
A Study of Job Satisfaction among Lecturers in Teacher Education Institutions with Reference to Selected Professional Variables

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Abstract:

The study aims to examine the job satisfaction of lecturers working in teacher education institutions in Warangal district, with respect to professional qualifications, nature of appointment, type of family, salary, and community. A simple random sampling technique was employed to select a sample of 180 teacher educators from Warangal district, Telangana State. The findings reveal that lecturers holding M.Phil or Ph.D. degrees reported higher levels of job satisfaction compared to those with M.A., M.Com., or M.Sc. degrees. However, the nature of appointment of the lecturers in teacher education institutions was found to have no significant effect on their job satisfaction.

Key words: Job satisfaction, Lecturers, B.Ed. Colleges, Telangana State

Introduction

Education is a fundamental human activity that began with the origin of the human race and will continue as long as humanity exists. It plays a vital role in shaping individuals and society. According to Bhatia (1995), education is an essential human virtue, as a person truly becomes “human” through education. Without it, an individual may remain intellectually capable yet socially and morally undeveloped. Education is also a necessity for society because it prepares individuals to live and function effectively within a social framework, highlighting the social dimension of human life beyond mere biological existence.

Furthermore, education integrates the various aspects of an individual’s personality, bringing harmony to physical, intellectual, emotional, and moral dimensions. It gives meaning and purpose to life by helping individuals understand what they live and strive for. Education has long been regarded as a mark of superiority and enlightenment. Aristotle emphasized that educated individuals are as superior to the uneducated as the living are to the dead. Similarly, Epictetus viewed education as a symbol of freedom, while Diogenes described it as a guiding force for the young, comfort for the old, wealth for the poor, and an ornament for the rich. Above all, education forms the foundation of a good life, transforming a person from a merely instinct-driven being into a thoughtful and responsible human being.

Job satisfaction, on the other hand, refers to an employee’s overall attitude and emotional response toward their work. It is a psychological state influenced by both rational considerations and emotional experiences. Various factors affect job satisfaction, including salary, opportunities for promotion, age, experience, fulfillment of primary and secondary needs, opportunities for advancement, favorable working conditions, and fair and competent supervision. Since job satisfaction significantly influences job performance, it is particularly important in creating a positive academic environment and ensuring effective organizational functioning.

Reviews on related literature

In his theory of motivation, Abraham Maslow (1954) proposed that human behavior is multi-motivated, meaning a single action may satisfy several needs at once. He arranged human needs in a hierarchy, stating that lower-level needs must be satisfied before higher-level needs emerge. The five basic needs begin with physiological needs and progress toward higher psychological needs related to personal growth and self-fulfillment. Once a need is satisfied, it no longer acts as a motivator; instead, unsatisfied needs drive behavior. Thus, human actions are primarily influenced by unmet needs.

Several studies have examined job satisfaction among educators:

- Sylvester (2010) studied 100 teacher educators in Madurai district using the Job Satisfaction Scale developed by Bubey, Uppal, and Verma (1986). The study found that 48% of teacher educators had high job satisfaction. There was no significant difference in job satisfaction based on qualifications (M.Ed. vs. M.Phil.) or years of teaching experience.
- Anuradha and Kalapriya (2015) examined job satisfaction among 64 secondary school teachers in Thirupathi using the Job Satisfaction Inventory developed by Mishra (1993). The study revealed that job satisfaction significantly varied with age, gender, salary, and length of service, but not with family type or educational qualification.
- Maduhri (2016) investigated the relationship between job satisfaction and organizational commitment among faculty members in management institutions. The findings indicated satisfaction with interpersonal relationships but dissatisfaction with salary, welfare schemes, growth opportunities, and recognition.
- Ram Chandra (2018) conducted a case study on 75 faculty members in higher education. The results showed that most faculty members were satisfied with facilities (84%) and the work atmosphere (86.67%), although professors expressed slightly lower agreement compared to the overall group.

Overall, research indicates that job satisfaction among educators is influenced by factors such as age, gender, salary, work environment, and professional growth opportunities, while qualifications and experience often show limited impact.

Objectives of the study:

1. To construct a Scale to measure the Job Satisfaction of Lecturers working in Teacher Education Institution.
2. To study the level of Job Satisfaction and item wise responses of lecturers.

Hypotheses:

Hypothesis-1: There is no significant mean difference between the M.A/M.Com/M.Sc. and M.Phil/Ph.D. Qualifications lecturers in their job satisfaction

Hypothesis-2: There is no significant mean difference between M.Ed. and M.Phil/ PhD Qualifications in their job satisfaction.

