

## **Subjective Wellbeing, Level of Aspiration and Job Satisfaction: A Comparative Study of Teachers of Professional and Non Professional Courses**

MS Received March 08, 2013; Reviewed August 16, 2013; Accepted September 26, 2013

**Chandrani Sen and Kanika Jindal**

### **Abstract**

The present study aims to investigate the Subjective Wellbeing, Level of Aspiration and Job Satisfaction among the teachers of professional and non professional courses. Sample consisted of 50 teaching professionals between the age range of 30-45 years ( $M=39.5$ ) selected from different institutions of Jaipur city, with minimum five years of teaching experience. The standard psychological tests included Measurement of Level of Aspiration, Job Satisfaction Scale and Subjective Wellbeing Test. Results revealed that there was a significant difference in job satisfaction and level of aspiration, whereas, subjective wellbeing did not differ significantly among the teaching faculty of professional and non professional courses.

**Keywords:** Subjective wellbeing, aspiration, job satisfaction

### **Introduction**

Work absorbs a huge share of lives of most people. It provides one with an inner creative joy. Therefore, it is an important building block on which a satisfying life is built. This is the arena in which one experiences the greatest opportunities for challenge, satisfaction and growth. Work saves us from the dullness and boredom of life, puts energy to a proper use. The invisible aspect of a job helps us organize time and space in our lives. How people fare at work, the conditions under which they work and the mechanisms for remedying, problems at work impact subjective wellbeing, level of aspiration and job satisfaction.

Subjective wellbeing is defined as the individual's current evaluation of his/her happiness. A study conducted by Kulshrestha & Sen (2006) investigated the subjective wellbeing among 150 executives of different jobs strata of Hero Honda Motors Ltd. Subjective wellbeing was found to be significantly related to emotional intelligence and locus of control. Bashir (2004) found that balancing work and family life played an important role

in overall wellbeing of the person and it also affected his/her job performance.

Job satisfaction is considered as a strong predictor of overall individual wellbeing. Job satisfaction describes how content an individual is with his/her job. Pay satisfaction plays an important role in job satisfaction (Yang, H. & Miao, D., 2008). On the contrary, layoff threats, quick turnover and less scope for vertical growth increases job dissatisfaction (Shrivastava, D., 2004).

Level of Aspiration is the estimate of one's future in a given task. The concept was first introduced by Dembo (1931). Gallagher, et al. (2007) found that level of aspiration is significantly correlated to hours of work, perception of job availability and security and earning a sizeable and flexible income.

### **Objectives**

1. To compare the level of subjective wellbeing among faculty of professional and non professional courses.
2. To compare the level of aspiration among faculty of professional and non professional courses.
3. To compare the level of job satisfaction among faculty of professional and non professional courses

### **Hypotheses**

To fulfill the above objectives following hypotheses were formulated:

1. There will be no significant difference in the level of subjective wellbeing among faculty of professional and non professional courses.
2. There will be no significant difference in the level of aspiration among faculty of professional and non professional courses.
3. There will be no significant difference in the level of job satisfaction among faculty of professional and non professional courses.

## Method

### Sample

The present data comprised of 50 teaching professionals from Jaipur city. It was further categorized into 25 teaching professional courses (B. Tech., B.B.A., M.B.A.) and 25 teaching non professional courses (B.A., B. Com., B. Sc.). All participants were between age group 30-45 years with post graduation as minimum qualification and 5 years of teaching experience.

### Tools

The following tools were employed for the purpose of data collection:

1. Subjective Wellbeing Scale (Diener, 1984)
2. Job Satisfaction Scale (Singh & Sharma, 1999)
3. Level of Aspiration Measure (Bharagava & Shah, 1996)

### Results

The study of job satisfaction indicates that, the faculty of non professional courses are more satisfied in their jobs than their counterparts who are teaching professional courses. This can be inferred from Table 1, where the mean difference ( $\bar{x}$  = 65.60 vs 61.76) and t value (3.272) is statistically significant at .05 level.

