SUMMARY

INTRODUCTION

Job satisfaction is most widely discussed and enthusiastically studied constructs in varied domains such as industrial-organizational psychology, organizational behaviour, personal and human resource management and organizational management. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about one’s job. Job satisfaction is in regard to one’s feelings or state of mind regarding the nature of work. The source of job satisfaction is not only the job itself but also originates from working environment, supervision style, interpersonal relationship and organizational culture etc. Job satisfaction is acquiring an increasingly important role in modern society in which man spends most of his time at his job. Basically considered to have been undertaken for payment received in lieu of it, a job has lately been recognized as a source of intrinsic satisfaction to the incumbent. Katz (1954) rightly remarked, "It is important to know the nature and degree of gratification and deprivation in job performance itself". Greater degree of job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in terms of the amount of goods turned out, the productive efficiency and the profit it brings but also in terms of satisfaction that the participants derive from it. When employees join an organization they bring with them a set of wants, needs, desires and past experiences that combine to form job expectations. Job satisfaction expresses the amount of agreement between one’s emerging expectations and rewards that the job provides. One of the surest ways for deteriorating conditions in an organization is low level of job satisfaction. High level of job satisfaction, on the other hand, is desired by employees because it tends to be connected with the positive outcomes that the employers want. High level of job satisfaction is one of the hallmark of a well managed organization and is fundamentally the result of effective behavioural management. It is a measure of the continuing process of building a supportive human climate in an organization (Vaid and Naresh Kumar, 1995). The job level is considered an important variable in determining the extent of job satisfaction. It is argued that individuals at higher level jobs get better social status, are able to satisfy their needs to a greater extent and exercise power in decision making
and thus indicate greater job satisfaction as compared to those who are working at lower level and get less opportunities to satisfy their needs and to participate in the decision making process. The empirical evidence in support of this argument is, however, equivocal. Some of the studies suggested that higher the level of occupation or job, higher is the level of job satisfaction (Evan and Mars, 1969; Wickstrom, 1971; Probe, 1971; Martin, 1975; Mifflin, 1976; Harshberger, 1976 and Arnold, 1983) whereas others (Merrill, 1970; Armstrong, 1971; Talbot, 1975) did not reveal a significant effect of the job level on job satisfaction.

It is considered that one’s occupation is the watershed down which the rest of his life flows. If one has to be happy in his life, he must be satisfied and happy in his occupation too. Every profession has got certain aspects conducive for job satisfaction. At the same time, it has other aspects that lead to job dissatisfaction. Teaching profession is no exception to this. Unless the teacher is satisfied with his job, he cannot deliver the goods in a proper way. He will be a loss not to himself but to the entire society.

**ROLE AND IMPORTANCE OF TEACHER**

Indian Education Commission (1966) has very aptly observed, ‘The future of the nation is shaped in her classrooms.’ It is the teacher who moulds the most precious material of the land viz., the boys and girls, in their most impressionable period of development in the required shape. He is the pivot around which all the educational programmes, such as curriculum, syllabus, textbooks, evaluation, etc revolves. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware and dedicated teachers. The progress and standard of any nation cannot be beyond the standard of her system of education and the standard of her educational institutions. The standard of any educational institution, in turn, cannot rise beyond the level of its teachers. National Policy on Education (1986) rightly stated, “No people can rise above the level of its teachers”. A teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chafe, and strengthens social and economic fabrics of the nation. Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the...
best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. There is no gainsaying, therefore, that the nation’s well-being depends on teacher’s well-being.

**JOB SATISFACTION: CONCEPTUAL FRAMEWORK**

Job satisfaction is a combination of two words ‘Job’ and ‘Satisfaction’. The word ‘Job’ refers to the collection of tasks, duties and responsibilities which as a whole is regarded as the established assignments to an individual employee. It also includes occupational activity performed by an individual in return for a monetary reward. On the other hand, satisfaction is a word which is not easy to define. Satisfaction means the fulfillment of a need or desire. Some describe satisfaction as a complex of feelings, emotions and sensations. It increases the efficiency and the work orientation of the employee. Satisfaction is an essential factor in any profession. Unless a person is satisfied with his job, it is very difficult to carry on the duty honestly and efficiently. Job satisfaction consists of liking the work in which involved and acceptance of the pleasure and aspirations connected with that work.

The term ‘Job Satisfaction’, however, lacks adequate definition (Herzberg *et al*, 1957) as well as a satisfactory theory about its meaning. The difference in a broad spectrum of views seem to be caused firstly by the varied nature of jobs that individuals perform; secondly, the attempts to conceptualize job satisfaction in a variety of ways by different disciplines like Psychology, Sociology, Education and Management etc. and finally, the variety of methods employed by various researchers to study job satisfaction. It is widely accepted as psychological aspect of effective functioning in any profession. The credit of this thought goes to Hoppock (1935) who commented that there were many opinions about job satisfaction but there was not much factual work done in this field. It has been defined as a pleasurable emotional state resulting from the appraisal of one’s job (Locke 1976); an affective reaction to one’s job (Cranny, Smith and Stone, 1992); and an attitude towards one’s job (Brief, 1998). Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affects (emotions), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviours. According to Taneja (2003), Job satisfaction refers to the
extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content. It implies an attitude or internal state which is associated with the work an employee currently does (Bush and Middlewood, 2005). According to Sharma and Ghosh (2006), Job satisfaction is a complex phenomenon, which is influenced by both the situational factors of the job as well as the dispositional characteristics of the individual. It is the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured either by one dimensional concept of global job satisfaction or a multi dimensional faceted construct of job satisfaction capturing different aspects of job satisfaction that can vary independently. The summum bonum of the opinions is that job satisfaction is a favourableness with which workers view their job. It results when there is a fit between job requirements and the wants and expectations of the employees. In other words, it expresses the extent of match between worker’s expectations and the rewards that the job provides and the values, it creates and gets cherished (Singh and Sharma, 1999).

