



# Job Satisfaction levels of Government College Teachers in Imphal East District, Manipur

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**Abstract:** Teaching is not an exception unless and until a teacher derives satisfaction on job performance. The only satisfied and well-adjusted teacher can think of the quality of higher education towards the job. The expectations of college teachers depend upon the successful running of the education system. Therefore the study was conducted to find out the level of job satisfaction of Government College teachers in Imphal East district, Manipur. The sample for the study consisted of 100 teachers selected based on a simple random sampling technique from three Government Colleges. The study is descriptive and the Questionnaire of Teacher's Job Satisfaction Scale TJSS (2012) developed by Yudhivendra Mudgil, Prof. I.S. Mubar, Prabha Bhatia was used to collecting the data. The investigator used percentage, z-Score Norms, mean, standard deviation, and correlation as statistical techniques. The analysis of the study revealed that there are different levels of job satisfaction among male and female Government College teachers. The majority of male and female teachers satisfied their job at the above-average level of satisfaction in Grade C. However, it is found that the male and female teachers have a very high positive correlation between job satisfaction and their educational qualification.

**Index Terms - Government colleges, Job satisfaction, Teachers**

## I. INTRODUCTION

The main quality of teachers is the positive attitude towards education. The male or female teacher must have the ability to get satisfied from their respective jobs. The qualification of teachers towards education influences active participation in the educational sector with desirable attitudes by shaping effective and productive learning towards the job in the higher education system of Manipur. Education is to preserve, transmit and advance knowledge and to bring changes for the betterment of society. It is an essential tool for attaining the goal of equality, development, and peace. The purpose of preparing a good teacher is only possible by providing professional training related to different levels of education. College is an inseparable part of the development of any state and country.

Without ensuring college development, state and national development can't be achieved. The teachers' satisfaction in one college can make them devoted and committed to their responsibilities. In Manipur, The problem of job satisfaction of Imphal East district teachers becomes an important challenging issue in the district-wise level of Manipur. The level of job satisfaction among male and female teachers is uncertain because the effect on teachers' quality is related to many problems in respect of different colleges. It is the needing behavior of a college teacher in any higher education system in such a way that he/she has to perform productive activities in the college with more concentration and devotion. The success of the educational system depends upon the involvement, effort, and contribution of the academic staff or their professional expertise.

According to Hoppock (1935), "Job satisfaction is any combination of psychological, physiological and environmental circumstances that cause a person truthfully say I am satisfied with my job".

Male Government College teachers are somewhat lacking their satisfaction level than female teachers towards irregularities of the government maintaining infrastructures, facilities, and co-curricular activities of the colleges. Female Government College teachers are bound to have many personal and family problems regarding satisfaction of job in colleges from many factors. Therefore, the investigator has decided to carry out a study to find out the level of job satisfaction of Government College teachers of a district in Manipur. The study aimed at teachers' jobs especially to find out the ideas on the teaching profession on college teachers whether satisfied or dissatisfied and looking for how far educational qualification is related to job satisfaction.

## II. LITERATURE REVIEW

Irum Saba (2011), conducted a study on measuring the job satisfaction level of the Academic Staff in Bahawalpur Colleges, Pakistan. The study aimed to inspect the job satisfaction level of academic staff in Bahawalpur. Important factors that have an impact on job satisfaction level were work itself, pay, promotion opportunities, working conditions, job security, and co-workers. A sample of 108 teachers was selected by stratified random sampling from the five Government colleges of Bahawalpur. The study reported that simple or little percentages indicated that academic staff of the colleges was more satisfied with the work itself, pay, working conditions, job security, and co-workers and less satisfied with the promotion opportunities.

