"A STUDY ON THE JOB SATISFACTION OF TEACHERS OF GUJARAT AGRICULTURAL UNIVERSITY, ANAND CAMPUS, ANAND"

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Master of Science (AGRICULTURE)

IN EXTENSION EDUCATION

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1988
DEDICATED TO MY BELOVED PARENTS
ABSTRACT
INTRODUCTION :-

The teacher is considered as one of the vital pivots of the society. He is said to be an architect of "future generation". The society has many expectations from him and in a democratic set up the importance of the teacher can not be minimised because education has been regarded as one of the most important instruments of democracy. But on the other hand, the teachers today are being held partly responsible for various problems, like unrest and indiscipline. It is the opinion of even common people that teachers do not discharge their duties properly. The performance of an university can be best judged by the competence of its scientists and accomplishments of its objectives.

The position of teachers of agricultural universities is different than the traditional universities. The broad work situation, teaching-research-extension expects many things from a teacher of an agricultural university.
Moreover, he is directly concerned with national problem of food, fibre, oil seed, pulse and milk production. He has to put tangible results before the community to show his worth. And the achievement of these results depends upon satisfaction of teachers with their jobs. Mahurkar (1981), Shrivastva (1985) and Rao (1986) have emphasized the need for the scientific study of the problem of measuring job satisfaction of the employees since it can yield important implication for the improvement of the performance in a given work situation. Keeping this in view, the investigation entitled, "A study on job satisfaction of teachers" of Gujarat Agricultural University, Anand Campus, Anand was undertaken.

Objectives of the study :-

1. To study the personal, socio-economic and psychological characteristics of teachers of G.A.U., Anand Campus.
2. To study the extent of job satisfaction of teachers of G.A.U., Anand Campus.
3. To study the significant differences in the job satisfaction between teachers of different faculties and between the teachers of different categories.
5. To identify the problems faced by the teachers of G.A.U., Anand Campus and to elicit solutions for their effective functioning.
Research Methodology :-

The present study was carried out in Anand Campus of Gujarat Agricultural University. The three colleges which represent the three faculties in Anand Campus namely, College of Agriculture, Veterinary College and Dairy Science College were purposively selected. All the teachers who were involved either at graduate or post-graduate teaching with a minimum of three years or more continuous teaching, research and extension experience were treated as respondents. Therefore, the sample consisted of 21 Professors, 51 Associate Professors and 73 Assistant Professors representing three faculties. The total teachers considered as the sample for the study were 145.

"The job satisfaction" of teachers of G.A.U., Anand Campus was measured with the help of a teacher made scale developed on the basis of principles of Likert method which was treated as dependent variable.

Personal, psychological and situational variables were studied and presented in terms of frequencies and percentages. Problems faced by the teachers were also studied and presented in terms of frequencies and percentages. Scoring method was used wherever necessary. For testing the significance of differences between different faculties and between different categories of teachers Kruskal-Wallis (H-test) test and 't' test were used. For testing the relationship, the chi-square ($X^2$) test was used.
The data collected through questionnaire by personal contact of the investigator to the respondents. The data collected were tabulated, organised, analysed and presented in a way that it may give proper representation and answers to the specific objectives of the study.

Major findings :-

1. Majority (56.55 per cent) of the teachers belonged to the middle age group and 51.72 per cent of the teachers had their qualification as Doctorate.

2. 70.34 per cent, 66.21 per cent and 58.62 per cent of the teachers had medium experience in teaching, research and total experience, respectively. Whereas 71.03 per cent of the teachers had low experience in extension.

3. Majority (77.24 per cent) of the teachers received low training.

4. Majority (67.59 per cent) of the teachers had their salaries medium.

5. Majority (61.48 per cent) of the teachers had average attitude towards teaching.

6. Majority (53.10 per cent) of the teachers had average work load.

7. Majority (69.97 per cent) of the teachers expressed that facilities available in the departments were average.

8. Majority (66.21 per cent) of the teachers had medium achievement motivation.
9. Majority (68.28 per cent) of the teachers had medium level of present aspiration.

10. Majority (72.42 per cent) of the teachers had medium level of future aspiration.

11. Majority (59.31 per cent) of the teachers had medium opportunities for professional development.

12. Majority (65.52 per cent) of the teachers were found satisfied with their jobs.

13. Kruskal-Wallis test value ($H = 0.08$) indicated that there was no significant difference in the mean job satisfaction scores of teachers working in different faculties of G.A.U., Anand Campus.

14. Kruskal-Wallis test value ($H = 6.80$) indicated that the significant difference was found in the mean job satisfaction scores between Professors-Associate Professors and Professors-Assistant Professors.

15. It was revealed that the characteristics like attitude towards teaching, facilities available and opportunities for professional development were found significantly related with the job satisfaction of teachers of G.A.U., Anand Campus.

16. The main problems in job satisfaction of teachers were administrative staff delay the paperwork, lack of ministerial and technical assistance, centralization
of powers, lack of powers to teachers to tackle the indisciplined students, no job consistency due to frequent transfers etc., no criteria for promotion and appointments, less weightage to experience, merit etc., poor training facilities, inadequate laboratory facilities, frequent changes in rules, lack of evaluation of teacher work, lack of teaching equipments, over-burdening the teachers with unnecessary reports.
CERTIFICATE

This is to certify that the thesis entitled "A STUDY ON THE JOB SATISFACTION OF TEACHERS OF GUJARAT AGRICULTURAL UNIVERSITY, ANAND CAMPUS, ANAND" submitted by Shri Chander Parkash Malik in partial fulfilment of the requirements for the award of the degree of Master of Science (Agriculture) in Extension Education of the Gujarat Agricultural University is a record of bonafide research work carried out by him under my personal guidance and supervision and the thesis has not previously formed the basis for the award of any degree, diploma or other similar title.

ANAND

Date: November 5, 1988

(H. L. Patel)
Major Advisor
This memorable occasion provides me a unique privilege to express my sincere and profound gratitude to Dr. H. L. Patel, Extension Educationist (Extension Teaching Methods), Extension Education Institute, Gujarat Agricultural University, Anand Campus, Anand. His valuable counsel and untiring guidance have formed the very foundation for this study. I confess that it has been a privilege for me to work under his kind control throughout the course of study and in preparation of this manuscript.

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ANAND

Date: November 5th, 1988

(C. P. Malik)
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INTRODUCTION
CHAPTER - I

INTRODUCTION

In India the "Guru" of the olden days enjoyed the highest position in the society and commanded respect from one and all. There was no need for him to bother about mundane necessities of daily life, the society looked after his needs. But today with the advent of mass education the number of teachers has swelled so much and the quality of support and recognition the society gave him seems to have dwindled very fast. The dictum that teaching is the noblest profession seems to remain only in word and not in spirit, and only those who are not able to get any lucrative job seems to come for teaching.

In the light of such an adverse situation that surrounded the teaching profession, the views of Kothari Commission have been cited by Reddy and Ramakrishnaiah (1981) as under :-

"the future of the nation is made in the class rooms. As such it was the duty of the society to attract eminent men and women to the teaching profession. The commission suggested many measures offering good salaries, improving working conditions etc. towards the end. The Government also implemented some of the suggestions. What is the situation today? Are the teachers satisfied and happy with their jobs?"
The work plays an important role in the life of man. An average working man spends nearly half of his wakeful hours in his profession. Besides being important as the source of his bread and butter, one's work occupies an important place in life. Naturally, the concomitant to most of the thoughts as man as workers are the omnipresent questions. "What does he want from his job? What makes one satisfied or dissatisfied with his job?" The motives behind seeking answers to these questions and their corollaries are of two types. From the point of the basic interest of the organisation, these questions are based on the assumptions that productive efficiency of the individual worker is somehow affected by his effective reaction towards his job. The second motive which implies one to ask these questions is the belief that since work occupies a sizeable proportion of one's active life, the questions are justified in their own right. In other words, whether or not, productivity is related to job satisfaction; it ought to be one of the objectives of the organisations to ensure the satisfaction of the workers in his life.

In the context of India's Extension Education Organisation, however, the question raised above become relevant from both the premises. By and large, the studies attempting to establish relationship between job satisfaction and the productivity have been confirmed into business.
and industrial settings. In such settings the work is mostly well defined, the products are concrete, tangible articles which can be objectively measured in units and with accuracy. However, the very fact the teachers' units of raw material are human minds, and that he has to teach the students in the desired direction through educational means in a situation of formal participation; makes it imperative for him to put in the best of his psychic energy into work. The ultimate goal of the teacher's work is to promote greater happiness of his students by educating them. It appears almost to be a truism that unless the teacher himself feels happy in doing his work; he can not attain complete success in his ultimate goal of educating the students to become success in their lives.

Thus, from both the points of view, that is, attainment of his organisation's immediate goal of achieving greater productivity of its employees, as well as the necessity per se of ensuring greater satisfaction among employees, the question posed earlier are valid and important ones.

It is, therefore, imperative to seek such information in detail which would help in answering the above noted questions in the context of the extension organisation in the country. A clear understanding of the forces that
act as a teacher in the performance of his duties, and factors that determine the manner of his reaction to such forces and resultant effects on his attitudes related to the job, are necessary prerequisites in any attempt to improve the efficiency and effectiveness of the individual teacher as well as the institution as a whole.

In India some of the colleges are controlled by private management while some others are under the direct control of the Government. The teachers in the Government colleges are paid their salaries regularly and do get all the fringe benefits like medical leave, pension, provident funds etc. The teachers employed in private colleges are also supposed to be governed by the same rules. However, very often they are paid their salaries in the middle of the month and at times they are not paid for a few months if not years. Further, the teachers in private colleges are closely supervised and their credential are carefully watched unlike in the Government Colleges. Under such circumstances one would normally expect that the teachers in Government Service would exhibit a higher level of job satisfaction than those working under private managements. In their investigation on secondary school teachers, however, Venkata Rami Reddy and Krishna Reddy (1978) observed that teachers working under private managements were more satisfied than those employed in Government Schools.
Does this type of results hold good for college and University teachers also?

**Theories of job satisfaction:**

The traditional way of looking at variable affecting job satisfaction was to assume two directional influence of a given causal variable on the levels of job satisfaction or dissatisfaction. In other words, if dissatisfaction with a given causal variable was found to result in dissatisfaction with job, the opposite was also presumed to hold good i.e. satisfaction with causal variable was supposed to result in positive job satisfaction. This theoretical approach to be the relationship between causal v/s job satisfaction or dissatisfaction in some times referred to as the "traditional theory" of job satisfaction (Graen, 1968; Graen and Hulin, 1968) for a long time researchers in the field of job satisfaction accepted this theory as axiomatic. However, in 1959, a study reported by Herzberg and his associates broke sharply with the traditional theory of job satisfaction by exploring it from a basically dynamic perspective. On the basis of their study, these authors proposed a new theory of job satisfaction which comes to be known as the "Motivator-Hygiene Theory" or the "Two Factor Theory". Since its proposition, it stimulated a good deal of research endeavour aiming to verify the hypothesis emerging out this theory.
In sharp contrast to the traditional theory, this theory postulates that the factors which make people satisfied with their jobs are different from the factors which produce dissatisfaction. Thus, the theory divides the variables in the work situation into two groups in terms of their effects in overall job satisfaction or dissatisfaction. Satisfaction or dissatisfaction with the first group of variables, influenced the variation in the level of overall job satisfaction, but did not result in overall job dissatisfaction. Herzberg et al. named the group as the "Motivators", subsequent names given to this group of variables were "Satisfiers", "Job content" and "Intrinsic variables". The common features of this group of variables, they focussed "on the job itself; doing the job, liking the job, success in doing the job, recognition for doing the job and as moving upward as an indication of professional growth". They thus relate to the actual job content.

In contrast to the first group of variables, satisfaction or dissatisfaction with variables in the second group influenced the variation in the level of overall job dissatisfaction, but did not result in overall job satisfaction. The second group was named by Herzberg et al. as "Hygiene" variables, and later on also as dissatisfiers, job context or extrinsic variables. This group included the factors of interpersonal relations, supervision, company
policy and administration, working conditions and personal life. The distinctive features of this group of variables is that they are "not associated with job itself but with conditions that surrounded the doing of the job" (Herzberg et al., 1959). On the other hand, studies in which a methodology different from Herzberg's have been used, failed to yield findings supportive of the two factor theory. Ewen et al. (1966), using a sample of male employees from various jobs tested a number of hypotheses for which the two factor theory and the traditional theory make different predictions. They used an adjective checklist of job satisfaction developed at Cornell University. The results indicated that the intrinsic variables, work itself and promotion were more strongly related to both overall satisfaction and overall dissatisfaction than the extrinsic factor, viz. pay. They concluded that "the concept of 'satisfiers and dissatisfiers are misleading and do not accurately indicate the way in which variables affect overall job satisfaction. In another study Lahiri and Shrivastva (1967) also failed to demonstrate the predicted relationship based on two factor theory between satisfaction and the motivators, and between dissatisfaction and hygiene.

In the context of the controversy regarding the two factor v/s the traditional theories of job
satisfaction, the following comments of Graen (1969) are relevant and useful:—

"The most reasonable approach to this perplexing situation lies in the principles of procedural triangulation. According to this principle, more confidence can be placed in results produced by different methods than in those produced by a single method, and the more different the methods, the greater the confidence. This principle is based upon the fact that the results of a study are controlled by two general sets of factors; (a) the phenomena investigated and (b) the method employed. To assess the extent to which our results are artifacts of our methods, we must study the same phenomena employing different empirical methods. Unless this procedural triangulation is performed, our consistent results could very well be mere artifacts of our particular method".

As the above review indicates, one of the major criticisms of the two factor theory is that it was based on the findings of such study the results of which are to a considerable extent methodologically found. Studies on this theory using the "Procedural triangulation" referred to above, are conspicuous by their absence.

Different conclusions were, however, drawn by Grigaliunas and Herzberg (1971) in their study comparing the two methodological approaches viz., the "sequence of events" method and the method of item rating. A measure
of relevancy was obtained in order to determine its effect in producing the empirical inconsistencies. The result showed that ratings and rankings of items measuring job attitude are heavily contaminated by irrelevancy. In addition to irrelevancy, the failure of rating and ranking of items to replicate the predictions of the two factor theory seems to be further due to the biases produced by social desirability, value systems, and misinterpretation or re-interpretation of items by the respondents. The analysis of statements judged to be relevant resulted in a replication of the two-factor theory.

Several studies have been conducted on job satisfaction in the areas of industrial psychology, occupation psychology and organisational psychology. However, very few studies have been conducted on job satisfaction of teachers. Job satisfaction is the result of various attitudes possessed by an employee. The attitudes are related to the job and are concerned with such specific factors as wages, superiors, steadiness of employment, condition of work, advancement of opportunities, social relation of job, fair evaluation of work, fair treatment by employer, and other similar items.

In fact teachers work as components of communication system and their efficiency as a source of information determine the effectiveness of teaching. It is undesirable
fact that the teaching system in schools, colleges and universities are declining. This failure can be partly explained in terms of the factors responsible for effectiveness of teachers, the communicator. Job satisfaction can account more comprehensively the effectiveness of teachers. The teacher as human being has certain limitations. He has some basic needs. These needs provide a particular type of framework. When the needs are satisfied, he can serve better. On the contrary, dissatisfaction creates problems and influences the work and worker both, respectively.

Despite the fact that job satisfaction is a prime determinant of successful job preference and particularly job satisfaction of teachers has very far reaching effects and implications, very little attention has been given by researchers. It has almost been neglected field. Several studies have been conducted on job satisfaction in west and also in India. The field of personnel psychology is quite rich in studies of job satisfaction, most of them are in the area of industry and business (Ewen, 1964 and Friedlender, 1964).

But review also reveals that only a few studies have studied job satisfaction of teachers (Verma, 1972; Bhattacharya, 1978; Gupta and Shrivastva, 1980 and Tripathi et al. 1981). The present investigator has not been able to find out
many reported studies of job satisfaction among university teachers. There are very few studies conducted in India which directly deal with the job satisfaction of college and university teachers. The factors as mentioned above play a vital role in job satisfaction. The teacher is considered as one of the vital pivots of the society. He is said to be an architect of "future generation". The society has many expectation from him, but in India upto last decades i.e. seventees much less attention was given towards his overall status. Luckily, during current decade atleast the teachers are safeguarded by Government in terms of service conditions and pay structures. The situation is towards the change and the teacher is not 'poor' in terms of emoluments at any level. It is evident from the award of Fourth Pay Commission implemented by and large by most of the state governments.

The position of teachers of agricultural universities is different than the traditional universities. The broad work situation, teaching - research - extension expects many things from a teacher of an agricultural university. Moreover, he is directly concerned with national problem of food, fibre, oil seed, pulse and milk production. He has to put tangible results before the community to show his worth. But as revealed in forgoing discussion he is very much a human being like his counterparts in other situation. Hence, how he perceives his job, work situation, rewards
system existing in university, professional development opportunity etc. are urgent question to be given attention to.

The present investigator who studied in Haryana Agricultural University, Hissar and now studying for his master degree at Gujarat Agricultural University, Anand Campus, felt that an attempt in this direction is to be a good beginning. Keeping this in view, the present study was carried out to find the job satisfaction of teachers of G.A.U., Anand Campus, Anand.

1.1 Statement of the problem :-

In all there are 126 universities in India, whereas the agricultural universities are 26. And out of total agricultural universities in India, Gujarat state has one agricultural university. Gujarat Agricultural University is a multi-campus university with its four campus located at Junagadh, Sardar Krushinagar, Anand and Navsari, each serving for different agroclimatic zones of the state.

It has been observed that the standard of education system in colleges and universities are declining. This declining in the standard of education system might be the factors responsible for effectiveness of teachers. Because the teacher has certain limitations and some basic needs.
These basic needs may not be fulfilled or due to that the teachers become dissatisfied with their jobs which decline the standard of education system in colleges and universities. Moreover, the investigator is presently studying at Gujarat Agricultural University, Anand Campus, Anand and can maintain a rapport with the respondent teachers. Keeping this in view, the present study was undertaken on the job satisfaction of teachers of Gujarat Agricultural University, Anand Campus, Anand.

1.2 Objectives of the study :-

The overall objective of the study was to know the job satisfaction of Gujarat Agricultural University teachers of Anand Campus. The specific objectives of the study were as under :-

(1) To study the personal, socio-economic, psychological characteristics of teachers of G.A.U., Anand Campus.

(2) To study the extent of job satisfaction of teachers working in G.A.U., Anand Campus.

(3) To study the difference in extent of job satisfaction of different categories of teachers working in G.A.U., Anand Campus.

(4) To study the difference in extent of job satisfaction of teachers working in different faculties of G.A.U., Anand Campus.
(5) To study the relationship of personal, socio-economic, psychological characteristics and job satisfaction of teachers working in G.A.U., Anand Campus.

(6) To identify the problems faced by the teachers of G.A.U., Anand Campus and to elicit solutions for their effective functioning.

1.3 Importance of the study:

The job of a teacher has always been esteemed very high. A teacher is a nation builder in the real sense. In the modern democratic set up the importance of the teacher cannot be minimised because education has been regarded as one of the most important instruments of democracy and responsibility of college and university teachers has become of greater importance because they remain in touch with the students of adolescent age, a period of storm and stress, when a student has to face many problems (Tripathi et al., 1981). On the other hand, the teachers today are being held partly responsible for various problems, unrest and indiscipline. It is the opinion of even common people that teachers do not discharge their duties properly and therefore, various problems evolved which are becoming serious day by day. But very few people think and consider the teacher as human being. He too has certain basic needs which if not fulfilled properly, will create dissatisfaction in him and
he will fail in discharging his duties satisfactorily. It is therefore, most essential to find various factors which are responsible for the ineffective teaching process. This demands urgent attention to the problem encountered.

In view of the fact, the proper functioning of any organisation network depends to a large extent of satisfaction of employees in their jobs. Keeping in view, the dissatisfaction of teachers at school, college and university level, it is realized to know the factors responsible for job satisfaction of teachers at university level. It is believed that the study of job satisfaction of teachers of G.A.U., Anand Campus will enhance our understanding of various problems existing in educational set up of Indian schools, colleges and universities to a certain extent.

1.4 **Limitations of the study:**

The study was conducted to know the extent of job satisfaction of teachers of Gujarat Agricultural University, Anand Campus only due to limited time and resources available with the researcher. Moreover, the investigator is largely related to many aspects of personal and social life of teachers, the responses of teachers were largely qualitative.
1.5 **Hypotheses of the study** :-

The null hypotheses formulated for the study in relation to the objectives are as under :-

(1) There will be no difference in the personal, socio-economic, psychological characteristics of teachers of G.A.U., Anand Campus.