Since the needs of the individual are constantly in the fluid state, job satisfaction is not a permanent attitude nor is it merely momentary. It is a relatively enduring state which undergoes a change with the changing needs of the individual; the capacity of the work situation in fulfilling these needs and the individuals own perception of the situation.

Apparently, job satisfaction is a complex phenomenon derived from the weighing up of the positive and negative feelings towards various aspects of the job of an individual. Its determinants, too, are complex and inclusive of the interaction of several ‘on the job’ and ‘off the job’ variables. For the present study, selected factors under investigation have been grouped into three categories, namely:

a) Personal characteristics which included age, intelligence, socio-economic status and life satisfaction.

b) Professional characteristics which included qualification, salary, experience and professional growth/development.

c) Organizational characteristics which included the organizational climate and leadership behaviour.
NEED AND IMPORTANCE OF THE STUDY

A study of job satisfaction can classify and categorize the conditions and factors that lead to job satisfaction or job dissatisfaction. One could, therefore, weed out or improve the conditions that lead to dissatisfaction. Besides, one could reinforce the conditions that make work satisfying and fulfilling, instead of dull and disappointing. Dissatisfaction of the individuals is undesirable and dangerous. It is just suicidal if it occurs in the teaching profession. In the education sphere, there has been an increasing awareness of the demands of teachers. Of course, the schools, the colleges and the universities and other educating institutions have a major role in the growth and development of the students they serve, but the social well-being, advancement, and growth of pupils depends to a great extent on the enthusiasm, efficiency and professional skills of the teachers. The progress and future of education, its quality and ideals depend upon how and by whom young persons are educated.

Therefore, the job satisfaction of teachers is of much value to administrators and educationists, who frame policies, take decisions and create conditions in which teachers try to maximize their potential and thus, derive greater job satisfaction. True enough, it is said that a large number of teachers of the present day have no interest in their profession. They continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meager that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, an engineer, a lawyer or an I.A.S. officer in the society. The significance of the role of the teacher is hardly recognized, though it has become a fashion to observe the Teachers Day. The teacher of today suffers from neglect, indifference and insecurity. We always expect a lot from teachers who have so little power and alarmingly meager facilities and resources to avail.

The net result, therefore, is a widespread dissatisfaction at present in the teaching profession as a whole. Many seem to repent over their wrong choice and would be, too, willing to change their job in favour of some other lucrative one, if opportunities are available. Though the teachers occupy an important place in the development of the nation, not much attention has been paid by researchers to study the level of job
satisfaction of teachers unlike that shown in the case of industrial or clerical workers. Are the teachers satisfied or dissatisfied with their job? If dissatisfied, what are the causes for the dissatisfaction? Do male and female college teachers differ in the level of their job satisfaction? Do the rural and urban college teachers differ in their level of job satisfaction? Has management anything to do with the level of job satisfaction of college teachers? In other words, do the college teachers working under different managements differ in the level of their job satisfaction? What is the relationship between personal characteristics and the level of job satisfaction of teachers? What professional and organizational variables affect one’s level of job satisfaction? etc. These are some of the questions which need to be explored further and suitable remedial measures be undertaken. Very few empirical studies have been carried out especially on Indian samples to investigate into these aspects. Thus, the present study is undertaken to examine the level of job satisfaction of college teachers taking into account the personal, professional and organizational characteristics so that causes of job dissatisfaction could be avoided and job satisfaction could be enhanced.

STATEMENT OF THE PROBLEM

JOB SATISFACTION OF THE COLLEGE TEACHERS OF PUNJAB WITH RESPECT TO THEIR PERSONAL, PROFESSIONAL, AND ORGANIZATIONAL CHARACTERISTICS

OBJECTIVES OF THE STUDY

The present study seeked to study the level of job satisfaction of college teachers in Punjab with special reference to personal, professional and organizational characteristics. Specifically, the objectives of the study were as follows:-

1. To find out the general level of job satisfaction of college teachers according to location of college, gender and type of management.
2. To study the difference in the level of job satisfaction of college teachers according to location of college.
3. To study the difference in the level of job satisfaction of college teachers according to gender.
4. To study the difference in the level of job satisfaction of college teachers according to type of management of the college.
5. To find out the relationship between the level of job satisfaction of college teachers and their personal characteristics.
6. To find out the relationship between the level of job satisfaction of college teachers and their professional characteristics.
7. To find out the relationship between the level of job satisfaction of college teachers and their organizational characteristics.
8. To find out the various determinants of the level of job satisfaction according to location of college, gender and type of management.

