

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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AGE WISE STUDY OF JOB SATISFACTION OF DELHI UNIVERSITY FACULTY

NARANDER KUMAR NIGAM
RESEARCH SCHOLAR
DEPARTMENT OF FINANCIAL STUDIES
UNIVERSITY OF DELHI
NEW DELHI

SAUMYA JAIN
ASST. PROFESSOR
SHRI RAM COLLEGE OF COMMERCE
UNIVERSITY OF DELHI
NEW DELHI

ABSTRACT

The relationship between job satisfaction and performance can never be undermined. Job satisfaction is an inherent component in occupation of any nature. It is particularly important amongst teachers who are endowed with the task of imparting education to the future of the country and have great influence on their attitude and thinking. Little empirical research has been done till date regarding the job satisfaction level of teachers in higher education in developing countries like India. Through this study an attempt has been made to find out the level of satisfaction of teachers across age groups to find out how job satisfaction varies as age progresses. Factors contributing to satisfaction/dissatisfaction have also been identified. One of the most prestigious central universities, University of Delhi was chosen for this purpose. The study was a descriptive study and made use of standardized job satisfaction scale as a research tool. 163 faculty members working in Delhi University in 18 different colleges were selected between September to November 2013. The findings of study showed that most academic members of Delhi universities were satisfied with their job across all streams. There is no significant difference in job satisfaction amongst faculty members as a whole, however in faculty members within 25-35 age and 35-45 age, we found significant difference in satisfaction level in arts and commerce/economics.

KEYWORDS

Arts, Commerce, Delhi University, Faculty, Job Satisfaction.

INTRODUCTION

I am not a teacher, but an awakener.”

— Robert Frost

The above mentioned statement summarises the role that a teacher plays in the life of a student. Among many things, job satisfaction plays an important role in influencing the quality of teaching. Teachers, like all other employees have expectations from their job and dissatisfaction if any, may hamper their performance at work. As a person progresses in age, his expectations from work also change and consequently his perception about his job. An attempt has been made to find out the factors that contribute to satisfaction in different age groups and whether the satisfaction level of all age groups is equal. There are many studies regarding the factors contributing to satisfaction level of teachers. Some of them have been reviewed below.

LITERATURE REVIEW

Quality in teaching and learning can only be enhanced if the faculty members are satisfied and content (Chen, 2006). In 1994 Luthans defined Job satisfaction as “an attitude developed by an individual towards the job and job conditions”. In 1997 Spector refined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. Telman & Unsal 2004 classified the factors affecting job satisfaction into internal, external and personal. Internal factors include characteristics inherent to the nature of work. External factors are the conditions such as job responsibilities, promotion criteria, equation with superiors and co workers, creativity, job security, organizational structure and culture. Personal factors include factors such as gender, age, length of service, educational level, personality traits and incentive, knowledge and skills. There are several recent studies that have addressed the question of job satisfaction among academic members of higher education in Asia – Pacific area. Regarding the relationship between faculty job satisfaction and demographic variable of academics in a public higher education in Singapore, Paul and Phua (2011) indicated that respondents related satisfaction with interpersonal relationships with students and co-workers, the autonomy and flexibility that the job offered. Conversely, they expressed dissatisfaction over the amount of administrative/non academic work they had to shoulder, heavy workload, salary, presence of ‘red tape’ and other corporate practices and dealing with disruptive students. Age and job position affected the job satisfaction levels of the respondents. However, variables such as gender, academic qualification, length of employment and marital status showed no significant difference. The study of Noordin and Jusoff (2009) comprised two hundred and thirty-seven of academics from a public university in Malaysia that overall the academic staff of the university has a moderate level of job satisfaction. In addition, current status, marital status, age and salary appear to have significant impact on the respondents’ level of job satisfaction. In their research with faculty from three private universities in Malaysia, Santhapparaj and Alam (2005) found that pay, promotion, working condition and support of research have positive and significant effect on job satisfaction. Regarding the relationship between incentives, rewards and recognition on employee motivation and job satisfaction of two hundred and nineteen of academic member of Hue University in Vietnam, Nguyen et al., (2013) found that significantly positive relationship between reward and recognition, satisfaction with supervision and the job characteristics, with job satisfaction as well as a very positive and significant relationship was also observed between job satisfaction and personal motivation. Sabharwal & Corley (2009) concluded that across all disciplines, female faculty members expressed lower levels of satisfaction when compared with male faculty members and that women might place a greater emphasis on intrinsic (contribution to the society, opportunities for advancement, intellectual challenges) than extrinsic factors (salary and benefits)

