

# STUDY OF JOB SATISFACTION AMONG VARIOUS CATEGORIES OF COLLEGE TEACHERS OF PUNJAB (INDIA)

DR. SONIA SAINI

ASSISTANT PROFESSOR, DEPT. OF PHYSICAL EDUCATION, PANJAB UNIVERSITY, CHANDIGARH  
EMAIL: [sonia\\_saini86@yahoo.com](mailto:sonia_saini86@yahoo.com), [sonia\\_saini@pu.ac.in](mailto:sonia_saini@pu.ac.in), ORCID ID: <https://orcid.org/0009-0006-9829-6090>

PROF. (DR.) DALWINDER SINGH

PROFESSOR, DEPT. OF PHYSICAL EDUCATION, PANJAB UNIVERSITY, CHANDIGARH  
EMAIL: [dalwinder@pu.ac.in](mailto:dalwinder@pu.ac.in), [dalwinder\\_pu@yahoo.com](mailto:dalwinder_pu@yahoo.com)

DR. MANDEEP KUMAR

PHYSICAL EDUCATION TEACHER, DEPT. OF PHYSICAL EDUCATION, SCHOOL OF EMINENCE PHEELKHANA, CHANDNI CHOWK, PATIALA. EMAIL: [madykanojia2@gmail.com](mailto:madykanojia2@gmail.com)

## ABSTRACT:

**Background:** India's educational landscape has been changed with technological advancements thus demand of the passionate teachers, is the need of an hour. Teachers are not just only educators they are also mentors, role models, and facilitators of learning. Teachers are known as nation builders because teaching is not just a profession, infact, it is a service to the society. Teacher's level of motivation and efficacy has been paramount for better or conducive learning environment as these are key elements to any discourse deals with the quality of education. The lack of enthusiastic and passionate teachers might have hindered the growth of India's educational system and its ability to produce skilled graduates. It has significant implications for the country's economic competitiveness and technological innovations. Employment status also plays a crucial role in shaping the job satisfaction levels and well-being among the faculty members. Therefore, the present investigation was designed to determine the level of job satisfaction across the employment status i.e. regular, contractual and guest faculty teachers of Punjab state and also to highlight the factors contributing for this critical issue.

**Objective:** The present study investigated job satisfaction among college educators in Punjab across three employment categories; Regular, Contractual, and Guest faculty.

**Methods:** Total nine hundred (N=900) Assistant professors were selected working at different Government and Govt. aided colleges of Punjab. They were selected by using the random sampling technique. The age of the subjects was ranged between 24-60 years. Further, the subjects were subdivided into three categories; Regular, Contractual and Guest faculty. **Tools Used:** Job satisfaction among college teachers was determined by applying the job satisfaction scale developed by Amar Singh and T.R. Sharma (revised version, 1999). For the analysis of data the Descriptive statistics; mean and standard deviation was computed whereas under inferential statistics, the One Way Analysis of Variance (ANOVA) was applied to find out the significant differences among Regular, Contractual and Guest faculty. Scheffe's Post-hoc test was applied to find out the direction and degree of differences where 'F' ratio was found significant. The level of significance was set at 0.05.

**Results:** Descriptive statistics had shown the mean score of regular faculty, Guest and contractual faculty members as 83.2, 59 and 53.7 respectively. Results of One-way Analysis of Variance (ANOVA) exhibited the significant differences among all the groups in question. Post hoc testing revealed that the regular faculty members had shown higher level of job satisfaction as compared to their counterpart's guest faculty and contractual faculty members.

**Conclusion:** It was concluded that regular faculty members demonstrated the highest level of job satisfaction followed by guest faculty, whereas, contractual faculty displayed the lowest level of job satisfaction. The present study showed that employment status plays a crucial role in shaping the job satisfaction levels and well-being among the faculty members.