HYPOTHESES
1. College teachers are not satisfied with their jobs.
2. There is no significant difference in the level of job satisfaction between rural and urban college teachers.
3. There is no significant difference in the level of job satisfaction between male and female college teachers.
4. There is no significant difference in the level of job satisfaction among Government Owned, Government Aided and Self Financed college teachers.
5. There is no significant correlation between the level of job satisfaction and personal characteristics of college teachers.
6. There is no significant correlation between the level of job satisfaction and professional characteristics of college teachers.
7. There is no significant correlation between the level of job satisfaction and organizational characteristics of college teachers.

DELIMITATIONS OF THE STUDY
1. The study was delimited to job satisfaction of 400 college teachers only.
2. The study was delimited to job satisfaction of teachers from General Degree Courses colleges only.
3. The study was delimited to job satisfaction of teachers from General Degree Courses colleges affiliated to Guru Nanak Dev University, Amritsar, Punjab.
4. The study was delimited to job satisfaction of General Degree Courses college teachers with respect to their personal, professional and organizational characteristics only.
REVIEW OF LITERATURE

A brief review of the various studies related to job satisfaction and various factors undertaken by the earlier researchers is undertaken, which had helped to capitalize in the formulation of various hypotheses.


The limited research work done to investigate the relationship between socio-economic status and job satisfaction does not reveal any definite trend of the effect of socio-economic status on level of job satisfaction. But Hulin (1966), Merrill (1970), Parker (1974), Wheeler (1978) and Kaur (1986) reported that socio-economic status is a significant contributor to job satisfaction. Similarly, limited research work was done to examine the level of satisfaction in relation to life satisfaction of teachers. Studies by Dolan and Gosselin (2000), Sooch (2009), Saveri (2009) revealed significant correlation between life satisfaction and job satisfaction.


But there were a few instances where it can be observed that the influence of salary on job satisfaction is not significant. According to Butler (1961), Mayadeb (1972) and Ramakrishnaiah (1980) no difference in the level of satisfaction among different salaried groups was noted. Regarding length of service studies by Siegal (1969), Bowling

Naik (2006) and Chaudhary (2007) did not reveal any significant correlation between professional development and job satisfaction.

Likert (1967), Farris (1969), Pritchard and Karasick (1973), Bpong and Ahmad (1997), Dutka (2002), Kumar and Giri (2007) reported organizational climate to be a significant factor in determining the job satisfaction of the individual.


No significant relationship between job satisfaction and leadership behaviour was found by Espy (1976) and Amirtash (1983).

Apparently, the review of various studies highlighted inconclusive and different school of thought. Very little work is done to study the level of job satisfaction of college teachers especially in Punjab. It highlighted the value of gaining insight in to the level of job satisfaction and its relationship with various factors so as to find ways and means for the remedial measures.

**METHOD AND PROCEDURE**

Research methodology is a way to systematically solve the research problem which is generally adopted by a researcher in studying the research problem along with the logic behind it. The basic purpose of research is to find out solution to certain questions by making use of the scientific and systematic techniques.
Sampling Frame

The universe of the study was college teachers of Punjab. The sampling method used was stratified non-probability convenience sampling. The sampling frame for the present study was General Degree Courses colleges affiliated to Guru Nanak Dev University (GNDU), Amritsar. There were eight universities in Punjab—three general, namely, Guru Nanak Dev University, Amritsar (GNDU); Punjabi University, Patiala (Pbi.U); Punjab University, Chandigarh (PU) and five professional universities, namely, Punjab Technical University, Jalandhar (PTU); Rajiv Gandhi National Law University, Patiala (RGNLU); Baba Farid University of Health Sciences, Faridkot (BFUHS); Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana (GADVASU) and Punjab Agricultural University, Ludhiana (PAU). Keeping in view, the familiarity of the area and easy accessibility of the investigator—GNDU was selected for the present investigation. There were two types of colleges, namely, Professional and General Degree Courses. Majority of the Professional Colleges were of the recent origin and hence not included in the present study. There were 87 General Degree Courses colleges affiliated to GNDU managed by three different types of management, namely, Government Owned Colleges (GOC), Government Aided Colleges (GAC) and Self-Financed Colleges (SFC) situated in both the rural and urban areas of its jurisdiction.

For classification of different colleges according to area, definition used in 2001 census by the Census Commission of India had been taken into consideration. According to this criterion, rural area was defined as an area having less than one lakh of population i.e. rural and semi-urban area. On the other hand, area having more than one lakh of population was considered as an urban area. There were only 13 Government Owned colleges, majority of which were situated in rural areas. Since, the number of Government Owned colleges affiliated to GNDU was very small, coupled with lower number of teachers, all the Government Owned colleges were selected for this study. Among the GAC and SFCs 50 per cent of the colleges were selected randomly for the present investigation.

