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JOB SATISFACTION, JOB STRESS & PROFESSIONAL DEVELOPMENT AMONG COLLEGE TEACHERS: A STUDY WITH REFERENCE TO GOVERNMENT COLLEGES IN SHIMOGGA REGION

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ABSTRACT

In the present scenario Job stress is becoming the harmful physically, mentally and emotionally. Stress happening due to mismatch between the capabilities, resources or needs of the worker. Job stress spoils health and work. It reduces concentration and efficiency of the employee. Job stress reduces satisfaction towards job and the development will be reduced. Present research related to the college teachers in Government colleges in Shimogga Region, Karnataka. This paper tries to identify the factors related to stress and the professional development.

KEYWORDS

Shimogga region, job satisfaction, job stress, professional development, government colleges.

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1. INTRODUCTION

Nowadays in Colleges stress is increasing due to a lot of factors i.e Internal, external and family problems. Internal factors may be coordination between employees, subordinates and superiors as one side and the students. External may be changing rules and regulations, standards of the education system. New UGC rules may not be digestible by the traditional teachers. Teacher may be bored due to teaching of the same topics from years together, they might have lost interest after taking job, promotion policies or for not spending time with family.

2. LITERATURE REVIEW

Chaudhry (2012) explored the level of occupational stress among university teachers based on age, gender and type of organization. Analysis reported no significant differences in the level of male and female faculty as well as public and private sectors universities. The results indicated significant difference in the faculty members having different age groups regarding their perceived level of stress. Further results showed the decreasing trend of stress with the increasing of age among the faculty members.

Bano and Jha (2012) explored the differences in job-related stress between public and private sector employees, based on ten role stressors. The role of demographic variables on the stress levels of both public and private sector groups was also examined. Responses of 182 public and 120 private sector employees in Uttar Pradesh (India) were obtained on occupational role stress scale. It is found that both public and private sector employees face moderate levels of stress. The results also indicated no significant difference between public and private sector employees in terms of total stress levels.

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Surapuramath (2012) examined the organizational climate of colleges of education under Karnataka University. Significant difference in organizational climate of government colleges and private colleges of education was observed. Study results indicated that the government colleges of education are perceived as having better organizational climate as compared to private colleges of education. The findings further revealed that colleges of education older than 20 years have good organizational climate as compared to colleges less than 20 years old.

Zahoor (2012) studied difference between teachers of private and government schools on organizational climate and found that teachers of private and government schools differ significantly with each other on organizational climate.

Tufail and Farooq (2012) compared the level of affective, continuance and normative commitment among the faculty members of the private and public sector universities in Khyber Pakhtunkhwa. The findings revealed that faculty members working in public sector universities were higher on affective, continuance and normative commitment as compared to faculty members working in private universities.

3. OBJECTIVES OF THE STUDY

1. To analyze the Job Satisfaction and Job Stress experienced by the GFGC teachers.
2. To examine the relationships between the job satisfaction and professional development of the GFGC teachers.
3. To suggest appropriate measures to improve the job satisfaction levels of the GFGC teachers in Shimogga region.

4. SCOPE OF THE STUDY

- The study covers the period of one academic year 2017-18 for the purposes of gathering the primary data required.

- The different kinds of secondary data that have provided the overall premise for the study have been gathered from various sources without any specific time limit. However, different phases of time when these concepts evolved significantly and provided the relevant foundational constructs for the study spread from early industrialization, post-World War II period of technological innovations, Globalization have provided the backdrop for the present study.
- The study is limited to selected area of Shimogga Region only.

