



AN EMPIRICAL STUDY OF JOB SATISFACTION OF COLLEGE TEACHERS IN MALWA REGION OF PUNJAB

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ABSTRACT The present study has been conducted to find out the job satisfaction of college teachers in the Malwa Region of Punjab in 2023 considering their work experience and gender. The sample size consists of four hundred college teachers from the Bathinda, Barnala, Sangrur and Mansa districts of the Malwa Region of Punjab. The number of college teachers covered in the sample has been taken proportionately considering the total strength of college teachers in these districts. One Way ANOVA has been used to find out significant difference in job satisfaction of respondents based on work experience. Independent sample t-test has been used to find out significant difference in job satisfaction of respondents based on gender. The study indicates that there is a significant difference in job satisfaction of college teachers in the Malwa Region of Punjab based on their work experience. College teachers of the Malwa Region of Punjab having work experience of "10 years and above" are more satisfied as compared to other groups. So far as gender is concerned, there is no significant difference in job satisfaction among college teachers in the Malwa Region of Punjab. The study highlights the job satisfaction of college teachers to enhance their work efficiency.

KEYWORDS : Job satisfaction, Work experience, Gender, College teachers

INTRODUCTION

Job satisfaction refers to employees' positive feelings about their jobs. It is the state of well-being and happiness of a person regarding the job. It is the result of multidimensional psychological responses to an individual's job. Satisfaction of employees is the must for organizations. [Hoppock, 1935]¹ job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say 'I am satisfied with my Job'. It can be an excellent determinant of productivity within an organization because it can stimulate positive energy, creativity and increased motivation to succeed. [Brief, 1998]² job satisfaction depends on pay, promotion chances, supervision and coworkers. If an employee gets fair pay with chances of promotion, his supervisor is cooperative and his colleagues are amiable, it will lead to job satisfaction. [Cumbey & Alexander, 1998]³ the feeling of job satisfaction depends on the interaction of persons, their characteristics and their expectations from the organization in which they work.

This paper is the result of empirical research regarding the job satisfaction of college teachers in the Malwa Region of Punjab. Primary data has been used for the study. Job satisfaction survey (JSS) developed by [Spector]⁴ have been used in the present study. The sample is comprised of 400 college teachers from the Bathinda, Barnala, Sangrur and Mansa districts of Punjab. The researcher intentionally distributed 480 questionnaires, out of which 80 questionnaires could not be used due to incompleteness or inappropriate data therein. Random sampling has been used for selecting the colleges to be covered in the sample. However, it was not feasible to select college teachers randomly for the study. Reason being that many of them would not be available in the working hours. Some of the available teachers were not willing to fill out the questionnaire due to their busy schedules or non-interest in the study. Some college principals refused to allow the researcher to get the questionnaire filled from their employees. So college teachers have been selected for sample based on convenience sampling.

Review Of Literature

[Wabha, 1975]⁵ investigated the job satisfaction of male librarians and female librarians. A sample of two hundred and two male and female librarians was collected for the study. The sample included librarians from the Greater New York Metropolitan Area. For data collection, Need Satisfaction Questionnaire (NSQ) was used. Results indicated that for both male librarians and female librarians, aspects of security, social needs and self-dignity were very significant. Autonomy and the need for self-actualization were more important to male librarians as compared to female librarians. Male librarians were more satisfied regarding security needs, dignity, autonomy and needs for self-actualization as compared to female librarians. Views of both male and female librarians regarding satisfaction of social needs were the same. [George, 1979; Panda et al., 1996; Rana & Singh, 2016]^{6,7,8} studied the impact of gender on the level of job satisfaction with different

methodologies. They concluded that job satisfaction was not affected by the gender of employees. [Chen, 1977]⁹ examined the level of job satisfaction among school teachers in China. Four hundred and ninety-five teachers were selected as a sample. Minnesota Satisfaction Questionnaire was used for the collection of data. Factor analysis and one-way analysis of variance were applied for the results. The study pointed out a positive relationship between teaching experience and degree of job satisfaction. [Dixit, 1986]¹⁰ conducted a study to examine the impact of gender and experience on job satisfaction among teachers. The study involved a sample of six hundred teachers from Lucknow. Likert Scale was used in the study. The study revealed that gender-wise, the satisfaction level of females was more than males. Specifically, female teachers reported higher levels of satisfaction compared to their male counterparts. Moreover, the study revealed that teaching experience had a notable impact on job satisfaction. As teaching experience increased, job satisfaction also tended to increase. The study conducted by [Bataineh, 2014]¹¹ also demonstrated that teachers having experience 10 years or more were found more satisfied as compared to others. As far as gender-wise job satisfaction is concerned, there existed significant differences in the level of job satisfaction as in the study by Dixit, 1986. However, male faculty members were more satisfied compared to female faculty members in the study by [Bataineh, 2014].