Sample Size

Initially, data was collected from 600 college teachers. But the data of 400 respondent college teachers was complete and reliable and hence, selected for data analysis and interpretation. Therefore, the total sample according to location of college, gender and type of management consisted of 400 respondent college teachers selected
from 51 General Degree Courses colleges of GNDU, Amritsar comprising of male and female teachers, single or married (Fig 1 and 2). Nearly three-fourth (72 per cent) of the college teachers was from urban area and the remaining (28 per cent) was from the rural area. Furthermore, nearly two-third (67.5 per cent) of the sample consisted of female college teachers and the remaining (32.5 per cent) were male college teachers.

**Data Collection**

The study is based upon the primary data collected through questionnaires used in the study by directly approaching the teachers of selected General Degree Courses colleges affiliated to Guru Nanak Dev University, Amritsar. To supplement the result obtained from the present study, data from various secondary sources such as journals, e-journals, websites, dissertations, books, various government publications and magazines etc. was also collected. These sources proved very fruitful during the preparation and completion of research study.

**Statistical Techniques Used**

Depending upon the nature of the data, various statistical techniques such as mean, standard deviation, chi-square, variance, co-variance, coefficient of correlation, regression and factor analysis were applied. To test the level of significance, t-ratio, Z-ratio and F-ratios were worked out and tested at two levels of significance (0.01 and 0.05 level of significance).

**Tools Used**

Various standardized tools were used to study the level of job satisfaction of college teachers with respect to their personal, professional and organizational characteristics. These tools were selected because of their suitability to the sample and being able to meet the various standards.

A. To test the personal characteristics of respondents, following tests were used:

1. To test Intelligence, Revised version of A Group Test of General Mental Ability (A point scale of general ability for college educated adults) by Jalota.

B. To assess the professional characteristics of respondents, self-prepared questionnaire by the investigator was used.
C. To test the organizational characteristics of respondents, following tests were used.
1. Organizational Climate scale developed by Pethe, Chaudhary and Dhar (2001).
2. Leadership behaviour scale developed by Hinger (2005).
D. Job Satisfaction scale by Singh and Sharma (1999) was used to study the level of job satisfaction of college teachers.

A. Personal Characteristics Tools
1. Intelligence: Revised version of The Group Test of General Mental Ability (A point scale for college educated adults) developed by Jalota was used as a measure of intelligence because of its reliability and validity, easy to administer, its popularity and wider use. The test carried hundred questions administered in 25 minutes only.
2. Socio-Economic Status Scale: Socio-Economic status scale developed by Bhardwaj (1984) was used for literate people. It could be administered on illiterate people also but only by personal interviews. It was self-administering scale which gave better results with individual test rather than with group testing. The reliability of the test of the revised scale had been calculated by test and retest method. The content validity of the revised scale, since areas and then items solely based on research proven items, is high and promising.
3. Life Satisfaction Scale: Life satisfaction scale developed by Alam and Srivastava (2001) was used to find out the adjustment problems faced by individuals in rapidly changing societies. 60 items related to six areas viz. health, personal, economic, marital, social and job, were put in the scale to test life satisfaction of respondents. The responses were to be given in yes/no. Yes responses indicated the satisfaction. There was no time limit to complete yet it takes 20 minutes to complete the questionnaire.

Test-retest reliability was computed after a lapse of 6 weeks. The estimated quotient was 0.84. The validity of the scale was obtained by correlating it with Saxena’s Adjustment Inventory and Srivastava Adjustment Inventory. The quotient estimated was 0.74 and 0.82 respectively. The scale had face validity as well as content validity.

B. Professional Characteristics Tool: Self prepared questionnaire was used to test the professional characteristics of college teachers. It was tested and re-tested on a sample of 20, before administering to the respondents. Questionnaire covered three aspects, namely,
general background, financial aspect and academic aspect. Financial aspect was further divided into two sub-sets, namely, financial cover (salary) and security cover. Financial aspect covered as many as 7 questions while Academic aspect covered 14 questions. All the questions were assigned one score each for ‘Yes’ answer and otherwise ‘zero’. In the general background, teaching experience was taken as such. Four scores were assigned for Permanent/Regular/Adhoc teachers in GOC of rural/urban area. Three scores were assigned for permanent/regular teachers in GAC of rural/urban area. Two scores were given to permanent/regular teachers in SFC in rural/urban area and one score was given for Adhoc/Part-time teachers in GAC/SFC in rural/urban area. Similarly, 4,3,2,1 scores were awarded to professor, reader, senior lecturer and lecturer respectively. A score of 1, 2, 3 was given to respondents having PG, M.Phil and Ph.D. Sum of all these scores on all the aspects was taken as Professional Characteristics (PC) score.

C. Organizational Climate Scale: Organizational climate scale developed by Pethe, Chaudhari and Upinder Dhar (2001) was used which consisted items compiled in the form of a bipolar scale with affirmative and negative poles or ends. The split half reliability coefficient was 0.87. Besides face validity, as all items were related with the variable under focus, the scale has high content validity. The items of the scale are directly related to the concept of organizational climate. The validity calculated was 0.93.

2. Leadership Behaviour Scale: Leadership Behaviour scale developed by Hinger (2005) was used to test leadership behaviour of the college teachers.

