

Co-Curricular Activities of College Academic Staff and Job Satisfaction

Sunanda Sharma

Research Scholar (Registration No. 1309153)

I.K. Gujral Punjab Technical University, Kapurthala, Punjab, India

Dr. Raminder Pal Singh

Associate Professor,

Shaheed Bhagat Singh State Technical Campus (SBSSTC), Ferozepur, Punjab, India

ABSTRACT

In present scenario, academic staff of higher educational institutes is dealing with various co-curricular activities in addition to teaching students in classes. It is duty of academicians of college to provide extra coaching to weak and slow learner students, to provide career counseling, to arrange study tours, participation in academic seminar for self improvement, administrative duties in college, to attend academic workshops to enhance their skills, to participate in faculty development programmes and curriculum development or restructuring. These activities improve their performance and create job satisfaction. Co-curricular activities increase involvement of academic staff in their jobs. The objective of the research paper was to examine impact of co-curricular participation on their job satisfaction. The data was analyzed through t test. The sample size was 313 academic staff members working in Private and Aided degree colleges in Malwa Region of Punjab. The research has shown that college academic staff members who participate in co-curricular activities are highly satisfied than those teachers who do not participate in co-curricular activities. Descriptive research design was adopted. The data was collected through structured questionnaire of job satisfaction.

Key Words: *Co- curricular activities, Job Satisfaction*

Operational Definition: *“Co-curricular activities of academic staff involves contribution in remedial classes, career counseling, study tours, participation in academic seminar, administrative duties, training activities such as workshops, faculty development activities and curriculum restructuring”.*

I. INRODUCTION

Nowadays, academic staff members of higher education have many engagements, in addition of teaching in classroom. They have to perform many co-curricular tasks along with teaching. Co-curricular activities are equally important to curricular activities. These kinds of activities create productive output. Creativity, enthusiasm, energetic and positive thinking are outcomes of co-curricular activities. Co-curricular activities are helpful in development of the mind and personality which includes intellectual, emotional, social, moral and aesthetic development. For instance, in addition to regular classroom teaching, academicians of higher education provide extra coaching to weak and slow learner students, provide career counseling, arrange study tours, participation in academic seminar for self improvement, administrative duties, attend academic workshops to enhance their skills, participate in faculty development programmes and curriculum development or restructuring. These activities improve their performance and create job satisfaction. Co-curricular activities increase involvement of academic staff in their jobs. According to Armstrong, M. (2001) "Training very well perceived as "the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job"[1]. Narendra and Preeti (2016) have given their view points that participation in seminars and workshops is also an important part of teaching learning process where the academic staff shares their knowledge and experiences with different teachers and experts of other institutions. Academic staff discusses the contemporary issues with others in seminars, workshops and faculty development programmes, which enhance their knowledge and learning. Training and development leads to job satisfaction among the faculties. The main advantage of co-curricular activities that they feel happiness updated and job satisfaction[2].

Sometimes teachers are busy with completing their syllabus in classroom and regular teaching. They ignore the concept of self improvement and take less interest in co-curricular activities. They perform only given tasks by administrations. To get job satisfaction they should get busy with other activities also along with regular teaching. It will improve their knowledge, involvement in job and sense of job satisfaction.

II. REVIEW OF LITERATURE

Kamel, Ashraf (2016) found in his research that high-quality professional training programs for faculty members have needed for faculty members higher educational institutes. Professional training programs improves learning and teaching practices. Faculty Development Programmes have proven effective skills and educational leadership in faculty members[3]. Chaudhary and Bhaskar, (2016) stated in his study that good performance of teachers in higher educational institutes can be ensured by enhancing current knowledge, adaptation of innovative and update knowledge of academic work[4]. Om, Rajand Katoch, Rajesh, (2018) stated in their study that institutes must arrange developmental activities to for innovations. Colleges must develop a faculty development policy to make its teachers expert and innovative, creative and competitive. It improves the skills of teachers, enhances their performance and creates job satisfaction to them [5]. Kainth (2011) found in his research that job

satisfaction consists of job promotion, nature of supervision and development. All these activities jointly give satisfaction, the individual gets job satisfaction [6]. Little Nina (1985) has mentioned in her study of education sector that teacher assignment and time in current position were significant predictors of involvement in curriculum development[7]. Panagiotopoulos,(2018) stated that teachers were generally involved in curriculum development and restructuring to get job satisfaction[8]. Kumar A . (2016) stated in his study that remedial classes have its own importance in higher education. Teachers and students both are benefitted by remedial coaching [9].

