



Job Satisfaction of Teachers of Orissa University of Agriculture and Technology, Bhubaneswar, Odisha

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ABSTRACT

The study was conducted in three campuses of Orissa University of Agriculture and Technology, Bhubaneswar viz. Bhubaneswar, Chiplima and Bhawanipatna in 2019 to measure the job satisfaction of teachers working in the University. Ninety respondents from these three campuses were selected for the study using a random sampling procedure. Data was collected from the respondents by implementing personal interview method. Job satisfaction of teachers was measured with the help of a scale with slight modifications. Majority of teachers possessed medium level of overall job satisfaction while working in the University. Majority of the variables were found to have a significant positive association to the dependent variable. In addition, variables such as level of aspiration, achievement motivation, perceived workload, mass media exposure, job stress, awards and recognition along with awards and recognition were found to show significantly positively contributing to as well as explaining about sixty three percent variation of the dependent variable.

INTRODUCTION

University is regarded as the ultimate source of knowledge generation and wisdom creation for the purpose of training the manpower needed different sets of society and life (Khalid et al., 2012). University is a centre of culture and academic excellence. It is a unique institution engaged in exploring, generating, and transmitting knowledge. In all probability, it calls for taking more responsibility for students than they have ever taken before. (Johal et al., 2010). Considering university as an organization, it is of inevitable requisite of a responsive and dynamic climate for the job satisfaction of the working faculties. The fundamental goal of an organization is to bring forth adequate ventures and facilities to employees for their efficient job performance. The improper official communication is most severe factor as perceived by the respondents leading to credibility loss and ultimately the job satisfaction (Slathia et al., 2012). Therefore, an effective human

resource management leads to success of the concerned organization that can be analyzed in the improved levels of job performance of the employees (Mohanlal, 2016). The state agricultural university possess a distinctive system of functioning owing to the diversity in their roles and responsibilities. The faculty moves beyond playing a singular role of a teacher, a scientist or an extension worker (Borah, 2019). Thus, the stability of agri-education imparted by the State Agricultural Universities (SAUs) banks on the working rigours of the teachers and that is why it becomes inevitable not to be ignorant towards the content and satisfaction derived from executing their roles assigned to their job, which forms an important component under human resource management of the concerned university as an organization.

The spirit of job satisfaction has great impact on job performance of any individual and thus conceptualized to describe how an individual is contended with their job. It is determined by the comparison between their expectations and reality (Garbyal,

2018). Happy contented employees does make up a better healthy organizations advancing over any ordeals they face because in such organizations, the employees itself values its responsibility and thus encharged to carry out the duties assigned to them with sheer dedication and act as prominent cogwheels in the productivity of the organization (Ramannanavar, 2018). The job satisfaction in the organization provides support to the duty of administrators to a great extent because it helps to evolve and develop conditions desirable for the all-round growth and development of the concerned organization (Mishra, 2005). Wright et al., (2007) reported that a worker's satisfaction does influence his job behaviour and job satisfaction is associated with high employee performance. In this context, a comprehensive study was undertaken with an objective to measure the job satisfaction of the teachers of Orissa University of Agriculture and Technology, Bhubaneswar, Odisha. The result of this study will be helpful in policy advocations for improving the job satisfaction of the teachers of the University.

METHODOLOGY

The study was conducted in the three campuses of Bhubaneswar, Chiplima and Bhawanipatna of the Orissa University of Agriculture and Technology. The teaching personnel employed by the University were taken as respondents for the study. A total of 90 respondents were taken by selecting 30 respondents in each of the three campuses by following disproportionate random sampling method.

Job satisfaction was operationally defined as the individual's contentedness with their job in terms of their likeliness towards the job or its individual facets such as its nature, structure, and functioning. The job satisfaction of Teachers was evaluated by using the scale developed by Fazely (2016) with slight modifications in the present investigation. The scale comprises of six dimensions with 25 items. The response of the respondents was appraised on five-point continuum namely, Very Much Satisfied (VMS), Satisfied (S), Partially Satisfied (PS), Dissatisfied (DS) and Very Much

Dissatisfied (VMDS) respectively. The job satisfaction scores for all the statements were added to get the satisfaction scores of Teachers. The possible scores varied from 25 (lowest) to 125 (highest) which was normalized later. The classification of respondents into low, medium and high levels of job satisfaction was done by following *cumulative square root frequency method*. Personal interview method was implemented for the purpose of data collection from the respondents. The variables selected were found to be relevant for the study owing to the result of an extensive review of literatures accompanied with experts' consultancy and guidance. Chi-square analysis was employed to measure the relationship between the independent variables and job satisfaction of the teachers of the University, followed by multiple linear regression and stepwise regression to determine the relative contribution of the selected independent variables and their combined effect on the dependent variable, 'job satisfaction'.