Hypothesis-3: There is no significant mean difference between Permanent and Temporary lecturers in their job satisfaction

Hypothesis-4: There is no significant mean difference in job satisfaction among the lecturers of different teaching experience categories.

Hypothesis-5: There is no significant mean difference in job satisfaction among different salary categories.

Hypothesis-6: There is no significant mean difference in job satisfaction among lecturers teaching different subjects

Methodology

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The normative survey method is used in the present research to obtain the pertinent precise information concerning the current status of teacher education and whenever possible to draw valid general conclusions from the facts discovered. The method reports us about what exist at present by determining the nature and degree of existing conditions.

The sample for the investigation was drawn from various teacher education institutions of Warangal city of Telangana State, a total of 180 teacher educators (lecturers) were selected by simple random sampling technique.

Tool used in the study

For the purpose of data collection, researcher reviewed the A.M.P Chapman thesis Job Satisfaction Scale (1982), S.K. Mangal Job Satisfaction Scale (1984), Meera Dixit Job Satisfaction Scale (1993) and Job Satisfaction Scale by Dr. P.V.S.R. Raju (1999), Seshasree thesis Job Satisfaction Scale (2002). And finally Job Satisfaction Scale developed and adopted standardized techniques. The research tool was developed by the scholar labelled as Job Satisfaction Scale (JSS) to measure the Job Satisfaction of lecturers working at teacher education institutions. In this scale, against each item is provided with two alternatives i.e. ‘Yes’ or ‘No’ initially, tool was prepared with 60 items. Dimentions followed as Intrinsic aspect of the job, Plans and polices for institution, Salary and other benefits, Physical Facilities, Relationship between social status and family, Relationship with colleagues and students, Relation with authorities.

Data collection procedure

Permission was obtained from the principals to undertake the research work in teacher education institutes of Warangal district. The investigator selected gives her questionnaire to administering the test i.e., Job Satisfaction Scale (JSS). Special instructions were given orally to the lecturers to read the direction given in the booklets.

Validity and Reliability

While standardizing the test, the test-constructors established validity and reliability. However, the researcher administered the tool on a small group (N=100) to examine the usability or practicability of reliability and validity of the test. The (test-retest method) pilot study was applied for the test. The calculated Reliability co-efficient was 0.84 between test and retest.

Validity is the quality of data-gathering instrument or procedure that enables it to determine what it was designed to determine (Best, 1983). In other words, validity refers to ability is also to measure to as "the extent to which the procedure actually accomplishes what it seeks to accomplish or measure what it seek to measure" (Fox, 1969). The validity of the test was explained in the manuals. The items included in the test were valid as they could elicit the intended information.

Results

Table 1: Mean, SD, and t-values on Job satisfaction scores concerning Lecturers’ Academic Qualification, Professional Qualification and Nature of Appointment.

variable	category	N	Mean	SD	Statistical test
Academic Qualification	M.A/M.COM/M.SC	170	39.0	5.8	t-value 2.01*
	M.Phil/Ph.D	10	42.6	3.7	
Professional Qualification	M.Ed.	174	39.0	5.8	t-value 1.20#
	M.Phil/Ph.D.	06	41.8	2.5	
Nature of Appointment	Permanent	52	39.1	5.5	t-value 0.40#
	Temporary	128	39.0	5.7	

*significant event at 0.05 level # Not significant event at 0.05 level

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The table-1 reveals the M.A/M.Com/M.Sc Academic Qualification lecturers job satisfaction mean score (M=39.0) seems to be lower than M.Phil/Ph.D lecturers. M.Phil/Ph.D lecturers Academic Qualification lecturers mean score (42.6) in job satisfaction. The t-value 2.01 indicates the difference between M.A/M.Com/M.Sc Academic Qualification lecturers and M.Phil/Ph.D. Academic Qualification lecturers significant in their job satisfaction at 0.05 level. Hence, the null hypothesis-1 is rejected. Therefore it can be concluded that that there is a significant difference between and female lecturers on Job Satisfaction (JSS). Female lecturers have more job satisfaction than male lecturers. the same table-1 is evident M.Ed qualified lecturers mean score (38.9) is lower than M.Phil/Ph.D. qualified lecturers mean scores (41.8) in their job satisfaction but the t-value 1.20 indicates the difference between M.Ed. qualified and M.Phil/Ph.D. qualified lecturers is not statistically significant in their job satisfaction even at 0.05 level. Hence the formulated hypothesis-2 is accepted and concluded that there is no significant mean difference between M.Ed. and M.Phil/Ph.D. Qualification lecturers on job satisfaction Scale (JSS).