III. METHOD

Stratified sampling technique was used to collect the data. Sample size was 313 College faculty members of private and aided degree colleges in Malwa region of Punjab. The data was collected through structured questionnaires on job satisfaction. Data was collected through a standardized scale developed by Amar Singh and T R Sharma (1986) and interview schedule based on Academic Performance Indicator of UGC. There were six dimensions of the scale named job itself, supervision, colleagues, salary, work condition and promotion. Data was analyzed by using t test in SPSS software.

Objectives of the Study

The research paper has following objectives:

1. To find out the contribution of academic staff in remedial classes, career counseling, study tours, study seminar, administrative duties and its impact on their job satisfaction.
2. To find out the participation of academic staff in training courses such as Workshops, Faculty Development Programmes etc. and its impact on their job satisfaction.
3. To find out the involvement of academic staff in Curriculum Development/ Restructuring and its impact on their job satisfaction

Hypothesis

The following hypotheses were formulated in connection with above stated objectives:

H01: There is no significant difference in the level of job satisfaction of college academic staff on the basis of their contribution in remedial classes, career counseling, study tours, study seminars, administrative duties and its impact on their job satisfaction.

H02: There is no significant difference in the level of job satisfaction of college academic staff in relation to their participation in training courses such as Workshops, Faculty Development Programmes etc.

H03: There is no significant difference in the level of job satisfaction of College Teachers in relation to their involvement in Curriculum Development/ Restructuring.

IV. DATA ANALYSIS AND INTERPRETATION

TABLE 1: Percentage of College Teachers on the basis of Contribution in Co-Curricular Activities

Involvement in Co-Curricular Activities	Category	N	Percentage
Contribution in Remedial classes, career counseling, study visit, study seminar, administrative duties	No	63	20.1%
	Yes	250	79.9%
Attended any training Courses such as workshop, Faculty development programmes etc.	No	179	57.2%
	Yes	134	42.8%
Involvement in Curriculum Development and Restructuring	No	281	89.8%
	Yes	32	10.2%

This table shows that 20.10% college teachers do not contribute in these activities and 79.90% college teachers contribute in Remedial classes, career counseling, study visit, study seminar, administrative duties. 57.20% college teachers have not attended any training course (Remedial classes, career counseling, study visit, study seminar, administrative). 42.80% college teachers have involved in teaching learning evaluation technology, Workshops, Faculty development programmes. Further, this table shows that only 10.20% college teachers are involved in Curriculum restructuring. 89.80% of college teachers are not involved in Curriculum restructuring. Contributions of college teachers in Co-Curricular Activities can be seen in Figure 1

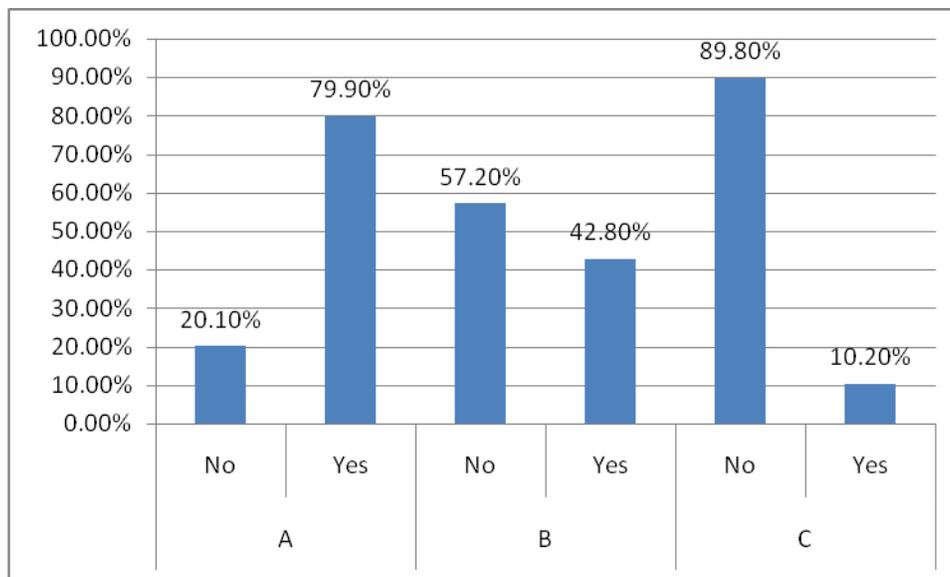


Figure 1: Percentage of College Teachers on the basis of involvement in Co-Curricular Activities

(In this graph, on X Axis, A represent to Contribution in Remedial classes, career counseling, study visit, study seminar, administrative duties. B represents to Attended any training Courses. C represents to Involvement in Curriculum Restructuring.)

