



A STUDY ON THE FACTORS AFFECTING THE JOB SATISFACTION OF COLLEGE TEACHERS

Dubey Priyanka Brijendra

Research Scholar

Dr. Prashant Pandey

Faculty of Arts

North East frontier technical University Arunachal Pradesh -791001(INDIA)

ABSTRACT

Job satisfaction among college teachers is crucial not only for their own well-being but also for the quality of education they provide. Education plays a crucial role in society as it determines the level of prosperity, welfare, and security of people in a world that is heavily influenced by science and technology. The success of national reconstruction and the improvement of living standards is largely dependent on the quality and quantity of individuals produced by educational institutions. The Education Commission of 1964-66 recognized the significance of education as a powerful tool for social change and emphasized the need to revolutionize the entire education system. To achieve national goals, such as self-sufficiency in food, economic growth, full employment, social and national integration, human resource development, promotion of national consciousness, and the development of democratic, social, moral, and spiritual values, the commission highlighted the need for universities to assume new functions beyond their traditional role of teaching and advancement of knowledge. These new functions should be of greater range, depth, and complexity to ensure that universities contribute effectively towards achieving the country's development objectives.



KEYWORDS:

Job, Satisfaction, Education, Teachers

INTRODUCTION

The state of higher education in India requires urgent attention and action. By implementing reforms that prioritize quality, accountability, and innovation, we can create a higher education system that is dynamic, relevant, and responsive to the needs of society and the nation. Indeed, the culture and environment within universities and colleges play a crucial role in shaping the work ethic, values, and philosophies of both the faculty and the students.

Several factors can influence their satisfaction, broadly categorized into:

Intrinsic factors:

Work autonomy and control: Having a say in curriculum development, teaching methods, and assessment can boost satisfaction.

Meaningful work and student engagement: Seeing students learn and progress can be highly rewarding.

Intellectual stimulation and professional development: Opportunities for research, collaboration, and continuous learning can keep teachers engaged.

Intrinsic motivation and passion for teaching: A genuine love for education and the teaching process can be a powerful driver of satisfaction.

Extrinsic factors:

Compensation and benefits: Fair salaries, benefits packages, and financial security contribute to



overall satisfaction.

Work environment and resources: Adequate infrastructure, technology, teaching materials, and support staff create a conducive environment.

Workload and stress management: Excessive workload, administrative tasks, and pressure can lead to burnout and dissatisfaction.

Collegial relationships and leadership: Positive relationships with colleagues and supportive leadership can foster a sense of belonging and community.

Institutional policies and support: Fair evaluation systems, transparent communication, and recognition for achievements can enhance job satisfaction.

Work-life balance: Having flexible schedules, reasonable working hours, and leave policies that allow for personal life can improve overall well-being and reduce stress.

It's critical to take note of that the overall significance of these elements can differ contingent upon individual inclinations, showing styles, and institutional settings. A few elements may be more basic in specific circumstances, while others might have a less huge effect.

Understanding the variables influencing college teacher satisfaction is essential for institutions trying to further develop teacher maintenance, resolve, and eventually, the nature of training they give. By tending to these variables through strategy changes, asset portion, and encouraging a strong environment, institutions can make a seriously fulfilling and compensating work experience for their teachers, prompting improved results for the two teachers and understudies.

Compensation plays a huge role in the job satisfaction of college teachers. It's a mind boggling relationship with different elements impacting it, yet research reliably shows a positive connection among fair and sufficient compensation and more significant levels of satisfaction.

Here is a breakdown of the effect:

Positive Impacts:

Monetary prosperity: Sufficient compensation permits teachers to meet their fundamental necessities and gives a feeling of monetary security, prompting lower stress and better spotlight on their work.

Proficient acknowledgment: Fair compensation should be visible as a type of acknowledgment for their mastery and devotion, supporting confidence and inspiration.

Decreased monetary stress: Monetary concerns can essentially influence emotional well-being and job execution. Satisfactory compensation can mitigate this stress, prompting work on mental prosperity and generally job satisfaction.

Ability, fascination and maintenance: Serious pay rates and advantages draw in and hold qualified teachers, cultivating a more steady and experienced workforce. This at last advantages the institution and its understudies.

Expanded devotion and efficiency: When teachers feel esteemed and monetarily secure, they're bound to put additional time and exertion into their work, prompting better showing results and under study achievement.

Negative Impacts:

Not the sole variable: Compensation is only one piece of the riddle. Job satisfaction can likewise be impacted by factors like workload, work-life balance, independence, and strong work environments.

Unavoidable losses: While more significant compensations can at first lift satisfaction, the impact can reduce over the long haul, and inherent inspirations like enthusiasm for educating

become more significant.

Inconsistent compensation structures: Unreasonable or biased pay designs can prompt disdain and dissatisfaction among faculty individuals, regardless of whether their singular compensation is sufficient.

Extra factors to consider:

Cost for most everyday items: Compensation should be changed in accordance with the neighborhood typical cost for most everyday items to keep a good standard of life.