5. RESEARCH METHODOLOGY

- Questionnaire Method
- Sample size: 100
- Source: Primary Data

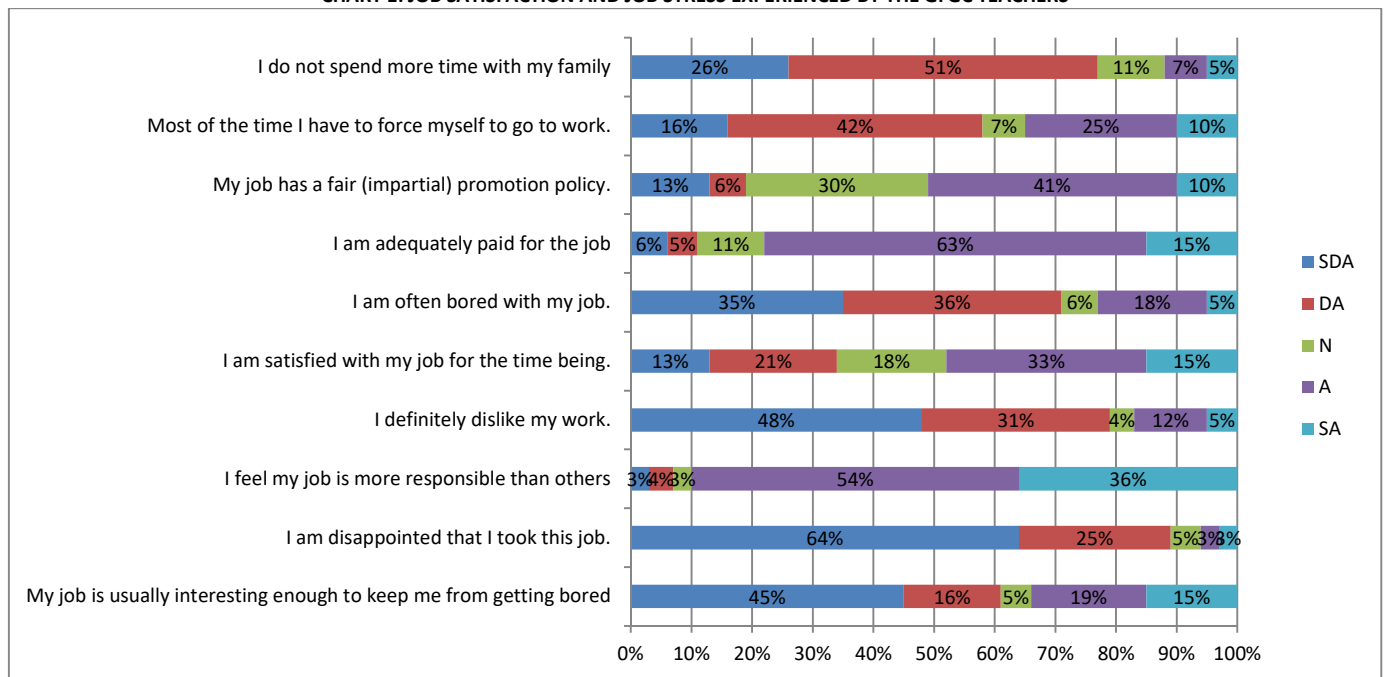
6. DATA ANALYSIS

Table No Showing Job Satisfaction and Job Stress experienced by the GFGC teachers.

TABLE 1

Sl. #	Nature of Statement	SDA	DA	N	A	SA	Total
1.	My job is usually interesting enough to keep me from getting bored	45%	16%	5%	19%	15%	100%
2.	I am disappointed that I took this job.	64%	25%	5%	3%	3%	100%
3.	I feel my job is more responsible than others	3%	4%	3%	54%	36%	100%
4.	I definitely dislike my work.	48%	31%	4%	12%	5%	100%
5.	I am satisfied with my job for the time being.	13%	21%	18%	33%	15%	100%
6.	I am often bored with my job.	35%	36%	6%	18%	5%	100%
7.	I am adequately paid for the job	6%	5%	11%	63%	15%	100%
8.	My job has a fair (impartial) promotion policy.	13%	6%	30%	41%	10%	100%
9.	Most of the time I have to force myself to go to work.	16%	42%	7%	25%	10%	100%
10.	I do not spend more time with my family	26%	51%	11%	7%	5%	100%

CHART 1: JOB SATISFACTION AND JOB STRESS EXPERIENCED BY THE GFGC TEACHERS



ANALYSIS & INTERPRETATION

From the table among 100 respondents it is clear that 15% are strongly agree, 19% are agreed, 5% are neutral, 16% are disagree and 45% respondents are strongly disagreed about interesting enough to keep them from getting bored.

From the table it is clear that 3% are strongly agree, 3% are agreed, 05 % are neutral, 25% are disagree and 64% respondents are strongly disagreed about their opinion of why they took this job.

The above table clears that 36% are strongly agree, 54% are agreed, 3 % are neutral, 4% are disagree and 3% respondents are strongly disagreed about the job is more responsible than others.

From the table it is clear that 5% are strongly agree, 12% are agreed, 4 % are neutral, 31% are disagree and 48% respondents are strongly disagreed about their like towards the job.

From the table among 100 respondents it is clear that 15% are strongly agree, 33% are agreed, 18% are neutral, 21% are disagree and 13% respondents are strongly disagreed about their satisfaction towards job is time being.

The above table clears that 5% are strongly agree, 18% are agreed, 6 % are neutral, 36% are disagree and 35% respondents are strongly disagreed about bore with their job.

The above table clears that 15% are strongly agree, 63% are agreed, 11 % are neutral, 5% are disagree and 6% respondents are strongly disagreed about adequate payment for the job.

