

# Impact of Reading Practices on Job Satisfaction of College Teachers

<sup>1</sup>Sunanda Sharma & <sup>2</sup>Dr. Raminder Pal Singh

<sup>1</sup>Research Scholar (Registration No. 1309153), I.K. Gujral Punjab Technical University, Kapurthala (India)

<sup>2</sup>Associate Professor, Shaheed Bhagat Singh State Technical Campus (SBSSTC), Ferozepur (India)

---

## ARTICLE DETAILS

### Article History

Published Online: 10 December 2018

### Keywords

Reading practices, Job Satisfaction.

---

### Corresponding Author

Email: sharmasunanda82[at]gmail.com

---

## ABSTRACT

Human recourse development in academic institute is related with attitude of the academic staff members towards reading, profess the thoughts and explore new things. Reading practice and Job Satisfaction among academic staff are vital issues in any educational institute which may affect the performance and growth of an institute in emerging competitive environment. The objective of the study was to examine the reading interest and reading behavior among college faculty. In this research paper, the data was analyzed through ANOVA and t test. The aim of the research was to examine the reading habits among academic staff of colleges and their level of job satisfaction. The research covered a group of 313 academicians working in Private and Aided colleges in Malwa region of Punjab. The research has shown that college academic staff members who are voracious readers, are highly satisfied than those teachers who spend comparatively lesser time on academic books, curriculum study material, general books, Journals and magazines and news paper reading. Descriptive research design was adopted. The data was collected through two structured questionnaires on job satisfaction and performance.

---

## 1. Introduction

Academic faculty of colleges and universities are expected to be voracious readers. They have to profess the ideas and same to be communicated to students. Therefore, in higher education, reading practices has great importance. Quality of teaching depends upon efficiency, knowledge and personal capability of controlling the class of the teachers. Reading enhances the knowledge of a teacher and has great influence on one's personality. This practice is like a life blood for teachers. It creates confidence among teachers and creates passion for teaching to some extent. Thorough reading makes the teaching effective. Reading is very important aspect in enhancing knowledge of teachers. Reading not only results teacher's personal growth but also grow students academically (Morni, shari, 2013). A teacher, who is avid reader, can teach the students more comfortably, especially in higher education. Students are the end recipient of the teachers' knowledge. Reading improves focus and concentration of a teacher. When a teacher is habitual of reading general magazines, text books and news paper he/she becomes active, alert, conscious and confident. In addition to this, it also improves writing skills. Reading creates immense inner peace and tranquility. Reading relaxes body and mind and achieves a tremendous feeling of calm. Reading behavior of college teachers effects the job satisfaction

In present scenario, teachers are busy enough to read voraciously. They understand that their prime responsibility is to teach the students. Some teachers devote only teaching time to their profession. Some college teachers has to indulge into so many time consuming tasks like preparation of Power Point Slides and checking the copies of class tests etc. Some college teachers waste their time in gossips and cursing others as well as system. Some teachers are buried with overload of clerical work provided by authoritative faculty of the college. They are bullied by some college authorities. Some are busy in

their household activities after college off timings. All these activities adversely affect their job satisfaction. Nich and Steelmon, (1990) also cleared in their studies that Teachers do not read much and they have negative attitude towards their job.

Some teachers read enough in addition to teaching time. They read text books, general books and news paper regularly. In this paper, reading has categorized into three parts namely, reading text books, reading general books and magazines and reading news paper. Text books provide knowledge about the curriculum of particular subject. Books and magazines widen the horizon of mind news paper helps teachers to update themselves regarding recent happenings in the environment, changes and innovations. News paper uplifts the level of knowledge regarding general awareness in the society. If a teacher makes some efforts towards reading, he/she can be benefitted greatly. There is a strong relation of Reading practices and job satisfaction. This paper finds that the teachers who spend enough time for reading (who are regular readers) are significantly satisfied from their job as compared to those teachers who spend little time for reading. There is positive relation between reading practices and Job satisfaction. However, who are totally ignorant about reading, are more satisfied than those teachers who spend little time for reading.