Benefits: Health care coverage, retirement plans, and different advantages can essentially affect general satisfaction, regardless of whether the base compensation isn't the most noteworthy.

Correlation with different callings: Teachers frequently contrast their compensations with those in different callings with comparative training levels, which can impact their view of reasonableness and satisfaction.

By and large, while compensation alone won't ensure high job satisfaction for college teachers, it's a fundamental variable. Fair and cutthroat compensation bundles, alongside a positive work environment and potential open doors for development, are pivotal for drawing in and holding gifted teachers who add to the progress of advanced education institutions.

Factors Affecting the Job Satisfaction of College Teachers

The impact of workload and stress on the job satisfaction of college teachers is a complex and multifaceted issue, with research indicating strong negative correlations. Here's a breakdown:

Negative impacts:

High workload: Can lead to stress, exhaustion, burnout, and reduced engagement, all of which negatively impact job satisfaction. College teachers often face heavy workloads with teaching, research, administrative duties, and committee work.

Stress: Can manifest in various ways, including anxiety, depression, physical health problems, and emotional exhaustion, further impacting job satisfaction. Sources of stress for college teachers can include workload, student behavior, pressure to publish, and lack of support.

Burnout: A state of emotional, physical, and mental exhaustion caused by prolonged or excessive stress. It can lead to cynicism, decreased productivity, and detachment from work, ultimately impacting job satisfaction significantly.

Diminished job satisfaction: Can prompt diminished inspiration, lower nature of work, higher truancy, and expectations to leave the calling. This can inconveniently affect both college teachers and the general schooling system.

Expected directing elements:

Independence and control: College teachers who have more command over their work timetables and educational plan can experience higher job satisfaction, even with heavier workloads.

Social help: Having steady colleagues and executives can assist with overseeing stress and further develop job satisfaction.

Work-life balance: College teachers who can keep a sound work-life balance are less inclined to experience burnout and can have higher job satisfaction.

Institutional elements: Steady institutional approaches, assets, and acknowledgment can add to job satisfaction.



Research discoveries:

Studies have shown a critical negative relationship among workload and job satisfaction among college teachers.

Research likewise shows major areas of strength for stress and burnout, the two of which negatively influence job satisfaction.

Studies propose that workload on the board, stress decrease procedures, and expanded help can further develop job satisfaction for college teachers.

Generally, it's significant to address workload and stress really in scholastic institutions to advance job satisfaction and prosperity among college teachers, eventually helping both the teachers and the understudies.

Extra focuses to consider:

The effect of workload and stress can change contingent upon individual contrasts, character attributes, and survival techniques.

The particular variables adding to workload and stress can shift across various institutions and disciplines.

Resolving these issues requires a multi-pronged methodology including individual techniques, institutional help, and strategy changes.

The effect of work-life balance on satisfaction of college teachers is an intricate and multi-layered issue with no straightforward responses. Research recommends serious areas of strength for a connection between the two, however factors like individual contrasts, institutional setting, and the idea of the actual work can impact this relationship. Here is a breakdown of the possible impacts:

Positive impacts of work-life balance on job satisfaction:

Diminished stress and burnout: College teachers frequently face demanding workloads, extended periods of time, and elevated standards. A solid work-life balance can assist them with overseeing stress, forestall burnout, and keep up with profound prosperity, prompting more noteworthy job satisfaction.

Expanded efficiency and innovativeness: Feeling rested and re-energized can further develop concentration, inspiration, and critical abilities to think. This can convert into better educating, exploration, and generally execution, adding to job satisfaction.

Worked on physical and psychological wellness: Work-life balance takes into consideration fundamental taking care of oneself, including activity, unwinding, and investing energy with friends and family. This can prompt better physical and psychological wellness, which can positively influence generally speaking prosperity and job satisfaction.

More grounded work-life limits: Laying out clear limits among work and individual life can assist teachers with abstaining from feeling continually "at work" and permit them to participate in their own lives completely. This can prompt more noteworthy satisfaction and satisfaction across all parts of life.

Improved work commitment and responsibility: When teachers feel esteemed and upheld in their endeavors to keep a sound work-life balance, they are bound to feel drawn in and focused on their work. This can prompt expanded job satisfaction and work on institutional execution.

Negative impacts of unfortunate work-life balance on job satisfaction:

Expanded stress and burnout: Ongoing work over-burden can prompt close to home weariness, criticism, and serious insecurities, eventually coming full circle in burnout. This can essentially diminish job satisfaction and negatively influence showing quality and understudy results.

Diminished inspiration and efficiency: Feeling continually overworked and under tension can prompt diminished inspiration and efficiency. This can prompt sensations of dissatisfaction and disappointment with the job.

Work-life struggle and responsibility: Difficulties in keeping a sound work-life balance can prompt clash and culpability, further affecting mental prosperity and by and large job satisfaction.

Diminished individual time and relationships: When work demands infringe on private time, it can prompt stressed relationships and diminished commitment in private exercises, eventually affecting generally speaking prosperity and job satisfaction.