**Key Words:** Job Satisfaction, Regular, Guest and Contractual faculty

## INTRODUCTION

Higher educational institutions are directly accountable for the advancement of any nation. Every educated member in society, including doctors, engineers, lawyers, nurses, and entrepreneurs, have been influenced by teachers. Consequently, educators are instrumental in influencing the intellect of youth. The calibre of education that students obtain in colleges and universities is predominantly contingent upon the instructors. Students can attain quality education only if teachers are content with their employment and eager to instruct. Teachers who

are content with their employment and obtain all entitled perks are more inclined to be motivated to perform effectively in their teaching roles. Conversely, if educators are discontent with their positions, they are likely to become disengaged, which adversely impacts the quality of education delivered to children<sup>1</sup>. Numerous researches in the social sciences have demonstrated that the characteristics of individuals and the features of organisations either determine or correlate with job satisfaction. The review of literature on determinants of job satisfaction frequently distinguishes between two main components i.e. affective domain it comprises of emotional involvement on the part of the teachers such as feeling enthusiastic, inspired, or proud<sup>2</sup> and cognitive on the other hand involves evaluative judgments regarding one's profession, including comparisons between expectations and actual working conditions<sup>3</sup>. According to author<sup>4</sup> Job satisfaction pertains to an individual's sentiments about the nature of their work and can be affected by various elements, including the relationship with the supervisor, the quality of the work environment, and the motivational system, among others. Authors<sup>5,6</sup> stated that work place meets the job aspiration of an employee he /she would experiences satisfaction. But if the workplace failed to satisfy the needs of the employees, than, it leads to dissatisfaction'. Consequently, it is imperative to investigate the degree of job satisfaction among college educators. Author <sup>7</sup>on the basis of two factor theory stated that work environment also influences level of job satisfaction. Similarly, Author <sup>8</sup> corroborated that role of working envormnet cannot be underscored when it comes to job satisfaction. Author <sup>9</sup> validated that manageable workload and safe comfortable environment are consistently linked with high satisfaction level. Author <sup>10</sup> exhibited that positive relationships with supervisors, supportive colleagues associated with better job satisfaction among public-sector employees. Few researchers<sup>11,12,13,14</sup> supported the monetary benefits associated with job such as Fair pay, benefits, and opportunities for promotion are strong predictors of job satisfaction among the employees. In Punjab, college-level Assistant professors are classified into various categories, resulting in differing salaries, incentives and benefits. As the accessibility of these advantages influences the degree of job satisfaction among educators, therefore, the present investigation was designed to determine the job satisfaction level among different categories of college teachers of Punjab i.e. Regular, Contractual and Guest faculty.

## METHODS

**Study Design:** the present study was conducted by using descriptive design. The purpose of the study was to determine the level of job satisfaction among regular, contractual and guest faculty college teachers of Punjab.

**Ethical Considerations:** The present study was approved by Research Degree Committee (RDC) and Joint Research Board (JRB) of Panjab University Chandigarh (letter number 19-20/192/Ph.D.7991/R&S, Dated 18-10-2019). Informed consent was obtained from all subjects involved in the study. Further, participants were informed of their right to withdraw from the study at any time without consequence. All the authors have no conflict of interest.

**Participants:** Total nine hundred (N=900) Assistant Professors were selected for the present study by using random sampling technique. The age of the subjects was ranged between 24-60 years. Further, the subjects were sub-divided into three categories; Regular, Contractual and Guest faculty 300 hundred in each category. The variable selected for the present study was Job satisfaction.

**Inclusion Criteria:** The study was delimited to the college teachers (regular, contractual and guest faculty) of Punjab. The study was further delimited to the (regular, contractual and guest faculty) qualified as per UGC norms working in various colleges of Punjab State.

**Exclusion criteria:** Work Environment, Physical environment, genetic make-up, and socioeconomic status were beyond the researcher's control. No special technique was used to motivate the subjects during the administration of the tests.

**Data Collection Tool:** Job satisfaction among college teachers was determined by applying the job satisfaction scale developed by Amar Singh and T.R. Sharma (revised version,1999)<sup>15</sup>. The scale consists of 30 statements with five options, covering intrinsic, abstract, extrinsic, psychosocial, economic, and national growth/community aspects. The scale has negative and positive statements, with negative statements weighing 0, 1, 2, 3, and 4, and positive ones weighing 4, 3, 2, 1, and 0.