Shafi M (2016), conducted Job Satisfaction in College Teachers: A Survey Based Study of Government Colleges of Hyderabad, Pakistan. The study aimed to examine the level of job satisfaction and investigate the reasons for job stress in teachers of Government colleges (Male and Female). The descriptive type of research was adopted for the study and the data was collected through questionnaires and face-to-face interviews. The researcher selected 231 teachers out of 576 teachers randomly selected and was given a predesigned questionnaire. From the total sample, 135 (58.44%) teachers were single whereas 96 (41.56%) respondents were married. The study was conducted during the period from August 2014 to August 2015 and the data was analyzed through SPSS-20 and Microsoft Excel. The results of the study indicated that due to stumpy salary, and lack of various facilities in colleges, 52.38% of teachers were dissatisfied whereas 20.8% of senior teachers were found satisfied with jobs. Job satisfaction among male and female teachers had a high degree of positive correlation and there was also a positive correlation between job satisfaction and length of service among teaching staff of colleges. It was found that the varieties of factors which affect teacher's job satisfaction included non-availability of training or workshops to face the stress during the job, lack of facilities, financial aspects, behavior, and attitude of superiors, subordinates, students, freedom for participating in decision making, recognition of the society, etc.

V. Senthilkumar, Dr. R. Kannappa (2016), conducted a study on employees' job satisfaction in collegiate education with special reference to Arts and Science Colleges at Tiruchirapalli in Tamil Nadu. The main purpose of the study was to evaluate the level of job satisfaction and investigate the factors affecting it in the teachers at Tiruchirapalli town. Some of the hypotheses of the study were: (i) there was no relationship between gender and job satisfaction, (ii) there was no relationship between pay and job satisfaction, and (iii) there was no relationship between work schedule and job satisfaction. Primary data was collected from the faculty members who were working in the Tiruchirapalli colleges which were all situated in and around Rockfort town within a radius of 10 k.m. Secondary data had been collected from books, journals, and websites. For the study, correlation technique and t-test were used to test the significance of hypotheses. The data had been collected only from 100 respondents. The researchers found that Arts and Science college teachers were having an only average level of job satisfaction to gender, teaching experience, nature of the appointment, type of management, and nature of college. Male teachers had indicated better job satisfaction as compared to female teachers. No significant difference was found in job satisfaction among the Arts and Science college teacher who had different years of teaching experience. No significant difference was found in job satisfaction among the Arts and Science college teachers who worked in different types of management of colleges. Significance difference was found in job satisfaction among the Arts and Science college teachers to the nature of colleges. Permanent college teachers had expressed better job satisfaction than temporary college teachers. 60% of faculty members were working in the self-financing stream and getting a lower salary. The salary, working environment, promotional opportunity, and interpersonal relationship were the main factors influencing job satisfaction. Out of all factors, the salary and the environment played an important and rank first and second position.

## III. RESEARCH DESIGN

The methodology section outline the plan and method that how the study is conducted. This includes population, sample, sources of data, theoretical framework, methodology, and tools.

### 3.1 Population and Sample

The teachers of three government colleges of Imphal East district (Modern College, M.B. College & Ideal Girls College) constituted the population of the study. The total population of the study is 160. It consists of both male and female Government College teachers. The sample for the study comprised of 100 Government College teachers working in these three colleges.

### 3.2 Sources of Data

The data which has been used in this research come from primary data. A standardized questionnaire of the Teachers' Job Satisfaction Scale, TJSS-MBB developed by Yudhivendra Mudgil, Prof. I.S. Mubar & Prabha Bhatia was used to collect the data. The primary data was collected from the teachers in the year 2019-2020.

### 3.3 Theoretical Framework

This is a quantitative research paper. The independent variables are educational qualification and gender. The dependent variable is job satisfaction. The investigator used Likert's Scaling Technique of measuring variables of male and female Government College teachers.

### 3.4 Methodology and Tools

The raw data collected through the survey were analyzed using Microsoft Excel 2007. The researcher had used mean, standard deviation, percentage, z-scores, and correlation for the analysis and interpretation of the data. The data were collected individually from three colleges of different departments in the Imphal East district. The researcher established a proper rapport with the Teacher's Job Satisfaction Scale. The lists of the scores obtained by the male and female Government College teachers were prepared separately in the TJSS-MMB.