NEED OF THE STUDY

University of Delhi is a premier educational body that attracts students from all over the world. Given the high regard which parents, students, academicians and foreign universities attribute to this institution it becomes necessary to examine how motivated the faculty members are with respect to their duties and the level of satisfaction and security they have at work. Delhi University offers numerous courses across many streams and this study attempts to make intra and inter stream comparison of job satisfaction. In 1998, UGC made NET a minimum eligibility requirement. After the introduction of Sixth Pay Commission, salaries of teachers increased considerably and this profession became attractive for youngsters who traditionally chose other career options. Due to this trend, Delhi University now consists of a pool of teachers of all age groups. Through this study, an attempt has been made to find out the how level of satisfaction varies with

age. This study has been done post the introduction of historic change in undergraduate education-the introduction of Four Year Undergraduate Program (FYUP) so as to present the most recent trend in job satisfaction. It is hoped that this study can become the reference point for addressing the concerns of the teachers.

OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To see the impact of age on job satisfaction.
2. To study the impact of age in job satisfaction across academic streams.
3. To find the causes of job satisfaction and job dissatisfaction at different age levels.

RESEARCH HYPOTHESIS

1. Job satisfaction level across age groups is equal.
2. Job satisfaction level of different age group faculty is equal across academic streams.

RESEARCH METHODOLOGY

SAMPLING DESIGN

At present, there are 16 faculties, 86 academic departments, 77 colleges and 5 other recognised institutes spread all over the city. The current research focuses job satisfaction amongst age groups of different academic streams. So in order to find job satisfaction in Delhi University, 18 colleges were chosen out of 77. To know impact of ages on job satisfaction, sample was divided into four age groups: Less than 25, 25-35, 35-45 and more than 45. In our data 15 respondents were less than age of 25, 88 respondents were between 25-35 age, 31 respondents were between 35-45 age and 29 respondents were more than age of 45.

TABLE 1 :AGE OF RESPONDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 25	15	9.2	9.2	9.2
25-35	88	54.0	54.0	63.2
35-45	31	19.0	19.0	82.2
above 45	29	17.8	17.8	100.0
Total	163	100.0	100.0	

For further study we took three streams namely Arts, Science and commerce/economics to see the impact of age on academic stream. In the first age group, the sample consisted of total 15 members less than 25 age, 7 in arts, and 8 members in commerce/economics. No respondents were there in this age group in Science.

TABLE 2 : ACADEMIC STREAM OF RESPONDENT (LESS THAN 25)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts	7	46.7	46.7	46.7
commerce/economics	8	53.3	53.3	100.0
Total	15	100.0	100.0	

There were 88 members between ages 25-35, 21 members in arts, 50 members in commerce/economics, and 17 members in science.

TABLE 3 : ACADEMIC STREAM OF RESPONDENT (25-35)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts	21	23.9	23.9	23.9
commerce/economics	50	56.8	56.8	80.7
Science	17	19.3	19.3	100.0
Total	88	100.0	100.0	

There were total 31 members between ages 35-45, 10 members from arts, 7 from commerce/economics and 14 members from science.

TABLE 4 : ACADEMIC STREAM OF RESPONDENT (35-45)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts	10	32.3	32.3	32.3
commerce/economics	7	22.6	22.6	54.8
Science	14	45.2	45.2	100.0
Total	31	100.0	100.0	

There were total 29 members belonging to age more than 45, 9 in arts, 8 in commerce/economics, and 12 members in science

TABLE 4: ACADEMIC STREAM OF RESPONDENT (MORE THAN 45)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts	9	31.0	31.0	31.0
commerce/economics	8	27.6	27.6	58.6
Science	12	41.4	41.4	100.0
Total	29	100.0	100.0	

PRETESTING

It was pretested (self administered tests) on a sample of 12 respondents who were chosen as a result of judgment sampling and take their feed back to finalize Questionnaire.

RESULTS OF PRETESTING

In this research, internal consistency analysis (Cronback's alpha) was conducted to assess the reliability of this constructed measurement for job satisfaction of academic members. All five aspects were indentified to measure the variable of job satisfaction which is the dependent variable of this study.