This scale consisted of 30 items in which 24 items were positive and 6 items were negative. The scale comprised of 30 items had five alternative answers viz. ‘always’, ‘usually’, ‘sometimes’, rarely and ‘never’.

The answers of the respondents given in terms of five categories viz. always, usually, sometimes, rarely and never were assigned scores 5, 4, 3, 2 and items (6, 11, 16, 21, 25 and 26) are to be scored in reverse order i.e. 1 for 5, 2 for 4, 3 for 3, 4 for 2 and 5 for 1). The total score ranged from 30 to 150. Each leadership dimension score ranged from 5 to 30. The scores on each dimension were summed up to find out total leader behaviour score. All the scores on six dimensions were to be summed up and then classified as highly effective, effective and ineffective. Construct validity was found to be
Selection of items was made on the basis of the agreement split half reliability using Spearman-Brown formulae 0.69.

**D. Job Satisfaction Scale:** Job Satisfaction scale developed by Singh and Sharma (1999) was used. The level of job satisfaction was measured in two types of areas – job-intrinsic (factors lying within the job itself) and job-extrinsic (factors lying outside the job). Job intrinsic area was further conceptualized as job-concrete (say: excursions, working conditions etc.) and job-abstract (say: cooperating, democratic, functioning etc.) job-extrinsic area as consisting of three components, viz. psycho-social aspects, financial aspects and community/nation growth aspect. For the final scale only 30 items were selected. Each statement has give alternatives from which a respondent has to choose any one which candidly expresses his response. The scale had both positive and negative statements. The total score gave a quick measure of satisfaction/dissatisfaction of a worker towards his job. The test-retest reliability worked out to be 0.978 with N=52 and a gap of 25 days. The scale compared favourably with Muthayya’s(1984) job satisfaction questionnaire giving a validity co-efficient of 0.743. Moreover, the satisfaction means obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale: fully satisfied, average satisfied, dissatisfied by the employees. The coefficient of correlation was 0.812 (N=52). The scale is brief, reliable, valid and has administrative facility. It is easily scorable.

**DESCRIPTION OF THE DATA**

Majority of the respondents were females (67.5 per cent). Almost similar situation was observed both in rural and urban areas. Furthermore, nearly three fourth (72 per cent) of the respondent college teachers were in urban colleges due to obvious reasons. Majority of the respondents (44.5 per cent) were from Government Aided Colleges and least (22.5 per cent) were from Government Owned colleges. The rest 33 per cent were from Self-Financed colleges. In urban colleges, 52.77 per cent of the respondent college teachers were from Government Aided colleges whereas 20.84 per cent were from Government Owned colleges. The rest 26.39 per cent were from Self-Financed colleges.

Furthermore, Self Financed respondent college teachers in the rural colleges claimed the lion share (42.4 per cent) while the Government Aided colleges had least number (33.3 per cent) of respondents. This may be attributed to the fact that the colleges
set up by leading educational societies are not interested to penetrate in rural areas while more and more Self-Financed colleges are being set up in rural areas by leading business houses due to availability of cheap land coupled with relaxed affiliation conditions.

Furthermore, majority of female respondents were from Government Aided and Self-Financed colleges, percentage being 81.8 and 62.7 in urban areas respectively. The corresponding percentage was 18.2 and 37.3 in rural areas. Apparently, Government Aided and Self Financed colleges are appointing more and more female staff because of easy and cheap (on less salary) availability of female staff. In addition, more and more females are going for higher education. However, there was almost equal distribution of respondents according to gender in Government Owned colleges.

Furthermore, one-half of the respondents (51 per cent) had passed the minimum entry level qualification (i.e. post-graduation in their respective subject) and the balanced-half (49 per cent) had higher qualification (M. Phil. and Ph.D.). But only one-tenth of the respondents had doctorate level of qualification. The distribution of respondents according to their qualification in the rural and urban areas almost revealed the similar pattern with a slight variation in their percentage.

More than one-half (55 per cent) of the respondents were quite young, that is, less than 35 years of age. However, 39 per cent was less than 30 years of age. On the other hand, one-fifth (20 per cent) of the respondents were in the age group of 45 years and above. The remaining one-fourth was in the middle age group (35-45). The distribution according to gender, however, revealed that 63 per cent of the females were in the younger age-group(less than 35) whereas only 15 per cent were in the older age group(above 45). In contrast to this, 31 per cent of the male respondents were in the older age group and 38 per cent were in the younger age group.

One-fifth of the respondents (21 per cent) had experience of less than two years. On the other hand, 11 per cent of the respondents had have experience of more than 20 years. However, 38 per cent of the respondents had experience of 2 to 10 years. The distribution according to gender revealed that 25.2 per cent of the females had experience of less than 2 years whereas 7.4 per cent had more than 20 years.
On the other hand, 18.4 per cent of the male respondents had experience of 10 to 15 years and 20 per cent had more than 20 years of experience. Only 12 per cent had less than 2 years of experience.