(2) There is no difference in the extent of job satisfaction of teachers working in G.A.U., Anand Campus.

(3) There is no difference in the job satisfaction of different categories of teachers working in G.A.U. Anand Campus.

(4) There is no difference in the job satisfaction of teachers working in different faculties of G.A.U., Anand Campus.

(5) There is no relationship of personal, socio-economic, psychological characteristics and job satisfaction of teachers of G.A.U., Anand Campus.

1.6 **Working definitions of the study** :-

The various terms used in this study need to be defined so as to clarify the concepts and the particular contexts in which they were used in the present study are given below :-
(1) **Teacher** :-

The teacher is defined as all the faculty engaged either in graduate or post-graduate teaching as well as research and extension work in the faculties of agriculture, veterinary science and dairy science in Anand Campus of G.A.U. for a continuous period of last three years or more.

(2) **Job satisfaction** :-

The term 'Job satisfaction', 'employee attitude' and 'morale' are in many instances used interchangeably.

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

For the purpose of this study the following operational definition given by Katzell (1964) is accepted "Job satisfaction is the verbal expression of an incumbent's evaluation of his job, in which he rates his job on a work continuum of "like-dislike" or "satisfied-dissatisfied".

(3) **Need** :-

Need is defined as "the disposition to strive for a particular kind of goal-state or aim".
(4) **Need satisfaction** :-

Need satisfaction in this study refers to the extent to which a given need is satisfied within job situation.

(5) **Satisfier** :-

This concept has been elaborated earlier in connection with the two-factor theory. A factor is termed as a satisfier if its relationship with overall job satisfaction is such that it contributes to variation in overall positive job satisfaction but does not contribute significantly within the range of overall job dissatisfaction.

(6) **Dissatisfier** :-

Opposite to a satisfier, a variable is termed dissatisfier when it contributes significantly to variation in the levels of overall job dissatisfaction, but not to variation in overall job satisfaction.

(7) **Attitude** :-

Attitude is defined as the degree of positive or negative feeling of teachers towards teaching.

(8) **Perception** :-

Perception is termed as the feeling of teacher towards their workload in terms of heavy or light.
(9) **Achievement motivation** :-

It is defined as the desire or need for excellence to attain a sense of personal accomplishment in a given job situation by the teachers.

(10) **Aspiration level** :-

It is defined as "Individual goals concerning future level of attainment".
REVIEW

OF

LITERATURE
CHAPTER - II

REVIEW OF RELATED LITERATURE

This chapter is mainly concerned with the review of some of the recent research studies which are related to job satisfaction of school, college and university teachers. The literature reviewed so far clearly indicated that a very few research studies have been conducted on the problem undertaken for the investigation. However, keeping in view the objectives of the study an attempt has been made to review the available research related to the study and presented in this chapter under the following heads:

2.1 Personal, socio-economic and psychological characteristics of teachers.
2.2 Job satisfaction of teachers.
2.3 Job satisfaction of teachers of different faculties.
2.4 Job satisfaction of teachers of different categories.
2.5 Relationship of personal, socio-economic and psychological characteristics with job satisfaction of teachers.

2.1 Personal, socio-economic and psychological characteristics of teachers:

2.1.1 Age:

Mahurkar (1981) conducted the study in Marathwada Agricultural University, Parbhani of Maharashtra State consisting the teachers as respondents of the study and revealed
that 39.20 per cent of the respondents belonged to the age group of 31-35 years, followed by 21.60 per cent respondents within the age group of 25-30 years. This indicated that the teachers of Marathwada Agricultural University were comparatively younger.

Rao (1986) conducted the study in Andhra Pradesh Agricultural University, Hyderabad Campus only consisting all the teachers of all the three constituent colleges viz., agricultural, veterinary and home science and reported that majority (61.82 per cent) of the teachers belonged to the middle age group (37.9 to 51.5 years) whereas 19.1 per cent each of the respondents were in old age (>51.5 years) and young age (<37.9 years) groups respectively.

2.1.2 Qualification :-

Rao (1986) reported that 50.9 per cent of the respondents had doctorate degree in applied sciences and 29.1 per cent had post-graduate degree in applied sciences, 13.64 per cent had post-graduate degree in pure sciences and remaining 0.9 per cent each had graduate degree in applied and pure sciences, respectively.

2.1.3 Experience :-

Mahurkar (1981) reported that 51.20 per cent respondents have found in 5-10 years service. Those
who have served less than five years constituted 18.40 per cent and only 10.40 per cent were having more than 20 years experience.

Rao (1985) reported that majority (67.27 per cent) of the A.P.A.U. teachers had average (13.3 to 27.5 years) total experience, 16.36 per cent each had high (>27.5 years) and low (<13.3 years) total experience respectively.

2.1.4 Training received :-

Rao (1986) reported that majority (68.18 per cent) of A.P.A.U. teachers received low training and remaining (31.82 per cent) of the teachers only received high training.

2.1.5 Salary per month :-

Rao (1986) found that majority (64.54 per cent) of the A.P.A.U. teachers felt that their salary was average, 20.00 per cent and 15.45 per cent felt it as low and high respectively.

2.1.6 Attitude towards teaching :-

Shrivastava (1977) conducted the study consisting a sample of 300 student teachers of rural and urban areas of Tikamgarh district of M.P. state and revealed that more than one-fourth (27.00 per cent) of the pupil teachers of the sample were found dull in their teaching profession.
Patnaik and Panda (1982) conducted the study in 25 secondary schools of Bhubaneshwar district of Bihar State and revealed that the male teachers have significantly more favourable attitude towards teaching profession, classroom teaching, child centred practices, educational process, pupils and teachers than the female good teachers. For teaching profession, poor female teachers showed favourable attitude than poor male teachers.

Rao (1986) reported that 65.46 per cent of the respondent teachers had average (score 46.8 to 59.2) attitude towards teaching followed by 18.18 per cent had high (>59.2) and 16.34 per cent low (<46.8) attitude towards teaching.

2.1.7 Perception of workload:

Rao (1986) reported that majority (57.27 per cent) of the A.P.A.U. teachers felt that their work load as average, whereas 31.81 per cent felt as heavy, 6.36 per cent as too heavy, 3.63 per cent as light and a fraction of them (0.90 per cent) felt their work load as very light.

2.1.8 Facilities available in the department:

Rao (1986) reported that 63.63 per cent of the teachers had average facilities, whereas 20.90 per cent had high facilities and rest of 15.46 per cent had low facilities available in their departments.
2.1.9 Achievement motivation :-

Verma (1974) conducted the study consisting a sample of 150 men and women student-teachers selected at random from the teachers' colleges at Jaipur and Banasthali Vidyapith affiliated to the University of Rajasthan for the B. Ed. course and revealed that most of the dominant motives of the student-teachers in the group for choosing the teaching career were love for children, love of teaching and service idealism.

Shrivastva and Singh (1975) conducted the study consisting a sample of 156 (male = female = 78) teacher-trainees studying in Faculty of Education, Banaras Hindu University and revealed that middle strata (categories II and III) teacher-trainees possess higher achievement motivation than lower (category III) strata teacher-trainees, but the difference was not statistically significant.

Sharma (1975) conducted the study consisting a sample of 118 teachers (75 male and 43 female) from five higher secondary schools situated in the city Khujra in Bulandshahar district of U.P. and revealed that the highest percentage of teachers have favoured, "love for teaching profession", "to have further knowledge", "to serve the nation", "to be upto date with current knowledge", "to earn the living", etc. as their dominant motives for entering into the teaching profession.
Mahurkar (1981) reported that academic interest motivated 17.2 per cent respondents to join university services, whereas 37.6 per cent of them joined university services as a medium to serve Marathwada region. It was also observed that 36.0 per cent respondents expected to have better future prospects in university services.

Watthayu (1985) conducted the study in region no. 1 of education consisting Nakarnpathan, Nonthaburi, Pathamthamu, Samitprakharan, Samutsakhorn of Thailand and revealed that the level of achievement motivation of Thai students is the highest. It means that the Thai students manifest concern for excellence at a very high degree.

Rao (1985) reported that majority (65.45 per cent) of A.P.A.U. teachers had average achievement motivation, whereas 17.28 per cent had high and the rest 17.27 per cent had low achievement motivation.

Singh (1986) conducted the study consisting a sample of 500 (250 in rural schools situated in tribal dominated areas and 250 in the city schools) tribal adolescents studying in the schools of Rajasthan and revealed that the main achievement motivation score of tribal adolescents under study is 51.5 which falls in high achievement motivation.
2.1.10 **Level of aspiration** :-

Mahurkar (1981) reported that 24.0 per cent and 16.8 per cent had an aspiration to occupy higher position in university and attraction of better salaries respectively.

Rao (1986) reported that majority (61.31 per cent) of A.P.A.U. teachers had average level, 22.73 per cent had high and rest 15.45 per cent had low level of present aspiration. He further found that the majority (62.72 per cent) of A.P.A.U. teachers had average level of future aspiration, 20.90 per cent had high and 16.36 per cent had low level of future aspiration.

Singh (1986) found that the tribal adolescents studying in city schools possess higher aspiration than rural tribal students.

2.1.11 **Opportunities for professional development** :-

Rao (1986) reported that 50 per cent of A.P.A.U. teachers felt that they were given average opportunities, whereas 27.27 per cent felt that they were given high opportunities and rest of 22.72 per cent felt that they were given low opportunities for professional development.

2.2 **Job satisfaction of teachers** :-

Chakravorty (1971) conducted the study in the Community Development Blocks of Burdwan (West Bengal) and
Ludhiana (Punjab) district consisting a sample of 122 Agricultural Extension Officers and 34 Block Development Officers. He revealed that 53 per cent of the Agricultural Extension Officers were satisfied and 47 per cent were dissatisfied in their jobs.

Goble (1977) conducted the study by surveying the workers working in a Delmarva Broiler Plant found that a majority of workers were dissatisfied with their work.

Sandhu and Singh (1977) conducted the study consisting a sample of 110 Agricultural Extension Officers working at the block level in the state of Punjab and revealed that 27.27 per cent respondents expressed low satisfaction, 23.73 per cent reported high satisfaction on their job. A moderate level of satisfaction on the jobs was expressed by 48.49 per cent respondents.

Perumal and Rai (1978) conducted the study in the Rural Development Blocks of Coimbatore, Madurai and Tirunelveli districts. of Tamil Nadu during 1975 consisting a sample of 127 Agricultural Extension Officers and revealed that 69.30 per cent Agricultural Extension Officers were in average job satisfaction category and rest in the above average and below average categories.
Anand (1980) reported that there were only 44.06 per cent teachers who were satisfied and 55.8 per cent teachers were below the level of job satisfaction.

Rao and Sohal (1980) conducted the study in Vijayawada and Hyderabad areas of Andhra Pradesh consisting a sample of 96 Veterinary Assistant Surgeons as respondents of the study and revealed that 33 (34.37 per cent), 24 (25.00 per cent), 39 (40.63 per cent) respondents were found to be unsatisfied, partially satisfied and satisfied, respectively.

Shrivastva (1983) reported that 56.00 per cent of teachers were satisfied, 31.00 per cent teachers were average and 13.00 per cent teachers were dissatisfied with their jobs.

Rao (1986) reported that majority (64.55 per cent) of A.P.A.U. teachers were satisfied with their jobs, whereas 19.09 per cent dissatisfied, 14.55 per cent highly satisfied and 1.31 per cent highly dissatisfied with their job.

Shrivastva and Gupta (1986) conducted the study consisting a sample of 150 teachers as respondents in rural and urban primary schools located in the city of Kanpur (U.P.) and revealed that the rural school teachers are more satisfied with the job as compared to the urban school teachers.
Dakhore and Hilegaonkar (1987) conducted the study in Marathwada region of Maharashtra state. The Veterinary Extension Officers working at veterinary dispensaries and panchayat samiti blocks were considered as veterinary extension personnel. They revealed that 68.83 per cent of the respondents had moderate level of job satisfaction followed by 16.67 per cent dissatisfied and 15.00 per cent highly satisfied with their present jobs.

Siddaramaiah and Gowda (1987) conducted the study during 1985 with all the sixty extension guides working in six extension education units, viz., Bangalore, Mandya, Mudiger, Mangalore, Dharwad and Raichur in Karnataka State and revealed that only 48.33 per cent of the respondents belonged to high job satisfaction group. The results of 'F' test pointed out that there was no significant difference in the mean values of high and low categories in respect of job satisfaction.

2.3 Job satisfaction of teachers of different faculties:

Mahurkar (1981) found that there was not much difference in the mean score of the job satisfaction of the teachers of different faculties.

Reddy and Ramakrishnaiah (1981) conducted the study in Junior and Degree colleges of S.V. University area (Rayalaseema) of Andhra Pradesh and revealed that the teachers
working under private management exhibited better job satisfaction than those in government colleges.

Srivastva and Gupta (1986) reported that the scores of job satisfaction, urban and rural school teachers the difference ($t = 2.30$) between the two groups (urban and rural) is statistically significant at 0.05 level.

Rao (1986) concluded that there was no significant difference between the mean job satisfaction scores of Agriculture teachers - Veterinary teachers and Agriculture teachers and home science teachers. However, a significant difference was noticed in the mean job satisfaction scores between veterinary teachers - home science teachers of A.P.A.U.

2.4 Job satisfaction of teachers of different categories:

Singh and Srivastva (1975) conducted the study consisting a sample of 140 subjects from two job groups i.e. 70 were first level of supervisors from Bhilai Steel Plant, Bhilai and 70 were rank and file workers from spinning section of Elgin (Textile) mills, Kanpur. The study revealed that the job satisfaction level of supervisors was found to be comparatively high than those of rank file workers.
Singh et al. (1977) conducted the study in I.A.D.F. Blocks of Bhojpur, Rohtas and Sahara districts of Bihar State consisting a sample of 35 Project Executive Officers, 50 Block Agriculture Officers and 70 village level workers selected as respondents revealed that those occupying higher position in the organisational hierarchy were relatively more satisfied with their jobs than those of occupying relatively lower position.

Mahurkar (1981) reported that 23.2 per cent respondents in the cadre of Assistant Professors had full satisfaction of their jobs, whereas 13.6 per cent and 10.4 per cent teachers in the cadre of Associate Professor / Reader and Professor / Head of Department respectively had expressed their full satisfaction in respect of their jobs. There were 12.8 per cent respondents in the cadre of Assistant Professor and Associate Professors who were not satisfied with their jobs. Four per cent teachers in the cadre of Head of Department/Professors had no satisfaction in their jobs.

He concluded that job satisfaction and the cadre of teachers had significant positive association as $X^2$ test was significant at 0.05 level of probability.

Reddy and Ramakrishnaiah (1981) found that there was no significant difference between senior and junior teachers with regard to their jobs. They further found
that the women teachers were more satisfied with their job as compared to their men counterparts.

Tripathi _et al._ (1981) conducted the study consisting a sample of 106 teachers from seven higher secondary schools of Kanpur and Unnao districts of U.P. state and revealed that there was no significant difference between male and female teachers regarding their total job satisfaction and also in different aspects of job satisfaction except in their managerial aspect of job satisfaction.

Rao (1986) concluded that the mean job satisfaction scores of Professors, Associate Professors and Assistant Professors of A.P.A.U. did not differ significantly, which means the job satisfaction level of these categories of teachers were more or less same.

2.5 **Relationship of personal, socio-economic, psychological characteristics with job satisfaction of teachers** :-

2.5.1 **Age and job satisfaction** :-

Chaudhry (1972) conducted the study in forty community development blocks of Darbhanga district of Bihar State consisting a sample of 39 Block Agricultural Officers and revealed that the mean of satisfaction and chi-square value showed that age and satisfaction were independent.
Lavingia (1974) conducted the study in the primary and secondary schools situated in the urban and rural areas selected from eighteen district of Gujarat state and revealed that in both the secondary and primary teachers in the age group of 20-24 years are found to be more satisfied than older colleagues. It showed that amount of satisfaction decreases with advance in age.

Shreshtha and Singh (1975) conducted the study in eight selected Intensive Agriculture Development Programme districts of the Kathmandu Regional Development Centre of the Kingdom of Nepal. The respondents for the study consisted a sample of 92 junior technical assistants of the selected districts. They concluded that the significant correlation between the junior technical assistants' age and their level of satisfaction with their jobs contents indicated that there existed a significantly inverse relationship between the junior technical assistants' age and their level of job satisfaction.

Atterberry (1977) conducted the study consisting a sample of 55 elementary principals who administer schools in Maricopa County Arizona and found no significant relationship existed between age and job satisfaction.

Goble (1977) concluded that those 24 years of age and under appeared to be less satisfied with work and supervision than old workers.
Rao and Sohal (1980) reported that age was not found associated with the level of job satisfaction.

Ezatollah (1981) conducted the study consisting a sample of 52 extension agents of Fars province and 16 extension agents of Semnan Province of Iran during winter of 1979 and spring of 1980 and revealed that there was no significant correlation between age of the respondents and their level of job satisfaction.

Tripathi et al. (1981) revealed that the respondents of two age groups differ significantly in their job satisfaction. They found that the teachers of young age have significantly more job satisfaction than the teachers of old age.

Rao (1986) concluded that age was found to be independent of job satisfaction of A.P.A.U. teachers.

Dakhore and Bhilegaonkar (1987) observed that age was negatively and significantly related with the levels of job satisfaction.

Siddaramaiah and Gowda (1987) reported that age was found to have significant relationship with job satisfaction of extension guides.
2.5.2 Qualification and job satisfaction of teachers:

Sarkar and Patnaik (1967) conducted the study in the development blocks of Haringhata and Chakdah of West Bengal and Nayagarh and Nwagaon blocks of Orissa State during 1966. Consisting a sample of 30 village level workers as respondents of the study and revealed that there was full agreement on the importance ranking of different factors on the basis of education.

Lavingia (1974) found that there was no any relationship between academic qualification and job satisfaction among the secondary teachers group, however, among the primary teachers, those who are better qualified are less satisfied, whereas the untrained teachers, that is the less qualified ones are more satisfied.

Shreshtha and Singh (1975) reported that junior technical assistants' level of education was found to be significantly associated with their level of satisfaction of their jobs.

Sandhu and Singh (1977) found that education level possessed an inverse relationship with the level of satisfaction on the job.

Tripathi et al. (1981) reported that non-graduate teachers and trained-graduate teachers differ significantly
in their degree of job satisfaction. Trained-graduate teachers have significantly more satisfaction as compared to the non-graduate teachers with their jobs.

Rao (1986) reported that qualification was not significantly correlated with their level of job satisfaction.

2.5.3 Experience and job satisfaction of teachers:

Sarkar and Patnaik (1967) found that the tenure of service does not bear any association with the extent of importance placed on the job factors.

Chaudhary (1972) concluded that the experience and the job satisfaction were independent.

Lavingia (1974) reported that the teachers are more satisfied during two initial years of their job tenure than they are after that in the case of secondary and primary teachers.

Sandhu and Singh (1977) reported that service experience possessed an inverse relationship with the level of satisfaction on the job.

Atterberry (1977) reported no significant relationship between length of experience and job satisfaction.

Goble (1977) reported that the aspects of job satisfaction compared to tenure of service revealed that
the workers with three month or less of tenure were inclined to be less satisfied with pay than longer tenure workers.

Rao and Sohal (1980) reported that the tenure of service as veterinary assistant surgeons was not found associated with the level of job satisfaction.

Bazatollah (1981) found that there was no significant correlation between level of job satisfaction of extension agents and their length of tenure in the organisation.

Tripathi et al. (1981) reported that the respondents of two sub-groups on the basis of experience did not differ significantly in their level of job satisfaction.

Rao (1986) revealed that experience was not significantly correlated with their job satisfaction.

Dakhore and Bhilagaonkar (1987) reported that length of service was negatively and significantly related with the levels of job satisfaction.

2.5.4 Training received and job satisfaction of teachers :-

Shreshtha and Singh (1975) reported that junior technical assistants' level of satisfaction with their job contents was independent of their participation in the inservice training programme.
Rao and Sohal (1980) reported that the number of training received by the respondents was not found associated with their level of job satisfaction.

Rao (1986) concluded that training received was not significantly correlated with their job satisfaction.

Dakhore and Bhilagaonkar (1987) found that training received had positive and significant relationship with job satisfaction.

2.5.5 Salary and job satisfaction of teachers:

Rao and Sohal (1980) concluded that the monthly salary was not found associated with the level of job satisfaction.

Bzatollah (1981) reported that there was no significant correlation between level of income of extension agents and their level of job satisfaction.

