



RESEARCH ARTICLE

Difference Between Job Satisfaction of Permanent and Contractual Lecturers for Teaching the Students in Govt. Higher Secondary Schools of Jammu and Kashmir (India): A Case Study of Kathua District

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ABSTRACT

This study was undertaken to explore the job satisfaction of lecturers. Present research compared job satisfaction of 30 contractual and 35 permanent lecturers on pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication, contingent & rewards and operating conditions. These aspects of working environment contribute as factors of job satisfaction. Results indicated that there is significant difference between the contractual and permanent lecturer's job satisfaction on the pay, fringe benefits and contingent & reward aspects. As the job satisfaction of lecturers can directly affect students and classroom so it is recommended that there should be permanent lecturers in govt. higher secondary schools so that their satisfaction can produce good results.

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INTRODUCTION

Job satisfaction is the degree to which people like their jobs. Some people enjoy work and find it to be a central part of life. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976 cited by Weiss, 2001), a reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude. Studies on job satisfaction began in the early 1900's in United States in the field of industry conducted on industry workers. The findings from these studies produced data relevant to specific job factors and to the employee's perceptions of these factors. Extent of the level of satisfaction differs for different people and the explanation for these differences lies in the nature of the jobs. Studies reveal that variables like age, gender, educational level, experience, location of the organization, size of organization influence the job satisfaction. Job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self fulfillment they may receive from doing their jobs. Usually, job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude about work, or a negative attitude about work. (Ghazi, 2007). Factors which can influence job satisfaction may be achievement, recognition of work, nature of work, responsibility assigned, chances of advancement in job, salary, interpersonal relations, institutional policies and administration, working conditions, personal life, and job security. Hackman and Oldham (1976) proposed the Job Characteristics Model (JCM). The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes

(job satisfaction, absenteeism, work motivation, etc.) The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the JCM (Fried, and Ferris, 1987). Job satisfaction and occupational success are major factors in personal satisfaction. To the worker, job satisfaction brings a pleasurable emotional state that can often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal. Brown (1996) notes that some employers have found that satisfying or delighting employees is a prerequisite to satisfying or delighting customers.

An organization can improve its employees' satisfaction by improving individual or situational factors. Raza (2010) is of the view that Individual factors (like age) are important because even on the same job and with the same reward and leader, some employees will be more satisfied than others. Situational factors (like pay, and leader behavior) are important because they satisfy (or fail to satisfy) employees' important needs. Spector (1997) is of the opinion that better performers experience results in more job satisfaction because they receive rewards associated with good performance. Srivastava (1985) carried out a research on the perceptions of teachers and Principals about the organizational climate. The conclusions were that teachers generally perceived the organizational climate of their institutions as closed whereas principals perceived it as open. while the climate of academic motivation was found to be significantly associated with job satisfaction by Mistry (1985). The focus of Hayat (1998) was on organizational climate, job satisfaction and class room performance of college teachers. He found that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. College teachers with high scores on job satisfaction

performed better in classroom. Volkwein and Parmley (2000) and Volkwein and Zhou (2003) found that job insecurity, stress, and pressure have a significant negative impact on job satisfaction, while teamwork, recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive impact on satisfaction. Gunbayi (2007) reported that the analysis of his research on teachers showed that the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, climate, risk and reward effect the job satisfaction. Kimberly (2007) conducted a study to see what types of school reform can prevent teachers' burnout. Findings strongly indicate that reform models that address school improvement comprehensively may serve as burnout prevention models. In the field of education teachers' performance is very important because teachers' performance results in students' achievement; so if the teachers are satisfied with their jobs it would result in terms of students' better learning. Now a days in Jammu and Kashmir we have two streams of lecturers on the basis of the nature of job i.e. permanent and contractual, so there is a need to compare the job satisfaction of both streams along with identification of the factors which can contribute the difference if any between two.

METHODOLOGY

Population of the study consisted of permanent and contractual, male and female lecturers of government higher secondary schools in district Kathua of Jammu and Kashmir. 35(25 male+10 female) permanent and 30 (20 male +10 female) contractual lecturers were selected as a sample for the study.

Data Analysis

The above table indicates that there is a significant difference between job satisfaction of permanent and Contract lecturers on pay

Aspects	Group	Numbers	Benifits
Pay	Permanent	35	9300-34500+pay band 5400+ Dearness Allownces +H.R.A per month (starting 32000 rupees per month)
	contractual	30	Fixed salary=7000 rupees per month
	Permanent	35	Promotion
Promotion	contractual	30	No promotion
	Permanent	35	Full supervision
Supervision	contractual	30	No supervision
	Permanent	35	Examination duty assigned by J &K State Bord Of School Education
Examination duty	contractual	30	No examination duty
	Permanent	35	15 casual leave + medical leaves and six month meternarity leave for female
Leave benefits per year	contractual	30	15 casual leave +no medical leaves and no meternarity leave for female
	Permanent	35	
Service book	contractual	30	
	Permanent	35	
Appointment	contractual	30	Selected by Jammu and Kashmir Public Service Comission
	Permanent	35	Selected by District Chief Education Officers

benefits, promotion benefits , supervision benefits, examination duty benefits, leave benefits and service book benefits aspects of Job Satisfaction, while there is no significant difference between job satisfaction of permanent and Contract lecturers on nature of work.

Findings

- There is a significant difference between job satisfaction of permanent and Contractual lecturers on pay aspect of Job Satisfaction.

- There is a significant difference between job satisfaction permanent and Contractual lecturers on promotion aspect of Job Satisfaction.
- There is a significant difference between job satisfaction permanent and Contractual lecturers on supervision aspect of Job Satisfaction.
- There is a significant difference between job satisfaction of permanent and Contractual lecturers on Examination duty benefits aspect of Job Satisfaction.
- There is a significant difference between job satisfaction of permanent and Contractual lecturers on Leave benefits per year aspect of Job Satisfaction.
- There is a significant difference between job satisfaction of permanent and Contractual lecturers on service book aspect of Job Satisfaction
- There is a significant difference between job satisfaction of permanent and Contractual lecturers on appointment aspect of Job Satisfaction .

CONCLUSION AND DISCUSSION

Results of study indicates that permanent and contractual lecturers are significantly different on pay benefits, promotion benefits , supervision benefits, examination duty benefits, leave benefits and service book benefits aspects of Job Satisfaction .These findings are logical as the permanent and contractual lecturers have different pay packages. Usually contractual lecturers are deprived of all benefits so their level of job satisfaction is lower as compare to permanent lecturers on these aspects. The nature of work in the schools are same for both categories of the lecturers that is why they do not differ on these aspects of job satisfaction. In the schools of sampled lecturers both permanent and contractual lecturers are working together so

there is no difference between the two on the coworker aspect of job satisfaction. Although there is no provision of promotion for contractual lecturers while there is a regular system of promotion for permanent staff, yet it has not affected the result. The reason may be that although the promotion system exists but actually it is time taking, tiring and delayed process.

Recommendations

On the basis of findings of the research it is recommended that appointment of lecturers at Govt. Higher Secondary Schools level

must be made on permanent basis, because permanent lecturers are more satisfied as compare to contractual lecturers.

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