RESULTS AND DISCUSSION

Item wise analysis of Job Satisfaction of teachers of the University

The result provided in Table 1 presents the item-wise analysis of job satisfaction of the teachers of the University. The activities that opined to be in terms of highest satisfaction by the teachers were 'Status and prestige as an employee in the University' of "Esteem" with the mean score of 3.689. The second position is jointly held by 'Help, guidance and encouragement from superiors' of "Environment" dimension and 'With regard to the library facilities available in the University' of "Facilities" dimension with their corresponding mean score of 3.533. The teachers are highly satisfied with the prestige status attached with the job and guidance received from the superiors like senior cadre teachers and head of the departments which motivates them to push hard against obstacles while performing their daily given assignments both at the classroom level as well as office level. They are also satisfied

Table 1. Item wise analysis of job satisfaction of teachers in the University

S.No.	Statements	VMS (%)	S (%)	PS (%)	DS (%)	VMDS (%)	Mean score
I.	Environment						
a.	Help, guidance and encouragement from superiors	17.78	41.11	24.44	10.00	6.67	3.533
b.	The policies and procedures of the University in relation to the job.	14.44	38.89	27.78	13.33	5.56	3.433
c.	With respect to the posting to the place of liking.	10.00	42.22	37.78	10.00	0.00	3.478
II.	Opportunity						
a.	The scope and opportunity available for self-development.	14.44	32.22	33.33	14.44	2.22	3.356
b.	Opportunities to express the professional developmental needs.	11.11	36.67	31.11	13.33	7.78	3.322
c.	With respect to opportunities created to do higher studies in India and abroad.	13.33	23.33	36.67	22.22	4.44	3.189
d.	The promotional opportunities provided in the present job.	14.44	35.56	32.22	15.56	2.22	3.444
III.	Facilities						
a.	With regard to the library facilities available in the University.	16.67	42.22	24.44	11.11	5.56	3.533
b.	Provision of equipment, vehicle and other infrastructural resources necessary to execute the responsibilities	18.89	34.44	26.67	13.33	6.67	3.456
c.	Regarding education facilities available for the children.	13.33	35.56	32.22	12.22	6.67	3.367
d.	Medical facilities provided by the university	15.56	32.22	27.78	21.11	7.78	3.200
e.	The residential facilities provided by the university.	14.44	31.11	27.78	14.44	12.22	3.211
f.	With respect to transport, facilities provided at the university.	23.33	23.33	32.22	12.22	7.78	3.400

Table 1 contd...

S.No.	Statements	VMS (%)	S (%)	PS (%)	DS (%)	VMDS (%)	Mean score
IV.	Esteem						
a.	Status and prestige as an employee in the university.	24.44	37.78	24.44	8.88	4.44	3.689
b.	Scope to prove the merit and excellence in the university.	15.56	36.67	26.67	15.56	8.88	3.344
c.	The recognition given by the students and colleagues	17.78	34.44	27.78	10.00	14.44	3.344
d.	The rewards, recognition and incentives provided by the University for good work.	16.67	26.67	33.33	12.22	11.11	3.256
V.	Job						
a.	The description of job and responsibilities as a teacher.	15.56	27.78	30.00	22.22	4.44	3.278
b.	The present salary commensurate with the work	15.56	31.11	27.78	15.56	10.00	3.267
c.	Encouragement to participate in seminars, symposia / conferences in India and abroad.	17.78	21.11	35.56	17.78	7.78	3.233
d.	Freedom for flexibility in work provided by the university.	14.44	34.44	31.11	12.22	7.78	3.356
e.	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.	11.11	35.56	30.00	12.22	11.11	3.233
VI	Training						
a.	The budget provided to organize educational activities.	14.44	28.89	28.89	18.89	8.88	3.211
b.	The pre service training given at the time of joining the post.	18.89	26.67	28.89	12.22	13.33	3.256
c.	Appropriate in-service programmes leading to promotions are available.	16.67	32.22	26.67	16.67	7.78	3.333

with the existing library system, which also supports them in acquiring the requisite technical knowledge with the changing times keeping them updated with newer discoveries occurring in the field of agriculture and allied sciences.

