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A study of Job Satisfaction of Teachers working in Self- Finance Colleges of Education in Context of Gender, Age and Proactive Personality

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Keywords *Job Satisfaction, Teacher Educators, Self-Financed Colleges, Proactive Personality etc.*

Abstract

This study was designed to identify the Gender, age and proactive personality role in job satisfaction of teacher educators working in self finance College of Education Haryana state. Total 546 (268 male and 278 female) teacher educators were selected from self- financed education colleges. The data were collected by using a descriptive survey method from the randomly selected 63 colleges of education all over Haryana. Job satisfaction was identified using Minnesota Satisfaction Questionnaire (short form) and proactive personality was measured by using Proactive Personality Scale (short form). The tabulated data was analysed and interpreted through the use of Statistical Techniques like mean, SD, 't' test and 'F' ratio. The study affirms the distinction of job satisfaction of male and female teacher educators, age groups (high age, average age and low age) which do not differ significantly. In this study, job satisfaction of higher proactive personality teacher educators was found to be higher than their counterpart with regard to the low proactive personality teacher educators in Colleges of Education.

Introduction

The higher educational institutions affect directly or indirectly the development of the society through teaching, research and services. If the workforce in these institutions is satisfied with their jobs, their excellent performance can be elicited out of them. It is needless to mention that teachers play a vital role in increasing the efficiency of Educational Institutions and the developing skilled human resources. They also play the role of catalyst for promoting economic growth and development. Job satisfaction is considered an important aspect for the faculty members as dissatisfaction affects the teaching process and also influences other roles played by the faculty (Swaminathan and Jawahar; 2011).

If you think of doing something new and good which no one has done till now, then you can do that too. For this, you have to be proactive. As a narrowly defined personality trait, proactive personality describes a behavioural tendency to identify opportunities to change things at work and to act on those impulses (Crant; 2000). Compared to more passive workers, proactive employees are more likely to actively shape and manipulate the environment in order to accomplish their goals.

Job Satisfaction

Job Satisfaction is related to the degree to which people like their jobs (Spector, 1997). It is defined as the level of contentment employees feel with their job. A workplace where employees have enough free time to read a book, catch up on the news, have a pleasant meal, for example - and where such behaviors are not considered slacking off - will better enable job satisfaction. The researcher found that most of the job satisfaction research had been concerned with persons working in business and industry. Studies which have investigated the job satisfaction of educators focused upon teachers at the high school levels and persons teaching at community colleges, technical institutes and junior colleges. Few studies have attempted to discover variables which may be related to the job satisfaction of persons who hold advanced degrees in education and teach other teachers how to teach, i.e., teacher educators. Job satisfaction and proactive personality is widely studied in management, which are the precursors of employees' performance. These factors are even more important to study in the academic institutions, especially in self-financed colleges, which are the source of human resources and role is responsible for

educating the intellect of a nation. A teacher educator is the central element in the teacher education system. The overall performance of self financed colleges in education ultimately depends upon their teachers.

Proactive Personality

It refers to a tendency to identify opportunities to change things as work and to act on those impulses. Proactive peoples are more likely to actively shape and manipulate the environment in order to accomplish their goals. They prefer not to passively wait for information and opportunities to come to them. Rather their initiative leads to a number of cognitions and behaviours such as identifying new ideas for improving work processes, updating their skills and seeking to better understand company politics.

Proactive Personality is an independent variable being examined in the study and found to have an impact on job satisfaction. Proactive behaviour is defined as taking initiative to improve current circumstances and create new ones, challenging the status quo rather than passively adapting to present conditions (Crant& Bateman, 2000).

Rationale of the study

Job satisfaction is one of the most widely discussed topics in organisation behaviour and human resource management. It portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experience at work. Locke has defined it as a pleasurable emotional state resulting from the appraisal of one's job experience. Employee satisfaction is essential for the success of any business or organisation. A high rate of employee contentment is directly related to lower turnover rate.

Thus, keeping employees satisfied with their success should be a major priority for every employer. While this is a well known fact in management practices, economic downturns like the current one seem to cause employers to ignore it. There are countless factors which influence teachers. But, in the current study, the investigator has made efforts to study the job satisfaction of the teacher educators working in educational colleges. The above discussion directs the researcher to state the research problem as 'A study of of Job Satisfaction of Teachers working in Self- Finance Colleges of Education in Context of Gender, Age and Proactive Personality'

Objectives

- i) To study the impact of gender on job satisfaction of teachers working in self-financed colleges of education.
- ii) To investigate the impact of age on job satisfaction of teachers working in self- financed colleges of education.
- iii) To study the impact of personality on job satisfaction of teachers working in self-financed colleges of education.