The above table clears that 10% are strongly agree, 41% are agreed, 30 % are neutral, 6% are disagree and 13% respondents are strongly disagreed about the promotion policy of the job.

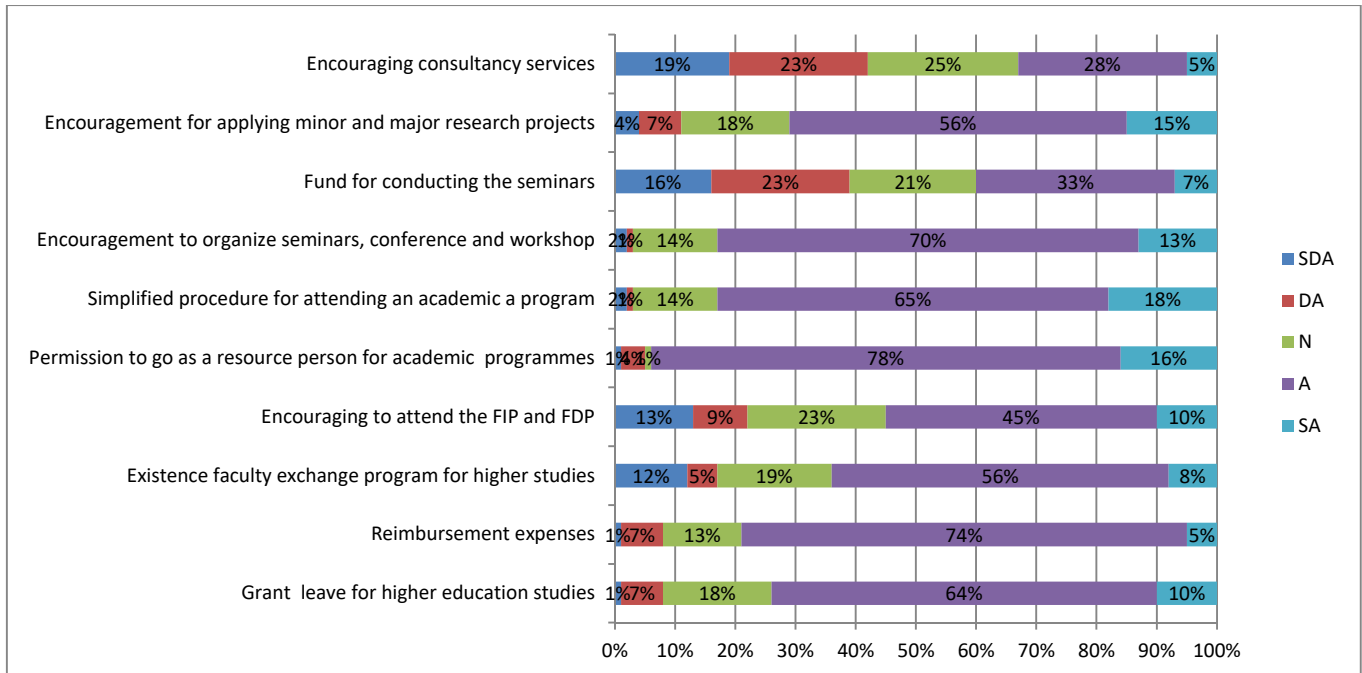
From the table among 100 respondents it is clear that 10% are strongly agree, 25% are agreed, 18% are neutral, 42% are disagree and 16% respondents are strongly disagreed about motivation to go their job.

From the table it is clear that 5% are strongly agree, 7% are agreed, 11 % are neutral, 51% are disagree and 26% respondents are strongly disagreed that they do not have more time with their family.

TABLE 2: SHOWING JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT

Sl. #	Nature of statement	SDA	DA	N	A	SA	Total
1.	Grant leave for higher education studies	1%	7%	18%	64%	10%	100%
2.	Reimbursement expenses	1%	7%	13%	74%	5%	100%
3.	Existence faculty exchange program for higher studies	12%	5%	19%	56%	8%	100%
4.	Encouraging to attend the FIP and FDP	13%	9%	23%	45%	10%	100%
5.	Permission to go as a resource person for academic programmes	1%	4%	1%	78%	16%	100%
6.	Simplified procedure for attending an academic a program	2%	1%	14%	65%	18%	100%
7.	Encouragement to organize seminars, conference and workshop	2%	1%	14%	70%	13%	100%
8.	Fund for conducting the seminars	16%	23%	21%	33%	7%	100%
9.	Encouragement for applying minor and major research projects	4%	7%	18%	56%	15%	100%
10.	Encouraging consultancy services	19%	23%	25%	28%	5%	100%

CHART 2: SHOWING JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT



ANALYSIS & INTERPRETATION

From the table among 100 respondents it is clear that 10% are strongly agree, 64% are agreed, 18% are neutral, 7% are disagree and 1% respondents are strongly disagreed about Grant leave for higher education studies.

