

JOB SATISFACTION AND SENIORITY : A STUDY OF THE TEACHERS OF TECHNICAL EDUCATION IN HARYANA

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Rigorous expansion in Technical education of Haryana state started in 1995 with granting of more Engineering colleges and since then the state has not looked back. However the emphasis is now on improving the quality of the education wherein role of faculty & their satisfaction assumes highest importance. Researches have identified many dimensions of Job satisfaction and designation is one of them. In the present study satisfaction of the faculty members on the basis of their seniority was evaluated. Data were collected on standardized scale from 1006 respondents and ANOVA was used to ascertain the differences between the satisfaction levels of the faculty. Overall Professors were found to be more satisfied than their juniors.

Introduction

Technical education has acquired a prominent place in the development of human resources. It has become the most significant component of human resource development in improving not only the quality of life but it has also shown the great horizon for its further expansion and development. The phenomenal growth of science and technology has initiated a great thrust for the development of human capital resulting into a great avenue of institutions and industries not only in India but abroad as well. These well established institutions do cater well for present and future towards the human resource development.

The national economy needs not only the sustained growth but also the pace which should be maintained to match the latest trend of world across; making imperious to accelerate the growth for skilled manpower to meet out the projected targets. The Five Year Plan has been oriented to look technical education as the main apparatus for achieving and sustaining the rapid growth of technical development. Eleventh Five Year Plan has placed high priority and attention to the need of the hour- the growth of skilled

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and trained innovative manpower. In order to give impetus to the technical education the 11th Five Year Plan 7 new IITs, 20 IIMs, 8 new Universities, 5 new IISC, 10 NITs, 373 Degree Colleges and around 1000 Polytechnic Colleges were opened. This was done in order to build a new crop of technocrats to meet the demand of overgrowing technical sphere. Central Government and other State Government took the great initiative to start the new institutions well in time to influx the manpower in the respective fields. The regulatory institutions such as UGC, AICTE, MCI and BCI also reviewed the whole concept with new initiatives and innovative to provide the newly established institutions with the required help and guidance. A high level committee was also constituted to suggest a specific reform agenda in the context. In order to rejuvenate the research and fellowship in universities a National Science and Engineering Research Board was proposed which was entrusted to systemize the research work in the universities. A fund to the tune of Rs. 5000 crores was promised in the 11th Five Year Plan for Education Mission through Information and Communication Technology (ICT), in order to enhance the Gross Enrolment Rate (GER) in higher education. The plan also envisaged the setting of a National Knowledge Network (NKN) which was to explore all the possibilities of inter linking all known institutions for smooth functioning, sharing of information, research work and other development work. (National Knowledge Commission Report, 2009)

Higher Technical Education in Haryana

Haryana came into existence as a state in 1966 by separating from Punjab State. The area of Haryana State which got separated from Punjab, was very backward in education. At the time of its inception Haryana has only one Engineering college at Kurukshetra which subsequently became NIT and six polytechnics with a total intake of 1340 students annually. Only one Private Textile Engineering institute was established prior to independence by Birla group. There was no expansion in government or private sector till 1995 bearing only one Engineering college and few more polytechnics in government sector. The State of Haryana took great initiatives to expand the technical education with granting of more Engineering colleges in 1995 and since then the state has not looked back. It has the marvelous record of technical expansion in public and private sector. The State government has been highly encouraging and proactive in establishing technical institutions in private sector only through its regulating bodies but also through entrepreneurs. The efforts brought the fruits and today Haryana is at the forefront of new education thrust. The State government is constantly taking all the

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necessary steps to promote the technical education in government and private sector. Haryana, is amongst the foremost states of India in technical education which has limitless potential and prospects in foreseen future. The annual growth of Haryana is remarkably matches with the growth of private sector. The both are growing at the same pattern and mechanism which is well oiled keeps the growth up going all the times. The growth of state has been impleaded with the Private sector in a very prudent and effective manner and as a result of which the intake of students in technical institutions has growth multiple.

