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A STUDY OF JOB SATISFACTION OF ENGINEERING COLLEGE TEACHERS OF ASSAM

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Abstract:

Development of a country depends on the education of its people. It is this education with which the population can be transformed into human resources. Human resource development is now accepted as a major factor that explains the differential performance in economic and social spheres of the country. Technical Education plays a vital role in human resource development of the country by creating skilled manpower. The Engineering College teachers play a vital role in this respect. Therefore their job satisfaction, along with high quality of output is necessary for these educational institutions. So it was felt that the present study would be proper to carry out a survey on job-satisfaction of Engineering College teachers of Assam

KEYWORDS:

Job Satisfaction, Engineering College Teacher, Technical Faculty and Non-Technical Faculty.

INTRODUCTION :

The term 'Job satisfaction' refers to the perceived feelings of an employee towards his job. It is a psychological feeling and has both rational and emotional elements. The job satisfaction, being a global aspect is affected by a large array of variables such as salary, promotion, age, experience, primary and secondary needs, opportunities for advancement, congenial working conditions, competent and fair supervision, degree of participation in goal setting, and perception of the employees. According to Good's 'Dictionary of Education' (1973) job satisfaction means-'a quality, level or state of satisfaction which is the result of various interests, attitude of person towards his job'

The teacher is the most important and effective factor in any educational system. In this regard the role of engineering college teachers are very important. The teachers of engineering colleges are those persons who are actively related to the activity of giving knowledge and principles related to the professional practice of engineering. They help the students in acquiring the initial education for becoming an engineer. Therefore, a teacher should have high academic and professional attainments and should be allowed to work peacefully. The effectiveness of any educational system depends upon the job satisfaction of the teacher. The job satisfaction of an engineering college teacher is very necessary for progress of the higher education system and to make them effective.

Present study tried to study the job satisfaction of engineering college teachers of Assam on the basis of their age groups and faculties.

REVIEW OF RELATED LITERATURE

Gupta, S.P. (1980) conducted a study on “A Study of Job Satisfaction at Three Levels of Teachers”.
Srivastava, S.K. (1983) conducted a study on, “Job Satisfaction and Organizational Climate among University Teachers”.
Amar Singh (1985) Correlated “Job Satisfaction among Different Professionals”.
Beegam, I. (1994) made a study on, “An Analytical Study of Factors Related to Job Satisfaction among College Teachers”.
Abraham, A. (1994) conducted a study on “Job Satisfaction and Teacher Effectiveness: A Study on College Teachers”.
Choudhury, M (2002) conducted a study on "Job Satisfaction among College Teachers under Gauhati University".

NEED AND JUSTIFICATION OF THE STUDY

The present study has been justified on the ground that no such exploratory work has been done giving emphasis on job-satisfaction of teachers working in Engineering Colleges of Assam

STATEMENT OF THE PROBLEM

In the view of the justification of the present study entitled as “A study of Job Satisfaction of Engineering College Teachers of Assam”.

OBJECTIVES OF THE STUDY

1. To investigate the job satisfaction of Engineering College teachers on the basis of their age groups.
2. To examine the differences in job satisfaction between technical and non-technical faculty members of Engineering Colleges.

HYPOTHESES

1. There is no significant difference in job satisfaction of Engineering College teachers on the basis of their age groups.
2. There is no significant difference in job satisfaction between technical and non- technical faculty members of Engineering Colleges.

RESEARCH DESIGN

Methods used

Present study falls under 'Descriptive survey method'.

Population and Sample

By using stratified random sampling method the researcher selected 248 sample teachers from 4 Government (both under State Government and Central Government) Engineering Colleges/Institutions of Assam, namely: Assam Engineering College, Guwahati; Jorhat Engineering College, Jorhat ; National Institute of Technology , Silchar and Indian Institute of Technology, Guwahati.

Tools Used

In the study data collection has been facilitated with the help of the following tools-

1. Teacher's Job Satisfaction Scale (TJSS)' prepared by Y.Mudgil (Rohtak), I.S.Muhar (Rohtak), and P.Bhatia (Rohtak), 1991.
2. Structural Interview Schedule prepared by the investigator.

Statistical techniques used

For the quantitative analysis of the data the following statistical techniques were applied

1. Table
2. Mean
3. Standard Deviation
4. 't' – test
5. ANOVA

DELIMITATION OF THE STUDY

1. The study is confined to 4 Government Engineering Colleges/ Institutions of Assam.
2. The present study is primarily concerned with the job satisfaction of teachers in Government Engineering Colleges (degree) of Assam and not with the teachers working in private Engineering Colleges/ Institutes (degree and diploma) of Assam.
3. The study is also not concerned with the teachers working as contractual basis in these Engineering Colleges.