The activities that fall under the category of least satisfaction of teachers were 'With respect to opportunities created to do higher studies in India and abroad' of "Opportunity" dimension followed by 'the residential facilities provided by the University' of "Facilities" dimension with their mean scores of job satisfaction by 3.189 and 3.211, respectively. There is lacunae in the provision of residential quarters by University for staying which led to additional expenses of paying rents thus adding burden on family expenditure on availing basic amenities while living in towns and cities. There is also the absence of scope and avenues for seeking higher educational opportunities that has deprived them from increasing their exposure and paving the way for their self-development.

Overall Job satisfaction of the teachers of the University

The complete information on the overall job satisfaction of teachers being classified in to different levels/ strata as displayed by the Figure 1. According to this table, 40 per cent of the teachers appertained to the strata of medium level of job satisfaction while the portion of teachers falling under the strata of low and high level of job satisfaction yields to 24.44 per cent and 35.56 per cent, respectively. From it, the mean score of job satisfaction of all Teachers was 83.502 with the standard deviation of 14.253. The findings were quite analogous to that of Meena (2009); Patel & Dhodia (2015); Fazely (2016); Bhat (2017); Kusumalatha (2018); Kumar (2020).

The classification of teachers into the different levels of job satisfaction viz. low, medium and high based on the obtained values of mean and standard deviation of the job satisfaction scores of teachers. This was also depicted the fact that the major portion of teachers appertained to medium level and the causal factors for this

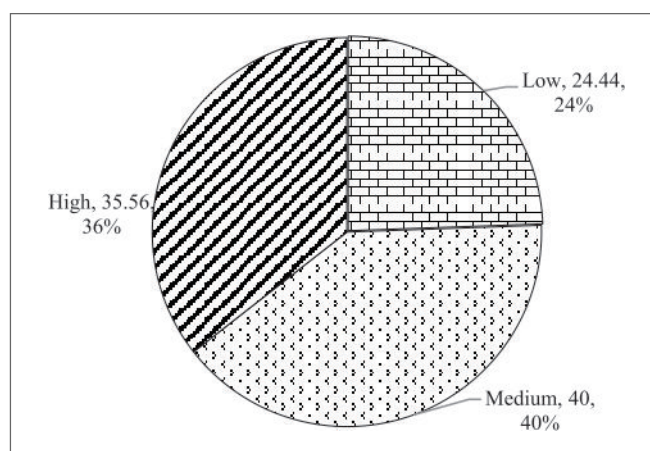


Figure 1. Job satisfaction level of University teachers

owes to the dissatisfaction of teachers about the prevailing conditions of the job, strict adherence to rules and pressure of finishing the course curriculum with limited time and resources thus blocking them to develop and acquire new innovative approaches while performing their job.

Association between independent variables and job satisfaction of the University teachers

The relationship between selected independent variables with job satisfaction of teachers of the University was measured with the help of chi-square analysis, followed by multiple linear regression analysis. From the chi-square analysis as depicted in the Table 2, it was conferred that the independent variables like age, educational qualifications, achievement motivation, perceived workload, organizational climate, e-literacy, mass media exposure, commitment to work and participation in seminars and conferences concurred to have significant association at five per cent level of significance with the job satisfaction of teachers whereas the ones

Table 2. Relation between independent variables and job satisfaction of the teachers of the University