Job Satisfaction

Job satisfaction is a multi-dimensional construct with a variety of definition and related concepts, which have been studied since the beginning of the 20th. The concept of job satisfaction is defined as the extent to which an employee feels positively or negatively about his or her job (Locke, 1976; Odom, Boxx, and Dunn, 1990). It refers to employee's satisfaction with the different aspects of job situation such as pay, supervision, institute as a whole, job itself, co-workers and prospects of advancement. In words of Herzberg et al (1975) job satisfaction is a feeling or attitude of a person to job that they are doing which results from responsiveness, sufficient motivating and hygiene factors. Straus and Sayles (1960) defined job satisfaction as an optimum positive feeling derived after the completion of a task in lieu to achieving the target of the organization and Kreitner and Kinicki (2004) argued that job satisfaction is an affective or emotional response an employee has towards his/her job. Baron (1989) grouped the factors that effect job satisfaction into three groups: (1) factors relating to work setting; (2) factors relating to specific aspect of jobs and (3) factors associated to the individuals involved.

Research findings have indicated that various personal characteristics affect the job satisfaction of the individual. Among these personal characteristics are gender, marital status, age, working experience, designation etc. Gender is generally included as an individual characteristic in the studies of job satisfaction, but the findings have proved as inconclusive in regard of satisfaction level of males and females (Brief and Aldag, 1975; Fields and Blum, 1997; Hulin and Smith, 1964; Mueller and Wallace, 1996; Oshagbemi, 1997, 1999, 2000). Another personal characteristic which might effect job satisfaction is age; researcher like Lee and Wilbur (1985) and Weaver (1980) have found a positive relationship between job satisfaction and age; whereas others suggest a U shape or non- significant relationship between age and job satisfaction (Herzberg et al., 1975, Singh and Singh, 1980).

Studies designed to investigate whether or not the job satisfaction increases with higher ranks are relatively few. Ronen (1978) indicated that job satisfaction increases with occupational level. Near et al (1978) in their examination of relationship between job satisfaction, age and occupational level, reported age and rank to be strongest predictor of job satisfaction. Miles et al (1996) also found job rank to be a significant predictor of job satisfaction. Holden and Black (1996) investigated productivity and satisfaction of 293 medical school faculty members. Results revealed a significant difference in productivity and satisfaction on the basis of rank. Professors demonstrated higher level of productivity and satisfaction than Associate and Assistant Professors.

Conceptualization of Hypothesis

A lot studies have mentioned the relationship between the designation and job satisfaction. Boyer et al. (1994) conducted an international study that explored, sources of satisfaction and frustration among Professors in 14 countries (Australia, Brazil, Chile, USA, UK, Germany, Israel, Hong Kong, The Netherlands, Korea, Japan, Russia, Sweden and Mexico). The results of this research showed, that Professors reported a high sense of satisfaction with their intellectual lives and the courses they taught as well as their relationships with colleagues. Interestingly, this finding showed that both intrinsic and extrinsic factors can contribute to job satisfaction. Most faculty members, however, felt that they were not well paid. Only in Hong Kong and the Netherlands did more than 50% of faculty rate their own salary as 'good' or 'excellent'. For instance, only 46% of surveyed Professors in the USA rated their salaries favorably. In nearly half the responding countries more than 40% of the surveyed Professors reported their job was a source of considerable strain with Japanese, Russian, and Korean faculty reported the most pressure. Alderfer (1967) studied job satisfaction in the context of job complexity and seniority and concluded that satisfaction with respect to superiors decreased as job complexity and seniority increased; and satisfaction with use of skills and abilities increased as job complexity increased. Satisfaction with pay was found to be significantly higher in the enlarged jobs than in the regular ones. Feuille and Blandin (1974) studied 454 academicians including the core teaching faculty, administrators, consular, librarians, researchers and others with academic rank. It was revealed that faculty members were satisfied with teaching career but were dissatisfied with economic rewards, decision making procedure and personals, support facilities and services and with institute's campus and people at higher administrative levels. It was also found that teachers at lower level were more in support of collective bargaining system. The