[Kaur, 1986]¹² observed the association between personal features and the degree of job satisfaction of teachers teaching home science. The sample in the study consisted of two hundred and forty-five home science teachers of various educational institutions in the state of Punjab. Haryana and Chandigarh were chosen with the help of a random sample based on strata. Tools used in the present study were: a) Raven's S.P. Matrices (1960), b) Jatola's Socio-Economic Status Scale, c) Srivastava's Scale of Need Satisfaction, d) Gupta and Srivastava's J-S Scale. Factor analysis and regression analysis were applied for analysis purposes. Results indicated that personal features including the level of intelligence, satisfaction of their needs like physical security, and ego satisfaction had a significant effect on the degree of job satisfaction. However, teaching experience did not influence the degree of job satisfaction. [Parmer & East, 1993]¹³ were interested to find out the relation of experience with job satisfaction and the relation of gender with job satisfaction. The population consisted of support staff members from 12 libraries in Ohio. A sample of four hundred and twenty-two employees was taken out of the population. Job Satisfaction Scale (Spector, 1985) was used for the study. Results indicated that the most experienced support staff members under consideration were the least satisfied employees. Gender-wise male respondents were less satisfied as compared to female respondents. [Bhattacharjee & Paul, 1999]¹⁴ examined the impact of gender and experience on the degree of job satisfaction. The universe for the present study was teachers of secondary schools in the district Cachar in Assam. A random sample of two hundred and forty-eight teachers was selected based on strata. The job satisfaction Scale of Murthy was

applied to collect data. The study explored that there was no significant difference in the degree of job satisfaction between male and female teachers. Considering the experience of teachers, it was known that there was a negative relationship between the experience of teachers and the degree of job satisfaction. Teachers with more teaching experience were less satisfied as compared to teachers with less experience. [Prince, 2007]¹⁵ conducted a study on Job Satisfaction about occupational stress of professionals. The main objective of this study was to observe the difference in gender, experience and profession of these professionals in Bangalore that would make a significant difference in their job satisfaction. Professionals relating to sales, marketing, service, customer service, System engineering, administration and consultancy service were covered in the study. The sample consisted of 30 professionals from each of these 7 professions. Tools used for the study were JSS by Spector (1997) and Occupational Stress Index by A.P. Singh (1984). Correlation, Regression and Differential analysis were used for analysis. A significant difference was found in the job satisfaction of male professionals and female professionals. In addition to it, a significant difference was found in the job satisfaction of professionals having experience of 1 to 3 years and professionals having experience of 4 to 10 years. However, no significant difference was found in the job satisfaction of professionals having experience of 1 to 3 years and professionals having experience of more than 10 years.

[Sharma & Jyoti, 2009]¹⁶ sought to find out the impact of work experience and gender on the level of job satisfaction of university teachers. The questionnaire was prepared based on the Job Descriptive Index (JDI) of Smith, Kendall & Hulin (1969). The sample consisted of one hundred and fifty teachers from the University of Jammu. Cronbach's Alpha was used for reliability purposes. Correlation, regression and ANOVA were used for results. The study indicated that the relationship between job experience and job satisfaction was non-linear. The study indicated that job satisfaction did not increase with the increase in job experience. Job satisfaction of teachers with experience of 1-5 years was more as compared to teachers with job experience of 6-10 years, 11-15 years and 16-20 years. Teachers with experience of 16-20 years were the least satisfied. The level of job satisfaction of teachers with experience of 20-25 years increased. Thereafter it again decreased. The level of job satisfaction of teachers with experience of 31-35 years increased and was the highest. Considering the aspect of gender, male teachers were less satisfied as compared to Sylvester (2010)¹⁷ undertook a study to analyze the factors affecting the job satisfaction of teacher educators. In addition, the other purpose was to determine teacher educators' attitudes regarding their profession. The study showed that various factors affecting the attitude of teacher educators and their job satisfaction were sex, qualification, teaching experience, their other personal characteristics and the locality of the organization. The study also showed that there was no association between attitude and job satisfaction. [Toker, 2011]¹⁸ focused to observe the impact of demographic factors on their level of job satisfaction. The sample consisted of six hundred and forty-eight academicians from Turkey universities. Minnesota Satisfaction Questionnaire (MSQ) was used for the collection of data. The study highlighted that job experience was significantly related to the level of job satisfaction. However, the gender of surveyed academicians was insignificantly related to the level of job satisfaction.