Hypotheses

- i) There will be a significant difference in job satisfaction of male and female teachers working in self-financed colleges of education.
- ii) There will be a significant difference in job satisfaction of teachers of self-financed colleges of education belonging to different age groups (high, average and low).
- iii) There will be a significant difference in job satisfaction of teachers of self-financed colleges of education having high and low levels of proactive personality.

Review of Related Literature

Basu (2009) studied the impact of gender and marital status on job satisfaction of secondary school teachers. The results exhibited that gender had a significant impact on job satisfaction of teachers. Female teachers scored higher job satisfaction mean scores as compared to male teachers.

Kume (2020) Investigated job satisfaction of lower secondary school teachers in relation to certain demographic variables. A sample of 198 teachers was drawn randomly from this purpose. The findings indicated that female teachers were found to be more satisfied with their jobs than their counterpart's male teachers.

Sakriu and Samah (2017) determined the relationship between demographic variables (age, sex, and educational qualifications) and academicians job satisfaction in Nigerian public universities. The outcomes of the study uncovered that there is no significant difference between the age group of lecturers and their job satisfaction. It was found that the lecturers between the age benches 36-40 years are the most age group found in the

universities which demonstrates the more youth are being utilized in the educational settings in Nigeria.

Onderet. al. (2019) while studying the relationship between teachers' organizational commitment, job satisfaction and whistle blowing, found that age groups did not show any significant difference in regard to job satisfaction of teachers.

Wawoe (2010) in a study which was conducted on samples of Netherland and India, found that in both cases proactive personality had positive and significant correlatives (.28 and .25 respectively). In this study, the work satisfaction measure of judges, Bono and Loake (2000) was used (4 items out of 5). In addition, other measures used are proactive personality, autonomy measure, organizational citizenship behaviour measure and Journal Intention Measure.

Spina (2013) conducted a study on the effects of proactive personality on the levels of job satisfaction and burnout for licensed mental health counselors. The actual sample comprised 207 counselors from whom complete questionnaires were received. Proactive Personality scale (Shortened version) Maslach Burnout Inventory (Abbreviated Version), and Minnesota Satisfaction Questionnaire (short-form) was used for data collection.

The results of the study indicated that correlation between proactive personality and job satisfaction was positive and significant. Further, the percentage of the variability of proactive personality accounted for in relation to the self-reported levels of job satisfaction. The total percentage of variance in job satisfaction that can be explained by proactive personality was 12.6%.

Methodology

Method

The method chosen in the current study was a descriptive survey method.

Population

All the teacher educators who taught in self-financed colleges of Education Haryana, selected as population in the current study.

Sampling

In the current study 546 teacher educators are selected by random sampling method as the sample of the study. Initially, investigator go for 63 self financed colleges of education Haryana state and 268 male and 278 female have been selected as a sample

Tools

20 item Hindi version general satisfaction scale developed by Lester and Bishop (2000) With five point Likert scale was employed to assess the job satisfaction of teachers of self financed College of Education.Proactive personality scale (short form) by Batsman and Crants (1993). The Hindi version was used for assessment of the proactive personality of teachers.

Statistical Techniques

In this study mean, SD., 't' test and 'F' ratio have been used for data analysis.

Analysis and Interpretation of Data

Hypothesis 1. There will be a significant difference in job satisfaction of male and female teachers working in self-financed colleges of education.