relationship between the education level of an employee and satisfaction has also been a subject investigated in scholarly research. According to Bluedorn (1982) education levels were not significant to job satisfaction, but they did influence the decision to leave a company by an employee. Interestingly, the higher the education level, the more likely an employee indicated intent to leave the company. Manger and Eikeland (1990) in their work titled "Factors predicting Staff's intentions to leave the University" studied the factors that have impact on academician's intention to leave the university. The results showed that relation with colleagues is the biggest predictor of intention of leaving. General Job satisfaction was found to be second most important predictor of academician's intention to leave. Opolot (1991) found that ITEK academic staff was dissatisfied with their pay. He concluded that if job satisfaction was to prevail in an institution, there should be fair remuneration to the staff based on output, experience and level of education. Oshagdemi (1997) investigated influence of rank on job satisfaction in his study titled "The Influence of Rank on the Job Satisfaction of Organization Members", it was revealed that rank has effect on the academic's level of job satisfaction. He also studied the inter relationship between pay, promotion, physical condition and job satisfaction. It was found that the rank have a positive relation with the job satisfaction i.e. higher job rank holders feels more satisfied than individuals at lower job ranks. Whereas, pay satisfaction and satisfaction with physical condition were not found depend on rank, as Senior Lecturer and Reader were most satisfied on these aspects, respectively. Though satisfaction with promotion was found dependent on rank as Professors were most satisfied while Lecturers were found least. Oshagdemi (1997) investigated to find that academics and managers are on same satisfaction level with respect of administration and management, present pay and research. Managers drive more satisfaction from teaching, co-worker's behavior, and head of unit's behavior, physical/working conditions and promotions. On overall basis managers were more satisfied than academicians. In the light of above literature the following hypothesis has been formulated:

H₀(1): There is significant relationship between the designation of faculty and their regarding job satisfaction.

Objective of the Study

The main objective is to study the Job Satisfaction among Teachers of Technical Education in Haryana. It also examines the effect of designation of respondents on job satisfaction.

Research Methodology

The present research is a descriptive cum exploratory. In the present study, teachers in Government, Self Financed and Societies Owned institutions in Haryana constituted the population. The Population for the present study comprised of teachers in all designation in these three types of institutions. Convenience sampling technique was used to obtain the responses from the respondents. Districts of Haryana were taken as different strata and from them samples were chosen using convenience sampling. Notwithstanding the methodological deficiencies, a non-probability (convenience) sampling design is considered appropriate for the purpose of proposed research, since it is less complicated than a probability sampling design, incurs less expense and may be done to take advantage of the available respondents without the statistical complexity of a probability sample (Welman and Kruger, 2001). 1006 respondents were selected from different designation i.e. Assistant Professors (873), Associate Professors (103) and Professors (30) from different type of institutions in such a manner that they represented different districts of Haryana.

For the present study structured questionnaire was used which consists of 2 parts: First part consisted of questions about demographic profile of respondents; Second part consisted of Job Satisfaction Scale, to measure the response about Job Satisfaction, Job Satisfaction Scale (JSS) developed by Dr. Amar Singh and Dr. T.R. Sharma was used to measure each participant satisfaction level. The JSS maintains a high reliability of 0.978. This study produced an alpha reliability coefficient of 0.86. The JSS was employed to determine the job satisfaction level of each participant in his or her institution.

The statements were written in English and responses were on five point scale. Score 1 was given to the most negative response and score 5 to most positive response. After the selection of instruments, it was tried out on a sample of 101 teachers who were randomly selected from various institutions of Hissar and Bhiwani districts of Haryana. The scale was distributed to each of the respondent and they were asked to answer every item. The main objective of this pre-tryout was to study the test items for their suitability and practicability. The investigator personally approached the teachers in different institutions and all were encouraged to respond all the items. It was also made clear to them that their responses will be kept confidential. After the pilot, the scale was evaluated.

Personal Interview method was used in the present study. The researcher visited various educational institutions of different districts of Haryana to collect the data. The researcher explained the sample, the method of responding to the statements of the scale. The Investigator discussed all the variables involved with respondents and promised the respondents about confidentiality of the responses.

Demographic Profiles of the Respondents

A total of 1500 questionnaires were distributed for the data collection, out of which 1026 filled questionnaires were returned. 20 of the returned questionnaire were incomplete and were not deemed fit for the analysis and hence were rejected. Thus, a total of 1006 questionnaire were considered for the further analysis. A majority, 67 percent of respondents were Post graduate, 13 percent M. Phil, 15 percent PhD. Designation wise almost 87 percent were Assistant Professor, 10 percent were Associate Professor. Almost 77 percent respondents were from Self financed colleges.

Table-1 Respondent Profile

Education	Frequency	Percentage	Designation	Frequency	Percentage
Graduation	50	5.0	Assistant	873	86.8
Post graduation	672	67.0	Associate	103	10.2
M.Phil.	128	13.0	Professors	30	3.0
Doctorate	156	15.0	Total	1006	100
Type of Institutions	Frequency	Percentage			
Government	123	12.2			
Self Financed	773	76.9			
Societies Owned	110	10.9			

Results & Discussion

Mean Scores of Job Satisfaction

Satisfaction scores of 3 and above on 5-point Likert scale indicates satisfied respondents with various aspects of job, whereas a score of less than 3 indicate their dissatisfaction. Thus, the results of the study suggested teachers to be moderately satisfied with their job as the score on majority of statements is above 3.