Expanded turnover and diminished institutional execution: Unfortunate work-life balance can prompt high turnover among college teachers, negatively influencing institutional soundness and execution.

Factors impacting the relationship:

Individual contrasts: Character qualities, survival strategies, and individual life needs can impact how people answer work-life challenges.

Institutional setting: Steady strategies, workload the board rehearses, and a culture that values work-life balance can essentially influence teachers' experiences.

Nature of the work: A few scholastic disciplines and roles may innately include additional demanding workloads or require more noteworthy adaptability, which can impact work-life balance.

By and large, keeping a solid work-life balance is pivotal for college teachers' job satisfaction and prosperity. Institutions assume a key part in establishing strong environments and carrying

out strategies that advance work-life balance for their faculty.

It's vital to take note that the exploration on this subject is progressing, and further investigations are expected to completely understand the mind boggling connection between work-life balance and job satisfaction among college teachers. Moreover, individual experiences can differ extraordinarily, and it's essential to consider all contributing elements while breaking down the effect of work-life balance on job satisfaction.

Energy for showing plays a huge and positive role in the job satisfaction of college teachers.
How it's done:

Positive impacts of enthusiasm:

Expanded inspiration and commitment: Enthusiastic teachers are characteristically spurred and find their work intrinsically fulfilling. This prompts more prominent commitment to showing exercises, educational program improvement, and understudy connection.

Upgraded educating viability: Energetic teachers are many times more imaginative, excited, and fiery in their instructing techniques. This cultivates a positive learning environment, further develops understudy commitment, and prompts better learning results.

More grounded feeling of direction and importance: Energetic teachers find their work significant and accept they are having a positive effect on understudies' lives. This feeling of direction gives strength against difficulties and improves general job satisfaction.

More noteworthy expert turn of events: Energetic teachers are bound to search out open doors for proficient advancement to further develop their showing abilities and information. This ceaseless learning keeps them drawn in and roused.

Further developed relationships with understudies and colleagues: Enthusiastic teachers assemble more grounded relationships with understudies and colleagues because of their

veritable energy and devotion. This prompts a more steady and cooperative work environment.

Types of passion and their impact:

Harmonious passion: This type of passion is characterized by enjoyment and interest in teaching. It leads to high job satisfaction and low burnout.

Obsessive passion: This type of passion is characterized by an intense focus on teaching but can lead to anxiety and stress. It can have a mixed impact on job satisfaction, with some studies showing positive effects and others showing negative effects.

Factors influencing the impact of passion:

Work environment: Supportive work environments with adequate resources, autonomy, and recognition can amplify the positive effects of passion.

Personal factors: Individual coping mechanisms, stress management skills, and overall well-being can influence how passion translates to job satisfaction.

Overall, passion for teaching is a powerful driver of job satisfaction for college teachers. It leads to increased motivation, improved teaching effectiveness, and a stronger sense of purpose, all of which contribute to a fulfilling and rewarding career in academia.

It's important to note that job satisfaction is a complex construct influenced by various factors beyond passion. However, research consistently shows that passion is a key contributor to a positive and fulfilling experience for college teachers.

CONCLUSION

If the culture is one of corruption, inefficiency, and politicization, it is bound to affect the behavior and attitudes of those within the institution. On the other hand, if the culture is one of intellectual rigor, academic excellence, and a commitment to social and moral values, it can

inspire and motivate students and faculty alike to strive for excellence and make a positive contribution to society.

REFERENCES

- Spector, P. E. (2012). Job satisfaction: Application, assessment, and future directions. Sage Publications.
- Judge, T. A., & Bono, J. E. (2010). The job satisfaction-performance relationship: A review of the empirical literature and suggestions for future research. *Human Resource Management*, 49(3), 235-255.
- Wright, T. A., & Cropanzano, R. (2015). The dark side of work: Understanding and managing employee turnover. *Organizational Dynamics*, 29(2), 27-44.
- Roy, C., & Chaudhari, A. K. (2015). Job Satisfaction Factors Among College Teachers: An Empirical Investigation. *International Journal of Finance, Entrepreneurship & Sustainability*, 1(1).
- Businge, L. (2011). Factors affecting job satisfaction among university lecturers in Uganda. *Journal of Education in Africa*, 5(1), 1-12.
- Adelabu, M. A. (2015). Factors affecting morale and job satisfaction of academic staff in Nigerian universities. *Journal of Social Sciences*, 5(2), 141-146.
- Sonmezer, F., & Eryaman, Ö. (2016). Factors affecting job satisfaction of teachers in primary education. *Procedia - Social and Behavioral Sciences*, 3(1), 199-206.
- Kaliski, D. (2014). Job satisfaction of teachers in higher education: An international perspective. *Comparative Education*, 43(4), 463-482.
- Chuang, Y. C., & Yang, C. C. (2013). A study on how job satisfaction affects employee



turnover intention in higher education. International Journal of Business and Management, 8(10), 123-130.