From the table it is clear that 5% are strongly agree, 74% are agreed, 13% are neutral, 7% are disagree and 1% respondents are strongly disagreed about Reimbursement expenses.

The above table clears that 8% are strongly agree, 56% are agreed, 19% are neutral, 5% are disagree and 12% respondents are strongly disagreed about the Existence faculty exchange program for higher studies.

From the table it is clear that 10% are strongly agree, 45% are agreed, 23% are neutral, 9% are disagree and 13% respondents are strongly disagreed about the encouragement to attend the FIP and FDP.

From the table among 100 respondents it is clear that 16% are strongly agree, 78% are agreed, 1% are neutral, 4% are disagree and 1% respondents are strongly disagreed about the Permission to go as a resource person for academic programmes.

The above table clears that 18% are strongly agree, 65% are agreed, 14% are neutral, 1% are disagree and 2% respondents are strongly disagreed that procedure are Simplified for attending an academic program.

The above table clears that 13% are strongly agree, 70% are agreed, 14% are neutral, 1% are disagree and 2% respondents are strongly disagreed about encouragement to organize seminars, conference and workshop.

The above table clears that 7% are strongly agree, 33% are agreed, 21% are neutral, 23% are disagree and 16% respondents are strongly disagreed about the providing fund for conducting the seminars.

From the table among 100 respondents it is clear that 15% are strongly agree, 56% are agreed, 18% are neutral, 7% are disagree and 4% respondents are strongly disagreed about encouragement for applying minor and major research projects.

From the table it is clear that 5% are strongly agree, 28% are agreed, 25% are neutral, 23% are disagree and 19% respondents are strongly disagreed about Encouragement for consultancy services.

7. FINDINGS

- Majority of the respondents are strongly disagreed about their job is interesting enough to keep them from getting bored.
- Majority of the respondents are strongly disagreed about their opinion of why they opted this job.
- Majority of the respondents are strongly agreed that their job is more responsible than others.
- Majority of the respondents are strongly disagreed about their dislike about the job.
- There is a mixed opinion about the satisfaction of the job for time being.
- Most of the respondents are strongly disagreed about bore with their job.
- Majority of the respondents are strongly agreed that their job is adequately paid.
- Most of the respondents are agreed about the promotion policy in their job is fair.
- Most of the respondents strongly disagreed about force themselves to go to the work.
- Majority of the respondents agreed that they spent good time with their family.
- Majority of the respondents are strongly agreed about Granting leave for higher education studies.
- Majority of the respondents are strongly agreed about Reimbursement expenses is good in their job.

13. Majority of the respondents are strongly agreed about Existence faculty exchange program for higher studies are satisfactory.
14. Most of the respondents are strongly agreed about the encouragement to attend the FIP and FDP.
15. Most of the respondents are strongly agreed about the Permission to go as a resource person for academic programmes is good in their job.
16. Majority of the respondents are strongly agreed about the Simplified procedure for attending an academic program.
17. Most of the respondents are strongly agreed about the encouragement to organize seminars, conference and workshop.
18. There is mixed response from the respondents about the providing fund for conducting the seminars.
19. Most of the respondents are strongly agreed about the encouragement for applying minor and major research projects is satisfactory.
20. Majority of the respondents are strongly disagreed about Encouragement for consultancy services in their job.

8. SUGGESTIONS

1. As majority of the feel their job is more responsible than others, steps need to be taken to manage the responsibilities.
2. Most of the respondents are happy about their job only for time being, hence action need to take to make them comfortable about their job.
3. Most of the customers feel that there is no encouragement for organizing seminars; hence funds could be sanctioned to organize the same.
4. There are no consultancy services for the respondents, hence there is need of encouragement for the same to improve the performance.
5. Other than academic works there is a need of lot other career development activities, government have to concentrate & encourage those activities to improve the quality of the education.

9. CONCLUSION

From the study it can be concluded that, government is providing all the necessary facilities & amenities for the employees to improve their performance as well as the quality of the students. Selected respondents are satisfied about their job and they feel less stress compare to other employments.

Government has to take some steps to increase the performance and satisfaction level of the employees compare to other private employees only in terms of non academic programs. Grants and encouragement should be provided to conduct the seminars, workshops, symposia & conference.

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