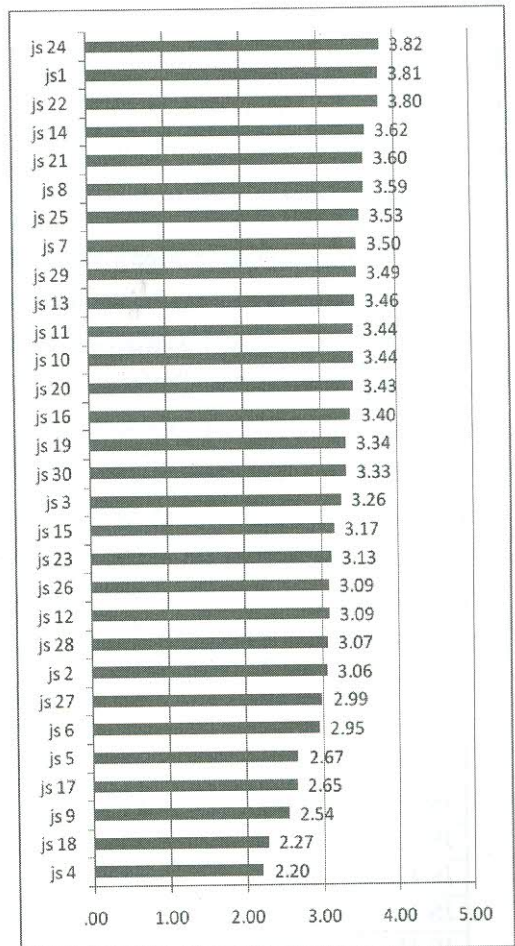
Teachers were found less satisfied with economic aspects like, medical care, housing, travelling ($M= 2.59$) and salary and allowances ($M= 3.06$). Similarly, they were found very dissatisfied with the provision their job offers, in case of emergency, to their family and children ($M= 2.27$). Majority of teachers in the study belonged to Self Financed and Societies Owned institutions, these institutions rarely provide any sort of retirement benefits like pension, gratuity etc., thus teaches have a feeling of insecurity and dissatisfaction regarding it ($M= 2.67$). Similarly, teachers found recreational programmes such as picnics, outings etc., very inadequate in their job ($M= 2.95$). On the question of shifting to some other job, teachers were found neither reluctant nor enthusiastic ($M= 2.99$), they had a very neutral response to it; this can be for the reason that, in this era of uncertainty without having a very promising avenue, teachers were not much willing to leave the job in hand. Teachers in the study were found very satisfied with working conditions ($M= 3.34$); time and opportunities they get to attend their family ($M= 3.44$) and places of posting of their job ($M= 3.46$). Teachers were also found inclined to put their children in the teaching profession ($M= 3.13$). On the psycho-social aspect like, job developing desirable life style ($M= 3.44$) and promotion opportunities ($M= 3.09$) teachers were found very satisfied. This can be for the reason that, majority of respondents involved in the study were Assistant Professors, as being new to the job and profession they have ample of growth and promotion opportunities for them. Contradicting to the earlier findings, our study found teachers to be satisfied with their work loads. Majority of the teachers found their work loads manageable ($M= 3.43$) and were satisfied with the amount of work they were asked to do. On the question of democratic functioning of their job, teachers were found averagely satisfied ($M= 3.17$).

Teaching is considered a very noble profession and thus it carries a lot of social respect and prestige. It is for this that, teachers were found satisfied with the view of their family and friends about their job ($M= 3.49$). Similarly, they were highly satisfied with their social status as a result of their job ($M= 3.81$). Communication is essence for teaching, in the study teachers were very satisfied with the communication network ($M= 3.53$) in their job. Majority of teachers found malpractices like corruption and favoritism less prevalent in their job ($M= 3.60$). Quality of life encompasses lot many things in it, it not only includes materialistic ingredients but also includes psychological wellbeing. Teachers in the study were found very satisfied with their quality of life ($M= 3.62$), depicting that, they were not only satisfied with materialistic pleasure but were also deriving psychological and emotional satisfaction from their job. Earlier researchers have found superiors behavior to be a prominent factor for employee's satisfaction or dis- satisfaction. Majority of the

respondents who participated in the study were found very satisfied with their superiors (M= 3.59). Teaching is an age old profession and has always been related to nation's future and growth. In the same line, when teachers were asked about “do they think their profession adds to economy and development of the nation?”. A very large portion of them strongly agreed with the statement and considered their profession and job to be very important for nation's development (M= 3.80). They were also of the view that “work is worship” is rightly said about their job (M= 3.82). In aggregate, their were various aspects from which teachers drive satisfaction and dis- satisfaction; on the overall teachers were found averagely satisfied with the score of M= 3.33.