## 2. Review of Literature

According to Ilgar and Ilgar (2010), teachers are the role models for students. They must engage themselves in reading. Inculcating reading habits is very important for teachers, because they have influence on students. Students follow their teachers. They become similar to their teachers. If teachers are voracious teachers, Students become also good readers. Murphy and Alexander (2000) explained in their study that there are six indicators of reading interest. They are classified

as; Suitability, Prior knowledge, Novelty, Personal relevance, Sequence and Frequency in reading. Hidayat and Aisah (2013) explained that good reader is made not born. Reading habits can be inculcated from early age in the family, school and surroundings. Reading interest of in-service teachers was perceived by six indicators as; suitability, prior knowledge, novelty, personal relevance, sequence order and fluency in reading. Sohail, & A. Alvi (2012), Reading shapes good personality, ideas, right thinking and change of attitude. Reading influences the extent and accuracy of information as well as attitude, moral belief, judgment and action of the reader. Renandya and Rajan (1999), examined the relationship between extensive reading and creativity. Subject knowledge increases by spending more time for reading. Vig and Sharma (2014) cleared in their research that there was no significant differences between marital status and in-service teachers' score on the indicators; suitability, prior knowledge, novelty and fluency in reading. Ell, Hill and Grudnoff (2012) contribute in their study that previous knowledge is important factor in learning and therefore in learning to teach. Knowledge can be obtained by reading. According to Nagra and Arora (2013), reading is significant factor for removing occupational stress Research was done on occupational stress and health among teacher educators with respect to their gender and marital status.

Raman (2007) explained in his study that lack of reading habits and less reading adversely affect educational growth. Reading is very important but interest in reading is declining, Kaur et.al (2012). Manohar (2016) found in his study that reading habit of teachers improves effectiveness of teaching. Learning is dependent on reading. Learning effects students' educational growth. Reading habits also influence students learning power. He researched that teachers put less efforts for reading. Teachers should motivate students for reading. Solomon (2011) stated in his study that marital status is important factor in reading interest from individual perspective.

**3. Method**

The study was based on stratified sampling. Sample size was 313 College faculty members working at different designation like Assistant Professors, Associate Professors and Professors with different range of experience from Punjab. Sample has taken from Private and Aided colleges. The data was collected through structured questionnaires on job satisfaction. A standardized scale developed by Amar Singh and T R Sharma (1986) and interview schedule based on Academic Performance Indicator of UGC has developed for data collection. It has five-point Likert scale questions including six aspects of job satisfaction (job itself, supervision, colleagues, salary, work condition and promotion). Data was analyzed by using t test in SPSS software.

**4. Objectives of the Study**

The research paper has following objectives:

1. To find out the relationship between Reading Practices of college teachers and their Job satisfaction.

2. To find out the level of job satisfaction of college teachers on the basis of daily reading hours.
3. To find out the level of job satisfaction of college teachers on the basis of daily reading hours especially for text books.
4. To find out the level of job satisfaction of college teachers on the basis of daily reading News paper.

**5. Hypothesis**

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

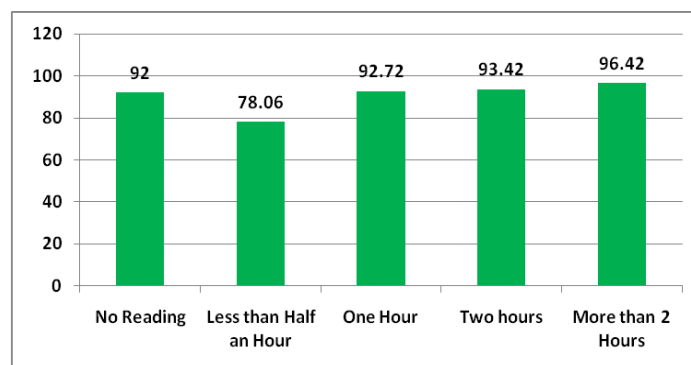
- H01: There is no significant difference in the level of Job satisfaction of College Teachers in relation to reading practices.
- H02: There is no significant difference in the level of job satisfaction of College Teachers in relation to daily reading hours.
- H03: There is no significant difference in the level of job satisfaction of College Teachers in relation to daily reading hours especially for Text Books.
- H04: There is no significant difference in the level of job satisfaction of College Teachers in relation to daily reading News Paper.

**6. Data Analysis and Interpretation**

**Table1: Significance of mean difference in Job Satisfaction of College Teachers on the basis of daily reading hours**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,863.385	4	2,215.846	14.759	.000
Within Groups	46,240.283	308	150.131		
Total	55,103.668	312			

The F value for significance of difference in Job Satisfaction among different College Teachers who spend different hours for reading is 14.75, which is significant at .05 levels. It means, there is significant difference in Job Satisfaction of College Teachers who spends different time for reading i.e. less than 1/2 hour, 1 hour, 2 hour, more than 2 hours. Significance of mean difference in Job Satisfaction of College Teachers on the basis of daily reading hours can be seen graphically in figure 1.