DEPENDENT AND INDEPENDENT VARIABLES

Job satisfaction has been identified as the dependent variable in this study. It consists of seventeen dimensions of five aspects. The first aspect is nature of Job such as qualification, manageable workload, and atmosphere contributing to professional growth, academic challenges, and sufficient freedom. The second aspect is Benefits from Job such as satisfactory salary, job security, growth opportunities, and learning opportunities. The third aspect is Social Relations such as cooperation from colleagues, responsive seniors, and student's interaction. The fourth aspect is Managerial Aspects of Job such as work is recognized, employee friendly management policies, and extent of involvement in management decisions. The fifth aspect is such as Facilities: infrastructure facilities and welfare facilities.

DATA ANALYSIS METHOD

Questionnaire survey was used to gather data in this study. As there were 17 question in questionnaire and each question has 5 option (1 = Strongly Disagree, 2 = disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.) The respondents were weighted on a 4-point Likert's scale to measure job satisfaction of faculty in Delhi university (1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied). The questions were combined into one summated scale on which the tests were performed.

- 1= Less than to equal 33,
- 2= Between 34-50,
- 3= Between 51-67,
- 4= More than equal to 68.

All data were analyzed using the Statistical Package for the Social Sciences (SPSS) 20.0 software. As the number of respondents are more than 30, data is normally distributed and all parametric tests can be applied (Central Limit Theorem).

Statistical Tools Used

1. Co-efficient of Reliability
2. Student's 't'- test
3. Test of Homogeneity of Variances
4. Arithmetic mean and median
5. ANOVA
6. Kruskal Wallis Test (Nonparametric)

RESULTS AND DISCUSSION

RELIABILITY

In this research, internal consistency analysis was conducted to assess the reliability of this constructed measurement for job satisfaction of academic members. All five aspects were indentified to measure the variable of job satisfaction which is the dependent variable of this study.

TABLE 5: RELIABILITY STATISTICS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.810	17

The internal consistency analysis yielded Cronbach's alpha coefficients 0.761, which is significantly higher than the 0.7. Hence, based on the validation of construct reliability it is concluded that research construct of job satisfaction is reliable in this study.

LEVEL OF JOB SATISFACTION

Across ages

As there are four independent samples, so to apply ANOVA, Variances should be equal across the groups. At a significance level of 5% there is difference between Variances among groups or we can say variance of at least two groups is different. So ANOVA cannot be applied. To compare of mean more than two groups Kruskal Wallis test is used.

TABLE 6 : TEST OF HOMOGENEITY OF VARIANCES

Levene Statistic	df1	df2	Sig.
3.527	3	159	.016

At a significance level of 5% there is no difference in level of satisfaction across ages, as p- value (.629) is more than then 0.05. It is concluded that ages do not impacts level of satisfaction across different age groups.

TABLE 7: RANKS

age of respondent	N	Mean Rank
less than 25	15	85.40
25-35	88	85.06
35-45	31	72.44
above 45	29	81.17
Total	163	

Test Statistics^{a,b}

TABLE 8 : KRUSKAL WALLIS TEST

	Summated Scale
Chi-Square	1.734
df	3
Asymp. Sig.	.629
a. Kruskal Wallis Test	
b. Grouping Variable: age of respondent	

Comparision across Academic streams

Age Group : Less the Age 25

In our data there are only two streams of faculty members, aged less than 25, Arts and Commerce/Economics. As sample size is two so "T" test is applied.

TABLE 9 : GROUP STATISTICS

Acad Stream of respondent	N	Mean	Std. Deviation	Std. Error Mean
Arts	7	60.4286	5.91205	2.23455
commerce/economics	8	65.8750	6.72814	2.37876

On the basis of mean score, all comes under third group (mean score within 50-67) means all groups are satisfied.

TABLE 9 : INDEPENDENT SAMPLES TEST

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.198	.664	-1.653	13	.122	-5.44643	3.29394	-12.56256	1.66970
Equal variances not assumed			-1.669	12.997	.119	-5.44643	3.26369	-12.49736	1.60450

At a significance level of 5% there is no significance difference in level of satisfaction in arts and commerce/economic as p- value (.122) is more than then 0.05. This means younger faculty member’s satisfaction level does not change as streams changes.

Age Group: 25 - 35

As there are three independent samples, so to apply ANOVA Variances should be equal across the groups. At a significance level of 5% there is no difference in Variances across groups.

TABLE 10 : TEST OF HOMOGENEITY OF VARIANCES (JOB SATISFACTION)

Levene Statistic	df1	df2	Sig.
.857	2	85	.428

At a significance level of 5%, for faculty ages within 25-35, there is a significant difference in level of job satisfaction among different academic streams, as p- value (.015) is less than 0.05 so we can say Satisfaction level of at least two groups is different.