Table-2 Mean Scores of the statements

Statement	Mean	Std. Deviation
js 24	3.82	.935
js1	3.81	.846
js 22	3.80	.947
js 14	3.62	1.006
js 21	3.60	1.303
js 8	3.59	1.030
js 25	3.53	1.002
js 7	3.50	.885
js 29	3.49	.961
js 13	3.46	1.166
js 11	3.44	1.022
js 10	3.44	.927
js 20	3.43	1.153
js 16	3.40	.884
js 19	3.34	.941
js 30	3.33	.903
js 3	3.26	.936
js 15	3.17	.884
js 23	3.13	1.164
js 26	3.09	1.057
js 12	3.09	1.071
js 28	3.07	1.084
js 2	3.06	.917
js 27	2.99	1.141
js 6	2.95	1.123
js 5	2.67	1.258
js 17	2.65	1.284
js 9	2.54	1.270
js 18	2.27	1.239
js 4	2.20	.828



Effect of designation of respondents on job satisfaction

The various statements were subjected to One way ANOVA. When there are two categories to compare we can apply One way ANOVA (Malhotra & Dash 2009). One of the assumptions for One way ANOVA is that there must be equality of variance among the various categories under consideration. Levene's test is a measure for the homogeneity of variance among the various categories. Sig values less than 0.05 indicates that the variance among the various categories is not the same. In this case an adjustment to F-test is used which was given by Welch. So in the following tables when Sig value of Levene's test is less than 0.05, Welch's Sig values are considered else the usual ANOVA Sig values are taken.

One Way Analysis of Variance (ANOVA) of Job Satisfaction on the basis of Designation

For the purpose of analysis of variance on the basis of designation in the sampled institutions, the mean scores of the respondents on the basis of designation were calculated (Assistant Professors(n)= 873; Associate Professors(n)= 103 and Professors(n)= 30), and the results of the same have been exhibited in Table 3.

Table-3 Descriptive Mean scores for various Designation with Levene / ANOVA/Welch results

	Assistant Professors	Associate Professor	Professors	Levene Sig Value	ANOVA Sig Value	Welch Sig Value
JS 1	3.77	3.93	4.37	0.28	0.00	
JS 2	2.99	3.33	3.90	0.07	0.00	
JS 3	3.22	3.38	3.97	0.08	0.00	
JS 4	3.79	3.93	4.03	0.13	0.08	
JS 5	2.59	3.07	3.53	0.19	0.00	
JS 6	2.95	2.83	3.10	0.29	0.45	
JS 7	3.48	3.50	3.87	0.17	0.06	
JS 8	3.57	3.65	4.03	0.00		0.00
JS 9	2.51	2.67	3.03	0.80	0.05	
JS 10	3.41	3.52	3.87	0.00		0.00
JS 11	3.43	3.47	3.57	0.40	0.75	
JS 12	3.05	3.27	3.73	0.65	0.00	
JS 13	3.45	3.53	3.63	0.43	0.55	
JS 14	3.61	3.61	4.10	0.07	0.03	
JS 15	3.14	3.30	3.43	0.61	0.05	

JS 16	3.36	3.56	4.03	0.24	0.00	
JS 17	2.62	2.67	3.43	0.02		0.00
JS 18	2.27	2.07	2.70	0.26	0.04	
JS 19	3.31	3.51	3.60	0.18	0.03	
JS 20	2.59	2.49	2.10	0.81	0.05	
JS 21	3.57	3.67	4.23	0.00		0.00
JS 22	3.79	3.87	3.93	0.06	0.52	
JS 23	3.11	3.27	3.37	0.54	0.21	
JS 24	3.81	3.81	4.17	0.06	0.12	
JS 25	3.53	3.52	3.83	0.16	0.25	
JS 26	3.08	3.03	3.73	0.05	0.00	
JS 27	2.95	3.21	3.50	0.46	0.00	
JS 28	3.05	3.21	3.20	0.65	0.27	
JS 29	3.45	3.63	4.10	0.13	0.00	
JS 30	3.28	3.66	3.83	0.51	0.00	

*Significant at 0.05 level.

