model, satisfaction typically is not a strong motivator. The more accurate relationship is that high performance leads to high job satisfaction, which then becomes feedback to influence future performance.

Review of literature

Job satisfaction

Many researchers studied job satisfaction from different aspects and through different variables.

Goyal (1981)⁵ reported that teacher educators of India irrespective of their sex, experience and qualification have similar degree of job satisfaction and attitude of teacher educators are significantly related with their job satisfaction.

Muthaiah (1981)⁶ has drawn the relationship between job satisfaction of college teachers and age, experience and sex differences. He concluded that men teachers are more dissatisfied than women teachers in job aspect,

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personal aspect and inter personal aspects of job satisfaction. Age has no relationship with degree of dissatisfaction and experience does not result in dissatisfaction. Reddy and Ramakrishnaiah (1981)⁷ found that private college teachers have better job satisfaction than the government college teachers.

Dr. Sudesh Gakhar and Dr. Balwinder Kaur (1985)⁸ investigated on personal and professional correlates of job satisfaction of home science teachers with 245 sample in five states. They found that there exists positive and significant correlation between age and profession, security, institution, workload and family life.

Bhatt (1987)⁹ studied personality determinants of job satisfaction of college teachers in the Saurashtra region of Gujarat state. The study identified from the views of the college teachers, a number of reasons for low job satisfaction, viz., less chance of promotion, lack of recognition and rewards from an authority, lack of fringe benefits as in other professions, personality disorders, emotional excitability, less social status in the society, male students' rough behaviour, less advancement in the job, feelings of less utilization of teaching efficiency, lack of academic environment, less voice in syllabus committee, unhealthy environment of the common room, unusual delay in pay revision, etc.

Irring, Marilyan Marie (1987)¹⁰ reveals that there is no significant difference between job satisfaction of professors working in large and small universities, but they differ about salaries and facilities.

Wright C. Christina (1988)¹¹ found that those working outside schools are more satisfied by their general work and opportunities of promotion. And women are more satisfied than men but less satisfied than men when pay is concerned.

P. Chimanihire, E. Mutandwa, C. T. Gadzirayi, N. Muzondo and B. Mutandwa (2007)¹² the broad objective of this study was to determine factors affecting job satisfaction among academic professionals in tertiary institutions of Zimbabwe against the backdrop of high brain drain in the sector. The results of the study showed that a greater proportion of the academic staff was not satisfied with their jobs. Reasons for dissatisfaction include high volume of work, inadequate salaries, allowances, loans to facilities purchase of housing stands and cars. There is need to craft a responsive incentive package that addresses the concerns of academic staff on issues related to job satisfaction and thus stave off international migration to other countries.

Problems

According to (Mira Savera, 1986)¹³ working women have a lot of problems like tedious and monotonous work, poor work environment and harassment. However, working women are constantly comparing their experiences at work with their experiences with in the home.

Manjula Rathaur (1990)¹⁴ collected opinions from teachers and stated that the respondents did not have any experience of sexual harassment or discrimination.

Amartya Sen (2001)¹⁵ feels that work on gender inequality is of seminal importance. He has worked on problems of discrimination against women in the development process, on survivorship differentials between men and women under conditions of social discrimination against women, and on women's agency in the process of social development. There are seven types of inequality such as 1. Mortality inequality 2. Natality inequality 3. Basic facility inequality 4. Special opportunity inequality 5. Professional inequality 6. Ownership inequality and 7. Household inequality.

Objective

The main objective of the study is to understand job satisfaction of women lecturers and to study the level of problems and coping strategies adopted by women lecturers.

Hypothesis

Considering the nature of the study the author has laid down the following statement of hypothesis to start with research inquiry. Job satisfaction, problems and type of college are independent of each other.

Methodology

The study is based on the primary data. The study entailed a good deal of preparation and planning in order to secure the necessary update data and information. Considerable time has been invested to identify the

respondents and to establish personal contact with them. The field work for the study was staggered over two months. The primary data for the study are collected by using a questionnaire for women lecturers. The aspects include job satisfaction, satisfaction with the working conditions and problems etc.