TABLE 2: Significance of mean difference in Job Satisfaction of College Teachers on the basis of contribution in different kind of co-curricular activities

Category	Involvement	N	Mean	Std. Deviation	Std. Error Difference	t	Sig.
Contribution in Remedial classes, career counseling, study visit, study seminar, administrative duties	No	63	82.17	14.763	1.73	7.43	.001
	Yes	250	95.05	11.556			
Attended Training Courses	No	179	88.96	14.203	1.45	5.65	.001
	Yes	134	97.13	10.285			
Involvement in Syllabus Development and	No	281	91.49	13.365	2.42	3.89	.001

Review	Yes	32	100.94	9.019			
--------	-----	----	--------	-------	--	--	--

The t value for mean difference in job satisfaction between college academic staff who contribute in remedial classes, career counseling, study tours, study seminar, administrative and college academic staff members who do not contribute in these activities is 7.44, which is significant at .01 levels. It means, there is significant difference between both categories. Further, mean score of job satisfaction of college academic staff who contribute in remedial classes, career counseling, study visit, study seminar, administrative (95.05) is more than mean score of job satisfaction of those college academic staff who do not contribute in these activities (82.17). It means, college academic staff members who contribute in above mentioned activities have significantly higher job satisfaction than college academic staff who do not contribute in these activities. Therefore, Null hypothesis 1 (HO1) has been rejected.

The t value for mean difference in job satisfaction between college academic staff who attended training programmes and college academic staff who did not attended training programmes is 5.65, which is significant at .01 levels. It means there is significant difference in job satisfaction of above both kinds of academic staff members. Further, mean score of job satisfaction of college academic staff who attended training programmes (97.13) is more than mean score of job satisfaction of those college academic staff who did not attended training programmes (88.96). It means, college academic staff members who attended training programmes have significantly higher Job satisfaction than college academic staff members who did not attended training programmes. Therefore, Null hypothesis 2 (HO2) has been rejected.

The t value for mean difference in job satisfaction between college academic staff who are involved and who are not involved in curriculum restructuring, revision/ Syllabus development as a member of Board of Study/ Curriculum Development is 3.89, which is significant at .001 levels. It means there is significant difference in these two categories. Further, mean score of Job Satisfaction of college academic staff who are involved in curriculum restructuring, revision/ syllabus development (100.94) is more than mean score of job satisfaction of those college academic staff who are not involved in these activities (91.49). It means, College Teachers who are involved in curriculum restructuring, revision/ Syllabus development as a member of Board of Study/faculty/ curriculum development have significantly higher job satisfaction than college academic staff who are not involved in curriculum restructuring, revision/ Syllabus development as a member of Board of Study/faculty/ curriculum development. Therefore, Null hypothesis 3 (HO3) has been rejected.

Significance of mean difference in Job Satisfaction on the basis of different categories of Co-Curricular Activities can be seen graphically in figure 2.