ANALYSIS AND INTERPRETATION OF DATA

Objective no1: To investigate the job satisfaction of Engineering College teachers on the basis of their age groups.

To study the job satisfaction of teachers in relation to their age, teachers of different institutions are grouped into three categories on the basis of their age level :- Higher Age Group (HAG), Middle Age Group (MAG) and Low Age Group (LAG).

Higher Age Group (HAG) = Above 50 (1 Standard Deviation above mean, i.e. $42+8$)

Middle Age Group (MAG) = between 34 and 50 (between 1-Standard Deviation below and above mean)

Lower Age Group (LAG) = Below 34 (1 Standard Deviation below mean, i.e. $42-8$)

Table-1
Mean and Standard Deviation of Job Satisfaction Scores of
Engineering college teachers in terms of
Age Group

Age Group	Number	Mean	Standard Deviation
HAG	21	238.14	20.893
MAG	172	223.87	29.860
LAG	55	225.75	29.927

ANOVA test is applied to test the significance of mean differences of job satisfaction scores for different age groups of the sample teachers.

Table-2

ANOVA Table						
Significance of Mean differences of Job Satisfaction Scores of different Teachers in relation to their Age						
Job Satisfaction Score & Age	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	3815.802	2	1907.901	2.231	.110
	(Combined)					(N.S)
	Within Groups	209558.194	245	855.340		
	Total	213373.996	247			
N. S = Non Significant						

After having a glance at the table-2 it can be inferred that there is no significant difference of job satisfaction of the teachers on the basis of their age groups.

Objective no 2: To examine the difference in job satisfaction between technical and non-technical faculty members of Engineering Colleges of Assam.

In the present study, the collected sample teachers of four Engineering Colleges/Institutions were divided into two categories- Technical (T) category and Non-Technical (NT) category.

Table-3
Mean and Standard Deviation of Job Satisfaction scores of the Technical (T) and Non technical (NT) faculties of the Sampled Engineering Colleges

Job satisfaction score in terms of category	Category	N	Mean	Standard Deviation
	Technical	170	225.38	27.485
	Non-technical	78	225.76	33.361

To test the significance of the mean differences of the technical and non-technical faculties of Engineering Colleges / Institutions, 't'-test was applied.

Table-4
'T-test, Mean Job Satisfaction Scores of teachers of
Different Engineering Colleges in terms of Categories/Faculties
(Technical and Non-technical)

Job Satisfaction Scores & Faculty		t	df	Sig.
	Equal variances assumed	.094	246	.925(N.S.)
	Equal variances not assumed	.088	126.824	.930(N.S.)

N.S. = Not Significant.

From the Table-4, it is seen that there is no significant differences between the technical and non-technical faculty members of the Engineering Colleges/Institutions of Assam.

FINDINGS OF THE STUDY

- Mean job satisfaction score of teachers is higher in high age group followed by lower age group and last the middle age group.
- ANOVA test shows that age of the teachers of Engineering Colleges has no significant difference with the perception of their job satisfaction. This finding goes in line with that of Panda, B.N. Pradhan, Nityananda and Senapath H.K.(1996) which reported that there was no significant difference among the teachers in their job satisfaction on the basis of their age groups.
- There is no significant difference among the teachers of technical and non-technical faculty members on the basis of their teaching departments.
- It is seen from the analysis that both the teachers of technical and non-technical faculties, of the four institutions have same level of job satisfaction.

SUGGESTIONS

1. Necessary efforts from concerned management committees are required to introduce new schemes and modifications of the existing policy in security of job, service rule, regular salary and retirement benefit of Engineering College teachers.
- 2.Arrangement to be made at institution level for job enrichment, job variation among the Engineering College teachers in academic and related activities to break the monotony of work and to brig new innovations.
3. Management system of the Engineering Colleges should be reformed in such a way that, the teachers can take part in the process of decision making on the matters related to the interest of the institution.
4. Job satisfaction of Engineering Colleges' teachers is the most important for the growth and development of their institutions. In this case all the groups are reasonably satisfied with their job but they differ in terms of levels of satisfaction. It is suggested that the administration take suitable measures to increase the level of job satisfaction of teachers.
5. Working facilities and workload of teachers should be as per the international norms.

CONCLUSION

In the present study it is established that the job satisfaction is higher in case of higher age group teachers. It is seen from the study that with the increase in age of the teachers, their salary and other facilities also increase. It is observed that the lower age group and middle age group teachers are less satisfied with the salary grade, as their income is not sufficient to maintain their family at their desired level of standard.

Level of job satisfaction differs significantly among the teachers working in the four institutions. It has been seen that Job satisfaction in terms of faculty there is no significant differences. The work load, A.I.C.T.E. guidelines, UGC pay scale and other conditions are same for both the faculties. There are a number of parameters related to the job satisfaction of Engineering College teachers, which need further research studies.

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