**Statistical Application:** Descriptive statistics; mean and standard deviation was computed, whereas under inferential statistics; the One Way Analysis of Variance (ANOVA) was applied to find out the significant differences among Regular, contractual and guest faculty. Scheffe's Post-hoc test was applied to find out the direction and degree of differences where 'F' ratio was found significant. The level of significance was set at 0.05. However, a normal distribution of the data was verified using the normal probability curve and QQ plot.

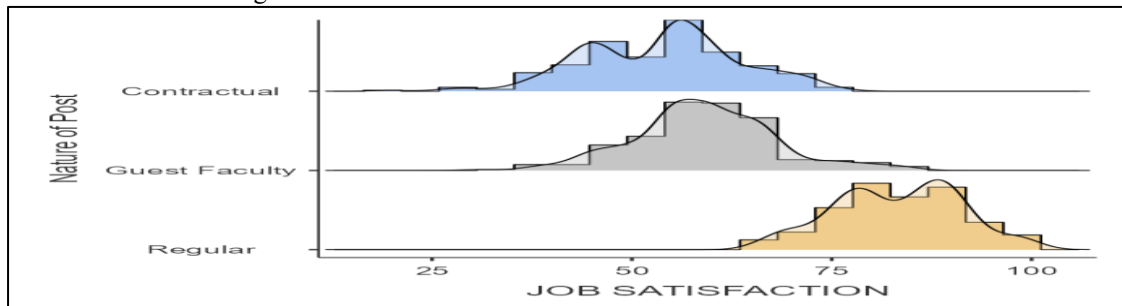
## RESULTS

Table-1: Descriptive Analysis with regard to the variable Job Satisfaction among different categories of college teachers i.e. regular, contractual and guest faculty

Variable	Nature of Post	N	Mean	SD	Minimum	Maximum	Skewness	Kurtosis
----------	----------------	---	------	----	---------	---------	----------	----------

<b>Job Satisfaction</b>	Regular	300	83.2	7.81	66	100	-0.0888	-0.421
	Contractual	300	53.7	9.68	23	77	-0.1392	-0.123
	Guest Faculty	300	59	8.55	40	80	0.174	0.11

The table-1 above presents descriptive statistical measures of job satisfaction across three categories of college teachers; Regular, Contractual and Guest Faculty. The analysis consists of Mean and standard deviation. The Mean and SD values with regard to job satisfaction level among regular, contractual and guest faculty members were  $83.2 \pm 7.81$ ,  $53.7 \pm 9.68$  and  $59 \pm 8.55$  respectively. The graphical representation of mean scores has been exhibited in figure-1.



**Figure-1:** Graphical representation of mean scores with regard to the variable Job satisfaction of regular, contractual and Guest faculty

**Table-2:** Analysis of Variance (ANOVA) results with regard to the variable Job Satisfaction among Regular, Contractual and Guest Faculty Members

Variable	Source of variance	Sum of squares	df	Mean square	F-ratio	Sig.
Job satisfaction	Between group	148499.540	2	74249.770	977.942*	.000
	Within group	68104.300	897	75.925		
	Total	216603.840	899			

\*Significant at 0.05

$F_{0.05} (2,897)$

It is evident from table-2 that statistically significant differences ( $p < 0.05$ ) were found among regular, contractual and guest faculty members with regard to the variable job satisfaction.

Since the obtained 'F'-ratio 977.942 was found statistically significant, therefore, scheffe's Post-hoc test was applied to find out the degree and direction of differences between paired means among regular, contractual and guest faculty members with regard to the variable job satisfaction. The results of Post-hoc test have been presented in table-3