According to the nature of job, it was found that majority of respondents (two-fifth - 38.5 per cent) were appointed on permanent basis. Almost similar percentage (35.5 per cent) was observed in adhoc appointments. However, 22 per cent of the respondents were appointed on regular basis whereas only 4 per cent worked on part-time basis. The distribution according to gender revealed that 39.3 per cent of the female respondents were appointed on adhoc basis due to their easy and cheap availability. Only 31.1 per cent of the female respondents work on permanent basis whereas 23.7 per cent were appointed on regular basis. However, only 5.9 per cent work on part time basis.

On the other hand, majority of the male respondents 53.8 per cent i.e. little more than one-half of the male respondents were appointed on permanent basis. Only 18.5 per cent of the male respondents worked on regular basis and 27.7 per cent was appointed on adhoc basis. As compared to female respondents, none of the male respondents work on part time basis.

Furthermore, according to designation, majority of the respondents (72 per cent) were serving as lecturers in their respective colleges while 25 per cent of the respondents were serving as senior lecturers. Only 1 per cent and 2 per cent fall in the category of professor and reader grade respectively. The distribution according to gender revealed that majority of the female respondents i.e. 76.3 per cent were serving as lecturers whereas 23.7 per cent were serving as senior lecturers. Only 2.9 per cent were in reader grade and none in professor grade being late entry into the profession.

Almost similar pattern was found in the case of male respondents. 63.1 per cent of the male respondents were working as lecturers and 27.7 per cent were working as senior lecturers. As compared to female respondents, 3.1 per cent were working in professor grade and none in reader grade.

RESULTS
1. The proportion of college teachers increased as the degree of job satisfaction increased according to location of college, gender and type of management. Three fourth of the respondent college teachers were extremely satisfied with their job.
2. The average level of job satisfaction of respondent college teachers was estimated at 78.19. This implied that the respondent college teachers were extremely satisfied with their job according to job satisfaction scale developed by Singh and Sharma (1999) which was used in the study. Hence, the Hypothesis 1: College teachers are not satisfied with their job was rejected.

3. There was significant difference between the mean score of level of job satisfaction between rural (88.88) and urban college (77.14) teachers. Hence, the Hypothesis 2: There is no significant difference between the level of job satisfaction of rural and urban college teachers was rejected.

4. Difference in the level of job satisfaction between male (80.32) and female (77.16) college teachers was very highly significant. Hence, the Hypothesis 3: There is no significant difference in the level of job satisfaction of male and female college teachers was rejected.

5. The mean score of the level of job satisfaction of Government Owned college teachers was estimated at 81.09 followed by Self-Financed college teachers at 78.67 and Government Aided College Teachers at 75.91. The difference between mean score of all the possible combinations was significant. Hence, the Hypothesis 4: There is no significant difference in the level of job satisfaction among Government owned, Government Aided and Self Financed College Teachers was rejected.

6. Coefficient of correlation between the level of job satisfaction and age of respondent college teachers was computed at 0.079 which was significant at 0.05 level of significance. Hence, there was positive relationship between level of job satisfaction and age.

7. The level of job satisfaction increased as the intelligent quotient score increased. This implied positive value of coefficient of correlation (0.072) which was significant at 0.05 level and confirmed the positive relationship between level of job satisfaction and intelligence.

8. There was positive relationship between the level of job satisfaction and socio-economic status of respondent college teachers because with the increase of socio-economic status score, level of job satisfaction increased. This was confirmed by the calculated value of coefficient of correlation.
9. The mean score of level of job satisfaction increased with the increase in the life satisfaction score indicating a positive relationship between the two. The estimated value of coefficient of correlation was very highly significant.

11. The results at serial no 5 to 8 were indicative of the fact that higher the level of age, intelligence, socio economic status, life satisfaction, higher is the probability of individuals feeling satisfied with their job. Hence, the personal characteristics found to be a positive correlate of job satisfaction through product moment correlation. Therefore, the Hypothesis 5: There is no significant correlation between level of job satisfaction and personal characteristics of college teachers was rejected.

11. There was no clear cut trend found in the relationship between level of job satisfaction and professional characteristics of respondent college teachers. But the computed value of coefficient of correlation 'r' 0.092 which was highly significant confirmed the positive relationship between the two. Thus, the Hypothesis 6: There is no significant correlation between the level of job satisfaction and professional characteristics of college teachers was rejected.

12. There appeared to be inverse but non-significant relationship between the level of job satisfaction and organizational climate score of respondent college teachers. Mean score of level of job satisfaction of lower organizational group (below 80 score) was significantly higher than middle and upper groups. Even the calculated value of 'r' between organizational climate and job satisfaction was found to be non-significant.

13. There was positive relationship between mean score of level of job satisfaction and leadership behaviour score. The estimated value of coefficient of correlation was found to be very highly significant.

14. The results at serial no. 11 and 12 pointed a contradictory relationship between the level of job satisfaction and organizational characteristics when analyzed individually. Thus, the Hypothesis 7: There is no significant correlation between level of job satisfaction and organizational characteristics of college teachers was rejected when leadership behaviour was an individual determinant of Organizational characteristics. On the other hand, the same Hypotheses 7 was
accepted when organizational climate was taken as individual determinant of job satisfaction.