Rao (1986) concluded that salary was not significantly correlated with their job satisfaction.

2.5.6 Achievement motivation and job satisfaction of teachers:

Rao (1986) reported that achievement motivation was not significantly correlated with their job satisfaction.
Shrivastva and Gupta (1986) reported that the rural school teachers are better than the urban school teachers in terms of achievement motivation. The difference between the two groups was highly significant at 0.05 level of probability.

Siddaramaiah and Gowda (1987) observed that the achievement motivation was found to have significant relationship with job satisfaction of extension guides.

2.5.7 Attitude towards teaching and job satisfaction of teachers :-

Ezatollah (1981) observed that there was a positive moderate correlation between agents' family attitude towards his job and his level of job satisfaction.

Rao (1986) concluded that the correlation coefficient values between attitude towards teaching and job satisfaction of A.P.A.I. teachers was positive and significant at 5 per cent level of probability.

Dakhore and Bhilegaonkar (1987) observed that attitude towards job had positive and significant relationship with job satisfaction; indicating that a favourable attitude towards job will give more job satisfaction.
2.5.3 Perception of workload and job satisfaction of teachers:

Rao (1986) observed that the correlation coefficients between perception of workload and job satisfaction of teachers was negative and significant at 5 per cent level of probability.

2.5.9 Facilities available in the department and job satisfaction of teachers:

Rao (1986) reported that the correlation coefficient between facilities available and job satisfaction was positive and significant at 5 per cent level of probability.

Dakhore and Bhilegaonkar (1987) observed that supply and service facilities were positively and significantly related with the job satisfaction.

2.5.10 Opportunities for professional development and job satisfaction of teachers:

Rao (1986) reported that the correlation coefficient between opportunity for professional development and job satisfaction was positive and significant at 5 per cent level of probability.

SUMMARY

From the foregoing review of literature, it is revealed that job satisfaction is a prime determinant of
successful job preference and particularly job satisfaction of teachers has very far reaching effects and implications, very little attention has been given by researchers. It has almost been neglected field. Several studies have been conducted on job satisfaction in other fields like personnel psychology, most of them are in the areas of industry and business.

It is also revealed that only a few studies have been studied job satisfaction of teachers. There are very few studies conducted in India which directly deal with the job satisfaction of college and university teachers. It is reviewed and observed from these studies that the variables like age, qualification, experience in teaching, experience in research, experience in extension, total experience, training received, attitude towards teaching, perception of work load, facilities available in the department, achievement motivation, level of aspiration both present and future and opportunities for professional development were the factors identified that influence the job satisfaction of college and university teachers. The significant difference also observed between the faculties and categories of teachers. These independent variables were supposed to have a reasonable influence on the job satisfaction of teachers of Gujarat Agricultural University, Anand Campus, Anand.
FIGURE 1: CONCEPTUAL MODEL OF THE STUDY
Keeping in view the objectives of the study, the hypotheses proposed and the review of literature cited above, a conceptual model of the study developed is illustrated in Figure 1.

Gujarat Agricultural University, Anand Campus, Anand has three main faculties namely agriculture, veterinary and dairy science respectively. The three colleges representing the above three faculties located at Anand Campus were selected and teachers engaged in either undergraduate or post-graduate teaching as well as research and extension work with a minimum of three years continuous teaching experience from the different disciplines were treated as the respondents for this investigation. 'The job satisfaction' of teachers of G.A.U., Anand Campus was measured with the help of a teacher made scale developed on the basis of principles of Likert method which was treated as dependent variable.

Fifteen independent variables representing personal, socio-economic, psychological and situational variables which were presumed to have some influence on job satisfaction were placed at left side of the conceptual model and these relationships were indicated with the help of arrows. This model was hopefully conceived to give an objective assessment of the job satisfaction of the teachers of G.A.U., Anand Campus, Anand.
RESEARCH

METHODOLOGY
CHAPTER - III

RESEARCH METHODOLOGY

The scientific study of any problem requires the investigator to adopt appropriate methods and procedures in order to reach reliable, unbiased and specific conclusion. In this part, the investigator has described the methodology indicating where and how the study was carried out. The methodology is described under the following heads :-

3.1 Plan of study
3.2 Area of study
3.3 Sample of study
3.4 Construction of questionnaire
3.5 Pre-testing of the questionnaire
3.6 Collection of data
3.7 Statistical framework for analysis of data.

3.1 Plan of study :-

The study was conducted to know the extent of job satisfaction of the teachers. So far, little work on job satisfaction of teachers is carried out in India. However, studies conducted by Mithlesh Verma (1972) on "Job liking among teachers", "Job adjustment and its relationship with teachers efficiency", Bhattacharya (1978) "Job satisfaction of teachers and its relationship to their anger and aggression as rated by them" Gupta and Shrivastva (1980)
"A study of relationship between job satisfaction and personality maturity among secondary teachers", Tripathi et al. (1981) "Socio-personal factors in the job satisfaction of higher secondary school teachers" and other literature on that time from India and abroad had inspired the author to take up such a study. The study was conducted in Anand Campus of Gujarat Agricultural University. So far, no such work in this direction has scientifically been done in this university.

3.2 Area of study :-

The study was carried out in Anand Campus of Gujarat Agricultural University with the consultation of Major Professor and other experts about the various aspects of the job satisfaction of teachers. The Anand Campus is one of the four campuses viz., Anand, Navsari, Junagadh and Sardar Krushinagar of Gujarat Agricultural University. The present investigation was undertaken in Anand Campus of G.A.U. for the following reasons :-

(1) No such work in this direction had scientifically been done in this university.

(2) The teachers engaged in teaching of under-graduate and post-graduate classes, research and extension programme were sufficient in number for the study.
The campus is oldest one where the under-graduate and post-graduate teaching was going on even before the commencement of G.A.U. i.e. 1972.

There was a limited time and resources available with the researcher and hence the study was restricted to only one campus.

To have adequate coverage, the teachers of the three constituent colleges (agriculture college, veterinary and dairy science college) engaged in teaching, research and extension programme for the last three years or more were taken under study.

3.3 Sample of the study :-

The lists of teachers in Anand Campus were obtained from the principals of three colleges i.e. agriculture, veterinary and dairy science college. These lists were compared with the list obtained from the office of the Director of Campus.

All those teachers who possessed the minimum of three years teaching experience were listed out college-wise and number of teachers in each college was as follows:
Table 1: List of teachers who possessed the minimum of three years teaching experience.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>College</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agriculture college</td>
<td>98</td>
</tr>
<tr>
<td>2.</td>
<td>Veterinary college</td>
<td>52</td>
</tr>
<tr>
<td>3.</td>
<td>Dairy science college</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
</tr>
</tbody>
</table>

Thus, all the teachers shown in Table 1 were included in the study.

The questionnaire containing empirical measurements of different variables were distributed personally by the investigator to all the teachers with a request to return the filled-in questionnaires to the researcher. Repeated attempts were made by the investigator to contact the various teachers to receive the filled-in questionnaires. However, due to reasons beyond the control of investigator, all 175 questionnaires could not be received and he had to content with 145 filled-in questionnaires. Finally, 145 teachers returned the filled-in questionnaires which constitute 82.86 per cent of the universe. These 145 teachers have been taken as the respondents and their responses have been analysed for the present study. The distribution of sample
for the purpose of present investigation finally emerged as follows :-

Table 2: Collegewise distribution of teachers who returned filled in questionnaires.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>College</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>College of Agriculture, Anand Campus</td>
<td>7</td>
<td>33</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Veterinary Science College, Anand Campus</td>
<td>10</td>
<td>14</td>
<td>21</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Dairy Science College, Anand Campus</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21</td>
<td>51</td>
<td>73</td>
<td>145</td>
</tr>
</tbody>
</table>

3.4 Construction of questionnaire/schedule :-

In view of the homogeneous and educated respondents, the use of questionnaire was considered the best for getting the appropriate information from the respondents. Keeping in view the objectives of the study, the questionnaire developed by Rao (1986), the M.Sc. student at A.F.A.U., Rajendranagar was kept as the base tool, questions were posed in simple language and common for all the respondents. However,
the investigator also secured technical guidance from the literature available, teaching staff of Extension Education Institute at Anand to make necessary modifications. The questionnaire was divided into three major parts as under:

First part: The first part was devoted to study the personal, socio-economic and psychological characteristics of the teachers. These characteristics included in this study were age, qualification, experience, training received, salary, attitude towards teaching, perception of work load, motivation and aspiration (both present and future).

Second part: This part of the questionnaire was developed to know the extent of job satisfaction of teachers towards their jobs.

The variables for the study have been selected based on the available literature on the related subject and consultation with the experts. The instruments used to measure these variables together the procedure is given in Table 3.

Third part: This part of schedule was developed to know the problems confronted in day to day functioning of teachers and to seek the suggestions to overcome the problems in job satisfaction of teachers.
Table 3: Variables and their empirical measurements.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Empirical measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent variable</strong></td>
<td></td>
</tr>
<tr>
<td>1. Job satisfaction</td>
<td>Scale developed for the study (Likert method of summated rating).</td>
</tr>
<tr>
<td><strong>Independent variables</strong></td>
<td></td>
</tr>
<tr>
<td>1. Age</td>
<td>Chronological age of the respondent.</td>
</tr>
<tr>
<td>3. Experience in teaching</td>
<td>Number of years completed</td>
</tr>
<tr>
<td>4. Experience in research</td>
<td>Number of years completed</td>
</tr>
<tr>
<td>5. Experience in extension</td>
<td>Number of years completed</td>
</tr>
<tr>
<td>6. Total experience</td>
<td>Number of years completed</td>
</tr>
<tr>
<td>7. Training received</td>
<td>Number of weeks undergone</td>
</tr>
<tr>
<td>8. Salary</td>
<td>Total emoluments received per month.</td>
</tr>
<tr>
<td>9. Attitude toward teaching</td>
<td>Scale developed by Jhansi Rani (1985) with suitable modification.</td>
</tr>
<tr>
<td>10. Perception of work load</td>
<td>Structured schedule</td>
</tr>
<tr>
<td>11. Facilities available in the department</td>
<td>Structured schedule</td>
</tr>
<tr>
<td>13. Level of aspiration</td>
<td>Scale developed by Kilpatrick and Cantril (1960) with suitable modification</td>
</tr>
<tr>
<td>(a) Present</td>
<td></td>
</tr>
<tr>
<td>(b) Future</td>
<td></td>
</tr>
<tr>
<td>14. Opportunities for professional development</td>
<td>Structured schedule</td>
</tr>
</tbody>
</table>
3.5 Pre-testing of the schedule:

Before finalising the questionnaire, it was presented with 20 respondents to test the administrability of each question and statement and also accuracy and clarity of respondents. The questionnaire which was prepared in English remained as such because all the respondents were educated and knowing English. At the time of pre-testing the questionnaire schedule, the objectives and significance of the study were explained to the respondents. In pre-testing the schedule, all the 20 respondents were contacted personally by the investigator. Taking into consideration, the result of the pre-testing, no change was required to made in the questionnaire and was used for final data collection.

3.5 Collection of data:

The questionnaire schedule for this study was used for collecting information by personal contacts from 145 teachers of Gujarat Agricultural University, Anand Campus, Anand. The respondents were contacted individually in their offices.

Since the respondents of the study were educated, and the questionnaire was self-explanatory, they were asked to fill in the questionnaire themselves. However, it was felt that asking the respondents to record their own
responses to the questionnaire at their convenient time was found more appropriate for the respondents.

To ensure the reliability of the information a written and signed assurance was attached with each questionnaire. It was assured that the information furnished by each respondent would be treated as strictly confidential and used only for the purpose of this study.

In the first hand, the author introduced himself to the respondents. Afterward the questionnaire attached with a D.O. letter from the Major Professor explaining the aims and objectives of the study and the significance of their co-operation was handed over to the respondents. To eliminate the fatigue effect, it was made sure that every respondent should be given time according to his choice, keeping in view, his own other engagements. The respondents were given a week time to complete the questionnaire. The same was collected by personal visit of the respondents.

3.7 Statistical framework for analysis of data:-

All the responses recorded in the schedule were transferred to the master table and frequencies were asked wherever necessary, the number of such percentage were given to the various frequencies items. The data were tabulated, organized, analysed and presented in a way that
it may give proper representation and answers to the specific objectives of the study.

The following statistical tools were used for interpreting the data:

(1) Percentage : The simple comparison was made on the basis of percentage.

(2) Mean score : This was obtained by total score divided by the number of respondents.

(3) Standard deviation : This was obtained by the square root of the average of the squared deviation from mean.

(4) Chi-square : This was obtained by total score of the deviation and divided by expected value.

3.7.1 Personal, socio-economic and psychological characteristics :

These are the independent variables. According to these characteristics, the respondents were grouped into various categories on the basis of available data as under:

3.7.1.1 Age :

The data regarding age of the respondents were collected and divided into three age groups.

(1) Young age group = upto 35 years
(2) Middle age group = 36 to 50 years
(3) Old age group = Above 50 years
3.7.1.2 Academic qualification :-

Information regarding formal education was collected according to their level of education, the respondents were grouped into two groups.

(1) Post-graduate = M.Sc. or equivalent
(2) Doctorate = Ph.D.

3.7.1.3 Experience in teaching :-

Scoring: A weightage of one score for each year completed in teaching was given to compute the teaching experience score.

Categorisation: The respondents were grouped into three categories on their teaching experience by using Mean ± S.D.

(1) Low teaching experienced group: = < Mean - S.D.
(2) Medium teaching experienced group = Mean ± S.D.
(3) High teaching experienced group = > Mean + S.D.

3.7.1.4 Experience in research :-

Scoring: A weightage of one score for each year completed in research was given to compute the research experience score.
Categorization: The respondents were classified into three categories on their research experience by using mean ± S.D.

(1) Low research experienced group = < Mean - S.D.
(2) Medium research experienced group = Mean ± S.D.
(3) High research experienced group = > Mean + S.D.

3.7.1.5 Experience in extension:

Scoring: A weightage of one score for each year completed in extension was given to compute the extension experience score.

Categorisation: The respondents were grouped into two categories on their extension experience based on their mean score.

(1) Highly experienced group = Above mean
(2) Low experienced group = Below mean

3.7.1.6 Total experience:

Scoring: A weightage of one score for each year completed in his total service was given to compute the total experience score.

Categorisation: The respondents were grouped into three categories based on their total experience by using mean ± S.D.
(1) Highly experienced group = $> \text{Mean} + \text{S.D.}$
(2) Medium experienced group = $\text{Mean} + \text{S.D.}$
(3) Low experienced group = $\text{Mean} - \text{S.D.}$

3.7.1.7 **Training received**:

Scoring: Each week of training undergone was given a score of one.

Categorisation: The mean and S.D. method was used to categorise the respondents, as S.D. was more than mean only two groups were made.

(1) Highly trained group = Above mean
(2) Low trained group = Below mean

3.7.1.8 **Salary**:

Scoring: Every hundred rupees received by a teacher was given a score of one and the total score for the salary received per month was worked out.

Categorisation: The teachers were categorised into three groups based on mean $\pm$ S.D.

(1) High salaried group = $> \text{Mean} + \text{S.D.}$
(2) Medium salaried group = $\text{Mean} + \text{S.D.}$
(3) Low salaried group = $\text{Mean} - \text{S.D.}$
3.7.1.9 **Attitude towards teaching** :-

Attitude indicate the degree of positive or negative feeling of teachers towards teaching. This variable was measured with the help of a scale developed by Jhansi Rani (1985) with suitable modifications.

**Scoring** : The Likert type of scale to measure the attitude of teachers towards teaching considered of 14 statements out of which eight were positive and six were negative. The attitude was measured on five point response continuum, that is, strongly agree, agree, undecided, disagree and strongly disagree. The scoring pattern adopted for the above response continuum for the positive statements was 5, 4, 3, 2, 1 and the pattern was reversed in case of negative statements. The total score for each teacher was obtained by summing up the score on all the statements of attitude scale. The maximum and minimum possible score any teacher could get was 70 and 14.

**Categorisation** : The respondents were categorised based on their attitude score by adopting mean ± S.D. and three groups are :

1. High attitude group = > Mean ± S.D.
2. Average attitude group = Mean ± S.D.
3. Low attitude group = < Mean - S.D.
3.7.1.10 Perception of workload :-

This variable was measured with the help of five point response continuum as very light, light, average, heavy and too heavy.

Scoring: The scoring pattern adopted in workload situation was 1 to very light, 2 to light, 3 to average, 4 to heavy and 5 to too heavy.

Categorisation: The respondents were categorised into the following five categories:

(1) Very light
(2) Light
(3) Average
(4) Heavy
(5) Too heavy

3.7.1.11 Facilities available in the department :-

The facilities required by a teacher to carry out his teaching work effectively were listed out with a four point response continuum as very much adequate, adequate, less than adequate, inadequate.

Scoring: A score of 4 for very much adequate, 3 for adequate, 2 for less than adequate and 1 for inadequate was given. The total score on facilities available
in the department was computed by adding the scores on all ten items. The maximum and minimum possible score any teacher could get was 40 and 10, respectively.

Categorisation: The respondents were grouped into three categories based on the facilities available in their department by using mean + S.D.

(1) Adequate facilities group = \( \geq \text{Mean} + \text{S.D.} \)
(2) Average facilities group = \( \text{Mean} \pm \text{S.D.} \)
(3) Inadequate facilities group = \( \leq \text{Mean} - \text{S.D.} \)

3.7.1.12 Achievement motivation:-

Achievement motivation is the desire or need for excellence to attain a sense of personal accomplishments in a given job situation by the teachers.

Scoring: The scale contained total of eight items out of which five were positive and three were negative. The responses were measured on three point continuum i.e. agree, undecided and disagree. The scoring pattern adopted was 3, 2, and 1 for the above response continuum for positive statements whereas it was reversed in case of negative statements. The maximum and minimum possible achievement motivation score any teacher could get was 24 and 8 respectively.
Categorisation: Based on the achievement motivation score, the respondents were categorised into three groups by adopting 'mean ± S.D.'.

(1) High achievement motivation group = > Mean + S.D.
(2) Medium achievement motivation group = Mean ± S.D.
(3) Low achievement motivation group = < Mean - S.D.

3.7.1.13 Level of aspirations:

This variable was measured with the help of Cantril's Pictorial self-anchoring ladder scale developed by Kilpatrick and Cantril (1960) with suitable modifications.

Scoring: The original scale provides anchoring points from zero and ten for self rating with reference to the past, present and future, whereas in the present study the self ratings were limited to present and future, thus eliminating the self ratings of the past.

The scale contains two items on the present level of aspiration and two items on the future. The response continuum was ladder type ranging from low aspiration with a score of one to high aspiration with a score of ten. A teacher without any aspiration in both present and future test items was awarded zero.

For working out the aspiration score the averages of two items on both present and future were worked out.
separately based on the responses given by the teachers on ladder type of self-ratings.

Categorisation: The respondents were categorised into three groups based on their levels of aspiration by mean and S.D. for both present and future aspiration.

(1) High aspiration group = \( \geq \text{Mean} + \text{S.D.} \)
(2) Medium aspiration group = \( \text{Mean} \pm \text{S.D.} \)
(3) Low aspiration group = \( \leq \text{Mean} - \text{S.D.} \)

3.7.1.14 Opportunities for professional development:

To measure this variable 8 statements were prepared on different opportunities that are to be provided to a teacher for improving his technical competency and thereby to prove his merit in the job. For every statement a teacher was asked to respond as 'yes' or 'no'.

Scoring: For every positive response i.e. 'yes', a score of one and for every negative response a score of zero was given. To obtain the total opportunity given score all positive responses score was summed up. The maximum and minimum possible score any teacher could get was 8 and zero, respectively.

Categorisation: Respondents were grouped into three categories by using mean ± S.D.
(1) High opportunities group = > Mean + S.D.
(2) Medium opportunities group = Mean ± S.D.
(3) Low opportunities group = < Mean - S.D.