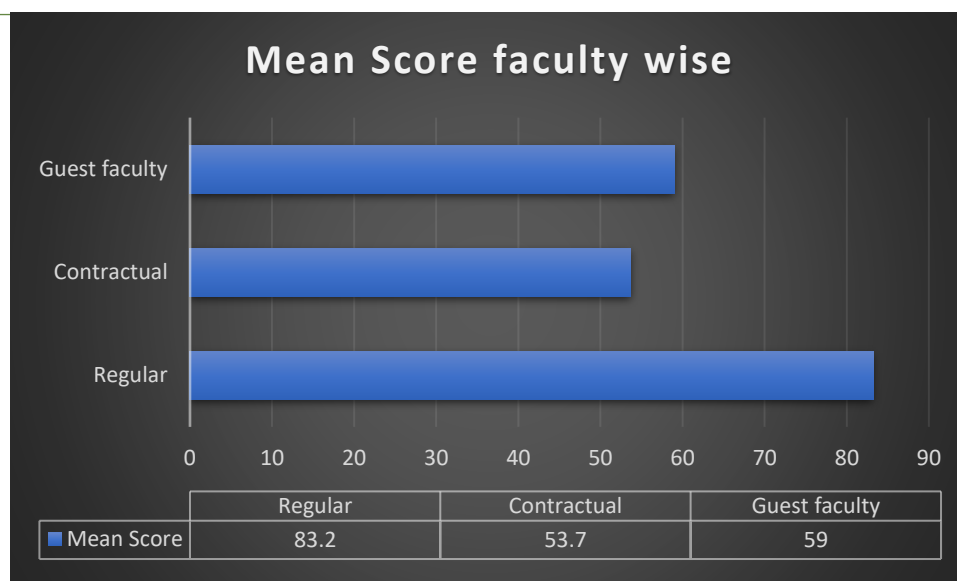
**Table-3: Significance of difference between paired means among regular, contractual and guest faculty members with regard to the variable job satisfaction.**

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
Regular (Mean 83.2)	guest faculty	24.19000*	.71145	.000
	contractual	29.52000*	.71145	.000
Guest faculty (Mean 59)	regular	-24.19000*	.71145	.000
	contractual	5.33000*	.71145	.000
Contractual (Mean 53.7)	regular	-29.52000*	.71145	.000
	guest faculty	-5.33000*	.71145	.000

The mean difference between regular and guest faculty members was found 24.19000. The p-value (sig.) .000 showed that the regular faculty members exhibited significantly higher level of job satisfaction than their counterpart guest faculty

The mean difference between regular and contractual faculty members was found 29.52000. The p-value (sig.) .000 revealed that the regular faculty members had exhibited significantly higher job satisfaction than their counterpart contractual faculty members.

The mean difference between contractual and guest faculty was found 5.33000. The p-value (sig.) .000 showed that Guest faculty had demonstrated significantly better job satisfaction than their counterpart contractual faculty members. The graphical representation of mean scores exhibited in figure-2.



**Figure-2:** Graphical representation of mean scores with regard to the variable Job satisfaction of regular, contractual and Guest faculty

## DISCUSSION

A perusal at results obtained from (table-1) revealed the descriptive statistics i.e. Mean and SD values with regard to different category of college teachers; regular, contractual and guest faculty. It was noticed from the results of Analysis of Variance (tables-2&3) with regard to job satisfaction level among regular, contractual and guest faculty that significance of difference was observed among the groups in question as the obtained P-value .000 was found lower than 0.05 level of significance. Scheffe's Post hoc test result highlighted that regular faculty had demonstrated higher level of job satisfaction as compared to their counterparts Guest and Contractual faculty members. The outcome of the study may be due to fact that financial stability, incentives and job security play a very vital role in shaping the job satisfaction and well-being of an individual as the obtained results revealed that regular college teachers demonstrated higher level of job satisfaction than their counterparts contractual and guest faculty. The results of the present study are in line with the study conducted by Author<sup>16</sup> wherein he stated that job satisfaction is associated with appraisal of one's job, if one works in secure environment become more productive. Authors<sup>17</sup> 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. Authors<sup>18</sup> stated that job satisfaction is a complex and multifaceted directly influenced by various factors; including organizational culture, job demands and employee relationships. Author<sup>19</sup> validated that nature of job and regularity is associated with better job satisfaction level among the employees. Similarly, emoluments<sup>20,21</sup>, professional benefits<sup>22,23</sup>, support from the colleagues<sup>24</sup>, equal opportunities for promotion contributing in shaping the job satisfaction<sup>25,26,27</sup>. Few researches advocates that career development opportunities<sup>28,29</sup>, recognition of efforts, flexible policies, support for family needs, and alignment with personal values serve as some important drivers for job satisfaction<sup>30,31</sup>.

