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A comparative study of job satisfaction among teaching faculty in Aligarh Muslim University and Jawaharlal Nehru University

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Abstract
The present paper investigates the job satisfaction among teachers in banking sector in India. A sample of 150 teachers from AMU and JNU has been selected for the study. Data have been collected through questionnaires designed on a five point Likert scale. Mean, Standard deviation and independent sample t-test have been used to measure the difference in job satisfaction on the variables promotion, carrer development and training, infrastructure and overall job satisfaction. The analysis of the data shows that there is a significant difference in job satisfaction on the variables role overload, infrastructure, and carrer development and training in but there is no significant difference in job satisfaction on the variable salary and benefits among teachers in AMU and JNU.

Keywords: Job satisfaction, teachers, AMU, JNU.

1. Introduction

Job satisfaction is the state of feelings towards the job undertaken by an employee either positively or negatively. It is also called an attitude towards one's job. Job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job.It has been postulated that high level of satisfaction would lead to high level of performance. High levels of performance may provide rewards in terms of bonus, promotion, pay increase, new task, responsibilities, praise and recognition, which in turn lead to satisfaction. When performance leads to equitable rewards, it is predicted that high satisfaction will result. Therefore, satisfaction rather than causing performance is caused by it. Both performance and satisfaction can serve as dependant variables. Worker satisfaction and productivity appear to be affected by both job content and context factors. Job satisfaction is a set of feeling, thought, emotion and intentions with which the workers view their work. Job satisfaction is an effective attitude towards the overall job related dimensions and factors such as workplace conditions, compensation, infrastructure, professional development and others. Job satisfaction creates intangible benefits to the organization which include reduction in complaints and grievances, absenteeism, turnover and termination.

Components of Job Satisfaction

There are several components of job satisfaction but the present study focuses on the following dimensions because of time constraint.
❖ Salary and Benefits
❖ Promotion
❖ Infrastructure
❖ Carrer development and training
❖ Overall job satisfaction

Why Teaching Faculty?

Teaching faculty is an important group of professionals for our nation's future as they produces leaders, doctors, engineers, researchers, economists, scientists etc. and protects society through mitigating ignorance among the people in the society. The University Grants

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Commission (UGC) expressed concern that more than 68% of the country's universities and 90% of its colleges are of middling or poor quality and that well over half of the faculty in India's colleges do not have the appropriate degree qualifications.Hence an attempt is made by the researchers to evaluate the job satisfaction amongst teaching faculty of two central Universities namely AMU and JNU.

Aligarh Muslim University (**AMU**) is a central university originally established by Sir Syed Ahmad Khan as Mohammedan Anglo-Oriental College in 1875. The Mohammedan Anglo-Oriental College became Aligarh Muslim University in 1920. The main campus of AMU is located in the city of Aligarh. AMU offers more than 300 courses in both traditional and modern branches of education. The university was ranked 5th by Asia Ranking of Times Higher Education in the year 2014 and 5th by India Today in the year 2012. Besides, the National Assessment and Accreditation Council rated the university 3.35/A in the year 2015.

Jawaharlal Nehru University also known as JNU is a central university in New Delhi. Jawaharlal Nehru University was established in 1969 by an act of parliament. In 2012, The National Assessment and Accreditation Council gave the university a grade of 3.9 out of 4, the highest grade awarded to any educational institution in the country. The university is ranked second among the public universities in India by India Today.

Objectives of the Study
The main objective of the study is to examine the level of differencein job satisfaction among the teachers of AMU and JNU.
Following are the sub-objectives of the study:
a) To investigate the level of job satisfactionon the variable promotion among the teachers of AMU and JNU.
b) To analyze the level of job satisfactionon the variable infrastructure among the teachers of AMU and JNU.
c) To find out the level of job satisfactionon the variable carrer development and training among the teachers of AMU and JNU.
d) To investigate out the level of job satisfaction on the variable overall job satisfaction among the teachers of AMU and JNU.

Null Hypotheses of the present study
H01: There is no significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNU.
HO2: There is no significant difference in infrastructure (one of the dimension of job satisfaction) among teachers in AMU and JNU.
HO3: There is no significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.
HO4: There is no significant difference in salary and benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.
HO5: There is no significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Research Methodology The target population of this study consists of teachers of AMU and JNU. The size of the sample is 150 respondents. A well designed questionnaire has used for collecting data from teachers of AMU and JNU. The questionnaire consists of two parts: first part of the questionnaire was containing information of the respondents their demographic background and second part was containing questions regarding job satisfaction. The questionnaire set on a five point Likert-scale (5-highly satisfied to 1-highly dissatisfied).