Above table of ANOVA clearly depicts that, teachers with any designation did not differ regarding recreational programs, medical care benefits, time and opportunity to attend family and places of posting. Similarly, no significant difference was observed regarding democratic functioning and adequacy of communication network in the job. Teachers with all the designation felt considerably that their job adds to the nation's growth and development and the quote "work is worship" are correctly said about their job, thus no significant difference was observed on the basis of designation regarding them. Teachers found their job light and no difference was observed among them on it. Similarly, teachers were adequately satisfied with their social circle as a result of their job and no difference was observed on it. Wherever the significant difference were found, the mean scores were compared to see the responses of the various categories. Further Post hoc analyses were performed wherever independent demographic variable contained more than 2 categories. When there is equal variance among the categories, Tucky's method is the best method else Games-Howell method is preferred (Field, 2009).

Post HOC Tests

TABLE 4: Post Hoc test results

Dependent Variable	Test			Sig
JS 1	Tuckey HSD	Assistant Professor	Associate Professor Professor	.000* .034*
JS 2	Tuckey HSD	Associate Professor	Assistant Professor Professor	.001* .007*
		Professor	Assistant Professor Associate Professor	.000* .007*
JS 3	Tuckey HSD	Professor	Assistant Professor Associate Professor	.000* .007*
JS 5	Tuckey HSD	Assistant Professor	Associate Professor Professor	.001* .000*
JS 8	Games-Howell	Professor	Assistant Professor Associate Professor	.003* .043*
JS 10	Tuckey HSD	Assistant Professor	Associate Professor Professor	.469 .022*
JS 12	Tuckey HSD	Assistant Professor	Associate Professor Professor	.103 .002*
JS 14	Tuckey HSD	Professor	Assistant Professor Associate Professor	.023* .050
JS 16	Tuckey HSD	Professor	Assistant Professor Associate Professor	.000* .026*
JS 17	Games-Howell	Professor	Assistant Professor Associate Professor	.000* .003*
JS 18	Tuckey HSD	Professor	Assistant Professor Associate Professor	.153 .037*
JS 21	Games-Howell	Professor	Assistant Professor Associate Professor	.001* .020*
JS 26	Tuckey HSD	Professor	Assistant Professor Associate Professor	.002* .004*
JS 27	Tuckey HSD	Assistant Professor	Associate Professor Professor	.062 .024*
JS 29	Tuckey HSD	Professor	Assistant Professor Associate Professor	.001* .047*
JS 30	Tuckey HSD	Assistant Professor	Associate Professor Professor	.000* .002*

*Significant at 0.05 level

Post hoc analysis of table 4 of designation revealed that Professors differed significantly from Assistant Professor and Associate Professor on economic aspects of job like salary, allowances and retirement benefits; Professors were found to be more satisfied with salary & allowances (M=3.90) and retirement benefits (M= 3.53) for the reason that they are highly placed in the institution and thus enjoy handsome salary and allowances. One added advantage to the professors is their length of service which makes their