## STRENGTH AND IMPLICATIONS

The findings of the present study may also strike at the heart of the inequity that characterizes the treatment of teachers serving on various categories in the state of Punjab. Therefore, the present study underscore the implications for policymakers and educational administrators, advocating for the implementation of fair emoluments, the provision of professional development opportunities, and the creation of supportive work environments. The government and other organizations recruiting the college teachers should follow the principle of 'Equal work and equal pay' to avoid job disparity and professional exploitation by recruiting them as contractual, guest faculty and resource persons etc Addressing disparities among regular, contractual and guest faculty teachers, improving working conditions, and reducing teacher's turnover are identified as essential strategies for enhancing teacher's satisfaction and performance. By aligning compensation strategies with the goals to regulate the job satisfaction to optimize the teacher's performance. Hence, the present study is a small effort that delves into the realities faced by teachers, offering valuable insights into the current scenario while exploring possible solutions that can elevate the teaching profession.

## CONCLUSION

It was concluded that regular faculty, demonstrated the better job satisfaction, followed by contractual teachers. However, the lowest job satisfaction level was observed among the guest faculty. Therefore, it is safely concluded that employment status plays a very vital role shaping the job satisfaction among the various categories of faculty members.

## REFERENCES

1. Viac, C. and P. Fraser (2020). Teachers' well-being: A framework for data collection and analysis, OECD Education Working Papers, No. 213, OECD Publishing, Paris, <https://doi.org/10.1787/c36fc9d3-en>.
2. Locke, E.A. (1976). The nature and causes of job satisfaction. M.D. Dunnette (Ed.), Handbook of industrial and organizational psychology, Rand McNally: Chicago, IL pp. 1297-1343.
3. Moorman, R.H. (1993). The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behaviour. Human Relations, 46 (6), 759-776.
4. Dicke, T., Marsh, H. W., Parker, P. D., Guo, J., Riley, P. & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. Journal of Educational Psychology, 112 (5) (2020), 1061.
5. Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support. Educational Psychology, 31(7), 843-856. <https://doi.org/10.1080/01443410.2011.608650>
6. Asghar, S. & Oino, I. (2018). Leadership styles and job satisfaction. Market forces College of Management Sciences, 13(1). [https://www.researchgate.net/publication/325655844\\_LEADERSHIP\\_STYLES\\_AND\\_JOB\\_SATISFACTION](https://www.researchgate.net/publication/325655844_LEADERSHIP_STYLES_AND_JOB_SATISFACTION)
7. Lee, B., Lee, C., Choi, I., & Kim, J. (2022). Analyzing Determinants of Job Satisfaction Based on Two-Factor Theory. Sustainability, 14(19), 12557. <https://doi.org/10.3390/su141912557>
8. Roelen, C. A. M., Koopmans, P. C., & Groothoff, J. W. (2008). Which work factors determine job satisfaction? WORK: A Journal of Prevention, Assessment & Rehabilitation, 30(4), 433-439. <https://doi.org/10.3233/WOR-2008-00713>
9. Heimerl, P., Haid, M., Benedikt, L., & Scholl-Grissemann, U. (2020). Factors Influencing Job Satisfaction in Hospitality Industry. Sage Open, 10(4). <https://doi.org/10.1177/2158244020982998>
10. AlMarzooqi, A., Hanach, N., Hijazi, H., Rashed, E., AlKetbi, M., AlMarzouqi, A. & Alameddine, M. (2025). Factors influencing job satisfaction among public-sector employees in the united arab emirates: a cross-sectional study. Sci Rep, 15, 22294. <https://doi.org/10.1038/s41598-025-98696-4>
11. Hee, O. C., Yan, L. H., Rizal, A. M., Kowang, T. O., & Fei, G. C. (2018). Factors Influencing Employee Job Satisfaction: A Conceptual Analysis. International Journal of Academic Research in Business and Social Sciences, 8(6).
12. Alshahrani, S.M., Ishaqui, A.A., & Alavudeen, S.S. (2025). Job satisfaction and its correlation with pharmacists' performance and patient trust. Front. Med. 12, 1624990. doi: 10.3389/fmed.2025.162499
13. Ferguson, J., Ashcroft, D., & Hassell, K. (2011). Qualitative insights into job satisfaction and dissatisfaction with management among community and hospital pharmacists. Research in Social Administrative Pharmacy, 7, 306-16. doi: 10.1016/j.sapharm.2010.06.001
14. Tomar, R. (2022). Job Satisfaction Among Doctors in Government and Private Hospitals. International Journal of Indian Psychology, 10(4), 2142-2148. DIP:18.01.202.20221004, DOI:10.25215/1004.202
15. Singh, A., & Sharma, T.R. (1999). Manual of Job satisfaction-Revised Version. National Psychology corporation. Agra. <https://www.studocu.com/in/document/amity-university/counselling-psychology/jss-job-satisfaction-scale-consumable-booklet-instructions/146374652>
16. Weiss, H.M., (2001), Introductory Comments, Organizational Behavior and Human Decision Process, 86, 1-2
17. Volkwein, J.F., & Y. Zhou., (2003), Testing a Model of Administrative Job-Satisfaction, Research in Higher Education. 44(2): 149-171.
18. Lambert, E. G., & Hogan, N. L. (2018). Work-home interface and job satisfaction: A systematic review. Journal of Occupational and Organizational Psychology, 31(3), 359-378.
19. Dollard, M. F. (2016). Employee well-being: A meta-analysis of the relationships between job demands, job resources, and well-being. Journal of Occupational and Organizational Psychology, 29(2), 152-176
20. Muhammad, F. A., Zawiah, M., Aris, A. (2025). A Comprehensive Review on Determinants of Employees' Job Satisfaction. International Journal of Research and Innovation in Social Science (IJRISS), 9(06), 4150-4163. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2025.906000314>
21. Ipsirli, M., & Namal, M. K. (2023). Main Factors That Influence Job Satisfaction. Yönetim Ve Ekonomi Araştırmaları Dergisi, 21(1), 205-223. <https://doi.org/10.11611/yead.1231706>
22. Darmody, M., & Smyth, E. (2016). Primary school principals' job satisfaction and occupational stress. International Journal of Educational Management. 30(1), 115-128. <https://doi.org/10.1108/IJEM-12-2014-0162>
23. Astrauskaite, M., Vaitkevicius, R., & Perminas, A. (2011). Job Satisfaction Survey: A Confirmatory Factor