**Figure1: Significance of mean difference in Job Satisfaction of College Teachers on the basis of daily reading hours**

**Table 2: Post Hoc Tests for Job Satisfaction of College Teachers on the basis of daily reading hours**

(I) Total number of daily reading hours	(J) Total number of daily reading hours	Mean Difference (I-J)	Sig.
A (No reading)	B	13.943	.059
	C	-.719	.921
	D	-1.422	.843
	E	-4.421	.539
B (<1/2 Hrs)	A	-13.943	.059
	C	-14.662 <sup>*</sup>	.000
	D	-15.365 <sup>*</sup>	.000
	E	-18.364 <sup>*</sup>	.000
C (1 Hrs)	A	.719	.921
	B	14.662 <sup>*</sup>	.000
	D	-.704	.713
	E	-3.702	.063
D (2 Hrs)	A	1.422	.843
	B	15.365 <sup>*</sup>	.000
	C	.704	.713
	E	-2.999	.078
E (>2 Hrs)	A	4.421	.539
	B	18.364 <sup>*</sup>	.000
	C	3.702	.063
	D	2.999	.078

Results of the Post Hoc Tests show that there is no significant difference in Job Satisfaction of College Teachers who does not read and who read less than 1/2 hour daily. There is significant difference in Job Satisfaction of College Teachers who daily spend more than 1/2 hour for reading and 1 hour, 2 hours and more than 2 hours for reading.

Thus, it may be calculated:

- Job satisfaction of College Lectures who do not devote any time for reading is significantly higher than those College Teachers who spend less than half an hour for reading.
- Job satisfaction of College Lectures who daily spend 1 hour for reading is significantly higher than those

College Teachers who daily spend less than half an hour for reading.

- Job satisfaction of College Lectures who daily spend 2 hours for reading is significantly higher than those College Teachers who daily spend 1 hour for reading.
- Job satisfaction of College Lectures who daily spend more than 2 hours for reading is significantly higher than those College Teachers who daily spend 2 hours for reading.

Thus, College Teachers who study less than 1 hour daily has least Job Satisfaction than other categories of College teachers. College Teachers who spend more than 2 hour daily for reading have maximum level of job satisfaction.

**Table 3 Significance of Mean Difference in Job Satisfaction of College Teachers on the basis of daily reading hours especially for Text Books**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2,635.870	4	658.968	3.868	.004
Within Groups	52,467.797	308	170.350		
Total	55,103.668	312			

The F value for significance of difference in Job Satisfaction among different College Teachers who spend different amount of time for daily reading is 3.86, which is significant at .05 levels. It means, there is significant difference in Job Satisfaction of College Teachers on the basis of

different timing spend for text books reading. Significance of Mean Difference in Job Satisfaction of College Teachers on the basis of daily reading hours especially for Text Books can be graphically seen in figure 2

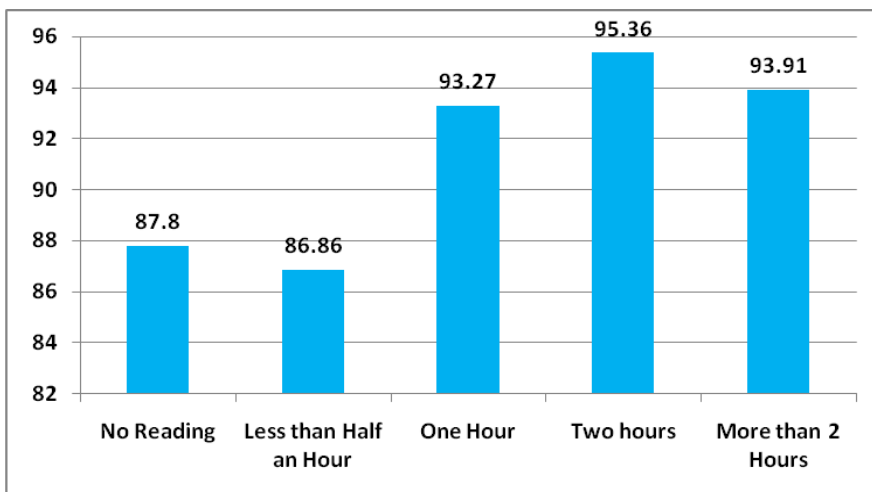


Figure 2: Significance of Mean Difference in Job Satisfaction of College Teachers on the basis of daily reading of Text Books