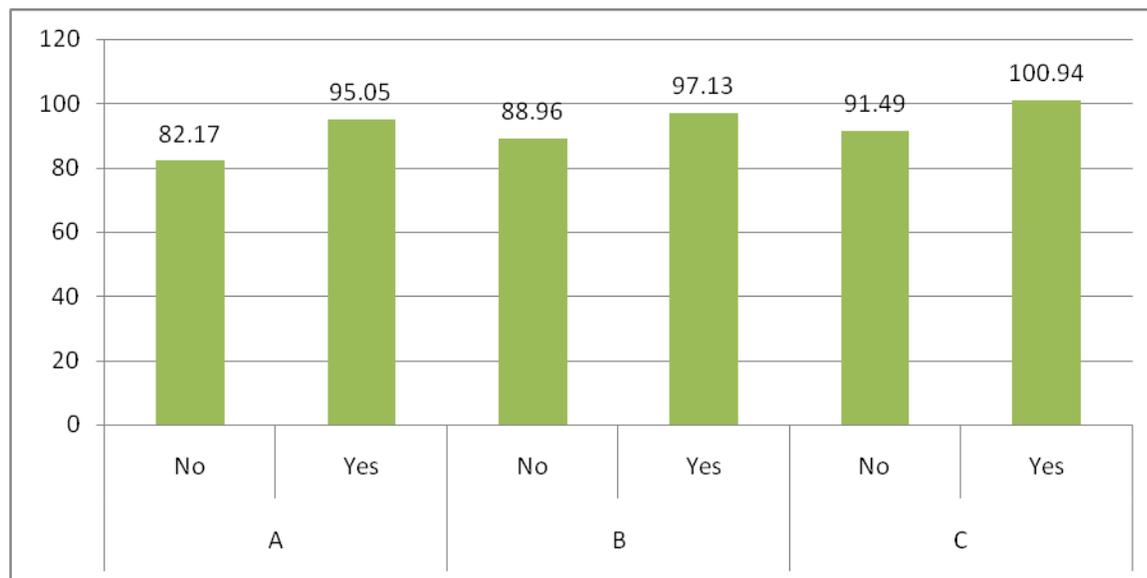


Figure 2: Significance of mean difference in Job Satisfaction of College Teachers on the basis of different categories of Co-Curricular Activities

(In this graph, on X Axis, A represent to contribution in remedial classes, career counseling, study visit, study seminar, administrative duties. B represents to Attended any training Courses. C represents to Involvement in Curriculum Restructuring.)

V. CONCLUSION

It can be concluded that co-curricular activities of academic staff of higher educational institutes has great impact on their job satisfaction. These activities engage academic staff well and create productive output. College academic staff members who contribute in remedial classes, career counseling, study visit, study seminar, administrative have significantly higher job satisfaction than college academic staff members who do not contribute in these works. Moreover, college academic staff members who attended training programmes have significantly higher job satisfaction than academicians who do not attend training programmes. In addition to this, academic staff who are involved in curriculum restructuring, revision and syllabus development as a member of board of study/curriculum development have significantly higher job satisfaction than college academic staff who are not involved in curriculum restructuring, revision and syllabus development. All null hypothesis has been rejected. College management should motivate academic staff to participate in educational seminars and conferences, attend different

workshops time to time. Faculty development programmes should be arranged for intellectual development of the faculty. Academic staff members should participate in syllabus development and restructuring to remain in touch with new requirement of students, society and new updated. Higher educational institutes should organize different kinds of programs which develop and enhance skills and experience of teachers.

REFERECES

- [1] Armstrong, M. (2001), A Handbook of Human Resource Management Practice, Kogan Page, 8th Edition.
- [2] Singh N. Chaudhary and Bhasker Preeti (2016). Training and Development and Job Satisfaction In Education Sector, Inetrnational Journal of Business Quantitative Economics and Applied Management Research.
- [3] Kamel, Ashraf. (2016). Role of faculty development programs in improving teaching and learning. Saudi Journal of Oral Sciences. 3. 61. 10.4103/1658-6816.188073. NCES
- [4] Chaudhary, Narendra & Bhaskar, Preeti. (2016). 'Training and development and job satisfaction in education sector.' International Journal of Business Quantitative Economics and Applied Management Research. 2.898. 89-97.
- [5] Om, Raj & Katoch, Rajesh. (2018). Job satisfaction among college teachers: A study on government colleges in Jammu (j&k).
- [6] Little, Nina. (1985). "A study of teacher participation in curriculum development and teacher job satisfaction" ETD *Collection for university of nebraska - Lincoln*. AAI8521460. As retrieved from <http://digitalcommons.unl.edu/dissertations/AAI8521460>
- [7] Kainth, Gursharan Singh and Kaur, Gurinder, Job Satisfaction: A Challenging Area of Research in Education (March 12, 2011). As retrieved from SRN: <https://ssrn.com/abstract=1784465> or <http://dx.doi.org/10.2139/ssrn.1784465>
- [8]Panagiotopoulos, Giorgos. (2018). Training of Human Resources And Job Satisfaction. Global Journal of Human Resource Management,5(7), pp.36-45
- [9] Kumar A. (2016). 'Importance of Remedial Teaching', Advance Research Journal of Multidisciplinary Discoveries. Vol. 7.0, C6, P.36-38, Nov. 2016. ISSN-2456-1045. As retrieved from <http://www.journalresearchijf.com/>