15. Principal component analysis using Varimax Rotated Factor Analysis revealed that in all, five factors were extracted which together explained 65.56 percent of the total variance. The percentage of variance explained by factor 1 to 5 was 22.016, 18.209, 11.716, 9.507 and 7.114 respectively.

16. The resulting estimates of factor analysis revealed that Factor 1, namely, Organizational Characteristics such as organizational climate; results, rewards and interpersonal relations; organizational processes; clarity of roles and sharing of information; and altruistic behaviour had emerged as a significant factor to determine the level of job satisfaction of college teachers.

17. Leadership behaviour, Value Inculcator, Performance Orientor, Potential Extractor and Socially Intelligent all belonging to Leadership Quality (Factor II) also had a high potential for job satisfaction.

18. Under Factor III, namely, Professional Characteristics, only two loadings, namely, Age and Professional characteristics were extracted.

19. In Factor IV, namely, Personal Characteristics such as team building capacity coupled with emotional stabilizer and higher intelligent quotient promoted higher level of job satisfaction among college teachers.

20. Higher socio-economic status and level of life satisfaction, too, encouraged the college teachers for higher level of job satisfaction that were extracted under Factor V, namely, Better Life Conditions.

21. Rotated correlation matrix with respect to college teachers working in rural areas revealed that all the five factors extracted explained nearly 79.12 per cent of the total variance. Organizational climate turned out be the most important component of Factor I. Likewise, Rotated correlation matrix with respect to college teachers working in urban areas revealed that all the seven factors extracted explained nearly 78.10 per cent of the total variance. Here, too, Organizational Climate turned out be the most important component of Factor I.

22. Rotated correlation matrix with respect to female college teachers irrespective of the location of the college revealed that all the six factors extracted explained
76.91 per cent of the total variance. Rotated correlation matrix with respect to male college teachers irrespective of the location of the college, together explained 75.89 per cent of the total variance. Better organizational environment emerged as a leading factor affecting job satisfaction of both the male and female college teachers.

23. Rotated correlation matrix with respect to Government Owned college teachers irrespective of the location of the college and gender, together explained 84.76 per cent of the total variance, with Performance Orientor as the lead component of factor I. Rotated correlation matrix with respect to Government Aided college teachers irrespective of the location of the college together explained 79.21 per cent of the total variance having leadership behaviour as the lead component of Factor I. Rotated correlation matrix with respect to Self Financed college teachers irrespective of the location of the college together explained 80.25 per cent of the total variance with Clarity of Roles and Sharing of Information as the lead component of Factor I.

**CONCLUSIONS**

1. College teachers are satisfied with their job.
2. There was significant difference in the level of job satisfaction of college teachers between rural and urban college teachers. Rural college teachers were more satisfied as compared to urban college teachers.
3. There is significant difference in the level of job satisfaction between male and female college teachers. Male college teachers were more satisfied as compared to their female counterparts.
4. There was significant difference in the level of job satisfaction among Government Owned, Government Aided and Self Financed college teachers. Government Owned college teachers were more satisfied followed by Self Financed and Government Aided college teachers.
5. There was positive relationship between the level of job satisfaction and age of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, following results were obtained: There was positive and significant relationship found between the level of job
satisfaction and age of rural college teachers, urban college teachers and male college teachers. There was no significant relationship found between the level of job satisfaction and age of female college teachers, Government Aided and Self Financed college teachers.

6. There was positive relationship between level of job satisfaction and intelligence of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, following results were obtained: The positive and significant relationship was found between level of job satisfaction and intelligence of urban college teachers and female college teachers. The positive but non-significant relationship was found between the two in rural college teachers and male college teachers. The inverse relationship was found between the level of job satisfaction and intelligence of Government Owned college teachers. The positive but non-significant relationship was found between the two in Government Aided and Self Financed college teachers.

7. There was positive relationship between level of job satisfaction and socio-economic status of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, following results were obtained: There was positive and significant relationship between the level of job satisfaction and socio-economic status of rural college teachers, male college teachers and Government Owned college teachers. There was positive but non-significant relationship between the level of job satisfaction and socio-economic status of urban college teachers, female college teachers and Self Financed college teachers. There was strong but inverse relationship between the level of job satisfaction and socio-economic status of Government Aided college teachers.

8. There was positive relationship between level of job satisfaction and life satisfaction of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded. There was positive and significant relationship between the level of job satisfaction and life satisfaction in rural and urban college teachers, male and female college teachers and Government Owned college teachers. There was
positive but non-significant relationship between the level of job satisfaction and life satisfaction in respect of Self Financed college teachers. However, there was significant but negative relationship between the two in respect of Government Aided college teachers.

9. Thus, there was significant relationship between level of job satisfaction of college teachers and their personal characteristics.

10. There was significant correlation between the level of job satisfaction and professional characteristics of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded. There was strong correlation between the level of job satisfaction and professional characteristics in respect of rural college teachers, female, Government Owned and Government Aided college teachers. There was non-significant correlation between the level of job satisfaction and professional characteristics in respect of urban college teachers and male college teachers.

There was non-significant and reverse relationship between level of job satisfaction and professional characteristics of Self- financed college teachers.