TABLE 11 : ANOVA (JOB SATISFACTION)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	467.697	2	233.848	4.397	.015
Within Groups	4520.122	85	53.178		
Total	4987.818	87			

To see which groups have different level of satisfaction, we apply multiple comparisons (Tukey).

Dependent Variable: Job Satisfaction

Tukey HSD

TABLE 12: MULTIPLE COMPARISONS

(I) Acad Stream of respondent	(J) Acad Stream of respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
arts	commerce/economics	-5.61143*	1.89627	.011	-10.1349	-1.0880
	science	-4.33613	2.37916	.168	-10.0115	1.3392
commerce/economics	arts	5.61143*	1.89627	.011	1.0880	10.1349
	science	1.27529	2.04736	.808	-3.6086	6.1592
science	arts	4.33613	2.37916	.168	-1.3392	10.0115
	commerce/economics	-1.27529	2.04736	.808	-6.1592	3.6086

*. The mean difference is significant at the 0.05 level.

According to our scale all faculty members are satisfied, mean value of satisfaction level faculty in commerce/economics (mean= 64.04), faculty in arts (mean= 58.42) and faculty in science (mean= 62.76).

At significance level of 5%, level of job satisfaction among commerce/economics and arts differ significantly, as p- value (.011) is less than 0.05.

At significance level of 5%, satisfaction level of faculty in Science is not significantly differing from faculty in Arts.

At significance level of 5%, satisfaction level of faculty in Science is not significantly differing from faculty in commerce/economics.

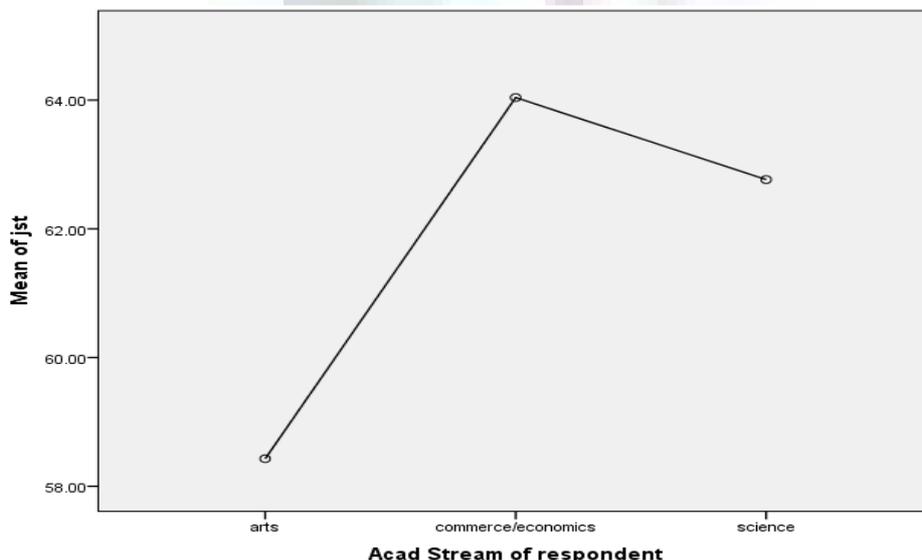
Tukey HSD

TABLE 13 : MEAN

Acad Stream of respondent	N	Subset for alpha = 0.05	
		1	2
Arts	21	58.4286	
Science	17	62.7647	62.7647
commerce/economics	50		64.0400
Sig.		.107	.819

Means for groups in homogeneous subsets are displayed.
 a. Uses Harmonic Mean Sample Size = 23.726.
 b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The mean plot shows satisfaction level of faculty member ages within 25-35 across different stream.



Ages Group : 35-45

As there are three independent samples, so to apply ANOVA Variances should be equal across the groups. At a significance level of 5% there is difference between Variances among groups or we can say variance of at least two groups is different. So ANOVA is not appropriate test here. To compare of mean more than two groups Kruskal Wallis test is used (Nonparametric test)

TABLE 14: TEST OF HOMOGENEITY OF VARIANCES

Levene Statistic	df1	df2	Sig.
3.823	2	28	.034

At a significance level of 5% there is difference in level of satisfaction across different academic streams in faculty ages within 35-45, as p- value (.028) is less than 0.05.