3.7.2 Job satisfaction :-

Scoring procedure: The rationale was translated into the scoring pattern in the use of ladder for measurement of satisfaction or dissatisfaction with different objects. As per this pattern, the top position of the ladder was labelled as indicating maximum satisfaction and was scored as +5. The score reduced by 1 for every step downward, thus +1 represented the minimum satisfaction level and zero represented a 'neutral' or 'neither satisfied nor dissatisfied' feeling. On the negative side, a score of 1, or the step just below the middle one in the ladder indicated minimum discernible dissatisfaction. The numerical value increased by 1 for every step. Further down the ladder till the bottom of the ladder having the score -5 indicating maximum dissatisfaction reached. The reason behind scoring the satisfaction range as +1 to +5 and the dissatisfaction range as -1 to -5 was that satisfaction is commonly conceived of as a positive attitude and dissatisfaction as a negative attitude. Similarly, zero, indicated an absence of any positive or negative quantity, thus logically representing a 'neither satisfied nor dissatisfied' feeling.
After the collection of data, the scoring system was, however, suitably be modified so as to eliminate negative figures. The scale contains 20 statements out of which nine were positive and 11 were negative. The responses were measured on five point continuum as strongly agree, agree, undecided, disagree and strongly disagree. The scoring pattern adopted was 5, 4, 3, 2, 1 for the above response continuum for positive statements and 1, 2, 3, 4, 5 for the same response continuum for the negative statements. The minimum and maximum possible score a respondent could get ranged from 20 to 100.

Categorisation of respondents: Class interval method was used to classify the teachers on job satisfaction.

(1) Highly satisfied = 81 to 100
(2) Satisfied = 61 to 80
(3) Dissatisfied = 41 to 60
(4) Highly dissatisfied = 20 to 40

3.7.3 Statistical procedure for finding out relationship between different variables:

In order to find out the relationship between dependent and independent variables, appropriate statistical tests were used.
Chi-square test: The chi-square test developed in Chandel's (1978) book was employed to find out the relationship between personal, socio-psychological characteristics and extent of job satisfaction of teachers. The formula which was employed is:

$$\chi^2 = \sum \frac{(O_i - E_{ij})^2}{E_{ij}}$$

Where

- $\chi^2$ = Chi-square
- $\Sigma$ = Summation
- $O_i$ = Observed frequency in $i^{th}$ group
- $E_{ij}$ = Expected frequency in $i^{th}$ group

For calculating the expected frequency ($E_{ij}$) of all groups the formula which was employed is as under:

$$E_{ij} = \frac{R_i \cdot C_j}{N}$$

Where

- $E_{ij}$ = Expected frequency for a cell belonging $i^{th}$ row and $j^{th}$ column
- $R_i$ = $i^{th}$ row total in which cell or group falls
- $C_j$ = $j^{th}$ column total in which cell falls
- $N$ = Total number of respondents
3.7.4 Statistical procedure to find out the significant difference (if any) between the faculties and between the categories:

In order to find out the significant difference among the different faculties i.e. agriculture, veterinary and dairy science and different categories of teachers i.e. professors, associate professors and assistant professors, the appropriate statistical tests were used.

3.7.4.1 Kruskal-Wallis test:

The Kruskal-Wallis test developed in Siegel's (1956) book "Non-parametric Statistics For Behavioural Sciences" was employed to find out the significant difference among the teachers of different faculties and different categories. The formula which was employed is:

\[ H = \frac{k}{N(N+1)} \sum_{j=1}^{k} \frac{R_j^2}{n_j} - 3(N+1) \]

\[ 1 - \frac{\sum T}{N^2 - N} \]

Where

- \( k \) = No. of samples
- \( n_j \) = No. of cases in \( j^{th} \) samples
- \( N = \sum n_j \), the number of cases in all samples combined
- \( R_j \) = Sum of ranks in \( j^{th} \) sample (column)
- \( k \neq 1 \) Directs one to sum over the \( k \) samples
\[ T = t^3 - \bar{T} \] (t is the number of tied observation in a tied group of scores)
\[ \Sigma T = \text{Directly one to sum over all groups of ties} \]

3.7.4.2 \textit{t} - test :-

H - test value indicates only an overall test of significance of the differences among mean job satisfaction scores of teachers. A significant H-value does not reveal which faculty or category of teachers mean job satisfaction scores differs significantly. With a view to test the significance of differences between any two mean job satisfaction scores among the faculties or categories 't' test was applied. The following formula was used for calculating the value of 't'.

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{S_f(\bar{X}_1 - \bar{X}_2)}
\]

Where, \( \bar{X}_1 \) = Mean of first sample
\( \bar{X}_2 \) = Mean of second sample

\[
S_f(\bar{X}_1 - \bar{X}_2) = \text{Standard error of } (\bar{X}_1 - \bar{X}_2)
\]

\[
= \sqrt{\frac{s_p^2}{n_1} + \frac{s_p^2}{n_2}}
\]

Where, \( s_p^2 \) = Pooled mean square

\[
= \frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}
\]
\begin{align*}
n_1 &= \text{Size of the first sample} \\
n_2 &= \text{Size of the second sample} \\
S^2_1 &= \text{Mean square of first sample} \\
S^2_2 &= \text{Mean square of second sample}
\end{align*}

The 't' value was tested for its significance by comparing with tabulated value of t.
RESULTS
AND
DISCUSSION
CHAPTER - IV

RESULTS AND DISCUSSION

The data for the present investigation were collected through questionnaire in the light of the objectives of the study. The same were classified, tabulated, analysed, presented and interpreted in a systematic way as per specific purpose of the study. The discussion has also been taken up along with results and therefore, no separate chapter on discussion has been included. The facts and findings of the study have been grouped under following heads and discussed in succeeding pages.


4.2 Extent of job satisfaction of teachers of G.A.U., Anand Campus.

4.3 Significant differences in the job satisfaction between the teachers of different faculties and between the teachers of different categories.


4.5 Problems and suggestions.
4.1 Personal, socio-economic and psychological characteristics of teachers of G.A.U., Anand Campus:

To find out the personal, socio-economic and psychological characteristics of the teachers was one of the objectives of the study. The data collected on all these characteristics through questionnaire were tabulated, analysed, presented in the following tables and interpreted through frequencies and percentages.

4.1.1 Age:

The respondents were asked to indicate their age in completed years. The respondents were grouped into three categories viz., (i) young age (upto 35 years), (ii) middle age (36 to 50 years) and (iii) old age (above 50 years). The data collected from the respondents about their age are presented in Table 4.

Table 4: Distribution of teachers according to their age.

<table>
<thead>
<tr>
<th>Age group</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young age group (upto 35 years)</td>
<td>43</td>
<td>29.66</td>
</tr>
<tr>
<td>Middle age group (36 to 50 years)</td>
<td>82</td>
<td>56.55</td>
</tr>
<tr>
<td>Old age group (above 50 years)</td>
<td>20</td>
<td>13.79</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The data presented in Table 4, reveal that majority (56.55 per cent) of the teachers were found to be in the middle age group followed by young age group (29.56 per cent) and old age group (13.79 per cent).

The data presented in Table 4 indicate that majority (more than 80 per cent) of the teachers belong to young and middle age group.

This finding is similar to the finding of Rao (1986).

4.1.2 Qualification :-

The respondents were classified into two groups i.e. (i) post-graduate and (ii) Doctorate. The data regarding qualification are presented in Table 5.

Table 5 : Distribution of teachers according to their qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-graduate</td>
<td>70</td>
<td>48.28</td>
</tr>
<tr>
<td>Doctorate</td>
<td>75</td>
<td>51.72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data presented in Table 5, reveal that 51.72 per cent of the teachers had their qualification as
Doctorate and 48.28 per cent of the teachers were post-graduate. It indicated that majority of the teachers were Doctorate, means well qualified personnel were placed in the teaching wing in order to give their best to the student communities. This finding is similar to the finding of Rao (1986).

4.1.3 Experience in Teaching :-

The respondents were asked to indicate their teaching experience in completed years. The respondents were grouped into three categories viz., (i) low (< 3.71 years), (ii) medium (3.71 to 20.09 years) and (iii) high (> 20.09 years). The data collected from the respondents about their teaching experience are presented in Table 6.

Table 6: Distribution of teachers according to their teaching experience.

<table>
<thead>
<tr>
<th>Experience in teaching</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low experience (&lt; 3.71 years)</td>
<td>18</td>
<td>12.42</td>
</tr>
<tr>
<td>Medium experience (3.71 to 20.09 years)</td>
<td>102</td>
<td>70.34</td>
</tr>
<tr>
<td>High (&gt; 20.09 years)</td>
<td>25</td>
<td>17.24</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 11.90  S.D. = 8.19
The data presented in Table 6, reveal that majority (70.34 per cent) of the teachers had medium experience in teaching whereas 17.24 per cent had high and 12.42 had low experience in teaching. The data indicated that majority (more than 80 per cent) of the teachers had medium and high experience in teaching. This result indicated that well experienced personnel were posted in the teaching wing in order to give their best to the students.

This finding is in line with the finding of Rao (1986).

4.1.4 Experience in Research :-

The teachers of the agricultural university are expected to undertake all the three function as deliniated by agricultural university viz., teaching, research and extension. Hence the respondents were also asked to indicate their research experience in completed years. The respondents were classified into three groups viz., (i) low ( < 1.75 years), (ii) medium (1.75 to 17.91 years) and (iii) high (> 17.91 years). The data collected from the respondents about their research experience are presented in Table 7.

The data presented in Table 7, reveal that majority (66.21 per cent) of the teachers had medium experience in research followed by low experience (17.24 per cent) and
Table 7: Distribution of teachers according to their research experience.

<table>
<thead>
<tr>
<th>Experience in research</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (&lt; 1.75 years)</td>
<td>25</td>
<td>17.24</td>
</tr>
<tr>
<td>Medium (1.75 to 17.91 years)</td>
<td>96</td>
<td>66.21</td>
</tr>
<tr>
<td>High (17.91 years)</td>
<td>24</td>
<td>16.55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 9.83
S.D. = 8.08

high experience (16.55 per cent). The results indicated that two-third of the respondents had medium experience in research.

This finding is not in line with the findings of Rao (1986). The probable reason for this might be that there are many posts lying vacant and the teachers are engaged in research along with their teaching work.

4.1.5 Experience in Extension:

The respondents were asked to indicate their experience in extension in completed years. The respondents were classified into two groups on the basis of their mean i.e. (i) low (< 3.5 years) and (ii) high (> 3.5 years). The data collected from the respondents about their extension experience are presented in Table 8.
Table 8: Distribution of teachers according to their experience in Extension.

<table>
<thead>
<tr>
<th>Experience in Extension</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (&lt; 3.5 years)</td>
<td>103</td>
<td>71.03</td>
</tr>
<tr>
<td>High (&gt;3.5 years)</td>
<td>42</td>
<td>28.97</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 3.5
S.D. = 6.30

The data presented in Table 8, found that majority (71.03 per cent) of the teachers had low experience and 28.97 per cent had high experience in extension. The results indicated that majority of the teachers had low experience in the field of extension. It means that majority of the teachers are working in teaching and research wings for long time without a chance to work in field of extension. If classroom teaching is to be purposeful and meaningful, a teacher should have reasonable experience in the field of extension to get himself acquainted with the field problems.

The finding is in line with the finding of Rao (1986).

4.1.6 Total experience :-

The respondents were asked to indicate their total service experience in completed years. The respondents were
grouped into three categories i.e. (i) low (< 8.27 years), (ii) medium (8.27 to 24.89 years) and (iii) high (> 24.89 years). The data collected from respondents about their total experience are presented in Table 9.

The data presented in Table 9, indicate that majority (58.62 per cent) of G.U.A. teachers had medium total experience followed by low total experience (23.45 per cent) and high total experience (17.93 per cent).

Table 9 : Distribution of teachers according to their total experience.

<table>
<thead>
<tr>
<th>Total experience</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ( &lt; 8.27 years)</td>
<td>34</td>
<td>23.45</td>
</tr>
<tr>
<td>Medium (8.27 to 24.89 years)</td>
<td>85</td>
<td>58.62</td>
</tr>
<tr>
<td>High (&gt; 24.89 years)</td>
<td>26</td>
<td>17.93</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 16.58  s.d. = 8.31

This finding is in line with the findings of Mahurkar (1981) and Rao (1986).

4.1.7 Training Received :-

An agricultural university has developed a system to provide an opportunity to their teachers to train
themselves through attending short term or long term courses. The respondents were asked to indicate their training received. The respondents were grouped into two categories viz., (i) low training received and (ii) high training received. The data collected from the respondents about their training received are presented in Table 10.

Table 10: Distribution of teachers according to their training received.

<table>
<thead>
<tr>
<th>Training received</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low trained (&lt; 9.94 weeks)</td>
<td>112</td>
<td>77.24</td>
</tr>
<tr>
<td>High trained (&gt; 9.94 weeks)</td>
<td>33</td>
<td>22.76</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 9.94  S.D. = 18.00

The data presented in Table 10, reveal that 77.24 per cent of the C.A.U., Anand Campus teachers had received low training and only 22.76 per cent of the teachers had received high training. This indicate that more than three-fourth of the teachers received low training and less than one-fourth of the teachers had received high training. This might be because of low training facilities available in the university. The importance of training in building up the professional competence as well as communication capacity
needs no explanation. A well trained teacher will do a better job than unskilled teacher or untrained teacher.

This finding is in line with the finding of Rao (1986).

4.1.3 Salary :-

The respondents were asked to indicate their salary per month. The respondents were grouped into three categories viz., (i) low (upto scores 23.65), (ii) medium (score 23.65 to 40.75) and (iii) high ( > 40.75). The data collected from the respondents about their salaries per month are presented in Table 11.

Table 11: Distribution of teachers according to their monthly salaries.

\[
\begin{array}{ccc}
\text{Salary per month} & \text{No.} & \text{Per cent} \\
\hline
\text{Low (upto 23.65 scores)} & 22 & 15.17 \\
\text{Medium (scores 23.65 to 40.75)} & 98 & 67.59 \\
\text{High ( > 40.75 scores)} & 25 & 17.24 \\
\hline
\text{Total} & 145 & 100.00 \\
\end{array}
\]

Mean = 32.20  
S.D. = 8.55 
Score 1: Rs.100
The data presented in Table 11, reveal that 67.59 per cent of the teachers had their salaries medium followed by high (17.24 per cent) and low (15.17 per cent). This indicate that more than two-third (67.59 per cent) of the teachers had their salaries medium. Salary is one of the important factors that motivates the teacher to put forth his best. Though it is a policy matter, there is a need to improve the pay scales of teachers to attract the talented lot to this noble profession.

This finding is in line with the finding of Rao (1986).

4.1.9 Attitude towards teaching :-

The respondents were asked to indicate their attitude towards teaching. The respondents were classified into three categories viz., (i) low (upto 43.12 scores), (ii) medium (45.12 to 55.92) and (iii) high (>56.92). The data collected from the teachers about their attitude towards teaching are presented in Table 12.

The data presented in Table 12, reveal that 61.48 per cent of the G.A.U., Anand Campus teachers had average attitude towards teaching followed by 20.69 per cent had low and 17.93 per cent had high attitude towards teaching. It was found from the Table 12 that majority (61.48 per cent)
of the teachers had average attitude towards teaching. Reasons like heavy work load and average salaries as seen from the findings of the study could have been reasonably contributed for the average attitude towards teaching. It is therefore, desirable to reduce the teaching work load to the manageable limits in order to improve the teaching capacities of the teachers.

Table 12: Distribution of teachers according to their attitude towards teaching.

<table>
<thead>
<tr>
<th>Attitude towards teaching</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (upto 43.12)</td>
<td>30</td>
<td>20.69</td>
</tr>
<tr>
<td>Medium (43.12 to 56.92)</td>
<td>89</td>
<td>61.48</td>
</tr>
<tr>
<td>High (&gt;56.92)</td>
<td>26</td>
<td>17.95</td>
</tr>
</tbody>
</table>

Total 145 100.00

Mean = 50.02 S.D. = 6.90

This finding is in line with the findings reported by Shrivastva (1977) and Rao (1986).

4.1.10 Perception of work load: -

The respondents were asked to indicate their perception of work load. The respondents were classified into five categories viz., (i) very light, (ii) light, (iii) average,
(iv) heavy and (v) too heavy. The data collected from the teachers about their perception of work load are presented in Table 13.

Table 13: Distribution of teachers according to their perception of work load.

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very light</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Light</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Average</td>
<td>77</td>
<td>53.10</td>
</tr>
<tr>
<td>Heavy</td>
<td>55</td>
<td>37.93</td>
</tr>
<tr>
<td>Too heavy</td>
<td>13</td>
<td>8.97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data presented in Table 13, indicate that majority (53.10 per cent) of the G.A.U., Anand Campus teachers had average work load followed by heavy 37.93 per cent and too heavy 8.97 per cent. It is found that there was none of the teachers who had very light and light work load. This indicate that majority (average 53.10 per cent + heavy 37.93 per cent) of the teachers had average and heavy work load. As said earlier, it is desirable to reduce teaching work load to the manageable limits in order to improve the teaching capacities of the teachers.
This finding is in line with the finding of Rao (1986).

4.1.11 Facilities available in the department:

The respondents were asked to indicate the facilities available in the department to carry out the teaching function effectively. The respondents were classified into three groups viz., (i) adequate (> 28.35), (ii) average (16.55 to 28.35) and (iii) inadequate (< 16.55). The data collected from the respondents about the facilities available in the department are presented in Table 14.

Table 14: Distribution of teachers according to the facilities available in department.

<table>
<thead>
<tr>
<th>Facilities available in department</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate (&gt; 28.35)</td>
<td>23</td>
<td>15.85</td>
</tr>
<tr>
<td>Average (16.55 to 28.35)</td>
<td>100</td>
<td>68.97</td>
</tr>
<tr>
<td>Inadequate (&lt; 16.55)</td>
<td>22</td>
<td>15.17</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 22.45  S.D. = 5.90

The data presented in Table 14, reveal that 68.97 per cent of the teachers of G.A.U., Anand Campus had average facilities available in their department, whereas
15.86 per cent had adequate facilities and only 15.17 per cent had inadequate facilities available in their departments. The Table 14 indicate that a majority (more than two-third) of the teachers had average facilities available in their departments. It is therefore, desirable to make the adequate facilities available in the departments for making the teachers effective in their teaching profession.

This finding is in line with the finding of Rao (1986).

4.1.12 Achievement motivation :-

The achievement motivation of an individual plays vital role in exerting to achieve the goal which he feels desirable. In order to know the achievement motivation of teachers, the respondents were asked to indicate their achievement motivation. The respondents were classified into three categories viz., (i) high ( > 20.54), (ii) medium (15.46 to 20.54) and (iii) low ( < 15.46). The data collected from the teachers about their achievement motivation are presented in Table 15.

The data presented in Table 15, reveal that the majority (66.21 per cent) of teachers had medium achievement motivation, whereas 17.24 per cent had high and the rest 16.55 per cent had low achievement motivation. The study
Table 15: Distribution of teachers according to their achievement motivation.

<table>
<thead>
<tr>
<th>Achievement motivation</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (&gt; 20.54)</td>
<td>25</td>
<td>17.24</td>
</tr>
<tr>
<td>Medium (15.46 to 20.54)</td>
<td>96</td>
<td>66.21</td>
</tr>
<tr>
<td>Low (&lt; 15.46)</td>
<td>24</td>
<td>16.55</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 18.00  
3.D. = 2.54

revealed that the work load of teachers was heavy and facility available in the departments were average which might have resulted in the average achievement motivation. Therefore, a reasonable reduction in work load and improvement of the facilities in the department will motivate the teachers to shoulder the responsibilities assigned to them.

4.1.13 Level of Aspiration - present:

The respondents were asked to indicate their present level of aspiration. The respondents were grouped into three categories, viz., (i) high (> 7.35), (ii) medium (2.81 to 7.35) and (iii) low (< 2.81). The data collected from the teachers about their level of aspiration (present) are presented in Table 16.
Table 16: Distribution of the teachers according to their present level of Aspiration.

\[ N = 145 \]

<table>
<thead>
<tr>
<th>Level of Aspiration</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ( &gt; 7.35)</td>
<td>24</td>
<td>16.55</td>
</tr>
<tr>
<td>Medium (2.31 to 7.35)</td>
<td>99</td>
<td>68.28</td>
</tr>
<tr>
<td>Low ( &lt; 2.81)</td>
<td>22</td>
<td>15.17</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 5.08  S.D. = 2.27

The data presented in Table 16 indicates clearly, that the majority (68.28 per cent) of teachers of the G.A.U., Anand Campus had medium level, 16.55 per cent had high, and only 15.17 per cent had low level of aspiration. The Table 16, indicate that majority (more than two-third) of the teachers had average level of present aspiration.

This finding is in the conformity with the finding of Rao (1936).

4.1.14 Level of Aspiration - future :-

The respondents were asked to indicate their future level of aspiration. The respondents were classified into three categories, viz., (i) high ( > 8.16), (ii) medium (3.72 to 8.16) and (iii) low ( < 3.72). The data collected
from the teachers about their future level of aspiration are presented in Table 17.