allowances pretty handsome. Teachers with all designation found their superiors and colleagues co-operative & helpful, though Professors were most happy about their superiors and colleagues ($M = 4.03$) than Assistant Professors ($M = 3.57$) and Associate Professors ($M = 3.65$). Professors were most satisfied with promotion opportunities they have in the job ($M = 3.73$) than their Assistant Professors ($M = 3.08$) and Associate Professors ($M = 3.03$) counterparts, this is for the reason that Professors have ample of opportunities for them in the institution in comparison to the Assistant Professors and Associate Professors who are comparatively new to the institution. Professors have more of administrative experience which paves way for many new assignments in other institutions. Professors also found their job more interesting and absorbing ($M = 3.43$) than Assistant Professors ($M = 2.62$) and Associate Professors ($M = 2.67$) who did not find job very interesting and absorbing. Professors also differed significantly from Assistant Professors and Associate Professors on the social status associated with the job and the view of friends and family regarding the job ($M = 4.10$ & $M = 4.37$) respectively; though Assistant Professors and Associate Professors also felt good about social status and view of friends and family towards the job ($M = 3.77$ & $M = 3.93$ and $M = 3.65$ & $M = 3.63$) respectively; as Professors hold the highest academic position in the institution which makes their social status high and respected and thus their job is also liked by their friends and family. Assistant Professors ($M = 3.57$) and Associate Professors ($M = 3.67$) also differ from Professor ($M = 4.23$) regarding absence of corruption, favoritism in the job, Assistant Professors and Associate Professors found corruption etc. more prevalent in the job than Professors, this can be due to the reason that Assistant Professors and Associate Professors face more malpractices in institution and job than Professors. Assistant Professors also differ significantly from Professors on aspects of desirable life style ($M = 3.41$ & $M = 3.87$) and opportunities for ex-officio position ($M = 3.05$ & $M = 3.73$) respectively, this is for the reason that Assistant Professors are new to the institution and are thus not adequately paid which makes them less satisfied regarding life style and also being new to the institution they have not the opportunities about other position in the institution like Professors. Assistant Professors also differ from Professors on job improving their quality of life ($M = 3.61$ and $M = 4.10$) and shift to other jobs ($M = 2.95$ & $M = 3.50$) respectively; this can be attributed to the reason that Assistant Professors are underpaid and overloaded with work which motivates them to shift to the other job. Associate Professors differ from Professors regarding job having provisions for family, ex-gratia ($M = 2.07$ & $M = 2.70$) for the reason that Professors by the time they have reached this designation have accumulated enough for their family and children which is not the case of Associate Professors. Though Assistant Professors are satisfied

with their job ($M= 3.28$) they differ significantly from Associate Professors ($M= 3.66$) and Professors ($M= 3.83$) for the fact that Assistant Professors are junior most in the institution and are generally underpaid and overloaded with the work which make them dissatisfied and discontented towards job than their other counterparts who are more comfortably placed in the institution and have better job security.

Conclusion

The present study undertook the objective of ascertaining satisfaction level of the faculty members and in turn measuring whether there exist significant differences between the job-satisfaction of Professors, Associate Professors and Assistant Professors. Standardized questionnaire was used and responses were taken from 1006 respondents on the basis of convenient sampling. As regard first objective, overall faculty members were found to be satisfied but they were less satisfied on various statements like medical care, housing, travelling, salary and allowances, provisions their job offers, provisions in case of emergency, provisions for their family and children. Majority of teachers in the study belonged to Self Financed and Societies Owned institutions, these institutions rarely provide any sort of retirement benefits like pension, gratuity etc., thus teaches have a feeling of insecurity and dissatisfaction regarding it. Teachers in the study were found very satisfied with working conditions; time and opportunities they get to attend their family and places of posting of their job. Teachers were also found inclined to put their children in the teaching profession. On the psycho-social aspect like, job developing desirable life style and promotion opportunities teachers were found very satisfied. This can be for the reason that, majority of respondents involved in the study were Assistant Professors, as being new to the job and profession they have ample of growth and promotion opportunities for them. This validates of the results of Zembylas, M., & Papanastasiou, E. (2004), Oshagbemi, T. (1999) and Oshagbemi, T. (2000).

Results from the analysis indicate that on 14 statements respondents from all designations exhibited same responses. However there were many areas where Professors were found to be more satisfied (Eyupoglu, S. Z., & Saner, T. (2009)). Professors were satisfied on job like salary, allowances and retirement benefits, salary & allowances and retirement benefits. Professors were most happy about their superiors and colleagues than Assistant Professors and Associate Professors. Professors were also found to be satisfied with promotion opportunities they have in the job than their Assistant Professors and Associate Professors counterparts (Boyer et.al.1994).

Professors also differed significant from Assistant Professors and Associate Professors on the social status associated with the job and the view of friends and family regarding the job respectively; though Assistant Professors and Associate Professors also felt good about social status and view of friends and family towards the job respectively; as Professors hold the highest academic position in the institution which makes their social status high and respected and thus their job is also liked by their friends and family.

The present study validates the findings of the previous studies in this area. Designation does affect the satisfaction. Actually designation signifies higher educational qualifications, higher status, wider experience and exposure, better networking and all these factors lead to one's development and in turn to satisfaction.

Directions for future work

The present study was conducted for the teaching staff of the technical colleges from Haryana. A similar study can be conducted for the no teaching staff as many previous researchers have suggested that the satisfaction level of non-teaching staff is more than that of teaching staff. A similar study on Faculty members from Non-technical institutions and schools can also be planned.

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