The same table 1 is evident the Permanent lecturers mean scores on job satisfaction scale (JSS) is 39.1 and Temporary mean score is 39.1 and the SDs for the same groups being 5.6 and 5.8 respectively. The t-value is found to be 0.06, which is not significant. Hence, the null hypothesis-5 is accepted. it can be concluded that there is no significant mean difference between Permanent and Temporary appointment of lecturers on job satisfaction Scale (JSS).

Table-2: Mean, SD, and t-values on Job satisfaction scores concerning Lecturers' Teaching experience, Salary and Subject taught.

variable	category	N	Mean	SD	Statistical test
Teaching experience	1-5 years	95	39.6	5.1	F-value 0.89 [#]
	6-10 years	60	38.4	6.2	
	11-15 years	25	39.3	5.8	
Salary	Below 10,000	107	38.79	5.5	F-value 1.58 [#]
	10,001-20,000	62	39.10	6.2	
	20,001-30,000	11	42.00	2.9	
Subject taught	Bio –science	34	38.6	5.72	F-value 0.66 [#]
	English	30	39.2	4.84	
	maths	19	38.6	5.05	
	Physics	17	40.5	4.95	
	Social	56	38.4	6.31	
	Telugu	24	40.3	6.35	

Not significant event at 0.05 level

Table 2- shows that job satisfaction mean scores of lecturers 1-5 years, 6-10 years, and 11-15 years of lecturers are found to be 39.6, 38.4 and 39.3. And the SDs of the above is 5.1, 6.2 and 5.8. The Analysis of Various (ANOVA/ F-ratio) is found to be 0.89, which is not significant. Hence, the null hypothesis-4 is accepted. From the results shown in the table-4.8.7, it can be concluded that there is no significant mean difference in their job satisfaction among the lecturers different Teaching Experience categories

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The same table 2 reveals that job satisfaction mean scores of below 10 thousand, 10,001-20,000 and 20,001-30,000 of lecturers are found to be 39.0, 39.1 and 42.0 ; And the SDs of the above is 5.6, 6.2 and 2.9. The analysis of various (ANOVA/ F-ratio) is found to be 1.58, which is not significant. Hence, the null hypothesis-6 is accepted. it can be concluded that there is no significant mean difference in their job satisfaction among the lecturers of different salary categories.

The same table 2 is shows that job satisfaction mean scores or Bio-science, English, Maths, Physics, Social and Telugu and above of lecturers are found to be 38.7, 39.3, 38.6, 40.6, 38.5 and 40.3 respectively. And the SDs of the above is 5.7, 4.8, 5.1, 5.0, 6.3 and 6.4. The Analysis of Various (ANOVA/ F-ratio) is found to be 0.66, which is not significant. Hence, the null hypothesis-3 is accepted. it can be concluded that there is no significant mean difference in their job satisfaction among the lecturers teaching different Subjects.

Conclusions and Discussions

The conclusions drawn from the present study reveals certain important implications which are meaningful for the lecturers, and the educational administrators and policy makers.

The study results revealed that Academic Qualification have shown significant influence on Job Satisfaction of lecturers. However, the study found that professional qualification, subject taught, teaching experience, nature of appointment and salary has no influence on the job satisfaction of lecturers working in teacher education institutions.

Significant mean difference was found between M.A/ M.Com/ M.Sc. qualified lecturers and M.Phil/ Ph.D. qualified lecturers. The lecturers possessing M.Phil./Ph.D. degree are more satisfied in their jobs than lecturers possessing M.Ed. degrees. This probably because the M.Phil/ Ph.D. qualified lecturers receive higher monthly income than the M.Ed. qualified lecturers and they usually occupy higher positions in colleges of Education. The majority of female lecturer's salary is secondary income for their family, whereas the male lecturers salary may not be sufficient for maintaining his family and dependents. So that male lecturers may have dissatisfaction with their jobs. Significant mean difference was found between M.A/ M.Com/ M.Sc. qualified lecturers and M.Phil/ Ph.D. qualified lecturers. The lecturers possessing M.Phil./Ph.D. degree are more satisfied in their jobs than lecturers possessing M.Ed. degrees. This probably because the M.Phil/ Ph.D. qualified lecturers receive higher monthly income than the M.Ed. qualified lecturers and they usually occupy higher positions in colleges of Education.

Recommendations

educational institutions can make significant strides in enhancing job satisfaction among lecturers. Addressing salary concerns, supporting professional development, implementing gender-sensitive policies, creating a supportive work environment, and utilizing feedback mechanisms will collectively contribute to more satisfied, motivated, and effective teaching staff, ultimately leading to improved educational outcomes of B.Ed colleges.

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