Table 17: Distribution of the teachers according to their future level of Aspiration.

<table>
<thead>
<tr>
<th>Level of Aspiration</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ( &gt; 8.16)</td>
<td>18</td>
<td>12.41</td>
</tr>
<tr>
<td>Medium (3.72 to 8.16)</td>
<td>105</td>
<td>72.42</td>
</tr>
<tr>
<td>Low ( &lt; 3.72)</td>
<td>22</td>
<td>15.17</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 5.94  
S.D. = 2.22

The data presented in Table 17, reveal that 72.42 per cent of the teachers had medium level, 15.17 per cent had low and only 12.41 per cent had high level of aspiration. The Table 17, indicates that majority (more than two-third) of the teachers had average level of future aspiration. If the data of Table 16 and 17 are compared it gives us a clue that the teachers of G.A.U. do not want to stagnate themselves and they aspire for better opportunities to develop themselves.

This finding is in the conformity with the finding of Rao (1986).
4.1.15 Opportunities for Professional Development:

The respondents were asked to indicate their opportunities for professional development. The respondents were classified into three categories viz., (i) high (> 6.87), (ii) medium (2.79 to 6.87) and (iii) low (< 2.79). The data collected from the respondents about their opportunities for professional development are presented in Table 18.

Table 18: Distribution of teachers according to their opportunities for Professional Development.

<table>
<thead>
<tr>
<th>Opportunities for Professional Development</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (&gt; 6.87)</td>
<td>37</td>
<td>25.52</td>
</tr>
<tr>
<td>Medium (2.79 to 6.87)</td>
<td>86</td>
<td>59.31</td>
</tr>
<tr>
<td>Low (&lt; 2.79)</td>
<td>22</td>
<td>15.17</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 4.83  
S.D. = 2.04

The data presented in Table 18, reveal that majority (59.31 per cent) of teachers had medium opportunities for professional development followed by high (25.52 per cent) and low (15.17 per cent) opportunities for professional development. The study revealed that the opportunities for professional development of a teacher are average. The administrators should therefore, concentrate on the vital
issues of professional development like periodical trainings, deputing the teachers to summer institutes, seminars etc. in order to make the teachers professionally more competent and to improve their teaching skills.

This finding is in line with the finding of Rao (1986).

The issues like transfer of teachers from teaching to research and extension, reducing the work load to manageable limits, improving the departmental facilities, enhancing the opportunities for professional development, periodical training of teachers can be tackled best at the level of university itself in order to have the best teachers in their organisation.

4.2 Extent of Job Satisfaction of Teachers of G.A.U. Anand Campus :-

The respondents were asked to indicate their extent of job satisfaction. The respondents were grouped into four categories viz., (i) highly satisfied (81 - 100), (ii) satisfied (61 - 80), (iii) dissatisfied (41 - 60) and (iv) highly dissatisfied (20 - 40). The data collected from the teachers about their extent of job satisfaction are presented in Table 19.
Table 19: Distribution of Teachers according to their extent of Job Satisfaction

<table>
<thead>
<tr>
<th>Categories of teachers</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>1. Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>14.29</td>
<td>5</td>
<td>71.42</td>
<td>1</td>
</tr>
<tr>
<td>Veterinary</td>
<td>4</td>
<td>40.00</td>
<td>6</td>
<td>60.00</td>
<td>0</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>2</td>
<td>50.00</td>
<td>2</td>
<td>50.00</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>33.33</td>
<td>13</td>
<td>61.91</td>
<td>1</td>
</tr>
<tr>
<td>2. Associate Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>6</td>
<td>18.18</td>
<td>21</td>
<td>63.64</td>
<td>6</td>
</tr>
<tr>
<td>Veterinary</td>
<td>3</td>
<td>21.43</td>
<td>7</td>
<td>50.00</td>
<td>4</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>1</td>
<td>25.00</td>
<td>2</td>
<td>50.00</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>19.61</td>
<td>30</td>
<td>58.82</td>
<td>11</td>
</tr>
<tr>
<td>3. Assistant Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>7</td>
<td>17.50</td>
<td>29</td>
<td>72.50</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary</td>
<td>3</td>
<td>14.29</td>
<td>15</td>
<td>71.42</td>
<td>3</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>1</td>
<td>8.33</td>
<td>8</td>
<td>66.67</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>15.07</td>
<td>52</td>
<td>71.23</td>
<td>10</td>
</tr>
<tr>
<td>4. Total Sample</td>
<td>28</td>
<td>19.31</td>
<td>95</td>
<td>65.52</td>
<td>22</td>
</tr>
</tbody>
</table>
The data presented in Table 19, reveal that majority (71.42 per cent) of the Professors of Agriculture faculty were satisfied whereas, 14.29 per cent each highly satisfied and dissatisfied and none of them were highly dissatisfied with their jobs.

60 per cent of the Professors of Veterinary faculty were satisfied and remaining 40 per cent were highly satisfied with their jobs. It is very interesting to report that none of the Professors of Veterinary faculty were either dissatisfied or highly dissatisfied.

50 per cent of the Professors of Dairy Science faculty were highly satisfied and remaining 50 per cent were satisfied with their jobs. It is again very happy sign to report that none of the Professors of Dairy Science faculty were either dissatisfied or highly dissatisfied.

When the total sample of the Professors' distribution was taken into account, it is clear that 61.91 per cent of them were satisfied, 33.33 per cent highly satisfied and only 4.76 per cent dissatisfied and none of them were highly dissatisfied with their jobs.

The data revealed that majority (65.64 per cent) of Associate Professors of Agriculture faculty were satisfied, 13.18 per cent each were highly satisfied and dissatisfied
with their jobs respectively and none of them were highly 
dissatisfied with their jobs.

50 per cent of the Associate Professors of vetegrinary faculty were found satisfied, followed by 28.57 per 
cent dissatisfied, 21.43 per cent highly satisfied and none 
of them found highly dissatisfied.

With regards to Associate Professors of Dairy Science faculty, 50 per cent of them were satisfied, 25 
per cent each were highly satisfied and dissatisfied with 
their jobs respectively and none of them were highly dissatisfied with their jobs.

When the total sample of Associate Professors' 
distribution was observed, it is clear that 58.82 per cent of 
them were satisfied, 21.57 per cent dissatisfied, 19.61 
per cent highly satisfied and none of them were highly dis-
satisfied with their jobs.

When looked at the distribution of Assistant Professors', it indicated that majority (72.5 per cent) 
of them in the Agriculture faculty were satisfied followed 
by 17.5 per cent highly satisfied and 10.00 per cent dis-
satisfied with their jobs and none of them were found 
highly dissatisfied with their jobs.
71.42 per cent of the Veterinary Assistant professors were satisfied. Whereas, 14.29 per cent each were highly satisfied and dissatisfied with their jobs respectively and none of them were highly dissatisfied with their job.

With regard to Assistant Professors of Dairy Science faculty, 66.67 per cent of them were satisfied, 25 per cent were dissatisfied and 8.33 per cent were highly satisfied and none of them were found highly dissatisfied with their jobs.

As regard the total distribution of Assistant Professors it was observed that 71.23 per cent in satisfied group followed by 15.07 per cent in highly satisfied group and 13.70 per cent in the dissatisfied group and none of them were found highly dissatisfied with their jobs.

The comparison of data regarding three cadres further revealed that the Assistant Professors were higher in percentage for job satisfaction as compared to Associate Professors and Professors, respectively.

The distribution of the total sample irrespective of cadre and faculty indicated that majority (65.52 per cent) of the G.A.U., Anand Campus teachers were satisfied with their jobs whereas 19.31 per cent highly satisfied and 15.17 per cent dissatisfied.
An overview of the above table indicates that majority of the Professors, Associate Professors and Assistant Professors of all the faculties were satisfied with their jobs.

This finding was also in conformity with the results of Chakravorty (1971), Perumal and Rai (1978), Shrivastva (1983), Rao (1986), Dakhore and Bhilegaonkar (1987).

4.3 Significant differences in the job satisfaction between the teachers of different faculties and between the different categories of teachers:–

There appears to be differences in the extent of job satisfaction between the faculties and between the categories as seen from their distribution discussed earlier. In order to find out the statistical significance of these differences, Kruskal-Wallis (H-test) was applied.

4.3.1 Differences in the job satisfaction between the teachers of Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand Campus:–

To test the significant difference of job satisfaction levels of teachers working in Agriculture, Veterinary and Dairy Science faculties, a non-parametric (H-test) test developed by Kruskal-Wallis was applied to the job satisfaction scores. The results of this test indicated that
the calculated H-value (H = 0.08) when compared with table value was to be non-significant. Hence, the null hypothesis that "There is no difference in the job satisfaction between the teachers of Agriculture, Veterinary and Dairy Science faculties" of G.A.U., Anand Campus was accepted. It was concluded that there was no difference in the mean job satisfaction scores of teachers working in Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand Campus. H-value, indicates only an overall test of significance of the differences among mean job satisfaction scores of teachers. To test the significance of differences between any two mean job satisfaction scores among the faculties the 't' test was applied. The following table gives 't' value indicating the significance of difference between the mean job satisfaction scores of any two faculties of G.A.U., Anand Campus, Anand.

It is evident from the Table 20 that the 't' values were found not significant at 0.05 level of probability. Therefore, it can be said that there do not exist any difference in the mean job satisfaction scores between Agriculture-Veterinary, Agriculture-Dairy Science and Veterinary-Dairy Science faculties' teachers of G.A.U., Anand Campus.
Table 20: Differences in the job satisfaction scores between the teachers of Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand Campus

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Between the faculties</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture – Veterinary</td>
<td>0.1976</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture – Dairy science</td>
<td>0.91</td>
</tr>
<tr>
<td>3</td>
<td>Veterinary – Dairy science</td>
<td>0.58</td>
</tr>
</tbody>
</table>

NS = Not significant at 0.05 level of probability.

It is evident from the Table 21, that there was no significant difference between the mean job satisfaction scores of Agriculture – Veterinary – Dairy Science faculties of G.A.U., Anand Campus as could be seen from the table, the mean job satisfaction scores of different faculties.

Table 21: Differences in the job satisfaction scores between the teachers of Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand.

<table>
<thead>
<tr>
<th>Score</th>
<th>Faculty of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td>Mean job satisfaction scores</td>
<td>72.50</td>
</tr>
</tbody>
</table>
This finding is in conformity with those reported by Mahurkar (1981).

4.3.2 Differences in the job satisfaction between Professors, Associate Professors and Assistant Professors of G.A.U., Anand Campus:

To test the significance of difference in the job satisfaction between Professors, Associate Professors and Assistant Professors, a non-parametric (H-test) test developed by Kruskal-Wallis was applied to the job satisfaction scores. The results of this test indicated that calculated $H$-values ($H = 6.80$) when compared with table value was found to be significant. Hence, the null hypothesis that "There is no difference in the job satisfaction between Professors, Associate Professors and Assistant Professors" of G.A.U., Anand Campus was rejected. It was concluded that the significant difference was found in the mean job satisfaction scores of Professors, Associate Professors and Assistant Professors of G.A.U., Anand Campus.

$H$-value indicates only an overall test of significance of the differences among mean job satisfaction scores of teachers. To test the significance of differences between any two mean job satisfaction scores among the categories the 't' test was applied. The following table (Table 22) gives the 't' values indicating the significance of difference
between mean job satisfaction scores of any two categories of teachers of G.A.U., Anand Campus.

Table 22: Differences in the job satisfaction scores between the categories of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Between the categories of teachers</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professors - Associate professors</td>
<td>2.22 *</td>
</tr>
<tr>
<td>2</td>
<td>Professors - Assistant professors</td>
<td>2.02 *</td>
</tr>
<tr>
<td>3</td>
<td>Associate - Assistant professors</td>
<td>0.33 NS</td>
</tr>
</tbody>
</table>

* : Significant at 0.05 level of probability
NS : Non significant.

It could be seen from the Table 22, that there exists a significant difference in the mean job satisfaction scores between Professors-Associate Professors, Professors-Assistant Professors as the 't' values were significant at 0.05 level of probability, whereas, the other 't' value was not significant. Therefore, it can be said that there is no difference in the mean job satisfaction scores between Associate - Assistant Professors of G.A.U., Anand Campus.

Based on the 't' criterion as observed from the table, mean job satisfaction scores of teachers which did not differ significantly have been underlined by a bar in the following table (Table 23).
Table 23: Differences in the job satisfaction scores between the categories of teachers of G.A.U., Anand Campus

<table>
<thead>
<tr>
<th>Categories of teachers</th>
<th>Mean job satisfaction scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>76.62</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>70.50</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>71.89</td>
</tr>
</tbody>
</table>

It is evident from Table 23, that there was no significant difference between the mean job satisfaction scores of Associate-Assistant Professors as could be seen from the position of the bar in the table. However, significant difference was noticed in the mean job satisfaction scores between Professors-Associate Professors and Assistant Professors of G.A.U., Anand Campus, Anand.

This finding is in conformity with those reported by Singh and Shrivastava (1975), Singh et al. (1977), Maburkar (1981).

Areas of job satisfaction:

The sixteen job areas were selected in consultation with experts and were utilized for studying the satisfaction or dissatisfaction of the teachers of G.A.U.,
Anand Campus with each of the area of the job. The results are presented in Table 24.

It is apparent from the Table 24 that 66.20 per cent G.A.U., Anand Campus teachers were satisfied and more than one-third (33.80 per cent) were dissatisfied with their present salary.

Majority (88.28 per cent) of G.A.U. teachers were satisfied and only 11.72 per cent of teachers were dissatisfied with work load of teaching.

79.31 per cent of teachers of G.A.U., Anand Campus, were satisfied and 20.69 per cent dissatisfied with physical facilities available in class rooms.

71.72 per cent of the teachers satisfied and 28.28 per cent dissatisfied with the facilities available in the departments.

With regard to promotional opportunities it is found that a majority (52.41 per cent) of the G.A.U., Anand Campus teachers were dissatisfied.

57.24 per cent of the teachers were satisfied and a sizeable number (42.76 per cent) of teachers were dissatisfied with the opportunities for professional development.
Table 24: Distribution of respondents based on their satisfaction or dissatisfaction with different areas of their job.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Areas of the job</th>
<th>Satisfaction</th>
<th>Disatisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>Present salary</td>
<td>96</td>
<td>65.20</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching work load</td>
<td>128</td>
<td>88.28</td>
<td>17</td>
</tr>
<tr>
<td>3.</td>
<td>Class room facilities</td>
<td>115</td>
<td>79.31</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>Departmental facilities</td>
<td>104</td>
<td>71.72</td>
<td>41</td>
</tr>
<tr>
<td>5.</td>
<td>Promotional opportunities</td>
<td>69</td>
<td>47.59</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>Opportunities for professional development</td>
<td>83</td>
<td>57.24</td>
<td>62</td>
</tr>
<tr>
<td>7.</td>
<td>Job security</td>
<td>125</td>
<td>86.90</td>
<td>19</td>
</tr>
<tr>
<td>8.</td>
<td>Help and guidance from the head of department</td>
<td>122</td>
<td>84.14</td>
<td>23</td>
</tr>
<tr>
<td>9.</td>
<td>Recognition of work</td>
<td>112</td>
<td>77.24</td>
<td>33</td>
</tr>
<tr>
<td>10.</td>
<td>Freedom to deal with students</td>
<td>129</td>
<td>88.97</td>
<td>16</td>
</tr>
<tr>
<td>11.</td>
<td>Library facilities</td>
<td>107</td>
<td>73.79</td>
<td>38</td>
</tr>
<tr>
<td>12.</td>
<td>Ministrial assistance</td>
<td>61</td>
<td>42.07</td>
<td>84</td>
</tr>
<tr>
<td>13.</td>
<td>Assistance from staff like artists etc.</td>
<td>61</td>
<td>42.07</td>
<td>84</td>
</tr>
<tr>
<td>14.</td>
<td>Availability of teaching equipments</td>
<td>82</td>
<td>56.55</td>
<td>63</td>
</tr>
<tr>
<td>15.</td>
<td>Training facilities</td>
<td>62</td>
<td>42.76</td>
<td>83</td>
</tr>
<tr>
<td>16.</td>
<td>Co-operation from colleges</td>
<td>136</td>
<td>93.79</td>
<td>9</td>
</tr>
<tr>
<td>17.</td>
<td>Co-operation from the students</td>
<td>131</td>
<td>90.34</td>
<td>14</td>
</tr>
</tbody>
</table>
Majority (86.90 per cent) of the teachers were satisfied and only 13.10 per cent dissatisfied with job security.

84.14 per cent of the teachers of G.A.U., Anand Campus were satisfied with the help and guidance from the head of the department.

77.24 per cent of teachers of G.A.U., Anand Campus were satisfied with recognition for good work whereas 22.76 per cent teachers felt that there was no recognition for good work done. In other words they were dissatisfied with "recognition for good work".

Majority (88.97 per cent) of the G.A.U. teachers felt that they had sufficient freedom to deal with the students.

73.79 per cent of G.A.U. teachers of Anand Campus were satisfied with the library facilities available.

Majority (57.93 per cent) of the teachers of G.A.U. Anand Campus were dissatisfied with ministerial assistance provided.

Majority (57.93 per cent) of the teachers were dissatisfied with assistance from technical staff like artists etc.
56.55 per cent of the G.A.U., Anand Campus teachers were satisfied and a sizeable number (43.45 per cent) of teachers were not satisfied with the availability of teaching equipments.

Majority (57.24 per cent) of teachers of G.A.U., Anand Campus were dissatisfied with training facilities.

Majority (93.79 per cent) of teachers of G.A.U., Anand Campus were satisfied with the co-operation from colleagues.

In case of co-operation from the students also majority of teachers were satisfied. 90.37 per cent of G.A.U., Anand Campus teachers were satisfied with this item.

A critical review of the data presented in Table 24 helps to arrive at a conclusion that out of seventeen areas related with job satisfaction of teachers, the areas viz., present salary, teaching work load, classroom facilities, departmental facilities, job security, help and guidance from the head of the department, recognition of work, freedom to deal with students, library facilities, availability of teaching equipments, co-operation from colleagues, co-operation from the students are vulnerable and teachers shown their satisfaction towards these areas. Whereas remaining four areas viz., promotional opportunities, ministerial
assistance, assistance from staff like artists etc. and training facilities, the teachers shown their dissatisfaction towards these areas which needs to be tackled carefully to increase satisfaction level of teachers of G.A.U., Anand Campus in order to make the teaching more meaningful and effective.

It is in the interest of improving the image of teaching at Gujarat Agricultural University, the administrator may bestow their full attention to the areas which are weak links and gear up the administration to overcome them.

4.4 **Relationship of personal, socio-economic, psychological characteristics and extent of job satisfaction of teachers of G.A.U., Anand Campus** :-

To study the relationship between personal, socio-economic, psychological characteristics and the extent of job satisfaction of teachers is of great importance. The different personal, socio-economic, psychological characteristics were age, qualification, experience in teaching, experience in research, experience in extension, training received, salary, attitude towards teaching, perception of work load, facilities available, achievement motivation, level of aspiration and opportunities for professional development etc. These factors play an important role in making the
teachers satisfied or dissatisfied with their jobs. The data regarding these were statistically analysed by using the chi-square test in order to ascertain the existence or non-existence of relationship between the personal, socio-economic, psychological characteristics and the extent of job satisfaction of teachers.

4.4.1 Age and job satisfaction :-

The data collected in order to find out the relationship between age and level of job satisfaction of teachers are presented in Table 25.

Table 25 : Relationship between age of teachers of G.A.U., Anand Campus and their level of job satisfaction

<table>
<thead>
<tr>
<th>Age group</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Young age (upto 35 years)</td>
<td>6 (13.64)</td>
<td>32 (72.72)</td>
</tr>
<tr>
<td>Middle age (36 to 50 years)</td>
<td>17 (20.99)</td>
<td>50 (61.73)</td>
</tr>
<tr>
<td>Old age (above 50 years)</td>
<td>5 (25.00)</td>
<td>13 (65.00)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.35 \text{ NS} \quad \text{d.f.} = 4 \]

Figures given in parentheses indicate percentage of row.
NS : Non significant at 0.05 level.
The data presented in Table 25 indicate that more than two-third (72.72 per cent) of the respondents belonging to young age group were satisfied with their jobs, whereas 13.64 per cent each were found highly satisfied and dissatisfied with their jobs respectively. In middle age group majority (61.73 per cent) were satisfied with their jobs, followed by 20.99 per cent highly satisfied and 17.28 per cent dissatisfied with their jobs. In the old age group 65.00 per cent of the teachers were found satisfied, followed by 25.00 per cent highly satisfied and 10.00 per cent dissatisfied with their jobs.