The secondary data was drawn from research reports, published books, journals, bulletins and internet.

Sample

The present study was confined to the women lecturers working in aided and unaided colleges affiliated to Andhra University. In total 320 sample women lecturers, out of which 105 aided lecturers and 215 unaided lecturers have been chosen on purposive and random sampling methods. The statistical methods adopted for the present study are as follows:

- The data has been processed with percentages and weighted means.
- Chi-square test has been applied to test the hypothesis.

Analysis and Interpretation of the data

The results of the study are presented in two sections (A) Job satisfaction, (B) Problems.

(A) Job Satisfaction

1. Opinion on continue the present job

The data relating to interest of the respondents to continue in the present job is presented in table no.1. It is significant to note that majority of the respondents want to continue the present job with 87.6 per cent in aided colleges and 84.2 per cent in unaided colleges. It may be concluded that about 85 per cent of total respondents are satisfied to the present job and want to continue the job. Reasons might be that suitable qualification, leisure job, adequate salary, job security, good timings etc.

The calculated chi-square value 0.415 is less than the tabulated value 5.024 the hypothesis is accepted for the table, there is no relation between the variables.

2. Opinion on job satisfaction

A majority of 93.3 per cent of aided respondents is satisfied with the present job because they are getting UGC pay and timings are convenient to them, whereas 66.5 per cent of unaided respondents are dissatisfied with the job. In the informal discussion with unaided respondents revealed that inadequate salary, no fringe benefits, little freedom in work, away from place of stay are the reasons leading to job dissatisfaction. Yet they are continuing the job because of lack of other opportunities. (Table no.2)

3. Job interest or monotonous

The respondent's opinion on job interest or monotonous is discussed in table no.3, the respondents' opinion on job very interesting with 45.7 per cent in aided colleges and interesting with 64.2 per cent in unaided colleges, which is majority level. Nearly an equal percentage of respondents with 5.6 per cent in both the colleges feel monotonous.

Job satisfaction lead to interest in doing job and it is proved in the study that is 85.3 per cent respondents are satisfied and 86.3 per cent showed interest in doing the job.

The calculated chi-square value 20.241 is greater than the tabulated value 9.348 means there is highly significant relation between the variables.

4. Opinion on their children to take up teaching job

Respondent's opinion on their children to take up the teaching profession with 60 per cent in aided colleges and 58.6 per cent in unaided colleges.

For the table no.4 the calculated chi-square value 0.57 is less than the table value 5.024 the hypothesis is accepted there is no relation between variables and they are independent.

5. Reasons for not taking teaching job by their children

Table no.5 portrays those respondents' reasons for not taking teaching job by their children. From the eligible sample majority of the respondents opined that

inadequate salary with 13.3 per cent in aided colleges and 10.7 per cent in unaided colleges is the main reason for not taking teaching job by their children. It may be concluded that inadequate salary and no perquisites are the major reasons for their children not to take-up teaching profession.

The calculated chi-square value 3.509 is less than the table value 11.143 which means the hypothesis is accepted. There is no relation between the variables.

6. Satisfaction on the working conditions

Conducive and congenial physical work environment in colleges is very essential for the effective performance on the part of lecturers. Spacious and well furnished staff rooms, properly equipped classrooms, good library and laboratory facilities will help the lecturers to deliver good lectures. Teaching is mostly a mental exercise and it can be effectively carried on only when good physical conditions and amenities are provided in colleges.

Respondent's satisfaction on the working conditions with 85.7 per cent in aided colleges and 78.6 per cent in unaided colleges. It shows that majority of the respondents in both aided and unaided colleges are satisfied with working conditions it is more in aided colleges. It may be concluded that good working conditions lead to high job satisfaction.

For the table no.6 the calculated chi-square value 2.311 is less than the table value 5.024 hence, the hypothesis is accepted, there is no relation between the variables.