[Kaur, 2015]¹⁹ sought to find out the level of job satisfaction based on the location of the college, the gender of college teachers and the type of management prevalent in colleges. The sample consisted of four hundred teachers from various colleges of GNDU Amritsar. The Socio-Economic Status Scale by Bhardwaj (1984), the Life Satisfaction Scale (2001) by Alam and Srivastava (2001), the Organizational Climate scale by Pethe, Chaudhary and Dhar (2001) and the Job Satisfaction scale developed by Singh and Sharma (1999) was used to collect data. Mean, Standard deviation, Z-test, Chi-Square test, correlation and Factor Analysis were used for results. The study indicated that the majority of teachers were extremely satisfied with their jobs. Gender-wise, female college teachers were less satisfied in comparison to male teachers. [Sharma, 2016]²⁰ undertook a study to compare the job satisfaction of male and female secondary school teachers; urban and rural secondary school teachers and government and aided private secondary school teachers. The population of the study was secondary school teachers of Partapgarh in Uttar Pradesh. The sample consisted of two hundred secondary school teachers. Data was analyzed using Mean, Standard Deviation and t-test. The results indicated no significant difference in job satisfaction based on gender. However, a

significant difference was found in job satisfaction based on the location of schools in rural and urban areas. Rural school teachers were less satisfied as compared to others. No significant difference was found in the job satisfaction of teachers of Govt. schools and aided private schools. [Nigam, 2017]²¹ undertook a study to find out the difference in the job satisfaction of academicians in the private universities of Central India based on gender, age, income, designation and job experience. The sample consisted of five hundred academicians from some selected private universities in the states of Madhya Pradesh and Chhattisgarh (Central India). Data was collected with the help of a structured questionnaire. Tools used in the study were independent sample t-test, one-way ANOVA and factor analysis. The study indicated that there was no significant difference between the job satisfaction of male respondents and female respondents. No significant difference was found between the job satisfaction of less-experienced academicians and more-experienced academicians. [Mehrzaad and Rostan, 2021]²² analyzed the job satisfaction of female employees working in the public sector in Afghanistan to identify the factors and challenges influencing their job satisfaction. A total of 92 employees working in various positions in the Ministry of Finance provided data for the study. According to the results, women employees prioritize salary increments and promotion as their main job satisfaction factors, while mentioning low salaries, delays in salary payment, and unsuitable workplaces as their biggest challenges. According to the research, workshops for male employees should be conducted to help them behave better with women employees, to promote employees regardless of gender, to standardize salary scales and to provide a safe work environment that is free of gender bias to support female employees. [Oktaviani and Sopia, 2022]²³ examined the factors affecting job satisfaction. In the study, a systematic review was conducted using PRISMA and Bibliometric analysis techniques. Main source for review was journals from Science Direct and Emerald during 2017-2022. Leadership, salary, organizational commitment, and job stress are factors that affect job satisfaction, according to the study. [Mere et al., 2023]²⁴ focused to determine job satisfaction and its factors. The sample comprised two hundred forty-four healthcare professionals in three district hospitals. A cross-sectional study was conducted among 244 healthcare professionals of different categories in three hospitals in Ngaka Modiri Molema District of the North West province of South Africa. A self-administered structured questionnaire with 38 questions to measure job satisfaction was used to collect data. The questionnaire included demographic information including gender, age, marital status, profession, education level, and years of experience in healthcare. The chi-square test was used to compare groups. Overall, 62% of the participants were not satisfied with their job. Job satisfaction was significantly influenced by age, job category and years of service. Participants reported dissatisfaction with work security (52%), care quality (57%), opportunity to develop (59%), pay (76%), workload (78%) and working environment (89%).