It can be seen from the table that chi-square value \( \chi^2 = 2.35 \), at 4 d.f. was found non-significant at 0.05 level of significance, indicating that there is no significant relationship between age of teachers of G.A.U., Anand Campus and their level of job satisfaction. Therefore, the null hypothesis that "there is no relationship between age and level of job satisfaction" was accepted and concluded that age was found independent of job satisfaction.

This finding is in line with those findings reported by Chaudhry (1972), Atterberry (1977), Rao and Sohal (1980), Ezatollah (1981) and Rao (1986).
4.4.2 Qualification and job satisfaction of G.A.U., Anand Campus teachers:

The data collected in order to find out the relationship between qualification and level of job satisfaction of teachers are presented in Table 26.

Table 26: Relationship between qualification of teachers of G.A.U., Anand Campus and their level of job satisfaction.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>11 (15.71)</td>
<td>50 (71.43)</td>
</tr>
<tr>
<td>Doctorate</td>
<td>17 (22.67)</td>
<td>45 (60.00)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.07 \text{ NS} \quad \text{d.f.} = 2 \]

NS : Non significant
Figures given in parentheses indicate percentage of row.

The data presented in Table 26, indicate that 71.43 per cent of teachers having post-graduate qualification were satisfied followed by 15.71 per cent highly satisfied and 12.86 per cent dissatisfied with their jobs. Among doctorate teachers, 60.00 per cent were satisfied with
their jobs whereas 22.67 per cent highly satisfied and 17.33 per cent were dissatisfied with their jobs.

It can be seen from the table that chi-square value ($\chi^2 = 2.07$, at 2 d.f.) was found non significant at 0.05 level of significance. Therefore, the null hypothesis that "there is no relationship between qualification and job satisfaction" was accepted and concluded that the qualification and job satisfaction were found independent.

This finding is in line with those findings reported by Lavingia (1977) and Rao (1986).

4.4.3 Experience in teaching and job satisfaction of teachers :-

The data collected in order to find out the relationship between the experience in teaching and level of job satisfaction of teachers are presented in Table 27.

It is obvious from the Table 27 that among teachers who have low teaching experience, 83.34 per cent were satisfied followed by 11.11 per cent highly satisfied and 5.55 per cent were dissatisfied with their jobs. Among the teachers who had medium level of experience in teaching, 62.75 per cent were satisfied, 19.61 per cent highly satisfied and 17.64 per cent were dissatisfied with their jobs.
Table 27: Relationship between experience in teaching and level of job satisfaction of teachers of G.A.U. Anand Campus.

<table>
<thead>
<tr>
<th>Experience in teaching</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>2 (11.11)</td>
<td>15 (84.34)</td>
</tr>
<tr>
<td>Medium</td>
<td>20 (19.61)</td>
<td>64 (62.75)</td>
</tr>
<tr>
<td>High</td>
<td>6 (24.00)</td>
<td>16 (64.00)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

$X^2 = 3.58 \text{ d.f.} = 4$

NS : Non-significant

Figures given in parentheses indicate percentage of row.

64.00 per cent of highly experienced teachers in teaching were found satisfied, 24.00 per cent highly satisfied and 12.00 per cent dissatisfied with their jobs.

It can be seen from the Table 27 that chi-square value ($X^2 = 3.58$, at 4 d.f.) was found non-significant at 0.05 level of significance. Thus, the null hypothesis that "there is no relationship between experience in teaching and job satisfaction" was accepted and concluded that experience in teaching and job satisfaction were found independent.
This finding is in line with the finding of Rao (1986).

4.4.4 Research experience and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between the research experience and level of job satisfaction of teachers are presented in Table 28.

Table 28: Relationship between research experience and level of job satisfaction of teachers of G.A.U., Anand Campus

<table>
<thead>
<tr>
<th>Experience in research</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>(16.00)</td>
<td>(68.00)</td>
</tr>
<tr>
<td>Medium</td>
<td>17</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>(17.71)</td>
<td>(66.67)</td>
</tr>
<tr>
<td>High</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(29.16)</td>
<td>(58.34)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ X^2 = 1.73 \text{ NS} \]

\text{d.f.} = 4

NS : Non-significant

The figures given in parentheses indicate percentage of row.
It is obvious from the Table 28 that among teachers who have low research experience, 66.00 per cent were satisfied, while 16.00 per cent each were highly satisfied and dissatisfied respectively with their jobs. Among the teachers who had medium research experience, 66.67 per cent were satisfied followed by 17.71 per cent highly satisfied and 15.62 per cent dissatisfied with their jobs. And highly experienced teachers in research were found 58.34 per cent satisfied, 29.16 per cent highly satisfied and 12.5 per cent dissatisfied with their jobs.

It can be seen from the Table 28 that chi-square value \( \chi^2 = 1.73 \), at 4 d.f.) was found non significant at 0.05 level of significance. Hence, the null hypothesis that "there is no relationship between research experience and job satisfaction" was accepted and concluded that experience in research and job satisfaction were found independent.

This finding is in line with those findings reported by Sarkar and Patnaik (1967), Chaudhry (1972), Atterberry (1977), Rao and Sohal (1980), Tripathi et al., (1981).

4.4.5 Extension experience and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between extension experience and level
of job satisfaction of teachers are presented in Table 29.

Table 29: Relationship between extension experience and level of job satisfaction of teachers of G.A.U. Anand Campus.

<table>
<thead>
<tr>
<th>Experience in extension</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>16 (15.53)</td>
<td>72 (69.90)</td>
</tr>
<tr>
<td>High</td>
<td>12 (28.57)</td>
<td>23 (54.76)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 3.76 \text{ NS} \quad \text{d.f.} = 2 \]

NS : Non significant
Figures given in parentheses indicate percentage of row.

It was observed from Table 29 that among the teachers who had low experience in extension, 69.90 per cent were satisfied, 15.53 per cent highly satisfied and 14.57 per cent were found dissatisfied with their jobs. Among the teachers who had high experience in extension, were found 54.76 per cent satisfied, 28.57 per cent highly satisfied and 16.67 per cent dissatisfied with their jobs.

It can be seen from the Table 29 that chi-square value \( (\chi^2 = 3.76, \text{ at } 2 \text{ d.f.}) \) was found non significant at
0.05 level of significance. Hence, the null hypothesis that "there is no relationship between extension experience and job satisfaction" was accepted and concluded that experience in extension and job satisfaction were found independent.

This finding is in conformity with those findings reported by Chaudhary (1972), Atterberry (1977) and Tripathi et al. (1981).

4.4.6 Total experience and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between total experience and job satisfaction of teachers are presented in Table 30.

Table 30: Relationship between total experience and level of job satisfaction of teachers of G.A.U., Anand Campus

<table>
<thead>
<tr>
<th>Total experience</th>
<th>Level of job satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(14.70)</td>
</tr>
<tr>
<td>Medium</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>(22.35)</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(15.38)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.32 \text{ NS} \]

\[ \text{d.f.} = 4 \]

NS: Not significant
Figures given in parentheses indicate percentage of row.
It was observed from the Table 30, that the teachers who had low total experience, 70.6 per cent were satisfied, 14.70 per cent each were highly satisfied and dissatisfied, respectively with their jobs. The teachers who had medium total experience, 62.35 per cent of them were satisfied followed by 22.35 per cent highly satisfied and 15.30 per cent were dissatisfied with their jobs. The teachers who had high total experience, 69.24 per cent were found satisfied, 15.38 per cent each were highly satisfied and dissatisfied respectively with their jobs.

It can be seen from the Table 30 that chi-square value ($X^2 = 1.32$, at 4 d.f.) was found non significant at 0.05 level of significance. Hence, the null hypothesis that "there is no relationship between total experience and job satisfaction" was accepted and concluded that total experience and job satisfaction were found independent.


4.4.7 Training received and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between training received and level of job
satisfaction of teachers of G.A.U., Anand Campus are presented in Table 31.

Table 31: Relationship between training received and level of job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Training received</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>20 (17.36)</td>
<td>76 (67.36)</td>
</tr>
<tr>
<td>High</td>
<td>8 (24.24)</td>
<td>19 (57.58)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[X^2 = 1.18 \text{ NS}\] \[d.f. = 2\]

NS : Non significant

Figures given in parentheses indicate percentage of row.

A perusal of the data presented in Table 31 indicate that the teachers who had received low training, more than two third (67.36 per cent) were satisfied, 17.36 per cent highly satisfied and 14.28 per cent were dissatisfied and the teachers who had received high training, 57.58 per cent were satisfied, 24.24 per cent highly satisfied and 18.18 per cent were found dissatisfied with their jobs.
It can be seen from the Table 32, that chi-square value ($X^2 = 1.18$, at 2 d.f.) was found non significant at 0.05 level of significance. Therefore, the null hypothesis that "there is no relationship between training received and job satisfaction" was accepted and concluded that the training received and job satisfaction were found independent.

This finding is in conformity with those findings reported by Shreshtha and Singh (1975), Rao and Sohal (1980) and Rao (1986).

4.4.8 Salary and job satisfaction of teachers of G.A.U., Anand Campus :-

The data collected in order to find out the relationship between salary and job satisfaction of teachers are presented in Table 32.

A perusal of the data presented in Table 32 indicate that more than two-third (72.72 per cent) of the respondents from the low salary group were found satisfied with their jobs followed by 13.64 per cent each highly satisfied and dissatisfied with their jobs. A majority (66.33 per cent) of the respondents from the medium salary group were found satisfied, 17.35 per cent highly satisfied and 16.32 per cent dissatisfied with their jobs. And the teachers from high salary group, 56.00 per cent were
Table 32: Relationship between salary and job satisfaction of teachers of G.A.U., Anand Campus

<table>
<thead>
<tr>
<th>Salary</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>3 (13.54)</td>
<td>16 (72.72)</td>
<td>3 (13.64)</td>
<td>22 (100)</td>
</tr>
<tr>
<td>Medium</td>
<td>17 (17.35)</td>
<td>65 (66.33)</td>
<td>16 (16.32)</td>
<td>98 (100)</td>
</tr>
<tr>
<td>High</td>
<td>8 (32.00)</td>
<td>14 (56.00)</td>
<td>3 (12.00)</td>
<td>25 (100)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
<td>22</td>
<td>145</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.53 \text{ NS} \quad \text{d.f. = 4} \]

N.S.: Non-significant

Figures given in parentheses indicate percentage of row.

It can be seen from the Table 32 that chi-square value \( X^2 = 3.53 \), at 4 d.f.) was found non significant at 0.05 level of significance. Hence, the null hypothesis that "there is no relationship between the salary per month and level of job satisfaction of teachers" was accepted. It was concluded that salary per month and job satisfaction were found independent.
This finding is in line with those reported by Rao and Sohal (1980), Ezatollah (1981) and Rao (1986).

4.4.9 **Attitude towards teaching and job satisfaction of teachers of G.A.U., Anand Campus:**

The data collected in order to find out the relationship between attitude towards teaching and job satisfaction of teachers are presented in Table 33.

Table 33: Relationship between attitude towards teaching and job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Attitude towards teaching</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>62</td>
</tr>
<tr>
<td>High</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(10.00)</td>
<td>(66.67)</td>
</tr>
<tr>
<td></td>
<td>(15.73)</td>
<td>(69.66)</td>
</tr>
<tr>
<td></td>
<td>(42.31)</td>
<td>(50.00)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 12.73 \] * d.f. = 4

*: Significant at 0.05 level

Figures given in parentheses indicate percentage of row.

The data presented in Table 33, indicate that two-third (66.67 per cent) of the teachers who have low attitude towards teaching were found satisfied followed by 23.33 per cent dissatisfied and 10.00 per cent highly satisfied with their jobs. A majority (69.66 per cent) of the respondents who have medium attitude towards teaching were found satisfied followed by 15.73 per cent highly satisfied and 14.61 per cent
dissatisfied with their jobs. The respondents who have high attitude towards teaching were found 50.00 per cent satisfied, 42.31 per cent highly satisfied and 7.69 per cent dissatisfied with their jobs.

It can be seen from the Table 33, that chi-square value \(X^2 = 12.73\), at 4 d.f.) was found significant at 0.05 level of significance. Therefore, the null hypothesis that "there is no relationship between attitude towards teaching and level of job satisfaction" of teachers of G.A.U., Anand Campus was rejected and concluded that higher the attitude towards teaching, the higher will be the job satisfaction of G.A.U., Anand Campus teachers.

This finding is in conformity with those reported by Ezatollah (1981), Rao (1986), Dakhore and Bhilegaonkar (1987).

4.4.10 Perception of work load and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between perception of work load and job satisfaction of teachers are presented in Table 34.

The data presented in Table 34, indicate that the teachers who have average work load were found 66.23 per cent satisfied, 18.18 per cent highly satisfied and 15.59 per cent dissatisfied with their jobs. The teachers who have heavy work load were found 67.27 per cent satisfied, 21.82 per cent highly satisfied and 10.91 per cent dissatisfied with their jobs. The teachers who have too
Table 34: Relationship between perception of work load and job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Perception of work load</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>(18.18)</td>
<td>(66.23)</td>
</tr>
<tr>
<td>Heavy</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>(21.82)</td>
<td>(67.27)</td>
</tr>
<tr>
<td>Too heavy</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(15.38)</td>
<td>(53.85)</td>
</tr>
</tbody>
</table>

Total 28 95 22 145

\[ X^2 = 3.27 \text{ d.f. } = 4 \]

NS: Non significant

Figures given in parentheses indicate percentage of row.

Heavy work load were found 53.85 per cent satisfied, 30.77 per cent dissatisfied and 15.38 per cent highly satisfied with their jobs.

It is evident from the Table 34, that chi-square value \( X^2 = 3.27 \), at 4 d.f.) was found non significant at 0.05 level of significance. Hence, the null hypothesis that "There is no relationship between perception of work load and job satisfaction of teachers", was accepted. It was concluded that perception of work load and job satisfaction were found independent.
4.4.11 Facilities available in department and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between facilities available in their department and job satisfaction of teachers are presented in Table 35.

Table 35: Relationship between facilities available in departments and job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Facilities available</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>Inadequate</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 20.97 \] *  
d.f. = 4

* : Significant at 0.01 level.

Figures given in parentheses indicate percentage of row.

The data presented in Table 35 indicate that the teachers who have adequate facilities in their department
were found 65.22 per cent satisfied, 30.43 per cent highly satisfied and 4.35 per cent dissatisfied with their jobs. A majority (70.00 per cent) of teachers who have average facilities available in their departments were found satisfied followed by 19.00 per cent highly satisfied and 11.00 per cent dissatisfied. The teachers who have inadequate facilities in their departments were found 45.45 per cent each satisfied and dissatisfied and 9.10 per cent highly satisfied with their jobs. It is observed from the Table 35, that a sizeable number (45.45 per cent) of the teachers were found dissatisfied with their jobs, where inadequate facilities were available in the departments.

It can be seen from the Table 35, that chi-square value \( (X^2 = 20.97) \) at 4 d.f. was found significant at 0.01 level of significance. Therefore, the null hypothesis that "there is no relationship between facilities available in the departments and job satisfaction of teachers" was rejected and concluded that higher the facilities available in the departments, the higher will be the job satisfaction of G.A.U. teachers.

This finding is in line with the findings reported by Rao (1986) and Dakhore and Bhilegaonkar (1987).
4.4.12 Achievement motivation and job satisfaction of teachers of G.A.U., Anand Campus:

The data collected in order to find out the relationship between achievement motivation and job satisfaction of teachers are presented in Table 36.

Table 36: Relationship between achievement motivation and job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Achievement motivation</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>2 (8.55)</td>
<td>17 (17.71)</td>
</tr>
<tr>
<td>Medium</td>
<td>17 (56.00)</td>
<td>63 (56.02)</td>
</tr>
<tr>
<td>High</td>
<td>9 (36.00)</td>
<td>13 (52.00)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[X^2 = 7.13 \text{ NS}\]

d.f. = 4

NS : Non significant

Figures given in parentheses indicate percentage of row.

The data presented in Table 36 indicate that the teachers who have low achievement motivation were found 79.17 per cent satisfied followed by 12.5 per cent...
dissatisfied and 8.33 per cent highly satisfied with their jobs. The teachers who have medium achievement motivation were found 65.62 per cent satisfied followed by 17.71 per cent highly satisfied and 16.67 per cent dissatisfied with their jobs. The teachers having high achievement motivation were found 52.00 per cent satisfied, 36.00 per cent highly satisfied and 12.00 per cent dissatisfied with their jobs.

It is evident from the Table 36, that chi-square value ($X^2 = 7.13$ at 4 d.f.) was found non significant at 0.05 level of significance. Therefore, the null hypothesis that "There is no relationship between achievement motivation and job satisfaction" of G.A.U. teachers was accepted. It was concluded that achievement motivation and job satisfaction were found independent.

This finding is in line with the finding reported by Rao (1986).

4.4.13 Level of aspiration (present) and job satisfaction of teachers of G.A.U., Anand Campus:

The data were collected in order to find out the relationship between level of aspiration (present) and job satisfaction of teachers are presented in Table 37.
Table 37: Relationship between level of aspiration (present) and job satisfaction of teachers of G.A.U., Anand Campus.

<table>
<thead>
<tr>
<th>Level of aspiration (present)</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Low</td>
<td>2 (9.10)</td>
<td>13 (59.10)</td>
</tr>
<tr>
<td>Medium</td>
<td>20 (20.20)</td>
<td>67 (67.68)</td>
</tr>
<tr>
<td>High</td>
<td>6 (25.00)</td>
<td>15 (62.50)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>95</td>
</tr>
</tbody>
</table>

\[ X^2 = 6.81 \quad \text{NS} \quad \text{d.f.} = 4 \]

NS : Non significant

Figures given in parentheses indicate percentage of row.

The data presented in Table 37, indicate that the teachers having low level of aspiration (present) were found 59.10 per cent satisfied, 31.80 per cent dissatisfied and 9.10 per cent highly satisfied with their jobs. The teachers having medium level of aspiration (present) were found 67.68 per cent satisfied, 20.20 per cent highly satisfied and 12.12 per cent dissatisfied with their jobs. 62.5 per cent respondents belonging to high level of aspiration (present) were found satisfied followed by 25.00 per cent highly satisfied and 12.5 per cent dissatisfied with their jobs.
It is evident from the Table 37 that chi-square value ($X^2 = 6.81$, at 4 d.f.) was found non significant at 0.05 level of significance. Therefore, the null hypothesis that "There is no relationship between level of aspiration (present) and job satisfaction" of teachers was accepted. It was concluded that level of aspiration (present) and job satisfaction were found independent.

This finding is in line with the finding reported by Rao (1986).

4.4.14 Level of aspiration (future) and job satisfaction of teachers of G.A.U. :-

The data were collected in order to find out the relationship between level of aspiration (future) and job satisfaction of teachers are presented in Table 38.

The data presented in Table 38, indicate that the teachers having medium level of aspirations were found 67.62 per cent satisfied followed by 20.95 per cent highly satisfied and 11.43 per cent dissatisfied with their jobs. The teachers having low level of aspirations (future) were found 63.63 per cent satisfied followed by 27.27 per cent dissatisfied and 9.10 per cent highly satisfied with their jobs. The teachers having high level aspirations (future) were found 55.56 per cent satisfied, 22.22 per cent each highly satisfied and dissatisfied with their jobs.
Table 38: Relationship between level of aspiration (future) and job satisfaction of teachers of G.A.U., Anand Campus

\[ \chi^2 = 5.65 \text{ d.f. } = 4 \]

It is evident from the Table 38, that chi-square value \( (\chi^2 = 6.81, \text{ at 4 d.f.}) \) was found non-significant at 0.05 level of significance. Hence, the null hypothesis that "there is no relationship between level of aspiration (future) and job satisfaction" of teachers was accepted. It was concluded that level of aspiration (future) and job satisfaction were found independent.

This finding is in line with the finding reported by Rao (1986).
4.4.15 Opportunities for professional development and job satisfaction of teachers of G.A.U., Anand Campus:-

The data were collected in order to find out the relationship between the opportunities for professional development and job satisfaction of teachers are presented in Table 39.

Table 39: Relationship between opportunities for professional development and job satisfaction of G.A.U. teachers of Anand Campus.

<table>
<thead>
<tr>
<th>Opportunities for professional development</th>
<th>Level of job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly satisfied</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.00)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>(59.10)</td>
<td>(100)</td>
</tr>
<tr>
<td></td>
<td>(40.90)</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>(13.95)</td>
<td>(100)</td>
</tr>
<tr>
<td></td>
<td>(73.26)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(12.79)</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>(43.24)</td>
<td>(100)</td>
</tr>
<tr>
<td></td>
<td>(51.35)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5.41)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 31.31 \] *  
\[ d.f. = 4 \]

* : Significant at 0.01 level.