### 3.5 Research Objectives

- To find out the levels of job satisfaction among male and female Government College Teachers in Imphal East district
- To find out the correlation level between educational qualification and job satisfaction among male and female Government College teachers in Imphal East district

### 3.6 Hypotheses of the Study

- There is no significant difference between the job satisfaction levels of male and female Government College teachers in Imphal East district
- There is not a very high correlation level between educational qualification and job satisfaction among male and female Government College teachers in Imphal East district

## IV. RESULTS AND DISCUSSION

To study the level of job satisfaction of Government College teachers in Imphal East district, the raw scores obtained by administering the Teacher's Job Satisfaction Scale on the selected sample were converted into standard scores i.e. z-scores and the number of college teachers at the range of z-scores were counted at various levels of job satisfaction in Grade A (Very High Satisfaction), Grade B (High Satisfaction), Grade C (Above Average Satisfaction), Grade D (Average Satisfaction), Grade E (Below Average Satisfaction), Grade F (Dissatisfaction) and Grade G (Highly Dissatisfaction).

**Table 1**

**Percentage of male Government College teachers according to job satisfaction scores in Imphal East district**

Sl.No.	Class Interval	Frequency	Percentage
1	220-240	6	12%
2	240-260	25	50%
3	260-280	18	36%
4	280-300	1	2%
Total		50	100%

Source: Computed data

From Table 1, it is known that the lowest number of male Government College teachers of Imphal East district was 220 scores and the highest score was 300 scores. Among the teachers, 50 percent were between the scores of 240-260, 36 percent between the scores of 260-280, 12 percent between the scores of 220-240, and 2 percent between the scores of 280-300. Therefore, the maximum percentage (50%) of male college teachers was found between the class intervals of 240-260 scores for 25 college teachers, and the least percentage (2%) of male college teachers was found between the class intervals of 280-300 scores for 1 college teacher.

**Table 2**

**Job Satisfaction Levels of Male Government College Teachers in Imphal East District**

Range of Z-Scores	Numbers of Teachers	Percentage	Grade	Levels of Job Satisfaction
+2.01 and above	1	2%	A	Very High satisfaction
+1.26 to +2.00	2	4%	B	High Satisfaction
+0.51 to + 1.25	30	60%	C	Above Average Satisfaction
-0.50 to + 0.50	4	8%	D	Average Satisfaction
-0.51 to - 1.25	6	12%	E	Below Average Satisfaction
-1.26 to - 2.00	6	12%	F	Dissatisfaction
-2.01 and below	1	2%	G	Highly Dissatisfaction
Total	50	100%		

Source: Computed data

From Table 2, it is clear that the z-scores are ranges from +2.01 and above to -2.01 and below. The total number of male Government College teachers is 50. Most of the male college teachers (60%) were found at above-average satisfaction level, least percentage (2%) of job satisfaction was found at very high satisfaction level and highly dissatisfaction level. 12% of college teachers were found at below-average satisfaction level and dissatisfaction level, and 8% at average satisfaction level.

Table 3

Percentage of Female Government College teachers according to job satisfaction scores in Imphal East district

Sl.No.	Class Interval	Frequency	Percentage
1	220-240	2	4%
2	240-260	15	30%
3	260-280	26	52%
4	280-300	7	14%
Total		50	100%

Source: Computed data

The Table 3, it is clear that job satisfaction scores of female Government College teachers were started from 220 scores to 300 scores. Among the college teachers, 52 percent were between the scores of 260-280, 30 percent between the scores of 240-260, 14 percent between the scores of 280-300, and 4 percent between the scores of 220-240. It was found that there is a maximum percentage (52%) of female college teachers in the class intervals of 260-280 scores and the least percentage (4%) of female college teachers was found between the class intervals of 220-240 scores.