Research Gap

After reviewing some prominent national and international studies, it has been concluded that very few studies have been conducted regarding the job satisfaction of college teachers. In India, particularly in the Malwa Region of Punjab, no study has been conducted on college teachers' job satisfaction. For this reason, the researcher has conducted an empirical study regarding job satisfaction in the Malwa Region of Punjab which comprises more than half districts of Punjab.

Research Questions

The present empirical study will investigate the following questions:

- Job satisfaction according to work experience
- Job satisfaction according to gender
- Job satisfaction according to their economic conditions
- Job satisfaction according to their social conditions

Research Objectives

- To explore the difference in job satisfaction of college teachers of the Malwa Region of Punjab based on their work experience.
- To reveal the difference in job satisfaction of college teachers of the Malwa Region of Punjab based on their gender.

Hypotheses of Study

- H₀1: There is no significant difference in the job satisfaction of college teachers in Malwa Region of Punjab based on work experience.
- H₀2: There is no significant difference between the job satisfaction of male and female college teachers in Malwa Region of Punjab.

Research Methodology

Research Design

Descriptive-cum-analytical research design has been used for the present study.

Universe

The universe for the present study consists of four districts of the Malwa Region of Punjab, i.e., Bathinda, Barnala, Sangrur and Mansa.

Sample Size and Technique of Sampling

The sample for the present study comprised 400 college teachers from the Bathinda, Barnala, Sangrur and Mansa districts of the Malwa Region of Punjab. In the present study, a Convenience Sampling design has been used. Random sampling is not possible because if the researcher does so, the respondents which would be part of the random sample, may not be available. Secondly, they may not be interested in filling out the questionnaire. To complete the study within time, the researcher has used Convenience Sampling.

Data Collection

Primary Data:

The present study used primary information collected from teachers of various colleges.

Secondary Data:

Information regarding various colleges in Bathinda, Barnala, Sangrur and Mansa has been collected through the internet. Lists of faculties in various colleges have been obtained from the respective websites.

Statistical Tools

- One –Way ANOVA has been used to test the hypothesis based on the work experience of respondents.
- Independent sample t-test has been applied to test the hypothesis based on the gender of respondents.

Instrument Used

Job satisfaction survey (JSS) developed by [Spector, 1985]⁴ have been used for the present study.

Scope Of Study

All the colleges have been considered for taking sample which are in districts of Bathinda, Barnala, Sangrur and Mansa irrespective of the fact whether the college is Govt. College or aided college or self-financed college.

Demographic Profile:

In this study, no. of respondents is four hundred. The demographic profile of college teachers in four districts i.e. Bathinda, Barnala, Sangrur and Mansa has been shown with the help of the following tables and figures.

Work Experience:

Work experience may affect the job satisfaction level of college teachers. Table 1 shows the classification of respondents based on work experience.

Table 1: Work Experience Of Respondents

Work Experience (Years)	Frequency	Cumulative Frequency	Percentage	Cumulative Percentage
Less than 5	185	185	46.3	46.3
5 to10	123	308	30.7	77.0
10 and above	92	400	23.0	100.0
Total	400		100.0	

Source: Primary Field Survey Conducted in January 2023 in the Malwa Region of Punjab

Table 1 shows that out of 400 respondents, 185 respondents (46.3 per cent) are having work experience of less than 5 years; 123 respondents (30.7 per cent) are having experience of 5 to 10 years while 92 respondents (23.0 per cent) are having experience of 10 years and above.

Gender:

The two categories of gender are males and females. Males and females may have different viewpoints regarding their job satisfaction. Table 2 depicts the classification of respondents based on their gender.

Table 2: Gender Of Respondents

Gender	Frequency	Cumulative Frequency	Percentage	Cumulative Percentage
Male	103	103	25.7	25.7
Female	297	400	74.3	100
Total	400		100.0	

Source: Same as Table 1

Table 2 shows that 25.7 % are male respondents and 74.3 per cent are female respondents. Thus the majority of the respondents are female college teachers.