Statistical Tools Various statistical tools such as mean, standard deviation and independent sample t-test have been used to analyze the results through SPSS 19.

Table 1: Demographic Profile of the Respondents

Ageof Teachers	AMU	JNU	Total
25-40 Years	15	12	27
41-55 Years	37	39	76
Above 55 Years	23	24	47
Total	75	75	150
Gender of Teachers			
Male	54	40	94
Female	21	35	56
Total	75	75	150
Religion of Teachers			
Muslim	52	11	63
Hindu	14	29	43
Communist/Atheist	3	19	22
Others	6	16	22
Total	75	75	150

Demographic Profile of the Respondents
Table 1 highlights the demographic profile of the respondents selected for the study. 27 teachers belong to the age group of 25-40 years while 76 belong to the age group of above 41-55 years. Besides, 43 were Hindu and 63 were Muslims. Further, 94 were males and 56 were females.

Hypothesis Testing
Hypothesis 1
H01: There is no significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Ha1: There is a significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Independent sample t-test has been used as a statistical tool to examine the difference in job satisfaction among teachers in AMU and JNU. The null hypothesis is that there is no significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNUand the alternative hypothesis states that there is a significant difference in promotion(one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 2: Group Statistics

Promotion			
	N	Mean	Std. Deviation
AMU	75	3.841	1.5741
JNU	75	4.012	1.7083

The above table 3 shows the descriptive statistics i.e. mean value and standard deviation obtained by AMU and JNU on

promotion. This has been found from the above table that the JNU have the highest mean value of 4.012 on five point scale withstandarddeviation of1.7083.

Table 3: Independent Sample t-test

Promotion				
	t-test for Equality of Means			
	t	df	Sig. (2 tailed)	Mean Difference
Equal variances assumed	2.234	148	0.001	0.765
Equal variances not assumed	0.441	91.44	0.000	0.543

Table 4 shows the results of Independent Samples t-test used to find out the differences in promotion (one of the dimensions of job satisfaction) among teachers in AMU and JNU. The value of 't' is 2.234 and significant value is 0.001 which is less than 0.05 at 95 percent confidence interval. Therefore, null hypothesis is rejected and hence it can be said that there isa significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Hypothesis 2
Ho2: There is no significant difference in infrastructure (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Ha2: There is a significant difference in infrastructure (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Independent sample t-test has been used as a statistical tool to examine the difference in job satisfaction among teachers in AMU and JNU. The null hypothesis is that there is no significant difference in infrastructure(one of the dimension of job satisfaction) among teachers in AMU and JNU and the alternative hypothesis states that there is a significant difference in infrastructure(one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 4: Group Statistics

Infrastructure			
	N	Mean	Std. Deviation
AMU	75	3.074	0.8331
JNU	75	3.842	0.5583

The above table 5 shows the descriptive statistics i.e. mean value and standard deviation obtained by AMU and JNUon infrastructure.This has been found from the above table that the JNU have the highest mean value of 3.842 on five point scale with standard deviation of 0.5583.

Table 5: Independent Sample t-test

Infrastructure				
	t-test for Equality of Means			
	t	df	Sig. (2 tailed)	Mean Difference
Equal variances assumed	12.511	148	0.000	0.585
Equal variances not assumed	1.441	91.44	0.000	0.443

Table 6 shows the results of Independent Samples t-test used to find out the differences in infrastructure (one of the

dimensions of job satisfaction) among teachers in AMU and JNU. The value of 't' is 12.511 and significant value is 0.000 which is less than 0.05 at 95 percent confidence interval. Therefore, null hypothesis is rejected and hence it can be said that there is a significant difference in infrastructure (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Hypothesis 3
Ho3: There is no significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Ha3: There is a significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Independent sample t-test has been used as a statistical tool to examine the difference in job satisfaction among teachers in AMU and JNU. The null hypothesis is that there is no significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU and the alternative hypothesis states that there is a significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 6: Group Statistics

Carrer Development and Training			
	N	Mean	Std. Deviation
AMU	75	3.217	0.8445
JNU	75	3.912	0.3378

The above table 7 shows the descriptive statistics i.e. mean value and standard deviation obtained by AMU and JNUon carrer development and training.This has been found from the above table that the JNU have the highest mean value of 3.912 on five point scale with standard deviation of 0.8445.