Table 4: Post Hoc Tests for Job Satisfaction of College Teachers on the basis of daily reading of Text Books

(I) Daily reading time especially for text books	(J) Daily reading time especially for text books	Mean Difference (I-J)	Sig.
A (No reading)	B	.936	.878
	C	-5.474	.357
	D	-7.562	.215
	E	-6.111	.321
B (<1/2 Hrs)	A	-.936	.878
	C	-6.410*	.002
	D	-8.498*	.000
	E	-7.047*	.007
C (1 Hrs)	A	5.474	.357
	B	6.410*	.002
	D	-2.088	.303
	E	-.637	.775
D (2 Hrs)	A	7.562	.215
	B	8.498*	.000
	C	2.088	.303
	E	1.451	.576
E (>2 Hrs)	A	6.111	.321
	B	7.047*	.007
	C	.637	.775
	D	-1.451	.576

Results of the Post Hoc Tests show that there is no significant difference in Job Satisfaction of College Teachers who do not read text books and who read text books less than 1/2 hour daily. There is significant difference in Job Satisfaction of College Teachers who daily read text books for different timings i.e less than 1/2 hour and who daily spend 1 hour, who daily spend 2 hours, who daily spend more than 2 hours for text books reading.

Further finding of Post Hoc Tests:

- Job satisfaction of College Lectures who do not read text books reading is significantly higher than those College Teachers who spend less than 1/2 for text books reading.
- Job satisfaction of College Lectures who daily spend 1 hour for text books reading is significantly higher

than those College Teachers who daily spend less than 1/2 hour for text books reading.

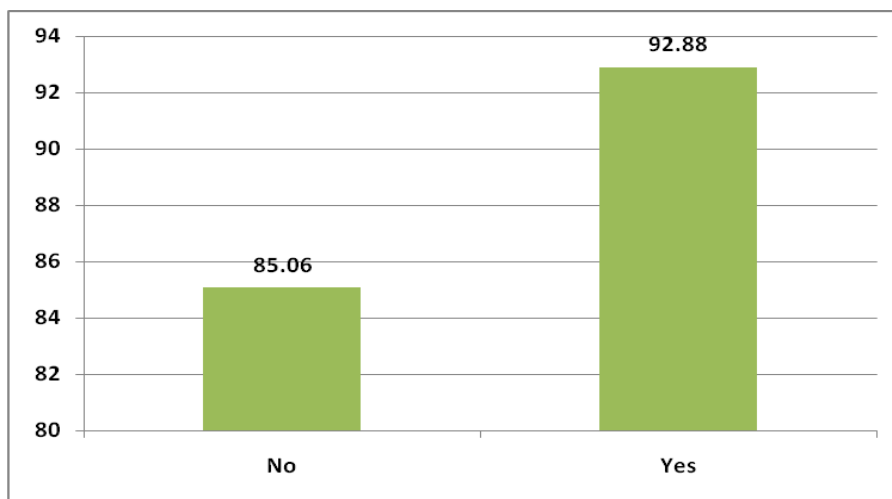
- Job satisfaction of College Lectures who daily spend 2 hours for text books reading is significantly higher than those College Teachers who daily spend 1 hour for text books reading.
- Job satisfaction of College Lectures who daily spend more than 2 hours for text books reading is significantly higher than those College Teachers who daily spend 2 hours for text books reading.
- The College Teachers who spend 2 hours daily for text books reading have maximum level of job satisfaction.

**Table 5: Significance of mean difference in Job Satisfaction of College Teachers on the basis of daily reading News Paper**

Category (Reading News Paper)	N	Mean	Std. Deviation	Std. Error Difference	t	Sig.
No	17	85.06	19.489	3.29	2.37	.018
Yes	296	92.88	12.762			

The t value for mean difference in Job Satisfaction between College Teachers who read news paper and do not read news paper daily is 2.37, which is significant at .018 levels. It means there is significant difference in Job Satisfaction of College Teachers who read news paper daily and who do not read news paper daily. Further, mean score of Job Satisfaction of College Teachers who read (92.88) is more

than mean score of Job Satisfaction of those College Teachers who do not read news paper (85.06). It means, College Teachers who read news paper daily have significantly higher Job satisfaction than College Teachers who do not read news paper daily. Significance of mean difference in Job Satisfaction on the basis of daily reading News Paper can be graphically seen in figure 5.