Table 4

Job Satisfaction Levels of Female Government College Teachers in Imphal East District

Range of Z-Scores	Numbers of Teachers	Percentage	Grade	Levels of Job Satisfaction
+2.01 and above	-	-	A	Very High satisfaction
+1.26 to +2.00	6	12%	B	High Satisfaction
+0.51 to + 1.25	27	54%	C	Above Average Satisfaction
-0.50 to + 0.50	4	8%	D	Average Satisfaction
-0.51 to - 1.25	7	14%	E	Below Average Satisfaction
-1.26 to - 2.00	5	10%	F	Dissatisfaction
-2.01 and below	1	2%	G	Highly Dissatisfaction
Total	50	100%		

Source: Computed data

From Table 4, it is known that the total number of female Government College teachers is 50. Most of the female college teachers (54%) were found at above-average satisfaction level and the least percentage (2%) of job satisfaction was found at highly dissatisfaction level. 14% of college teachers were found at below-average satisfaction level, 12% at high satisfaction level, 10% at dissatisfaction level, and 8% at average satisfaction level.

### Hypothesis Testing 1:

Table 2 and Table 4 show the analysis of different levels of job satisfaction according to the range of z scores among male and female Government College teachers. The z scores are ranges from +2.01 and above to -2.01 and below. There are many unequal numbers of teachers in different levels of job satisfaction in Grade A, B, C, D, E, F, and G. Therefore, the first null hypothesis is rejected. There is a significant difference between the various levels of job satisfaction of male and female Government College teachers in the Imphal East district.

Table 5

Educational Qualification of Male Government College Teachers in Imphal East District

Male educational qualification	No. of Respondents	Percentage
MA / M.Sc	16	38%
MA, M.Phil / M.Sc., M.Phil	11	22%
MA, NET	1	2%
MA/M.Sc., M.Phil, Ph.D.	2	4%
MA/M.Sc., Ph.D.	13	26%
MA, BED, Ph.D.	1	2%
MA, M.Phil, BED	1	2%
MA, MED	1	2%
MA, MED, Ph.D.	1	2%
MA, NET/JRF	1	2%
MA, M.Phil, NET/JRF	1	2%
MA, M.Phil, Ph.D., NET	1	2%
Total	50	100%

Source: Primary data

From Table 5, it is found that the qualification-wise percentage of male Government College teachers of Imphal East district. The highest percentage was in MA/M.Sc; Ph.D. (38%); 26% of male teachers in MA/M.Sc., Ph.D.; 22% in MA / M.Sc., M. Phil; 4% in MA/M.Sc., M. Phil, Ph.D. Each 2% of male teachers were in MA, NET; MA, BED, Ph.D.; MA, M. Phil, BED; MA, MED; MA, MED, Ph.D.; MA, NET/JRF; MA, M.Phil, NET-JRF and MA, Phil., Ph.D., NET among male teachers.

**Table 6**  
**Correlation of job satisfaction and educational qualification of male Government College teachers in Imphal East district**

Variables	N	Mean	SD	R	r2	r2 adjusted
Educational Qualification	50	3.56	1.28	0.92	0.85	0.84
Job Satisfaction	50	3.92	0.8			

Source: Computed data

Table 6 reveals the simple correlation analysis of educational qualification and job satisfaction of male Government College teachers in the Imphal East district. By using Pearson's Product-moment correlation co-efficient, the computed simple correlation produced an output ( $r=0.92$ ). It reveals that there is a very high positive correlation between educational qualification and job satisfaction. The  $r^2$  adjusted value of 0.84 represents 84% amount of the variance accounted for by educational qualification on job satisfaction among male teachers and 16% of the difference in the variables is unpredicted by correlation.

**Table 7**  
**Educational Qualification of Female Government College Teachers in Imphal East District**

Female educational qualification	No. of Respondents	Percentage
MA / M.Sc	16	32%
MA, M.Phil / M.Sc., M.Phil	14	28%
MA, NET, Ph.D.	2	4%
MA/M.Sc., Ph.D.	13	26%
MA/M.Sc., M.Phil, Ph.D.	3	6%
MA, NET	1	2%
MA, BED, NET	1	2%
Total	50	100%

Source: Primary data

Table 7 shows the qualification-wise percentage of female Government College teachers of Imphal East district. The highest percentage was in MA/M.Sc. (32%); Some 28% of female teachers are in MA/M.Sc., M.Phil; 26% in MA / M.Sc., Ph.D.; 6% in MA/M.Sc., M.Phil, Ph.D.; 4% in MA, NET, Ph.D. and two percent each in MA, NET & MA, BED, NET among female teachers.