11. There was correlation between the level of Job Satisfaction and organizational climate of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded. There was significant and inverse relationship found between the level of job satisfaction and organizational characteristics of rural, male and Government Owned college teachers. There was non-significant relationship found between the level of job satisfaction and organizational characteristics of female, Government Aided and Self-Financed college teachers.

12. There was a very strong correlation between the level of job satisfaction and leadership behaviour of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded: There was strong and highly significant relationship between the level of job satisfaction and leadership behaviour in case of rural, urban, male, female and Government Owned college teachers. There was
non-significant relationship found between level of job satisfaction and leadership behaviour in respect of Government Aided and Self Financed college teachers.

13. The resulting estimates of factor analysis revealed that Organizational Characteristics had emerged as a significant Factor I to determine the level of job satisfaction of college teachers.

14. Leadership Quality emerged as a significant Factor II to determine the level of job satisfaction of college teachers.

15. Professional characteristics emerged as a significant Factor III to determine the level of job satisfaction of college teachers.

16. Personal characteristics emerged as a significant Factor IV to determine the level of job satisfaction of college teachers.

17. Better Life Conditions emerged as a significant Factor V to determine the level of job satisfaction of college teachers.

EDUCATIONAL IMPLICATIONS

1. The need of the hour is to create better infrastructure in different types of colleges, namely, the Government Owned, Government-Aided and Self Financed Colleges and in both rural and urban areas so that college teachers can work whole heartedly and serve the nation in a better way. Instead of opening more and more new colleges, the infrastructure and working conditions of the existing colleges should be improved.

2. Majority of the Self Financed colleges are opened with a profit motive and not with service motive. These are mostly owned by business minded people. So, it is suggested that only such Self Financed colleges should be opened who met the criterion in toto. Surprised and undeclared checks should be conducted in such colleges so that the survival of the fittest should survive. Further, to tighten the grip on the over-exploitation of Government Aided and Self Financed college teachers, Universities should enforce stringent rules and regulations for the managements of these colleges, which are only on papers but its proper implementation should be done.
3. It is suggested that Government should release their share of grant-in-aid regularly and without any delay. This will certainly improve the level of job satisfaction of Government Aided college teachers. Further, it is suggested that Government should try to provide more liberal financial assistance under various faculty improvement schemes for all types of categories of colleges.

4. To enhance the level of job satisfaction of female college teachers, the imperative of the situation demands that no partiality be made in the allocation of perks and incentives, various academic and non-academic duties. Even equal distribution should be made between male and female college teachers.

5. It is recommended that better infrastructure facilities such as well equipped laboratories with Audio-Visual aids and recreation amenities should be provided in the colleges especially in the rural areas and Government Owned colleges so that teaching-learning process can be made more interesting for students.

6. It is recommended that universities should introduce and made mandatory self appraisal of teachers instead of student-centre appraisal. Better incentives should be given for more dedicated and hardworking teachers. On the other hand, non-dedicated and work-shirkers should be shunted out of the profession.

7. It is suggested that management of different categories of colleges should take into account teachers' academic, professional and individual problems and necessary steps be taken to solve them. Efforts are needed to boost the morale of teachers, to inculcate positive attitude and to improve their mental health.

8. To enable the teachers to function at their highest level of job satisfaction, it is recommended that good organizational climate be created in all the educational institutions. It is recommended that management of Government Aided and Self Financed colleges should try to conduct on and off campus professional development programmes for the teachers with the help of experts in the field of education. To build a positive image about themselves and their profession, teachers could be provided with guidance and counseling with the help of psychologists. A teacher’s job could be enriched by improving job content factors such as recognition, advancement and growth. Hence, it is recommended to enrich the design of tasks given to them.
9. It is also suggested that Universities/Government must ensure the participation of college teachers especially of Self-Financed and Government Aided category in various academic activities such as refresher courses, seminars, workshops, orientation programmes etc. Though all these activities are on the papers but there is no proper implementation and such institutions discourage their faculty for the reasons best known to their managements.

10. Efforts are needed for expanding non academic activities where teachers can share their views and opinions more freely and frankly. The various non-academic duties should be assigned depending upon the leadership quality, caliber, capacity and potential of the teachers and shared equally between the males and females.

SUGGESTIONS FOR FURTHER RESEARCH

The above implications point towards further investigation at the micro level.

1. The study can be made comprehensive by extending it to different universities and different states which will make the results more valid and reliable.

2. The same study can be undertaken in different areas separately, namely, rural and urban.

3. The same study can be undertaken for male and female teachers separately on a large scale.

4. The same study can be undertaken separately for Government Owned, Government Aided and Self Financed college teachers on a large scale.

5. The similar study can be conducted for University teachers, Professional colleges teachers, Technical colleges teachers, School teachers.

6. The similar study can be conducted taking into consideration Personal Characteristics at both individual and cumulative level.

7. The similar study can be conducted taking into consideration Professional Characteristics at individual level.

8. The similar study can be conducted taking into consideration Organizational Characteristics both at individual and cumulative level taking into account more factors.
9. The similar study can be undertaken on a sample size of more than four hundred college teachers.

10. Such studies can also be undertaken on a sample of Principals, Nurses, Engineers, Doctors, Industrial workers, Clerical workers etc.