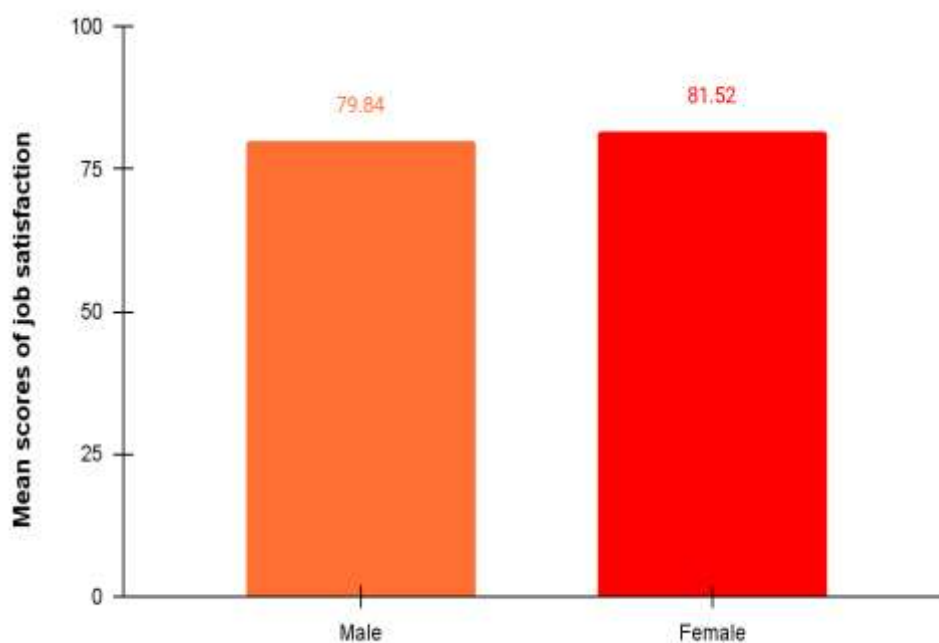
Significance of difference in mean scores of overall job satisfaction in respect of male and female teacher educators.

| Group | N | Mean | S.D | df | 't' value | Level of Significant |
|--------|-----|-------|-------|-----|-----------|----------------------|
| Male | 268 | 79.84 | 11.20 | 544 | 2.08 | * |
| Female | 278 | 81.52 | 7.41 | | | |

* = Significant at .05 level

It may be seen from table 4.1 that 't' value of 2.08 is found to be significant at .05 level of significance with df 544. It indicates both the groups of male and female teacher educators differ significantly. A perusal of means reveals that the mean score of job satisfaction of the female group (M=81.52) exceeds the mean score of job satisfaction of male group (M=79.84). This gives the indication that gender has a significant impact on job satisfaction of teacher educators working in self-financed colleges of education.

In view of the above, research hypotheses state that there will be significant difference in job satisfaction of male and female teachers working in self-financed colleges of education.



Hypothesis 2. There will be a significant difference in job satisfaction of teachers of self-financed colleges of education belonging to different age groups (high, average and low).

Summary of one-way ANOVA of overall Job Satisfaction scores in respect of High, Average and Low age groups of Teacher Educators

| Source of Variance | Sum of Squares (S.S) | df | Mean Squares (M.S) | F-Ratio | Significant Level |
|------------------------------|----------------------|-----|--------------------|---------|-------------------|
| Between Sum of squares (BBS) | 10.92 | 2 | 5.46 | 0.06 | NS. |
| Within sum of squares (WSS) | 49095.41 | 543 | 90.41 | | |
| Total | 49106.33 | 545 | | | |

NS=Not Significant at 0.05 Level

It may be gleaned from Table 4.2 that F-ratio for the impact of age on job satisfaction is 0.06, which is not significant at .05 level with df 2 and 543. It conveys that the high, average and low age group of teacher educators do not differ significantly with regard to their levels of job satisfaction. Hence there seems to be no significant impact of age on job satisfaction of teacher educators. Mean and SDs of job satisfaction for three age groups-

| Group | N | Mean | SD |
|-------------|-----|-------|-------|
| High Age | 102 | 80.72 | 7.82 |
| Average Age | 364 | 80.76 | 10.08 |
| Low Age | 80 | 80.36 | 8.71 |

An inspection of the mean and SDs given in Table 4.3 confirms that even on the surface there seems to be no difference in the three age groups - high age, average age and low age groups. From this, it may be stated that with the increase or decrease in age of teacher educators, level of job satisfaction is not affected.

In view of the above, the second research hypothesis states that there will be a significant difference in job satisfaction of teachers working in self-financed colleges of education belonging to three age groups (high, average and low) is not accepted.

Hypothesis 3. There will be a significant difference in job satisfaction of teachers of self-financed colleges of education having high and low levels of proactive personality.

Significance of difference in mean scores of job satisfaction of Teacher Educators having high and low proactive Personality.