**Table 8**  
**Correlation of job satisfaction and educational qualification of female Government College teachers in Imphal East district**

Variables	N	Mean	SD	R	r2	r2 adjusted
Educational Qualification	50	4.22	1.11	0.95	0.90	0.89
Job Satisfaction	50	4.24	0.92			

Source: Computed data

Table 8 reflects the simple correlation analysis of educational qualification and job satisfaction of female Government College teachers in the Imphal East district. By using Pearson's Product-moment correlation co-efficient, the computed simple correlation produced an output ( $r=0.95$ ). It reveals that there is a very high positive correlation between educational qualification and job satisfaction. The  $r^2$  adjusted value of 0.89 represents 89% amount of the variance accounted for by educational qualification on job satisfaction among female teachers and 11% of the difference in the variables is unpredicted by correlation.

**Hypothesis Testing 2:**

From Table 6 and Table 8, it is observed that the correlation values of males and females are 0.92 and 0.95 which indicate that there is a very high positive correlation level between educational qualification and job satisfaction among them. Therefore, the second null hypothesis is also rejected. It is concluded that there is a very strong positive association between educational qualification and job satisfaction.

## V. FINDINGS

In Imphal East district, the male and female Government College teachers satisfied their job in various levels of satisfaction in Grade A, B, C, D, E, F and G. Most of the male college teachers (60%) satisfied their teaching profession at above-average satisfaction level (Grade C) than female teachers (54%). 12% of male college teachers were found at below-average satisfaction level and dissatisfaction level, 8% at average satisfaction, 4% at high satisfaction, 2% at very high satisfaction level, and highly dissatisfaction level. On the other hand, 14% of female Government College teachers were found at below-average satisfaction level, 10% at dissatisfaction level, 12% at high satisfaction level, 8% at average satisfaction level, and 2% at highly dissatisfaction level. There is a very high positive correlation between educational qualification and job satisfaction among male and female college teachers. The overall working conditions in their colleges or departments are satisfactory as said by many teachers in the Teachers' Job Satisfaction Scale. While the majority of the Government College teachers revealed that the promotions or appointments in their institution are usually merit-based. This shows that a very high qualification and experience on related subjects of streams that can choose their job and select easily without political interference.

## VI. CONCLUSION AND RECOMMENDATIONS

The satisfaction of college teachers in a district is expected to bring students more attraction towards the teaching profession. The findings of the study were mainly based on Government College teachers' opinions about their job as satisfaction in different levels such as very high satisfaction, high satisfaction, above-average satisfaction, average satisfaction, below-average satisfaction, dissatisfaction, and highly dissatisfaction. The Government College teachers of Imphal East district, Manipur were found to be unequal satisfaction levels between male and female teachers. The majority of the college teachers were found at the above-average level of job satisfaction in Grade C and the least percent at very high satisfaction level and highly dissatisfaction level. However, the job satisfaction level of female college teachers seems to be less satisfied than on males. However, there is a very high positive correlation between educational qualification and job satisfaction between male and female teachers. Teachers are good and well-adjusted. Therefore, job satisfaction is indeed a state of teachers' opinion towards their job as meaningful. It is concluded that without knowing the level of job satisfaction among college teachers of a district, we can't assume which district is more or less satisfied than other districts in different colleges of a state. As the job of the college teacher is more satisfied, there will be a more interesting attitude in new different researches, advisors for competent students, scholars and make a society - sound mind, sound body, and respectable guiders. As the job of the college teaching profession is dissatisfied, there will be some problems regarding principals, colleagues, designations, state and central government, health, family conditions, irregular pay, time management, and pension system. The satisfaction level will help to a great extent to improve the Government College teachers' performance towards the dream of quality education in Manipur.

## ACKNOWLEDGMENTS

I would like to thank some of the Imphal East district Government College teachers who generously gave me my questionnaire fulfilled in a time through the colleges and thank you to Dr. Ch. Beda Devi Assistant Professor, Department of Education, Manipur University for assisting me to publish a paper. All anonymized survey response papers are available from the author.

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