**Figure 5: Significance of mean difference in Job Satisfaction of College Teachers on the basis of daily reading News Paper**

**7. Conclusion and Recommendations**

There is significant difference in Job Satisfaction of college teachers among different categories of college teachers i.e. who do not devote any time for general reading as well as text books according to curriculum, less than half an hour, 1 hour, 2 hour and more than 2 hours. Job satisfaction of college teachers who do not devote any time for reading is significantly higher than those college teachers who spend half an hour for reading. Job satisfaction of college teachers who daily spend 1 hour for reading is significantly higher than those college teachers who daily spend less than half an hour for reading. Job satisfaction of college lectures who daily spend 2 hours for reading is significantly higher than those college teachers who daily spend 1 hour for reading. Job satisfaction of College Lectures who daily spend more than 2 hours for reading is significantly higher than those college teachers who daily spend 2 hours for reading. College Teachers who study less than half an hour daily has least Job Satisfaction than other categories of readers (College Teachers who does not study at all, study 1 hour daily, 2 hours daily and more than 2 hour daily)

Further, mean score of Job Satisfaction of college teachers who read news paper is more than mean score of Job Satisfaction of those college teachers who do not read news paper. It means, college teachers who read news paper daily have significantly higher Job satisfaction than college teachers who do not read news paper daily. All null hypotheses are rejected because there were significant differences in level of job satisfaction of college teachers in Malwa region of Punjab on the basis of reading practices.

It is recommended to college academic staff should spend sufficient time for reading general magazines, journals, books, text books and news paper in order to get job satisfaction because job satisfaction is related with job performance. Students will be benefitted from teachers' reading behavior and learning attitude. College teachers should spend more than two hours daily for reading for getting maximum job satisfaction.

**References**

1. Ell, F., Hill, M., & Grudnoff, L. (2012). Finding out more about teacher candidates' prior knowledge: Implications for teacher educators, *Asia-Pacific Journal of Teacher Education*, 40 (1), 55–65.
2. G.W. McNinch, & P. Steelmon. (1990). Perceived reading status of teacher education students. *Reading Improvement*, 27(3), 203-206.

3. H. Kaur, R.V. Rasiah, & S. Nagaratnam. (2012). The Impact of Parental Influence on the Reading Habits of Gen-Y Adults: A Generalized Linear Model Analysis. *International Journal of Inter science Management Review*, 2(2).
4. Hidayat, H., & Aisah, S. (2013). Read interest co-relational with student study performance in IPS subject grade IV (four) in state elementary school. *International Journal of Scientific & Technology Research*, 2(1), 101-114.
5. Ilgar, & S. Ilgar. (2010). An investigation of the relationship between the teacher candidates- Internet usage and their habits of reading. *Procedia – Social and Behavioural Sciences*, 46, 3220-3224.
6. Manohar, Louis. (2016). Impact of Reading Behavior on Teacher Efficacy among Arts and Science College Teachers – A Predictive Model. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6, 13-20.
7. Morni & S.H. Sahari. (2013). The impact of living environment on reading attitudes. *Procedia – Social and Behavioral Sciences*, 101, 415-425.
8. Murphy, P.K., & Alexander, P.A. (2000). A motivated exploration of motivation terminology. *Contemporary Educational Psychology*, 25(1), 3-53
9. Nagra, V. & Arora, S. (2013). Occupational stress and health among teacher educators. *International Journal of Advanced Research in Management and Social Sciences*, 2(8).
10. Raman. (2012). Reading habits among the users of Delhi public library, New Delhi. *Brazilian Journal of Information Science*, 5(2), 69-87.
11. Sohail, & A. Alvi. (2012). Reading habits among the users of Delhi public library, New Delhi: A survey. *Brazilian Journal of Information Science*, 5(2), 69-87.
12. Solomon, C. R. (2011). Sacrificing at the altar of tenure: Assistant professors' work life management. *The Social Science Journal*, 48, 335-344.
13. Vig. Prabha, Sharma Komal. (2014). The Effects of Marital Status on In-Service Teachers' Reading Interest. *International journal of Innovative Research and Development*, 3(10), 214-221
14. W.A. Renandya, B.R.S. Rajan, & G.M. Jacobs. (1999). Extensive reading with adult learners. *RELC Journal*, 30, 39-61.