(B) PROBLEMS

7. Opinion fatigue in managing household affairs and job

The household management is primarily her duty, to be discharged in consultation with her husband. The working women may be conflicted between household duties and lecturer job, in view of this the author made an attempt on women fatigue due to their job create difficulties in managing their household affairs is shown in table no.7.

Nearly an equal per cent of the respondents in both aided and unaided colleges' respondents opined with 34 per cent that on fatigue in managing household affairs occasionally. Respondent's opinion on the option almost always on fatigue in managing household affairs is 11.4 per cent in aided and 9.3 per cent in unaided colleges. Never fatigue in managing household affairs and job with 8.6 per cent in aided colleges and 12.1 per cent in unaided colleges.

From the above analysis it may be concluded that respondents are not tired between job and household duties. This shows a great change in the attitudes of a modern husband and wife about household duties.

The calculated chi-square value 1.199 is less than the table value 11.143 the hypothesis is accepted there is no relation between the variables.

8. Traditional division of labour

The traditional division of labour within the home has broken down due their employment, and this has created problems in the family. Thus, an attempt was made on this issue and presented in table no.8.

Majority of the respondents were partially agreed with 41.9 per cent in aided colleges and 35.3 per cent in unaided colleges, agreed with 25.7 per cent in aided colleges and 34 per cent in unaided colleges. The respondents disagree and strongly disagree with 27.6 per cent in aided colleges and 22.3 per cent in unaided colleges.

The calculated chi-square value 6.064 is less than the table value 11.143 hence, the hypothesis is accepted, there is no relation between the variables.

9. Opinion on children character in absence of respondent

In India, whether they are employed or not, most women bare the primary responsibility for childcare. It is a moral responsibility, which few women relinquish without guilt. Respondent's opinion on their children picking up any bad habit is described in table no.9. Respondents think that their children are not picking up any bad habits owing to their absence at home with 49.5 per cent in aided colleges and 56.3 per cent in unaided colleges, which is in majority level.

It may be concluded that few respondent's children are attracted to some bad habits. It is suggested that the respondents should take utmost care to divert the children towards good habits by sparing more time with them.

The calculated chi-square value 7.896 is greater than the table value 7.378. Hence, the hypothesis is rejected, there is significant relation between the variables.

Findings and suggestions

A significant majority of the respondents want to continue the present job with 87.6 per cent in aided and 84.2 per cent in unaided colleges. Reasons might be that suitable qualification, leisure job, adequate salary, job security, good timings etc, about 93.3 per cent of aided college respondents and 33.5 per cent of unaided college respondents possessing job satisfaction, whereas 66.5 per cent of unaided respondents are dissatisfied of job because of inadequate salary. It is suggested that the management should increase their salary to some extent. Job satisfaction leads to interest in doing job and it are proved in the study that is 85.3 per cent respondents are satisfied and 86.3 per cent showed interest in doing the job. Inadequate salary and no perquisites are the major reasons for their children not to take-up teaching profession. A majority of 85.7 per cent aided and 78.6 per cent unaided colleges' respondents are satisfied with the working conditions. It may be concluded that good working conditions leads to high job satisfaction. Respondents are not tired between job and household duties. This shows a great change in the attitude of a modern husband and wife about household duties. Few respondents' children are attracted to some bad habits. It is suggested that the respondents should take utmost care to divert the children towards good habits by sparing more time with them.

List of Tables:

Table no. 1. Respondents opinion on continue the present job Vs type of college

	Aided	Unaided	Total
Yes	92 87.6%	181 84.2%	273 85.3%
No	13 12.4%	34 15.8%	47 14.7%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.664(b)	1	.415
Linear-by-Linear Association	.661	1	.416
N of Valid Cases	320		

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.42. (Table value=5.024)

Table no. 2. Respondents opinion on job satisfaction Vs type of college

	Aided	Unaided	Total
Yes	98 93.3%	72 33.5%	170 53.1%
No	7 6.7%	143 66.5%	150 46.9%
Total	105 100%	215 100%	320 100%