Figures given in parentheses indicate percentage of row.
The data presented in Table 39, indicate that the teachers having medium opportunities for professional development were found 73.26 per cent satisfied, 13.95 per cent highly satisfied and 12.79 per cent dissatisfied with their jobs. The teachers having low opportunities for professional development were found 59.10 per cent satisfied and 40.90 per cent dissatisfied with their jobs, none of them was highly satisfied. The teachers having high opportunities for professional development were found 51.35 per cent satisfied, 43.24 per cent highly satisfied and 5.41 per cent dissatisfied with their jobs.

It is evident from the Table 39, that chi-square value ($X^2 = 31.31$, at 4 d.f.) was found significant at 0.01 level of significance. Hence, the null hypothesis that "There is no relationship between opportunities for professional development and job satisfaction" of teachers was rejected. It was concluded that the opportunities for professional development and job satisfaction were found dependent. This means that higher the opportunities for professional development given, higher will be the job satisfaction of teachers of G.A.U., Anand Campus.

This finding is in line with the finding of Rao (1986).
4.5 Problems and suggestions :-

In this part some of the most important problems faced by the teachers of Gujarat Agricultural University, Anand Campus, Anand with regard to administration, academic and other aspects and the solutions suggested by the teachers to overcome these problems are discussed in details.

4.5.1 Administrative problems :-

4.5.1.1 Administrative staff hinder and delay the movement of paper work :-

A majority (62.76 per cent) of G.A.U., Anand Campus teachers felt that administrative staff hinder and delay the procedure which is complicated. Personal approach only speeds up the work which is not desirable. Routine work delayed due to slow movement of papers by the administrative staff.

Solution :-

The teachers suggested that the procedure should be simplified. There should be fixed minimum work to be done per day, time for clearing the paper work be well supervised by the university authorities.
4.5.1.2 Lack of ministerial and technical assistance in the departments :-

Majority (60.90 per cent) of the teachers felt that ministerial assistance (clerk-cum-typist) as well as technical assistance i.e. the support of artist-cum-photographer to prepare the teaching aids, handling of projector, projection equipments are lacking in their departments. Therefore, the teachers become handicapped without these facilities available in the department and the teaching becomes ineffective.

Solution :-

The teachers suggested that provision of clerk-cum-typist for correspondance work, typing of technical matters etc., artist-cum-photographer for helping the teachers in preparing the visual aids required for class room teaching and projector operator to help the teachers in operating the projection equipment during the teaching session be provided which can make the teaching effective in the class room situation.

4.5.1.3 Centralisation of powers, delay in respect of sanctions of purchase, leaves, increments, arrears etc. :-

59.31 per cent of the teachers of G.A.U., Anand Campus, felt that because ministerial assistance is
lacking in their departments and all powers are centralized with Director Campus in respect of purchase, leaves, increments, arrears etc. causing lot of inconvenience to the teaching community.

Solution :-

The teachers opined that decentralisation of the administration and the powers be vested with each Head of the department/section in respect of the above will help the teachers to a greater extent in solving the problems.

4.5.1.4 Lack of sufficient powers to teachers to tackle the indiscipline among the students:

Majority (54.48 per cent) of teachers felt that the students discipline is decreasing and authorities are not taking strong action against those students. Due to this, completion of course work in semester system for which the teacher is held responsible is always a problem. The students create indiscipline in the class rooms and remain away from the classes and quiz/test. The teachers felt that the teachers of G.A.U. lack of the sufficient power to punish the indisciplined students. This has reduce the stature of the teacher and increased the incidences of indiscipline among the students.
Solution :-

The teachers suggested that the organisation should satisfy the students by providing them the facilities required and keep the students away from strikes etc. The teachers also suggested that reasonable powers to punish the students who involve in indiscipline in the class rooms, should be vested with the teachers. The administration should support the action initiated by the teachers to tackle the indiscipline among the students.

4.5.1.5 No job consistency due to frequent transfers and assignment of other duties by the administration to the teachers :-

Majority (52.41 per cent) of the teachers felt that the teachers are frequently transferred or duties assigned without intimating them and Head of the department. They felt that this is not in line with the management principles.

Solution :-

The teachers opined that teachers should not be transferred without the knowledge of Head of the department and the transfers may be carried at the end of the academic year and the assignment of other duties by the administrators
should be done in consultation with the Head of the department so that the teachers may perform their duties effectively.

4.5.1.6 No appropriate criteria for promotion and appointments :-

51.72 per cent of the teachers felt that there are no appropriate criteria for promotion and appointments in the university. Many times changes are affected in the policies concerned with promotion and the university do not stick in enforcing rules and regulation related to these matters.

Solution :-

Teachers suggested that a set procedure with clear-cut instructions for qualifications, experience etc. for each category of post with its responsibilities be fixed and the criteria once fixed for promotion and appointments should not be changed without taking into careful considerations.

4.5.1.7 Less weightage to experience, merit and work of the teachers in their promotions :-

51.03 per cent of the teachers felt that the appointment or promotions of teachers mainly done on the basis of published reports/works done by the teachers which keep the teachers busy with the research work than teaching. This is
very difficult for the U.G. teachers who are over burdened with the teaching assignment and they have no time for conducting the research. And the teachers become double minded, ultimately this affects the quality of teaching.

Solution :-

The teachers felt that the less weightage should be given to research publication as compared to that of merit, performance and experience of the teachers. They expressed that publication behaviour of the teachers can alone not reflect his efficiency. So, more weightage should be given to merit, experience and work performance of the teachers in their promotion. If necessary a system should be evolved to evaluate the teaching work of teachers to give them justice.

4.5.1.8 Lack of co-ordination between administration and teachers :-

46.90 per cent of the teachers felt that there are no opportunities for representing the problems of teaching community to the administration for their solution. It is due to the lack of co-ordination between administration and the teachers. Therefore, they felt that it has created a wide gap between management and teaching community.
Solution :-

The teachers suggested that the principal of the concerned faculty should call the meeting of all the teachers frequently, preferably once in a month and discuss their problems. This will not only help the teachers for solving their problems but also help the principal of the concerned faculty to have a closer interaction with the teachers and this will help in gaining first hand information about the performances of the teachers as well as future improvement.

4.5.1.9 Lack of recognition of sincere and dedicated teachers by the Head of the department :-

33.10 per cent of the teachers felt that the Head of the departments do not appreciate the sincerity and hard work of his colleagues. This attitude discourages the teachers and thereby a wide gap between Head of department and teachers is created. And this is not good for increasing the efficiency of teachers.

Solution :-

The teachers felt that the Head of department should encourage the sincere and hard working teachers to create feeling of togetherness and team spirit. The university
should give incentives in terms of awards, medals to increase the efficiency and to have a good morale in all the aspects of his work.

4.5.1.10 No synchronisation in office timing:–

14.48 per cent of the teachers felt that there is no synchronisation in the office timing of teaching staff and administrative staff due to which many times the teaching staff faced many problems like typing of papers and other technical reports etc.

Solution:–

The teachers suggested that the office timings should be same for all the teaching and administrative staff so that the teachers may not face any difficulty and do their work smoothly.

4.5.2 Academic problems:–

4.5.2.1 Poor training facilities to teachers:–

A majority (59.31 per cent) of the teachers felt that there are no sufficient training facilities available at present for improving the professional knowledge and teaching abilities of the teachers. Due to this the teachers are not aware of the changing pattern of the technology.
Solution :

The teachers opined that every teacher should be made aware of both subject matter and teaching methodology trainings atleast once in two years. These teachers felt that the fresh recruits should be sent to training programme and then as inservice training after every two years, so that he may improve his professional knowledge and teaching abilities.

4.5.2.2 Inadequate laboratory facilities :

Majority (56.55 per cent) of the teachers felt that the laboratory facilities available in their departments are not sufficient to meet the demands of the students. In many cases there are outdated equipments, out of order etc. In some cases the equipments required by the students and the teachers are not even available in the laboratories. The financial allocation for each department for equipments and maintenance of the laboratories is also inadequate resulting to inconvenience to both teachers as well as students.

Solution :

The teachers felt that increased financial allocation for each department for maintaining their laboratories will solve this problem.
4.5.2.3 Frequent changes in rules and regulation governed by the university authorities not informed to the teachers in time:

53.79 per cent of the teachers felt that the rules concerned with the examinations, evaluation and other academic matters are changed without consulting with the teachers or teaching community and even these changes are not informed in time to the teachers concerned and the teachers are kept unknown to those changed rules which create lot of inconvenience to the teaching and student community.

Solution:

The teachers suggested that the changes in rules and regulation related to academic matters should be effected in consultation with the teachers and these changes should be informed immediately to the teachers concerned.

4.5.2.4 Lack of evaluation of teachers work:

52.41 per cent of the teachers felt that there is no evaluation of the teaching activities by the Head of the department or university authorities so that they can show the progress of their work. Thus, a wide gap is created between the Head and his staff, due to this the teachers do not perform their duties properly.
Solution :-

The Head of the department should evaluate the performance of his staff regularly. They further felt that there should be a surprise checking, attending the classes by the Head of the department when class is in progress will help to solve many problems and improving the teaching capacity of the teachers.

4.5.2.5 Lack of teaching equipments and audio-visual aids:-

50.34 per cent of the teachers felt that they are not having teaching equipments like slide projector, opaque projectors, overhead projector, darkening facilities to the class rooms. The facilities for preparing the teaching aids like slides, charts, etc. are also not available in the departments. The teachers have to teach the students with oral communication methods without the provision of these aids, which makes the teaching ineffective.

Solution :-

The teachers felt that all the departments should be provided with teaching equipments and supporting staff like projector operator, artist-cum-photographer. For the purpose of preparation of teaching aids, some additional budget may be provided to each department which will be helpful in making the teaching effective.
4.5.2.6 Lack of facilities for attending seminars, symposium etc. :-

44.14 per cent of the teachers felt that there is no facilities available at present for attending the seminars, symposium etc. The funds allocated for this purpose are inadequate resulting into inconvenience to attend seminars and symposium etc. at national and international level.

Solution :-

The teachers felt that these facilities should be provided to all the teachers of G.A.U. by allocating extra funds in each department for this purpose.

4.5.2.7 Inadequate library facilities :-

42.75 per cent of the teachers felt that the library facilities available in the campus are inadequate. Many a times the books, journals etc required are not sufficient in number and if they are available in the library they are not maintained properly.

Solution :-

The main library facilities should be strengthened with addition of more books, journals etc. In addition to this, the libraries both at college as well as
departmental level should be established. This will facilitate the teachers to save their time to go to central library and their off time can effectively be utilized in these sectional libraries.

4.5.2.3 Poor physical facilities for teachers: -

37.33 per cent of the teachers felt that the facilities like rooms for sitting, tables, chairs etc. for each teacher are quite insufficient in their departments.

Solution: -

The teachers felt that all the teachers should be provided with a minimum facilities like rooms, tables, 2-3 chairs etc. for their physical comforts and have a privacy for carry out his duties smoothly.

4.5.2.9 No good school for the children for teachers in the campus: -

19.31 per cent of the teachers felt that there is no good school in the campus for the children of teachers of G.A.U., Anand Campus. The children go to the city for attending the school due to which much time is lost in transportation.
Solution :-

The teachers suggested that the university should construct a good school in the campus so that the children of teachers may seek admission in that school. All the facilities should be provided in that school for the physical and mental development of the students. And the time lost in transportation will be saved.

4.5.2.10 Syllabus prescribed is old and not revised for the last many years :-

15.17 per cent of the teachers felt that the syllabus of the G.A.U. is very old and not revised for the last many years. Due to which the teachers and students are not aware of the new syllabus, new courses offered by other agricultural universities in India.

Solution :-

The teachers suggested that the syllabus of the G.A.U. needs to be revised. It should be revised after every five years by consulting all the teachers offering the courses after reviewing the contents of other universities. This will be in the interest of the teachers as well as the students for getting the knowledge regarding new technology.
4.5.3 Other problems :-

4.5.3.1 Over-burdening the teachers with unnecessary reports asked from them :-

52.41 per cent of the teachers felt that they are over burdened with non-technical matters like purchases, maintenance of records and other reports not related to their profession. And due to this they have very less time for the preparation for classes and attending the library for consultation.

Solution :-

The teachers felt that such works should be allotted to the ministerial staff in the departments. And this is only possible by providing ministerial assistance to each department.

4.5.3.2 Lack of residential quarter facilities to the teachers :-

31.03 per cent of the teachers felt that there are no sufficient residential quarters for the teachers in the campus and university extends no loaning facilities for the construction of house or for owning the houses by their employees.
Solution :-

The residential quarters should be provided to all the teachers by constructing sufficient number of quarters and there should be appropriate house allotment rules. The university should extend loaning facilities for the construction of house or for owning the houses by its employees.

4.5.3.3 Lack of recreational facilities for teachers :-

24.83 per cent of the teachers felt that there are no recreational facilities like indoor and outdoor games for the teachers in the campus. Due to the lack of these facilities the teacher who is engaged for the whole day with the teaching work can not enjoy and make himself fresh.

Solution :-

The teachers expressed that there should be a faculty club for the recreation of the teachers of the campus. So, that the teacher in evening time and on holiday can enjoy and make himself fresh.
Figure 2: Empirical Model of the Study
Empirical Model of the Study:

A conceptual model (Figure 1) developed was tested with the help of analysis of variance as well as relationship analysis and the results were presented in the empirical model. Since the study aimed at analysis of job satisfaction of teachers of G.A.U., Anand Campus and the variables related with their job satisfaction, all those variables which were found positively and significantly related to the job satisfaction of teachers of the Campus were incorporated in the model. It is hoped that these variables will help the researchers in future. The arrows point out the direction of relation of different variables in relation to job satisfaction of teachers of G.A.U., Anand Campus.
SUMMARY AND CONCLUSIONS
CHAPTER - V

SUMMARY AND CONCLUSIONS

The teacher is considered as one of the vital pivots of the society. He is said to be an architect of "future generation". The society has many expectations from him and in a democratic set up the importance of the teacher can not be minimised because education has been regarded as one of the most important instruments of democracy. But on the other hand, the teachers today are being held partly responsible for various problems, like unrest and indiscipline. It is the opinion of even common people that teachers do not discharge their duties properly. The performance of an university can be best judged by the competence of its scientists and accomplishments of its objectives.

The position of teachers of agricultural universities is different than the traditional universities. The broad work situation, teaching-research-extension expects many things from a teacher of an agricultural university. Moreover, he is directly concerned with national problem of food, fibre, oil seed, pulse and milk production. He has to put tangible results before the community to show his worth. And the achievement of these results depends upon the satisfaction of teachers with their jobs. Mahurkar (1981), Shrivastava (1983) and Rao (1986), have emphasized the need for the scientific study of the problem of measuring job satisfaction of the employees since it can yield important
implications for the improvement of the performance in a given work environment. No work has been done scientifically so far in measuring the job satisfaction of teachers of G.A.U.

Therefore, the investigation entitled, a study on job satisfaction of teachers working in G.A.U., Anand Campus was undertaken.

This chapter deals with a brief description of the present study in respect of compendium of major findings, conclusions, implications and suggestions for future research.

5.1 Objectives of the study :-

The specific objectives of the study were as under:

1. To study the personal, socio-economic and psychological characteristics of teachers of G.A.U., Anand Campus.
2. To study the extent of job satisfaction of teachers of G.A.U., Anand Campus.
3. To study the significant differences in the job satisfaction between the teachers of different faculties and between the teachers of different categories.
5. To identify the problems faced by the teachers of G.A.U. Anand Campus and to elicit solutions for their effective functioning.
5.2 **Hypotheses of the study** :-

In view of the above objectives, the following broad null hypotheses were formulated.

1. There is no difference in the personal, socio-psycho-
   logical characteristics of teachers of G.A.U., Anand Campus.
2. There is no difference in the extent of job satisfaction of teachers of G.A.U., Anand Campus.
3. There is no significant difference in the job satisfac-
   tion between the teachers of different faculties and between the teachers of different categories.
4. There is no relationship of personal, socio-economic, psychological characteristics and job satisfaction of teachers of G.A.U., Anand Campus.

5.3 **Review of literature** :-

The literature reviewed have been grouped under the following heads :-

1. Personal, socio-economic and psychological characteristics of teachers.
2. Job satisfaction of teachers.
3. Difference in job satisfaction of teachers of different faculties.
4. Difference in job satisfaction of teachers of different categories.
5. Relationship of personal, socio-economic and psychological characteristics with job satisfaction of teachers.

5.4 Methodology:

The present study was carried out in Anand Campus of Gujarat Agricultural University. The Anand Campus is one of the four campuses viz., Anand, Junagadh, Navsari and Sardar Krushinagar of Gujarat Agricultural University. The three colleges which represent the three faculties in Anand Campus namely, College of Agriculture, Veterinary College and Dairy Science College were purposively selected. All the teachers who were involved either at graduate or post-graduate teaching with a minimum of three years or more continuous teaching, research and extension experience were treated as respondents. Therefore, the sample consisted of 21 Professors, 51 Associate Professors and 73 Assistant Professors representing three faculties. The total teachers considered as the sample for the study were 145.

"The job satisfaction" of teachers of G.A.U., Anand Campus was measured with the help of a teacher made scale developed on the basis of principles of Likert method which was treated as dependent variable.

The tool of the study was questionnaire. The teachers were personally contacted by the investigator himself.
Personal and psychological variables were studied and presented in terms of frequencies and percentages. Problems faced by the teachers were also studied and presented in terms of frequencies and percentages. Scoring method was used wherever necessary, for testing the significance of differences between different faculties and between different categories of teachers Kruskal-Wallis (H-test) test and 't'-test were used. For testing the relationship the chi-square ($X^2$) test was used.

The data collected through questionnaire were tabulated, organised, analysed and presented in a way that it may give proper representation and answers to the specific objectives of the study. The findings of the study emerged out of the data are summarised as below:

5.5 Major findings:

5.5.1 Personal, socio-economic and psychological characteristics of the teachers of G.A.U., Anand Campus:

1. Majority (56.55 per cent) of the teachers belonged to the middle age group.

2. Majority (51.72 per cent) of the teachers had their qualification as Doctorate.

3. Majority (70.34 per cent) of the teachers had medium experience in teaching.
4. Majority (65.21 per cent) of the teachers had medium experience in research.

5. Majority (71.03 per cent) of the teachers had low experience in extension.

6. Majority (58.62 per cent) of the teachers had medium total experience.

7. Majority (77.24 per cent) of the teachers received low training.

8. Majority (67.59 per cent) of the teachers had their salaries medium.

9. Majority (61.40 per cent) of the teachers had average attitude towards teaching.

10. Majority (53.10 per cent) of the teachers had average work load.

11. Majority (69.97 per cent) of the teachers expressed that the facilities available in their departments were average.

12. Majority (65.21 per cent) of the teachers had medium achievement motivation.

13. Majority (63.23 per cent) of the teachers had medium level of present aspirations.

14. Majority (72.42 per cent) of the teachers had medium level of future aspiration.

15. Majority (59.31 per cent) of the teachers had medium opportunities for professional development.
5.5.2 Extent of job satisfaction of teachers of G.A.U., Anand Campus:

The findings of the study revealed that majority of the teachers were satisfied with their jobs. The percentage of different categories of teachers who were satisfied with their jobs were: 72.42 per cent of Agriculture Professors, 60.00 per cent of Veterinary Professors and 50.00 per cent of Dairy Science Professors, 61.91 per cent of the total Professors; 63.64 per cent of Agriculture Associate Professors, 50.00 per cent of Veterinary Associate Professors, 50.00 per cent Associate Professors of Dairy Science, 53.82 per cent of the total Associate Professors; 72.50 per cent of Assistant Professors of Agriculture, 71.42 per cent of Assistant Professors of Veterinary, 66.67 per cent of Assistant Professors of Dairy Science, 71.23 per cent of total Assistant Professors and 65.52 per cent of the total sample.

5.5.3 Differences in the job satisfaction between the teachers of different faculties and between the different categories of teachers:

1. Kruskal-Wallis test value (H = 0.08) indicated that there was no significant difference in the mean job satisfaction scores of teachers working in Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand Campus.
2. Kruskal-Wallis test value \((H = 6.80)\) indicated that the significant difference was found in the mean job satisfaction scores of Professors, Associate Professors and Assistant Professors of G.A.U., Anand Campus. It is revealed that there exists a significant difference in the mean job satisfaction scores between Professors-Associate Professors, Professors-Assistant Professors.