Test Statistics^{a,b}

TABLE 15: KRUSKAL WALLIS TEST

	Job Satisfaction
Chi-Square	7.125
Df	2
Asymp. Sig.	.028
a. Kruskal Wallis Test	
b. Grouping Variable: Acad Stream of respondent	

Faculty member in commerce/economics (Mean rank= 23.07) are more satisfied then faculty members in Science (Mean rank= 15.93) and Arts (Mean rank= 11.15), in particular this age group. This maybe because of greater opportunities in Commerce stream and large number of enrolments.

TABLE 16: RANKS

Acad Stream of respondent	N	Mean Rank
Arts	10	11.15
commerce/economics	7	23.07
Science	14	15.93
Total	31	

Age Group : 45 and above

As there are three independent samples, so to apply ANOVA Variances should be equal across the groups. At a significance level of 5% there is no difference between Variances among groups.

TABLE 17: TEST OF HOMOGENEITY OF VARIANCES

Levene Statistic	df1	df2	Sig.
.404	2	26	.672

At a significance level of 5%, for faculty ages 45 and above, there is a no significant difference in level of job satisfaction among different academic streams, as p- value (.4) is more than 0.05 or we can say Satisfaction level of all groups is same.

TABLE 18: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	256.860	2	128.430	.950	.400
Within Groups	3515.347	26	135.206		
Total	3772.207	28			

CAUSES OF JOB SATISFACTION AND JOB DISSATISFACTION

Age Group : Less than 25

Faculty members in this section are satisfied with work acc. to qualification and skills (mean= 4.6), student interaction in class room (mean= 4.46) and satisfactory salary (mean= 4.26), and dissatisfied with welfare facilities (mean=2.866) like gym, parking, sports, health facilities etc, management decision involvement (mean= 2.6) and job security (mean= 2.90). The following table shows the factors contributing to satisfaction/dissatisfaction.

TABLE 19: DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
work acc. to qualification and skills	15	4.6000	.50709	4.00	5.00
job security	15	2.8667	1.12546	1.00	4.00
conducive atmosphere contributing to growth	15	3.8667	.63994	3.00	5.00
academic challenges	15	3.9333	.59362	3.00	5.00
learning opportunities	15	3.3333	.97590	2.00	5.00
cooperation from colleagues	15	4.4667	.63994	3.00	5.00
workload managable	15	3.8000	.77460	2.00	5.00
seniors responsive to needs	15	4.3333	.72375	3.00	5.00
student interaction	15	4.4667	.83381	2.00	5.00
sufficient freedom	15	4.0667	.96115	2.00	5.00
is ur work recognized	15	3.5333	.9155	2.0	5.0
growth opportunities	15	3.3333	.81650	2.00	4.00
employee friendly management policies	15	3.8667	.74322	2.00	5.00
involves u in manag decisions	15	2.6000	1.40408	1.00	4.00
satisfactory salary	15	4.2667	.70373	3.00	5.00
satisfactory acaemic infrastructure	15	3.1333	1.24595	1.00	5.00
welfare facilities	15	2.8667	1.35576	1.00	5.00

Age Group : 25-35

In this group faculty members are satisfied with work acc. to qualification and skills (mean= 4.47) and student interaction (mean= 4.45) in class room, and dissatisfied with job security (mean= 2.90) and management decision involvement (mean= 2.79).

DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
work acc. to qualification and skills	88	4.4773	.60605	3.00	5.00
job security	88	2.9091	1.40309	1.00	5.00
conducive atmosphere contributing to growth	88	3.6818	.91658	1.00	5.00
academic challenges	88	3.9773	.74243	1.00	5.00
learning opportunities	88	3.3523	1.00619	1.00	5.00
cooperation from colleagues	88	3.9773	.71079	2.00	5.00
workload manageable	88	4.0227	.83014	2.00	5.00
seniors responsive to needs	88	3.9659	.74970	2.00	5.00
student interaction	88	4.5682	.56315	2.00	5.00
sufficient freedom	88	3.9091	.76769	2.00	5.00
is ur work recognized	88	3.500	.8023	1.0	5.0
growth opportunities	88	3.4432	.94514	1.00	5.00
employee friendly management policies	88	3.5341	.84349	1.00	5.00
involves u in manag decisions	88	2.7955	1.25175	1.00	5.00
satisfactory salary	88	3.8864	.86346	1.00	5.00
satisfactory acaemic infrastructure	88	3.3409	1.22133	1.00	5.00
welfare facilities	88	3.1136	1.18837	1.00	5.00