Table no. 3. Respondents' opinion on job interest or monotonous Vs type of college

	Aided	Unaided	Total
Q5.3 0			
Very interesting	48 45.7%	48 22.3%	96 30.0%
Interesting	42 40.0%	138 64.2%	180 56.3%
Neither interesting no monotonous	9 8.6%	17 7.9%	26 8.1%
Monotonous	6 5.7%	12 5.6%	18 5.6%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.241(a)	3	.000
Likelihood Ratio	19.901	3	.000
Linear-by-Linear Association	5.962	1	.015
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.91. (Table value=9.348)

Table no. 4 Respondents' opinion on their children to take up teaching job Vs type of college

	Aided	Unaided	Total
q5.31 Yes	63 60.0%	126 58.6%	189 59.1%
No	42 40.0%	89 41.4%	131 40.9%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.057(a)	1	.812
Likelihood Ratio	.057	1	.811
Linear-by-Linear Association	.057	1	.812
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 42.98. (Table value=5.024)

Table no. 5. Reasons for not taking teaching job by their children Vs type of college

	Aided	Unaided	Total
Not applicable	63 60.0%	126 58.6%	189 59.1%
Most unsecured job	9 8.6%	11 5.1%	20 6.3%
Inadequate salary	14 13.3%	23 10.7%	37 11.6%
Requires talents and communicative skills	6 5.7%	17 7.9%	23 7.2%
No perquisites like officials etc.	13 12.4%	38 17.7%	51 15.9%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.507(a)	4	.477
Likelihood Ratio	3.507	4	.477
Linear-by-Linear Association	1.058	1	.304
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.56. (Table value=11.143)

Table no.6. Respondents' satisfaction on the working conditions Vs type of college

	Aided	Unaided	Total
Yes	90	169	259
	85.7%	78.6%	80.9%
No	15	46	61
	14.3%	21.4%	19.1%
Total	105	215	320
	100.0%	100.0%	100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.311(a)	1	.128
Likelihood Ratio	2.404	1	.121
Linear-by-Linear Association	2.304	1	.129
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.02. (Table value = 5.024)

Table no.7 Respondents' opinion on fatigue in managing household affairs and job Vs type of college

	Aided	Unaided	Total
q5.35 Almost always	12 11.4%	20 9.3%	32 10.0%
Frequently	29 27.6%	56 26.0%	85 26.6%
Occasionally	36 34.3%	75 34.9%	111 34.7%
Rarely	19 18.1%	38 17.7%	57 17.8%
Never	9 8.6%	26 12.1%	35 10.9%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.199(a)	4	.878
Likelihood Ratio	1.226	4	.874
Linear-by-Linear Association	.854	1	.356
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.50. (Table value = 11.143)

Table no. 8. Respondent's opinion on traditional division of labour Vs type of college

	Aided	Unaided	Total
Q5.36 Strongly agree	5 4.8%	18 8.4%	23 7.2%
Agree	27 25.7%	73 34.0%	100 31.3%
Partially agree	44 41.9%	76 35.3%	120 37.5%
Disagree	20 19.0%	39 18.1%	59 18.4%
Strongly disagree	9 8.6%	9 4.2%	18 5.6%
Total	105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.064(a)	4	.194
Likelihood Ratio	6.049	4	.196
Linear-by-Linear Association	4.517	1	.034
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.91. (Table value = 11.143)

Table no. 9. Respondents' opinion on their children is picking up any bad habit owing their absence Vs type of college

		Aided	Unaided	Total
q5.37	Missing	35 33.3%	79 36.7%	114 35.6%
	Yes	18 17.1%	15 7.0%	33 10.3%
	No	52 49.5%	121 56.3%	173 54.1%
Total		105 100.0%	215 100.0%	320 100.0%

Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.896(a)	2	.019
Likelihood Ratio	7.410	2	.025
Linear-by-Linear Association	.091	1	.763
N of Valid Cases	320		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.83. (Table value=7.37)

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