S.No.	Profile Characteristics	Contingency Coefficient	Chi-square value
1.	Age	0.336	11.458*
2.	Gender	0.264	4.782 ^{NS}
3.	Family size	0.167	2.583 ^{NS}
4.	Rural-Urban Background	0.199	3.743 ^{NS}
5.	Educational Qualifications	0.323	10.489*
6.	Job Experience	0.276	7.445 ^{NS}
7.	Job Stress	0.377	14.912**
8.	Level of Aspiration	0.386	15.787**
9.	Achievement Motivation	0.311	9.689*
10.	Perceived Workload	0.349	12.486*
11.	Health	0.223	4.721 ^{NS}
12.	Organizational Climate	0.318	10.167*
13.	e-Literacy	0.337	11.581*
14.	Training Received	0.371	14.372**
15.	Mass Media Exposure	0.321	10.366*
16.	Commitment to work	0.365	13.851*
17.	Interpersonal Contact	0.230	5.069 ^{NS}
18.	Self-reliance	0.261	6.624 ^{NS}
19.	Number of Publications	0.199	3.726 ^{NS}
20.	Global Exposure	0.379	15.172**
21.	Participation in seminars and conferences	0.335	11.451*
22.	Awards and Recognition	0.389	16.118**
23.	Research Projects Handled	0.197	3.653 ^{NS}

**Significant at 1%; *Significant at 5%; NS=Non-significant

like job stress, level of aspiration, training received, global exposure along with awards and recognition displayed significant association with the concerned dependent variable at one per cent level of significance.

Since age and educational background found to be in significant association, it does put highlight on the fact that acquiring knowledge along with facing different types of situation in their lifetime eventually makes the individual more capable and confident of doing the assigned work in more efficient manner which tends to derive more satisfaction from the job. These results were in similarity to that of findings of Raut (2006); Kusumalatha (2018). An individual's innate desire to achieve more by constantly improving themselves to hone their skillset and trying day by day in reaching the perfection to avoid uncertainties and overcoming the failures in performing their job ultimately paves for deriving more of satisfaction from job which can be inferred from the existence of significant association of achievement motivation as well as level of aspiration. With this, it also improves their dedication that needs to be provided to the job concerned which act as fuel to their loyalty towards their job responsibilities, the fact which is well depicted by the result of significance displayed in the relation between commitment to work and job satisfaction. These results were in concurrence with the findings of Gopika (2014); Ramannanavar & Nagpur (2018).

Even though with prominent educational background, innate desire to progress with profound aspirations and dedication, still there are things which, yet being external to the concerned individual, has prominent effect on the satisfaction. Being teacher

whose primary responsibility is to ensure proper educational development of the students on the lines of agri-professionalism coping up with changing scenarios of the agricultural science, the students' nature in the face of limited resources and that too under restricted boundaries of classroom teaching and practical sessions either at field or laboratory conditions, it does put up a heavy toll on the teachers in terms of workload and in times of inability to perform their duty does put up a negative strain on themselves which does hamper in deriving satisfaction from job. That is why, perceived workload and job stress has significant relation with the job satisfaction. With today's changing world of scientific innovations and technological enhancements in the field of education has changed the picture of classroom teaching whereby the arrival of instructional aids in form of audio video lectures, slideshow presentation, online classroom teaching, video-conferencing, webinars, project reports, pdf notes, etc which helps in efficient consumption of information by almost all senses at the students' end ensuring proper dissemination and adoption of knowledge in their college life. That's why the proficiency in handling these new gadgets and forums for the above said scenario does put up in effective execution of job duties of the teacher and so justifies the significance of association of satisfaction from e-literacy and mass media exposure.

Following chi-square analysis, multiple linear regression analysis was carried out to measure the relative contribution of all independent variables to the dependent variable, i.e., the job satisfaction of teachers. In this context, a regression equation was fitted, keeping the score of job satisfaction of teachers as dependent variables with twenty-three independent variables. Table 3 shows the results of the multiple linear regression analysis carried out. The R² value in the regression model says that 63.80 per cent of variation in the job satisfaction of teachers could be explained by the selected all independent variables in which level of aspiration, perceived workload, mass media exposure, awards and recognition and commitment to work found to contribute significantly to the dependent variable at five per cent level of significance. Only one independent variable, level of aspiration found to be significantly contributing at one per cent level of significance.

Since it was concluded that a major number of independent variables were found not to be significantly contributing to the dependent variable, the method of stepwise regression in backward mode was employed in which after loading of all the variables into the model, each time a variable was removed to test its relative significance on the overall result of contribution to dependent variable. As described in Table 4, with R² value of 0.598, the independent variables like job stress, aspiration, perceived workload and mass media exposure were found to have significantly contributing to the dependent variable and thus explaining 59.8 per cent of the variation occurring in the dependent variable.