Age Group : 35-45

Faculty members in this section re satisfied with work acc. to qualification and skills (mean= 4.35) and student interaction in class room (mean= 4.58), and dissatisfied with welfare facilities (mean= 2.83) like gym, parking, sports, health facilities, management decision involvement (mean= 2.74) and learning opportunities (mean= 2.83)

DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
work acc. to qualification and skills	31	4.3548	.75491	2.00	5.00
job security	31	3.9032	.94357	1.00	5.00
conducive atmosphere contributing to growth	31	3.5484	.96051	2.00	5.00
academic challenges	31	3.8387	.77875	2.00	5.00
learning opportunities	31	2.8387	.86011	1.00	4.00
cooperation from colleagues	31	4.0000	.73030	2.00	5.00
workload manageable	31	3.4839	.99569	1.00	5.00
seniors responsive to needs	31	3.6774	.87129	2.00	5.00
student interaction	31	4.5806	.50161	4.00	5.00
sufficient freedom	31	3.6774	.87129	2.00	5.00
is ur work recognized	31	3.710	.9727	1.0	5.0
growth opportunities	31	3.1613	.93441	1.00	5.00
employee friendly management policies	31	3.2258	.92050	1.00	5.00
involves u in manag decisions	31	2.7419	1.06357	1.00	5.00
satisfactory salary	31	3.6774	.74776	2.00	5.00
satisfactory acaemic infrastructure	31	3.0000	1.29099	1.00	5.00
welfare facilities	31	2.8387	1.21372	1.00	5.00

Age Group : 45 and above

Faculty members in this section were satisfied with work acc. to qualification and skills (mean= 4.44), student interaction in class room (mean= 4.55), satisfactory salary (mean= 4.41) , job security (mean=4.58) and dissatisfied with welfare facilities (mean= 2.93), management decision involvement (mean= 2.86), learning opportunities (mean= 2.82) & academic infrastructure (mean= 2.89)

DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
work acc. to qualification and skills	29	4.4483	.82748	2.00	5.00
job security	29	4.5862	.50123	4.00	5.00
conducive atmosphere contributing to growth	29	3.3103	1.13715	1.00	5.00
academic challenges	29	3.6207	1.17758	1.00	5.00
learning opportunities	29	2.8276	1.00246	1.00	5.00
cooperation from colleagues	29	3.5172	1.08958	2.00	5.00
workload manageable	29	4.0000	.92582	1.00	5.00
seniors responsive to needs	29	3.5862	.90701	2.00	5.00
student interaction	29	4.5517	.73612	2.00	5.00
sufficient freedom	29	3.9310	.84223	2.00	5.00
is ur work recognized	29	3.724	.9963	2.0	5.0
growth opportunities	29	3.1379	.99010	1.00	5.00
employee friendly management policies	29	3.3448	1.14255	1.00	5.00
involves u in manag decisions	29	2.8621	1.30176	1.00	5.00
satisfactory salary	29	4.4138	.50123	4.00	5.00
satisfactory acaemic infrastructure	29	2.8966	1.37178	1.00	5.00
welfare facilities	29	2.9310	1.27982	1.00	5.00

CONCLUSION

The findings described in this study, there is no significant difference in level of job satisfaction across age groups. However, in faculty age groups 25-35 and 35-45, satisfaction level is significantly different across academic streams. On the basis of mean commerce/economics satisfied more than Arts.

In the initial age, teachers are satisfied with salary, student's interaction in class rooms and work according to their qualification and skills. In this young age, the prime concern is earning money and getting a job suited to one's qualification. Delhi university scores good on these counts. As people grow older, satisfaction shifts to job security and as they get permanent position in Delhi University, salary also increases which contributes to greater satisfaction.

In the initial age faculty members are dissatisfied with job security, welfare facilities provided by University and management decision involvement. This is because in the initial age, teachers are appointed on an ad-hoc/temporary basis contributing to job insecurity. Due to lack of experience, they are also not involved in decision making. However, in later ages they are dissatisfied due to lack of learning opportunities as they become stagnant in their career after achieving permanent position and repeatedly teaching the same subject over the years, and they want change and opportunity to grow.

LIMITATIONS

In this study, the data obtained through questionnaires were all self-reports from the participants to determine which aspects of their position are satisfying and dissatisfying, hence, the findings may be subject to response consistency effect. On the other hand, this study cannot be generalized to all other university in India; the findings of this study are restricted to the University of Delhi which the samples were drawn.

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