5.5.4 Areas of job satisfaction:

The findings with regard to the satisfaction of the teachers on different areas of job indicated that majority of the teachers were satisfied with the present salary, teaching work load, class room facilities, departmental facilities, opportunities for professional development, job security, help and guidance from the head of the department, recognition of work, freedom to deal with students, library facilities, availability of teaching equipments, co-operation from colleagues and students whereas they were not satisfied with promotional opportunities, ministerial assistance, assistance from staff like artists etc. and training facilities. A sizeable number of teachers were not satisfied with salary, departmental facilities, opportunities for professional development, recognition of work, library facilities and availability of teaching equipments.
5.5.5 Relationship of personal, psychological characteristics with job satisfaction of teachers of G.A.U., Anand Campus

It was observed from the distribution of sample that the characteristics like attitude towards teaching, facilities available, opportunities for professional development were found significantly related with the job satisfaction of teachers of G.A.U., Anand Campus.

5.5.6 Problems and Solutions:

Problems:

(1) Administrative problems:

The administrative problems faced by the G.A.U., Anand Campus teachers were (1) administrative staff hinder and delay the movement of paper work, (2) lack of ministerial and technical assistance in the departments, (3) centralization of powers, delay in respect of sanctions of purchase, leaves, increments, arrears etc., (4) lack of sufficient powers to teachers to tackle the indiscipline among students, (5) no job consistency due to frequent transfers and assignment of other duties by the administrators to the teachers, (6) no appropriate criteria for promotion and appointments, (7) less weightage to experience, merit and work of teachers in their promotions, (8) lack of co-ordination between
administration and teachers, (9) lack of recognition of sincere and dedicated teachers by the Head of the department, (10) no synchronisation in office timings.

(2) Academic problems :-

The academic problems faced by the G.A.U., Anand Campus teachers were, (1) poor training facilities to teachers, (2) inadequate laboratory facilities, (3) frequent changes in rules and regulations governed by the university authorities not informed to teachers in time, (4) lack of evaluation of teachers work, (5) lack of teaching equipments and audio-visual aids, (6) lack of facilities for attending seminars, symposium etc., (7) inadequate library facilities, (8) poor physical facilities for teachers, (9) no good school for the children of teachers in the campus and (10) syllabus prescribed is old and not revised for the last many years.

(3) Other problems :-

The other problems faced by the G.A.U., Anand Campus teachers were, (1) over burdening the teachers with unnecessary reports asked from them, (2) lack of residential quarter facilities to the teachers, (3) lack of recreational facilities for the teachers.

Solutions :-

The following solutions were suggested by the teachers to overcome the problems.
(1) **Solutions for the administrative problems:**

The following suggestions made by the teachers for overcoming the above administrative problems were (1) the procedure should be simplified, (2) provision of Clerk, Typist, Project Operator and Artist-cum-Photographer to each department, (3) decentralisation of power, (4) the reasonable powers to punish the indisciplined students should be vested with the teachers, (5) transfers to be affected only at the end of academic year and allocation of duties and transfers should be done with the consultation of concerned Head of the department, (6) stream-lined uniform promotional policies, (7) seniority and hard work done should be given more weightage. (8) the principal should call the meeting of all the teachers frequently, (9) the Head of department should encourage the sincere and hard working teachers, (10) the office timings should be same for teaching and administrative staff.

(2) **Solution for the academic problems:**

The following suggestions made by the teachers for overcoming the above academic problems were (1) provision of training facilities, (2) increase in the financial allocation for laboratory equipments in each department (3) any change in rules should be affected in consultation with the teacher and they should be informed well in time,
(4) the Head of the department should evaluate performance of his teaching staff regularly, (5) provision of teaching equipments and supporting staff by increasing the budget of each department, (6) provision of facilities for attending the seminars, symposium etc. to all the teachers by allocating extra funds in each department, (7) main library should be strengthened with more books, periodicals and journals. In addition to this, every department and college should have library facilities, (8) each teacher should be provided with minimum facilities like room, table, two to three chairs and almirah etc., (9) the university should construct a good school having all the facilities, (10) the syllabus needs to be revised.

(3) **Solution for the other problems**:

The following suggestions made by the teachers for overcoming the above other problems were: (1) provision of ministerial assistance and allocation of this type of work to ministerial staff in the departments, (2) the teachers should be provided residential facilities or the teachers should be given house loans as in practice in other developmental departments, (3) there should be a faculty club for the recreation of the teachers in the campus.

5.6 **Conclusions**:

The conclusions derived from the findings of the study are summarised as under:
Personal, socio-economic and psychological characteristics of teachers:

1. Majority (56.55 per cent) of the teachers belonged to the middle age group.
2. More than 50 per cent of the teachers had their qualification as Doctorate.
3. Majority of the teachers had medium experience in teaching, research, total experience and low experience in extension.
4. More than three fourth (77.24 per cent) of the teachers received low training.
5. More than two-third (67.59 per cent) of the teachers had medium salaries.
6. Majority of the teachers had average work load and attitude towards teaching.
7. More than two-third (69.97 per cent) of the teachers expressed that the facilities available in their departments were average.
8. Two-third (66.21 per cent) of the teachers had medium achievement motivation.
9. More than two-third of the teachers had medium level of present and future aspiration.
10. Majority (59.31 per cent) of the teachers had medium opportunities for professional development.
Extent of job satisfaction of teachers of G.A.U., Anand Campus:

Majority (65.52 per cent) of the teachers of G.A.U. Anand Campus were found satisfied with their jobs.

Differences in the job satisfaction between the teachers of different faculties and between the different categories of teachers:

1. It was observed that there was no significant difference in the mean job satisfaction scores of teachers working in Agriculture, Veterinary and Dairy Science faculties of G.A.U., Anand Campus.

2. It was revealed that the significant difference was found in the mean job satisfaction scores of Professors-Associate Professors, Professors-Assistant Professors of G.A.U., Anand Campus.

Relationship of personal, socio-economic and psychological characteristics with job satisfaction of teachers of G.A.U., Anand Campus:

It was observed that the characteristics like attitude towards teaching, facilities available in the departments and opportunities for professional development were found significantly related with job satisfaction of teachers of G.A.U., Anand Campus.
These factors could be of immense use for assessing the job satisfaction of teachers of agricultural university.

Problems :-

The study indicated that a sizeable group (15.17 per cent) of teachers expressed their dissatisfaction with their jobs. Some of the important reasons expressed by these dissatisfied teachers were with regards to promotional policies, physical facilities, ministerial and technical assistance, inadequate laboratory, library, teaching equipments, training facilities, over-burdening of teaching staff with non-technical matters, frequent transfers and assignment of other duties without the consultation of Head of the departments. These were some important problems faced by the teachers and their suggestions expressed by the teachers should be rectified for generating higher job satisfaction.

5.7. Implications :-

1. The scale used for the investigation could be very much helpful not only for the administrators of J.A.U., to make the objective assessment of job satisfaction of teachers but also for the administration of other universities to assess the job satisfaction of the teachers working in similar situations.
2. The analysis of personal, socio-psychological characteristics indicated that majority of the teachers had low experience in field extension. Therefore, the university authorities should give an opportunity to every teacher to work in extension and research also to gain the first hand information of local problems as well as updating the knowledge in order to make the teaching more purposeful.

3. A little more than 50 per cent of the teachers had their qualification as Doctorate and 48.48 per cent of the teachers are post-graduate which is the minimum qualification for a teacher in the university. Therefore, more facilities should be provided for improving the qualification of the teachers.

4. The study revealed that more than three-fourth of the teachers received low training. This might be because of low training facilities available in the university. Therefore, the university authorities should provide training facilities for improving the professional competence of the teachers.

5. The study revealed that majority of the teachers had average attitude towards teaching, heavy work load and average salaries as seen from the findings of the study might have been the reasons contributed for the average attitude towards teaching. It is therefore, desirable
to reduce the work load to a manageable limits in order to improve the teaching capacities of the teacher.

6. The study revealed that the facilities available in the department and opportunities given for professional development were average. The university authorities should improve these areas for effective teaching situation and creation of good climate for individual professional development.

7. The study facilitated in getting information regarding the extent of job satisfaction of teachers of G.A.U. It revealed that majority of teachers were satisfied with their jobs. A sizeable number of teachers were dissatisfied with their jobs. Important reasons expressed by the teachers for dissatisfaction were with regard to promotional policies, physical facilities, ministerial and technical assistance, inadequate laboratory, library, teaching equipments, training facilities, over burdening of teaching staff with non-technical matters, frequent transfers and assignment of other duties without the consultation of Head of the departments. Therefore, to increase the level of job satisfaction of the sizeable number of teachers, it is better that the university authorities should tackle carefully these problems at the earliest possible time.
8. The study revealed that the variables influencing the job satisfaction of teachers of J.A.U. will facilitate the university authorities to gear up their activities in right direction by providing the opportunities for training, proper distribution of work load, physical and teaching equipment facilities in the departments and increasing the opportunities for professional development. This will increase in the level of job satisfaction and in turn increase the teaching efficiency.

S.8 Suggestions for future research:

In light of the findings of the study, following studies can be undertaken to explore more in the area of job satisfaction of teachers.

1. A similar investigation may be conducted in other campuses of J.A.U. and other agricultural universities, so that the results of this study can be strengthened.

2. To have an in-depth analysis of the study, some of the teachers of agricultural university could be selected at random and their case studies may be taken up to see how far the factors selected had contributed for high and low job satisfaction.

3. A similar type of study may be conducted with more variables which have not been included in this study in the same area.
REFERENCES
REFERENCES


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* : Original not seen.
APPENDIX

LETTERS

GUJARAT AGRICULTURAL UNIVERSITY
ANAND CAMPUS, ANAND


To
The Director of Campus
Gujarat Agricultural University
Anand Campus
ANAND - 383 110

Sub :- Information regarding the teachers of G.A.U.
Anand Campus, Anand

Sir,

Shri Chander Prakash is the student of Gujarat Agricultural University, Anand Campus, Anand. He is doing M. Sc. (Agri.) in Extension Education under my guidance. He is conducting a research study to know the job satisfaction of teachers of Gujarat Agricultural University, Anand Campus, Anand as a requirement for his M. Sc. (Agri.) degree in Extension Education.

The respondents of the research study are the Professors, Associate Professors, and Assistant Professors of this university. In order to draw the sample for his study from this population, I request you to provide a list of Professors, Associate Professors, Assistant Professors in your institution.

Thanking you very much for your cooperation.

Yours sincerely,

3d/-

( H.L. Patel )
Major Professor
Sub :- Information regarding teachers of G.A.U.,
Anand Campus, Anand.

Sir,

Shri Chander Prakash is the student of G.A.U.,
Anand Campus, Anand. He is doing M. Sc. (Agri.) in
Extension Education under my guidance. He is conducting
a research study to know the job satisfaction of teachers
of G.A.U. Anand Campus, Anand as a requirement for his
M.Sc. (Agri.) degree in Extension Education.

The respondents of the research study are the
Professors, Associate Professors and Assistant Professors of
this university. In order to draw the sample for his
study from this population, I request you to provide a
list of Professors, Associate Professors and Assistant Profe-
sors in your institution.

Thanking you very much for your cooperation.

Yours sincerely

Sd/-

(H. L. Patel)
Major Professor
Shri Chander Parkash is the student of Gujarat Agricultural University, Anand Campus, Anand. He is doing M.Sc. (Agri.) in Extension Education under my guidance. He has selected "The job satisfaction of Teachers of G.A.U., Anand Campus" as his research problem for the thesis of M.Sc. (Agri.) degree in Extension Education. All the graduate and post-graduate teachers are the respondents of this study.

You are associated with teaching profession since couple of years. Hence, Mr. Chander Parkash is approaching you personally to collect your views regarding job satisfaction. Therefore, kindly fill up the questionnaire developed for this purpose and oblige him. Your valuable views will help him to make his study successful. I am sure your co-operation will be forthcoming without any reservation.

It is assured that the information furnished by you will be treated as strictly confidential and used only for the purpose of this study.

Thanking you for your co-operation.

Yours sincerely

Sd/-

(H. L. Patel)

To
QUESTIONNAIRE

A STUDY ON THE JOB SATISFACTION OF TEACHERS
OF GUJARAT AGRICULTURAL UNIVERSITY
ANAND CAMPUS, ANAND

SECTION - A

(Personal, Socio-economic and Psychological characteristics of respondents)

(1) Respondent No. : 
(To be filled up by the investigator)

(2) College : 

(3) Department : 

(4) Designation : 

(5) Age in completed years : 

(6) Academic qualifications : 
  (a) Qualifications : 
  (b) Specialization : 

(7) Experience in completed years : 
  (a) Experience in teaching 
  (b) Experience in research 
  (c) Experience in extension 
  (d) Total in completed years 

* For the purpose of this investigation teacher is defined as all the faculty engaged either in graduate or post-graduate teaching as well as research and extension work in the faculties of Agril., Veterinary and Dairy Science for a continuous period of last three years or more (till May, 1983).
(8) Training received:

<table>
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<tr>
<th>Type of training</th>
<th>Name of the institution/organisation conducting the training</th>
<th>Duration of training</th>
</tr>
</thead>
</table>

(9) Salary per month (Rs.) :

(10) Attitude towards teaching:

Following are some of the statements that represent the attitude of teachers towards teaching. Against each statement you will find five responses that represent your degree of response to that statement as: Strongly Agree (SA) / Agree (A) / Undecided (UD) / Disagree (DA) / Strongly Disagree (SDA).

Please go through the statements carefully and tick mark (✓) against the appropriate response category as your response.

Please attempt all the statements.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Teaching is the noblest of all professions.</td>
<td>SA 3 A 4 UD 5 DA 6 SDA 7</td>
</tr>
<tr>
<td></td>
<td>(b) If I had to live my life again, I would still be a teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Teaching is an ideal job when compared to business and industry.</td>
<td></td>
</tr>
</tbody>
</table>

Contd.
(d) I get more personal satisfaction by teaching students of various mental abilities.

(e) Honestly, I wish I had not become a teacher.

(f) I would recommend to opt for teaching to any intelligent student.

(g) The eager faces of the students will inspire me to do my best.

(h) Teachers are considered to be as second class citizens, hence I hate to be a teacher.

(i) I am not really interested in teaching as a career.

(j) Teaching is a job like any other job.

(k) I don't enjoy teaching and feel no loyalty to the profession.

(l) Teachers have maximum respect in the society.

(m) I prefer to do research than remain as a teacher.

(n) In this country teachers do not have respect in the society, hence I dislike to remain as a teacher.
(11) Perception of work load:

What do you think your work load is:

(Tick your response in the brackets).

(a) Very light  
(b) Light  
(c) Average  
(d) Heavy  
(e) Too heavy

(12) Facilities available in your department:

(Please judge the adequacy of the following facilities provided by your department/college by marking a tick (✓) in appropriate column).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Facilities</th>
<th>Very much adequate</th>
<th>Adequate</th>
<th>Less adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Spacious room to sit and work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Classroom facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Lab. facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Scientific equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td>Visual equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td>Artist facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td>Library facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Transport facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td>Recreation facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Achievement motivation:
Following are some of the statements that represent the levels of achievement motivation in teachers. Please indicate whether you agree or disagree or undecided with each statement by marking a tick (√) in the appropriate response category.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>(a)</td>
<td>One should work like a slave at every thing one undertakes until he is satisfied with the results.</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>One should have determination and driving ambition to achieve certain things in life even if these qualities make one unpopular</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Work should come first even if one can't get rest in order to achieve one's goal.</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Even one's own interest are in danger he should concentrate on his job and forget his obligations to others.</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>One should set difficult goals for oneself and try to reach them.</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td>It is better to be content with whatever little one has, than to be always struggling for more</td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td>The ways things are happening nowadays discourage one to work hard.</td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td>When working in groups one should try to excel others in similar tasks</td>
<td></td>
</tr>
</tbody>
</table>
(14) Level of aspiration:

Here is a picture of a ladder. The top of the ladder represents the high aspiration in your field and bottom the low aspiration.

<table>
<thead>
<tr>
<th>High Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Low Aspiration

(A) Where on the ladder do you feel you personally stand at present?

(i) In terms of material aspirations (owning a car, acquiring furniture etc).
Write down the Step No. ___

(ii) In terms of professional aspirations (getting promotions, getting awards)
Write down the Step No. ___

(B) Where on the ladder do you think you will be after 5 years.

(i) In terms of material aspirations.
Write down Step No. ___

(ii) In terms of professional aspirations.
Write down step No. ___
(15) Opportunities for professional developments:

Here are some statements that decide whether you have been given enough opportunities to work as a teacher or not?

Please indicate the response by marking the tick (✓)

(a) Have you been given enough chances to teach sufficient number of courses? Yes/No

(b) Do you feel that adequate number of students are given to you for guidance? Yes/No

(c) Is any research project handed over to you? Yes/No

(d) Is the institution providing enough funds for your research work? Yes/No

(e) Have you been given enough chances to engage yourself in training activities? Yes/No

(f) Did you get adequate opportunities to participate in seminars/workshops etc. Yes/No

(g) Have you been given enough chances to publicise the results of your achievements? Yes/No

(h) Did you get adequate opportunities to express your difficulties with your superiors? Yes/No
SECTION - B
(JOB SATISFACTION)

(1) Job satisfaction of the G.A.U. Teachers:

Following are some of the statements which are intended to measure the job satisfaction of G.A.U. Teachers. Against each statement you will find five response categories that represent your degree of response to that particular statement as Strongly agree (SA) / Agree (A) / Undecided (UD) / Disagree (DA) / Strongly disagree (SDA).

Please go through the statements carefully and record your response (extent of agreement with each statement) by tick (✓) mark against the appropriate response category of each statement.

Please attempt all the statements.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am getting recognition from the people for the good work I have done in my areas.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>(a) I feel insecure in my job</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) I feel I am paid fairly, compared with other employees with similar qualifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) My job is not considered to be prestigious.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) There is enough appreciation from higher ups for new and useful ideas suggested by me.</td>
<td>Contd.</td>
</tr>
</tbody>
</table>
(f) I am very much under paid for the work I do in this organisation.

(g) My work load is so heavy that I cannot spare enough time for my family.

(h) I do not get enough guidance and supervision for doing my work.

(i) I feel my job provides me an atmosphere to exchange ideas freely with colleagues.

(j) I am in dual subordination which hinders my quality of work.

(k) I rarely get timely advise from my superiors.

(l) My superior is not competent enough to supervise my work.

(m) There is an effective coordination among the staff in my organisation for efficient execution of job responsibilities.

(n) My supervisor is friendly towards his subordinates.

(o) I get ample cooperation from my colleagues in the performance of my duties.

(p) My superior is unfair in his dealings with me.

(q) I have not been able to prove my merit in my job.

Contd..
(r) My superior gets employees to work together as team.

(s) I get the required co-operation from my students of my college.

(t) My superior rarely lives up to his promises.

(2) **Items of job satisfaction** :-

Please indicate your extent of satisfaction with the following items by marking (✓) in the appropriate response category given against each.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Item</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3 4 5 6</td>
</tr>
</tbody>
</table>

(a) Present salary
(b) Teaching work load
(c) Physical facilities
   (a) Class room
   (b) Department
(d) Promotional opportunities
(e) Opportunities for professional development
(f) Job security

Contd..
(g) Help and guidance from the Head of the Department
(h) Recognition for good work
(i) Freedom to deal with students.
(j) Library facilities
(k) Ministerial assistance
(l) Assistance from technical staff like artist - photographer
(m) Availability of teaching equipment
(n) Training facilities
(o) Co-operation from colleagues
(p) Co-operation from students

SECTION - C
(Problems and Suggestions)

(1) Problems :-

Please indicate the problems you are confronted within your day to day functioning.

(Please use extra sheet or back side if necessary).
(a) Administrative problems :-
1.
2.
3.
4.
5.

(b) Academic problems :-
1.
2.
3.
4.
5.

(c) Personal problems :-
1.
2.
3.
4.
5.

(d) Any other (Please specify)
1.
2.
3.
4.
5.

(2) Suggestions :-
Please indicate what suggestions can you make to overcome the problems mentioned above in order to improve the working conditions and your teaching efficiency (Please use extra sheet or back side if necessary).
(a) Administrative suggestions:

1.
2.
3.
4.
5.

(b) Academic suggestions:

1.
2.
3.
4.
5.

(c) Personal suggestions:

1.
2.
3.
4.
5.

(d) Any other (please specify):

1.
2.
3.
4.
5.