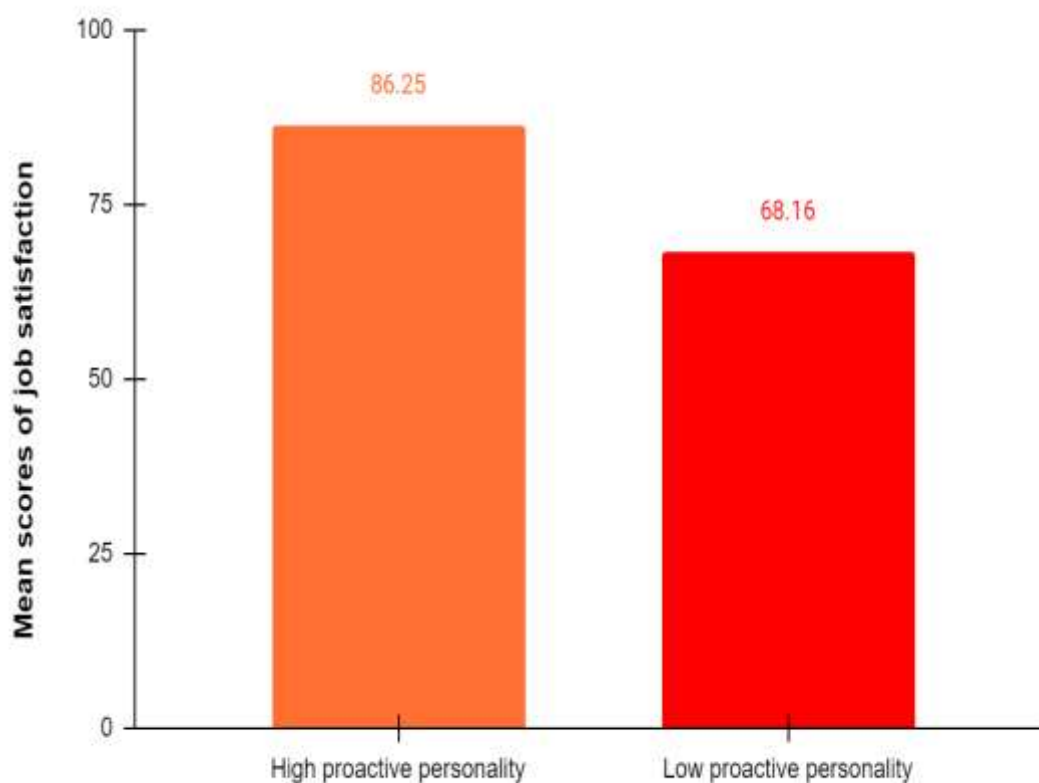
| Group | N | Mean | SD | df | t-value | Significant level |
|----------------------------|-----|-------|-------|-----|---------|-------------------|
| High Proactive Personality | 106 | 86.25 | 5.11 | 189 | 14.00 | ** |
| Low Proactive Personality | 85 | 68.16 | 12.01 | | | |

** = $P < .01$

It may be observed from Table 4.4 that for high proactive personality group mean and SD come out to be 86.25 and 5.11 respectively, and for low proactive personality group mean and SD turned out to be 68.16 and 12.01 respectively. Obviously the mean score of job satisfaction of the former group is greater than that of the latter group. Obtained 't' value of 14.0 is highly significant ($P < .01, df = 189$).

This shows both groups with high and low proactive personality differ significantly on job satisfaction. High proactive personality groups of teacher educators have a higher level of job satisfaction than that of low proactive personality groups of teacher educators. Hence the research hypothesis number 3 stating that 'there will be significant difference in job satisfaction of teacher educators working in self-financed colleges of education' is retained.

The following graph depicts the difference in job satisfaction of teacher educators having High and Low proactive personality.



Main Findings

1. In hypothesis 1. It is clear that the job satisfaction of female teacher educators is better than their male counterpart teacher educators of self- financed College of Education Haryana.
2. In hypothesis 2. It may be stated that with the increase or decrease in age of teacher educators, level of job satisfaction is not affected.
3. In hypothesis 3. It is clear that high proactive personality groups of teacher educators have a higher level of job satisfaction than that of low proactive personality groups of teacher educators of self- financed College of Education Haryana.

Educational Implications

The objective of educational research is to explore the situation of education by implementing the outcomes of the research studies. It is recommended to the administrators of the colleges of education that he/she understood the Job Satisfaction level of their employees. In the current study, considerable variation has been found that gender and proactive personality significantly differ from job satisfaction. So, the administrators of the self-financed colleges of education should encourage and motivate the male teacher educators and low proactive personality teacher educators.

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