

Minor Research Project

On

Job Satisfaction and Performance of College Lecturers in Malwa Region of Punjab

Submitted by

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**[Principal Investigator of UGC Sponsored Minor Research Project entitled –
Job Satisfaction and Performance of College Lecturers in
Malwa Region of Punjab]**

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OBJECTIVES OF THE STUDY

- i) To compare Job Satisfaction of College Lecturers with respect to different demographic characteristics.
- ii) To study and compare job satisfaction of College Lecturers with respect to different indicators API (Academic Performance Indicators).
- iii) To compare the Performance of College Lecturers at different levels of job satisfaction.
- iv) To study the relationship between Job Satisfaction and Performance of College Lecturers.
- v) To find out the significant predictors of Job Satisfaction from variables under study.
- vi) To compare teaching competency of College Lecturers as perceived by students at their Low, Average and High level of Job Satisfaction.

FINDINGS OF THE STUDY

Followings are the findings of the study:

- 1) Associate Professors have significantly higher Job satisfaction than Assistant Professors.
- 2) Job satisfaction of College Lecturers of Social Sciences streams is significantly higher than college lecturers of Science and languages Streams. There is no significant difference in Job Satisfaction between College Lecturers of science and College Lecturers of language streams
- 3) Lecturers of Girls Colleges have significantly higher level of Job Satisfaction than of Co-educational College Lecturers.
- 4) College Lecturers under covered posts have significantly higher Job Satisfaction than College Lecturers under uncovered posts.
- 5) Regular College Lecturers have significantly higher level of Job Satisfaction than Adhoc Lecturers.
- 6) Male Lecturers have significantly higher Job satisfaction than Female Lecturers.

- 7) College Lecturers taking less than 24 periods in a week have significantly higher job satisfaction than lecturers taking more than 24 periods per week.
- 8) Level of Job satisfaction of College Lecturers with workload < 20 periods per week is not significantly higher than College Lecturers with work load 21 to 24 periods per week.
- 9) Aided college lecturers have significantly higher Job satisfaction than Private college lecturers.
- 10) College Lecturers having no excess work load have significantly higher Job satisfaction than College Lecturers having excess work load.
- 11) College Lecturers who use technology in delivering lecture have significantly higher Job satisfaction than College Lecturers who choose only chalk and talk method in lecture.
- 12) College Lecturers who use internet for academic purpose have significantly higher Job satisfaction than College Lecturers who do not use internet for academic purpose.
- 13) College Lecturers who use participatory and innovative teaching learning methodologies have significantly higher Job satisfaction than College Lecturers who do not participatory and innovative teaching learning methodologies.
- 14) College Lecturers who contribute in co-curricular activities have significantly higher Job satisfaction than College Lecturers who do not contribute in Co-curricular activities.
- 15) College Lecturers who attended training programmes have significantly higher Job satisfaction than College Lecturers who did not attended training programmes.
- 16) College Lecturers who presented papers in conference, seminars and in workshops have significantly higher Job satisfaction than College Lecturers who did not presented papers in conference, seminars and in workshops.
- 17) College Lecturers who published their work significantly higher Job satisfaction than College Lecturers who did not published their work.
- 18) College Lecturers who completed or working on research project significantly higher Job satisfaction than College Lecturers who did not complete or working on research project.
- 19) College Lecturers who are invited by other institutions for guest lecturers have significantly higher Job satisfaction than College Lecturers who are not invited by other institutions for guest lecturers.
- 20) College Lecturers have chaired the technical sessions at National and International Conference or Seminars have significantly higher Job satisfaction than College Lecturers

who have not chaired the technical sessions at National and International Conference or Seminars.

- 21) College Lecturers who are involved in curriculum restructuring, revision/ Syllabus development as a member of Board of Study/faculty/ curriculum development have significantly higher Job satisfaction than College Lecturers who are not involved in curriculum restructuring, revision/ Syllabus development as a member of Board of Study/faculty/ curriculum development.
- 22) College Lecturers who study <1 hour daily has least Job Satisfaction than College Lecturers who does not study at all, study 1 hour daily, 2 hours daily and more than 2 hour daily.
- 23) College Lecturers who read news paper daily have significantly higher Job satisfaction than College Lecturers who do not read news paper daily.
- 24) College lecturers, who do not read textbooks at all or read more than two hours, have highest level of job satisfaction. The college lecturers who read half an hour daily have least job satisfaction.
- 25) College Lecturers with low Job Satisfaction have significantly Low Academic performance than College Lecturers with Average level of Job Satisfaction and High level of Job Satisfaction.
- 26) College Lecturers with Average Job Satisfaction level have significantly higher Academic Performance than College Lecturers with Low level of Job Satisfaction and significantly low Academic Performance than College Lecturers with High level of job satisfaction.
- 27) College Lecturers with higher level of job satisfaction have significantly higher level of Academic performance than College Lecturers with low level of job satisfaction and average level of job satisfaction.
- 28) Academic performance is directly related with Job satisfaction. Scores of API increase, when Job Satisfaction increases.
- 29) College Lecturers with low score of API have significantly low Job satisfaction level than College Lecturers with Average score of API and High Score of API.

- 30) College Lecturers with Average Score of API have significantly higher level of job satisfaction than College Lecturers with Low score of API and significantly lower level of job satisfaction than College Lecturers with High score of API.
- 31) College Lecturers with higher score of API have significantly higher level of job satisfaction than College Lecturers with lower score of API and average score of API.
- 32) Job Satisfaction is directly related API. Job satisfaction increases, when score of API increases.
- 33) The variables Department, Type of College (Girls/Co-Educational), Type of College (Aided, Private), Gender, Classes taken per week, excess of work load, Use of Internet, contribution to curriculum activities, research paper presentation, research awards and chairing technical sessions in Seminars or Conferences are significant predictors of Job Satisfaction.

The following regression equation is framed:

$$\text{Job Satisfaction} = 86.785 - 2.095 * \text{Department} + 3.211 * \text{TOC1} - 15.696 * \text{TOC2} - 3.641 * \text{Gender} + 1.309 * \text{Class Taken} - 0.758 * \text{Excess Work Load} + 6.315 * \text{Internet Usage} + 4.747 * \text{CCA} + 4.017 * \text{Paper Presentation} - 8.386 * \text{Research awards} + 9.615 * \text{Chaired Technical session}.$$

- 34) There is significant positive correlation between Job Satisfaction and Performance of College Lecturers.
- 35) There is no significant difference in Perceived Teaching Competence of College Lecturers at different levels of Job Satisfaction.
- 36) There is no significant difference in Job Satisfaction of College Lecturers on the basis of teaching experience, marital status, qualifications (Master and Ph.D.), UGC (NET) clearance, and research awards.