

**CORRELATES AND PREDICTORS OF JOB SATISFACTION:
A STUDY OF TEACHERS IN SELECT ENGINEERING
COLLEGES IN INDIA**

by

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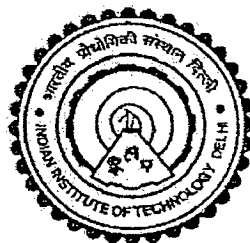
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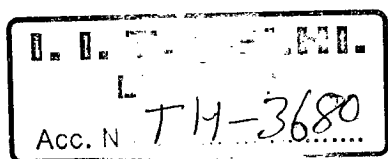
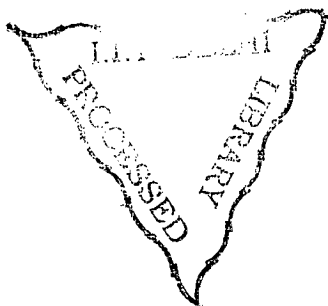
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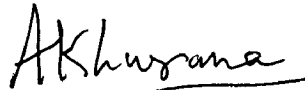
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CERTIFICATE

This is to certify that the thesis entitled “Correlates and Predictors of Job Satisfaction: A Study of Teachers in Select Engineering Colleges in India” being submitted by P. Kumaresan, to the Indian Institute of Technology, Delhi, for the award of the degree of Doctor of Philosophy, is a record of the bonafide research work carried out by him.

Mr. P. Kumaresan has worked under my guidance and supervision, and has fulfilled the requirements for the submission of this thesis, which to my knowledge, has reached the requisite standard.

The results presented in this thesis have not been submitted in part or in full, to any other University or Institute for the award of any degree or diploma.



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ABSTRACT

The present study aimed at investigating the correlates and predictors of job satisfaction (intrinsic, extrinsic and general) of engineering teachers, working in various engineering colleges, in India. On the basis of review of literature, six hypotheses were formulated, which were later tested through statistical analysis.

The sample consisted of 445 engineering teachers selected from 30 engineering colleges across India. While the colleges were selected by purposive and random sampling methods, the teachers were selected on the basis of stratified random sampling method. The sample included 150 teachers from State Government, 147 from Central Government, and 148 from Private engineering colleges. In the sample, 152 were Professors, 142 were Assistant Professors and 151 were Lecturers. The sample comprised 241 male and 204 female teachers; 197 teachers with Ph.D degree and 248 teachers with M.Tech degree. Data were collected through a set of five questionnaires, and were analyzed using various univariate, bivariate and multivariate statistical techniques.

The results of the study show that teachers' job satisfaction (intrinsic, extrinsic and general), had significant positive correlation with overall empowerment, principals' transformational leadership style along with all its dimensions, transactional leadership style and two of its dimensions [contingent reward and management-by-exception (active)], both high and low context culture, and attitude

towards teaching. Teachers' age and experience were significantly and positively related to their intrinsic job satisfaction only. Intrinsic and general job satisfaction of teachers had significant positive correlation with consideration, and involvement with teaching. However, their extrinsic and general job satisfaction were correlated significantly and negatively with one dimension of principals' transactional leadership style (*laissez fair*).

Teachers with Ph. D. degree were found to have more extrinsic job satisfaction than those with M. Tech. degree. Engineering teachers working in Central Government colleges had more intrinsic job satisfaction than those working in State Government and Private engineering colleges whereas, teachers of State Government and Central Government colleges had more extrinsic as well as general job satisfaction as compared to those working in Private engineering colleges. Professors experienced more extrinsic and general job satisfaction than Assistant Professors and Lecturers, while, Assistant Professors had more extrinsic job satisfaction than Lecturers. However, gender had no significant effect on job satisfaction.

Stepwise multiple regression analysis revealed that principals' transformational leadership style, overall empowerment and two of its dimensions (decision making and professional growth) are the predictors of engineering teachers' intrinsic, extrinsic and general job satisfaction. One dimension each of principals' transformational leadership style (individualized consideration), and transactional leadership style (contingent reward) have emerged as significant predictors of engineering teachers' extrinsic and

general job satisfaction. Low context culture has been found to be the significant predictor of both intrinsic and extrinsic job satisfaction whereas, high context culture has emerged as the significant predictor of only extrinsic job satisfaction. One dimension of empowerment (autonomy) has been found to be the significant predictor of both intrinsic and extrinsic job satisfaction. Other significant predictors of intrinsic job satisfaction were, teachers' considerate attitude towards students and involvement with teaching.

The qualitative analysis revealed that the most important factors for engineering teachers' job satisfaction are autonomy, involvement with decision making, and principals' participative behaviour. However, they were dissatisfied with their job due to lack of opportunity for professional growth, unclear promotion policy, and lack of adequate infrastructure. Among the suggestions given by the teachers regarding how to enhance job satisfaction, the most prominent were, fair promotion policy, recognition for individual performance, and encouragement and incentive to participate in conferences, seminars, workshops etc.

The results have been discussed in the light of other relevant studies and conclusions drawn accordingly. Limitations of the study have been pointed out and suggestions for future research have been made.

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