Therefore, these variables were very much crucial to explain the importance of job satisfaction of the teachers of the University. It is an inevitable fact that the aspirations act as driving force for the teachers to set up targets with aims and objectives followed by devising a plan and constantly strive for to achieve it in order to improve and become a better teachers than before they were. In the modern world dominated by the technological advancements

Table 3. Linear multiple regression analysis of independent variables with job satisfaction of teachers of the University

S.No.	Variables	Regression coefficient (b)	Standard error	t-value
1.	Age	0.182	0.152	1.196 ^{NS}
2.	Gender	3.926	2.845	1.380 ^{NS}
3.	Family size	0.644	0.827	0.778 ^{NS}
4.	Rural-Urban Background	-0.176	0.378	-0.465 ^{NS}
5.	Educational Qualifications	3.051	3.107	0.982 ^{NS}
6.	Job Experience	0.222	0.198	1.122 ^{NS}
7.	Job Stress	-0.144	0.289	-0.497 ^{NS}
8.	Level of Aspiration	1.076	0.381	2.824 ^{**}
9.	Achievement Motivation	0.331	0.286	1.158 ^{NS}
10.	Perceived Workload	-0.610	0.300	-2.036 [*]
11.	Health	-0.237	0.676	-0.350 ^{NS}
12.	Organizational Climate	-0.134	0.279	-0.483 ^{NS}
13.	e-Literacy	0.526	0.570	0.923 ^{NS}
14.	Training Received	-0.109	0.648	-0.169 ^{NS}
15.	Mass Media Exposure	1.374	0.649	2.116 [*]
16.	Commitment to work	2.357	0.929	2.538 [*]
17.	Interpersonal Contact	-0.003	0.232	-0.013 ^{NS}
18.	Self-reliance	0.135	1.270	0.106 ^{NS}
19.	Number of Publications	-0.081	0.059	-1.360 ^{NS}
20.	Global Exposure	-0.398	1.430	-0.278 ^{NS}
21.	Participation in seminars and conferences	0.385	0.610	0.631 ^{NS}
22.	Awards and Recognition	0.464	0.746	2.326 [*]
23.	Research Projects Handled	-0.418	0.661	-0.633 ^{NS}

R²=0.638; ** Significant at 1%; * Significant at 5%; NS=Non-significant

Table 4. Stepwise regression analysis of independent variables with job satisfaction of teachers of the University (n=90)

S.No.	Variables	Regression coefficient (b)	Standard error	t-value
1	Job Stress	-0.977	0.243	-4.025 ^{**}
2	Level of aspiration	0.394	0.786	2.121 [*]
3	Perceived Workload	3.558	1.254	2.837 ^{**}
4	Mass media exposure	1.971	0.526	3.750 ^{**}

R² = 0.598; ** Significant at 1%; * Significant at 5%; NS=Non-significant

and constant need of real-time information to keep pace changing needs in the agri-education sector as well as the nature of the upcoming next generation of students, the compatibility and constant touch with the mass media aids play a vital role in the satisfactory performance of the teachers. But with these arrives new ordeals and challenges of these changing times in the view of restricted boundaries of university campus and limited resources, their perception of workload also determines their capability to draw satisfaction which is also psychological phenomena varying from individual to individual.

CONCLUSION

The efficiency of the University depends on the job satisfaction of the teachers. Majority of the respondents state that they derive maximum satisfaction from the prestige and status associated with their job along with cooperation from the senior cadres and head of the departments. Majority of the respondents opines to fall in the strata of medium level of overall job satisfaction. Most of the profile characteristics are significantly associated with their job satisfaction. Factors like level of aspiration, awards and recognition, achievement motivation, perceived workload, mass media exposure and commitment to work significantly contributed

to the variation of the dependent variable, thus deserving due importance. The consequences of the study would be supportive to the policy formulations for the betterment of the teachers. Further studies on the job satisfaction of teachers working in different universities are encouraged to obtain a generalized picture of the job satisfaction of the teachers of the University.

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