RESULTS AND DISCUSSION:

Table 3: Work Experience Of College Teachers

Work Experience (Years)	N	Mean	Std. Deviation	Coefficient of Variance
Less than 5	185	137.50	22.472	16.34
5 to10	123	132.98	22.675	17.01
10 and above	92	144.77	21.139	14.60
Total	400	137.78	22.593	16.39

Source: Same as Table 1

Table 3 shows respondents having work experience of less than 5 years are 185 with Mean= 137.50 and Standard Deviation= 22.472. Respondents with work experience of 5-10 years are 123 with Mean= 132.98 and Standard Deviation=22.675 while respondents with work experience of 10 years and above are 92 with Mean=144.77 and Standard Deviation=21.139. Teachers having work experience of 5 to 10 years have more variance.

Table 4: Test of Homogeneity of Variances for Work Experience

Levene Statistic	df ₁	df ₂	Sig.
.382	2	397	.683

Source: Same as Table 1

In Table 4, the Levene test has been applied for testing the equality of variances in the responses of respondents of 3 groups. As the P-value (0.683) is more than 0.05, it means that there is homogeneity of variances.

Table 5: One-Way ANOVA For Work Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7351.258	2	3675.629	7.433	.001
Within Groups	196307.382	397	494.477		
Total	203658.640	399			

Source: Same as Table 1

Table 5 indicates the results of one-way ANOVA for Work Experience. In this table, F-value is 7.433 and the corresponding p-value is 0.001 which is less than .05 (i.e. 5% level of significance) F (2, 397) =7.433, p-value=.001 < 0.05

It means that Null Hypothesis is rejected. The rejection of the Null hypothesis means that there is a significant difference in the job satisfaction of college teachers in the Malwa Region of Punjab based on Work Experience.

Table 6 Post Hoc Multiple Comparisons By Tukey's Method For Work Experience

Work Experience of Respondent in Years (I)	Work experience of respondent in Years (J)	Mean Difference (I-J)	Std. Error	Sig.
Less than 5	5 to 10	4.522	2.587	.189
	10 and above	-7.274*	2.837	.029
5 to 10	Less than 5	-4.522	2.587	.189
	10 Years and above	-11.796*	3.065	.000
10 and above	Less than 5	7.274*	2.837	.029
	5 to 10	11.796*	3.065	.000

* The mean difference is significant at the 0.05 level.

Source: Same as Table 1

Rejection of the Null Hypothesis means that at least one of the groups

of Independent variable differs significantly from the rest in their mean scores. For the detailed analysis, Paired Comparison has been conducted by Post-hoc Analysis. The choice of method for Post-hoc analysis depends on the assumption of equality or non-equality of variances. In the present study, there is homogeneity of variance as indicated by table 4.4. There are many methods for Post-hoc analysis when equal variances are assumed like LSD, S-N-K, Waller-Duncan and many more out of which Tukey's Method is the most commonly reported statistic in research.

Table 6 depicts (at 5% significance level) that

- There is no significant difference between the job satisfaction of groups of respondents having work experience of 'Less than 5 Years' and work experience of '5 to 10 Years' as the p-value is 0.189 (more than 0.05).
- There is a significant difference between the job satisfaction of groups of respondents having work experience of 'Less than 5 Years' and work experience of '10 Years and above' as the p-value is 0.029 (less than 0.05).
- There is a significant difference between the job satisfaction of groups of respondents having work experience of '5 to 10 Years' and Work Experience of '10 Years and above' as the p-value is 0.000 (less than 0.05). In nutshell, group of respondents having work experience of '10 Years and above' differs significantly from the rest of the groups in their mean scores. In case of this group, the mean scores are highest i.e., 144.77 as indicated by table 4.3. It indicates that college teachers of the Malwa Region of Punjab having work experience of "10 years and above" are more satisfied as compared to other groups.

Table 7: Homogeneous Subsets (Tukey HSD) For Work Experience

Work Experience of Respondent (Years)	N	Subset for alpha=0.05	
		1	2
5 - 10 Years			
Less than 5	123	132.98	144.77
10 and above	185	137.50	1.000
Sig.	92	.249	

Source: Same as Table 1

Group of '5-10 Years' having the smallest mean value of job satisfaction is listed first followed by group 'less than 5 Years' and group '10 years and above'. On the right-hand side, the groups are clubbed in homogeneous subsets. Group '5-10 Years' and group 'Less than 5 years' with mean values 132.98 and 137.50 respectively are put under subset 1. Group '10 Years and above' with mean value = 144.77 is put under subset 2. This means that the group of respondents with work experience of "Less than 5 Years" and the group of respondents with work experience of "5 - 10 Years" do not significantly differ from each other and are homogeneous subsets whereas they differ from the group with work experience of '10 years and above'.