- Analysis Based on Secondary School Teachers' Sample. *International Journal of Business and Management*, 6(5), 41. <https://doi.org/10.5539/ijbm.v6n5p41>
24. Chang, S. Y., Wang, S. Z., & Lee, H. F. (2025). The cultural difference between empowerment and job satisfaction among nurses: An umbrella review. *Applied Nursing Research*, 151912.
25. Ghafoor, M. M. (2012). Role of Demographic Characteristics on Job Satisfaction. 6(1), 251-255.
26. Khalaf, Y. A. The Reality of Job Satisfaction for Physical Education Teachers in the General Directorate of Anbar Education from Their Point of View. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa*, 6(1), 281-292.
27. Mather, M. F., & Bam, N. E. (2025). Factors Influencing Academic Staff Satisfaction and Retention in Higher Education: A Literature Review. *European Journal of Education*, 60(1).
28. Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*. 18(23),127-163. <https://doi.org/10.3390/ijerph182312763>.
29. Skaalvik, E. M., & Skaalvik, S. (2015). Job Satisfaction, Stress and Coping Strategies in the Teaching Profession— What Do Teachers Say? *International Education Studies*. 8(3), 181. <https://doi.org/10.5539/ies.v8n3p181>
30. Yuh, J., & Choi, S. (2017). Sources of social support, job satisfaction, and quality of life among childcare teachers. *The Social Science Journal*. 54(4), 450-457. <https://doi.org/10.1016/j.soscij.2017.08.002>.
31. Stamolampros,P. Korfiatis,N., Chalvatzis,K., & Buhalis,D.(2019). Job Satisfaction and Employee Turnover Determinants in High Contact Services: Insights from Employees'Online reviews, *Tourism Management*,75,130-147,<https://doi.org/10.1016/j.tourman.2019.04.030>.