Table 7: Independent Sample t-test

Carrer Development and Training				
	t-test for Equality of Means			
	t	df	Sig. (2 tailed)	Mean Difference
Equal variances assumed	13.411	148	0.000	0.773
Equal variances not assumed	0.258	88.47	0.000	0.212

Table 8 shows the results of Independent Samples t-test used to find out the differences in carrer development and training (one of the dimensions of job satisfaction) among teachers in AMU and JNU. The value of 't' is 13.411 and significant value is 0.000 which is less than 0.05 at 95 percent confidence interval. Therefore, null hypothesis is rejected and hence it can be said that there is a significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Hypothesis 4
Ho4: There is no significant difference in Salary and Benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Ha4: There is a significant difference in Salary and Benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Independent sample t-test has been used as a statistical tool to examine the difference in Salary and benefits (one of the dimension of job satisfaction) amongteachers in AMU and JNU. The null hypothesis is that there is no significant difference in salary and benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU and the alternative hypothesis states that there is a significant difference in salary and benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 8: Group Statistics

Salary and Benefits			
	N	Mean	Std. Deviation
AMU	75	3.334	1.5491
JNU	75	3.242	1.4283

The above table 11 shows the descriptive statistics i.e. mean value and standard deviation obtained by AMU and JNUon variable overall job satisfaction.This has been found from the above table that the AMU have the highest mean value of 3.334 on five point scale with standard deviation of 1.5491.

Table 9: Independent Sample t-test

Salary and Benefits			
t-test for Equality of Means			
	t	df	Sig. (2 tailed)	Mean Difference
Equal variances assumed	24.417	148	0.554	0.775
Equal variances not assumed	22.745	84.41	0.414	0.584

Table 12 shows the results of Independent Samples t-test used to find out the differences in salary and benefits (one of the dimensions of job satisfaction) among teachers in AMU and JNU. The value of 't' is 24.417 and significant value is 0.554 which is more than 0.05 at 95 percent confidence interval. Therefore, null hypothesis is accepted and hence it can be said that there is no significant difference in salary and benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Hypothesis 5
Ho5: There is no significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Ha5: There is a significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.
Independent sample t-test has been used as a statistical tool to examine the difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU. The null hypothesis is that there is no significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU and the alternative hypothesis states that there is a significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 10: Group Statistics

Overall job satisfaction			
	N	Mean	Std. Deviation
AMU	75	3.878	0.7491
JNU	75	3.242	0.7283

The above table 11 shows the descriptive statistics i.e. mean value and standard deviation obtained by AMU and JNU on variable overall job satisfaction.This has been found from the above table that the AMU have the highest mean value of 3.878 on five point scale with standard deviation of 0.8471.

Table 11: Independent Sample t-test

Overall job satisfaction			
t-test for Equality of Means			
	t	df	Sig. (2 tailed)	Mean Difference
Equal variances assumed	24.417	148	0.002	0.785
Equal variances not assumed	21.745	84.41	0.414	0.584

Table 12 shows the results of Independent Samples t-test used to find out the differences in overall job satisfaction (one of the dimensions of job satisfaction) among teachers in AMU and JNU. The value of 't' is 24.417 and significant value is 0.002 which is less than 0.05 at 95 percent confidence interval. Therefore, null hypothesis is rejected and hence it can be said that there is no significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.

Table 12: Summary of Hypothesis Tested

No	Hypotheses	Sig. Value	Results
1	There is no significant difference in promotion (one of the dimension of job satisfaction) among teachers in AMU and JNU.	0.001	Rejected
2	There is no significant difference in infrastructure (one of the dimension of job satisfaction) among teachers in AMU and JNU.	0.000	Rejected
3	There is no significant difference in carrer development and training (one of the dimension of job satisfaction) among teachers in AMU and JNU.	0.000	Rejected
4	There is no significant difference in salary and benefits (one of the dimension of job satisfaction) among teachers in AMU and JNU.	0.000	Accepted
5	There is no significant difference in overall job satisfaction (one of the dimension of job satisfaction) among teachers in AMU and JNU.	0.002	Rejected

Table 12 shows the summary of the entire hypothesis tested to examine the differences in job satisfactionon five variables namely promotion, infrastructure, salary and benefits, carrer development and training and overall job satisfactionamong teachers in AMU and JNU. All the null hypotheses except fourth have been rejected.

Conclusion
Independent sample t-test has been applied as the statistical tool to find out whether there is any significant difference in job satisfaction among teachers.The results revealed that there is a significant difference in role overload, infrastructure and carrer development and training but there is no significant difference on variable salary and benefits.

Limitations of the Study

1. The data is based on individual opinion which may bring in some bias.
2. The survey has been conducted among 150 teachers of AMUand JNU.
3. The research analysis and findings may or may not applicable to other universities.
4. The research may be conducted with a large sample among teachers of other universities.

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