The results of the present study are in agreement with study conducted by [Chen, 1977], [Dixit, 1986] and [Bataineh, 2014]. The results of this study disagree with the studies by [Kaur, 1986] [Parmer and East, 1993], [Sharma and Jyoti, 2009] and [Nigam, 2017].

Table 8: Gender Of College Teachers

Gender	N	Mean	Std. Deviation
Male	103	138.10	23.245
Female	297	137.67	22.401
Total	400		

Source: Same as Table 1

Table 8 shows that in the present study, male respondents are 103 with Mean=138.10 and Standard Deviation=23.245 whereas female respondents are 297 with Mean=137.67 and Standard Deviation=22.401.

In Table 9, Levene's test has been applied for testing the equality of variances in the responses of male and female college teachers in the Malwa Region of Punjab under study. In this case, p-value 0.633 is more than 0.05; it means that there is homogeneity of variances in the responses.

Since there is homogeneity of variances, the t-statistic for equality of variances has been considered to find out the difference in the job satisfaction of college teachers in the Malwa Region of Punjab based

on gender. Table 4.9 shows a't' statistic of 0.165 with a degree of freedom=398. The two-tailed p-value is 0.869 which is more than 0.05 (i.e. 5% level of significance). It indicates that Null Hypothesis is not rejected at a 5% level of significance which means that there is no significant difference in job satisfaction between male and female college teachers in the Malwa Region of Punjab.

Table 9: Levene's Test, T-test Value And Significance Level For College Teachers In Malwa Region Of Punjab As Per Their Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal Variances Assumed	.228	.633	.165	398	.869
Equal Variances Not Assumed			.162	172.127	.871

Source: Same as Table 1

The results are in line with [Panda et al., 1996], [Bhattacharjee & Paul, 1999], [Toker, 2011], [Rana & Singh, 2016], [Sharma 2016], [Nigam, 2017] who found no significant difference in the job satisfaction based on gender. However, the results are against the findings of the study conducted by [Parmer and East, 1993], [Dixit, 1986], [Prince, 2007], [Sharma & Jyoti, 2009], [Bataineh, 2014] and [Kaur, 2015].

Emerging Issues:

- College teachers with work experience of 10 years and above are more satisfied as compared to others. They will naturally have the feeling of seniority and maturity. The feeling of work experience of 10 years and above may give them a sense of achievement. They start having the perception of more recognition in society. These might be the reasons for their being more satisfied.
- College teachers (whether male or female) of the Malwa Region of Punjab may have the same expectations (both financially and non-financially) from a job. It reveals that the gender of respondents does not affect the job satisfaction of college teachers in the Malwa Region of Punjab.

Future Areas of Research:

- Study of Job satisfaction of college teachers considering their work experience and Gender can be done at the Punjab level or India Level.
- Effect of COVID-19 on the Job satisfaction of college teachers in the Malwa Region of Punjab can be studied.

Recommendations

Satisfaction of college teachers is the must for quality education. So it is imperative that teachers must be satisfied with their jobs. They should be paid competitive salary considering the inflation rate. All the required amenities must be provided to them. Teachers want realistic workloads, manageable class sizes, consistent curriculums and support for high-quality lessons. These variables not only ensure that teachers can operate effectively; they also improve teachers' satisfaction and overall retention as they're not overworked. In addition to it, teachers need to feel professionally valued in their job. Building recognition for the work that teachers do and giving them greater autonomy are essential for teachers' job satisfaction and retention. So managements must build a supportive and positive work environment. Moreover, effective mentoring and ample opportunities for teacher knowledge development are essential for teaching efficacy and lead to higher job satisfaction. Managements must conduct regular surveys for getting teachers' feedback and feasible measures must be followed for their betterment.

CONCLUSION

The present study reveals that there is a significant difference in the job satisfaction of college teachers in the Malwa Region of Punjab considering their work experience. Teachers having work experience of 10 years and above are more as compared to college teachers having experience of less than five years. They are also more satisfied as compared to college teachers having experience of 5 to 10 years. This study also reveals that the gender of college teachers does not affect their level of job satisfaction in the Malwa Region of Punjab.

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