**Table 1**  
**Mean Scores and SD for Job Satisfaction of Faculty Teaching Professional and Non Professional Courses**

Groups	N	Mean	SD	t
Teaching Professional Courses	25	61.76	8.37	3.272*
Teaching Nonprofessional Courses	25	65.60	7.29	

\*significant at .05 level \*\* significant at .01 level

**Table 2**  
**Mean Scores and SD for Level of Aspiration of Faculty Teaching Professional and Non Professional Courses**

<b>Dimensions</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
<b>G.D.S</b>	Teaching Professional Courses	25	1.93	2.49	3.272*
	Teaching Nonprofessional Courses	25	1.40	2.23	
<b>A.D.S</b>	Teaching Professional Courses	25	1.044	2.11	3.269*
	Teaching Nonprofessional Courses	25	4.20	1.91	
<b>N.T.R</b>	Teaching Professional Courses	25	1.08	1.99	3.162
	Teaching Nonprofessional Courses	25	1.60	2.41	

\*significant at .05 level \*\* significant at .01 level

**Table 3**  
**Mean Scores and SD for Subjective Wellbeing of Faculty Teaching Professional and Non Professional Courses**

Dimensions	Groups	N	Mean	SD	t
<b>Positive</b>	Teaching Professional Courses	25	50.56	4.78	3.16
	Teaching Nonprofessional Courses	25	51.52	6.09	
<b>Negative</b>	Teaching Professional Courses	25	46.72	6.07	3.13
	Teaching Nonprofessional Courses	25	49.68	4.87	

Next variable, level of aspiration gave three independent scores i.e goal discrepancy score, attainment discrepancy score and number of times the goal reached score. Goal discrepancy score gives a mean difference of 0.53 which is significant at .05 level. Similarly the mean difference between the two groups is significant at .05 level , as assessed by the attainment discrepancy score (=1.04 Vs 4.20). However the N.T.R scores remains non significant for the two groups.

The mean scores of subjective wellbeing of two groups is given in Table 3. The mean difference and t value on the both the dimensions viz. positive (=50.56 vs 51.52) and negative (=46.72 vs 49.78) is non significant. This indicates that the nature of the job does not affect wellbeing.

### Discussion

One of the significant findings emerged from this study is that faculty of professional courses evidenced significantly lower job satisfaction due to their high level of aspiration as compared to their counterparts.

This finding is in harmony with other studies where job satisfaction is compared among various technical and non technical teaching professional and it was found that job satisfaction was higher in the latter. (Emmert &

Taher, 1992). Schaffer (1953) argued that job satisfaction will vary directly with the extent to which the needs of an individual which can be satisfied are actually satisfied.

Thus it can also be under the assumption that inequity persists in the perception of professional and non professional. Kalleberg (1974) found that determinants of job satisfaction differs for various occupational groups. An individual evaluates his inputs versus output derived from a given situation relative to those of another, where this 'other' may be a person, a group or an organization or the individual himself, relative to his experiences to an earlier point in time. Individual therefore perceives an imbalance and experiences dissatisfaction (Adam, S., 1982).

Another important variable under study concerned the level of aspiration. The findings of the present study fill a gap in the research by exploring that level of aspiration varied significantly among the two groups.

A supportive study infers that more satisfied academic employees have lower levels of aspiration (Kenneth, et al., 1982). According to Bruggemann's model of job dis/satisfaction (1974) people have no ambition to change their actual situation if they have stabilized job satisfaction. Therefore, they have lower levels of aspiration and this reduction of aspiration level allows employees an adaptation to negative aspect of their job situation which in turn enables employees to achieve a positive state of satisfaction.

One of the aims of the research was to examine the influence of professional and non professional courses on faculty's subjective wellbeing. However, the difference remains insignificant. The results therefore concluded that SWB doesn't change with the nature of the job. It also reflects that individual's level of subjective wellbeing remains remarkably stable over time due to the ability to adapt to even extreme situations.

In light of our findings it can be concluded that different type of teachers have different planned career trajectories. Teaching as a career has been influenced by the changing nature of work and shifts in assumptions about the nature of career structure and psychological meaning of work (Miles & Snow, 1996). An individual in this situation may alter his/her aspirations for advancement to reflect a more realistic view of the current organizational policies (Markham, et al., 1987).

## References

- Adams, J.S. (1982). Towards an understanding at inequity. *Journal of Abnormal and Social Psychology*, 67, 422-36.
- Bashir, U. (2004). Antecedents of proactive behavior at work. *Journal of Applied Psychology*, 91, 636-652.
- Bhargava, M., & Shah, M.R. (1996). *Manual for Level of Aspiration*. National Psychological Corporation: Agra.
- Buhmeyer, K.J., & Hunt, H.H. (1982). Job satisfaction and level of aspiration in academic employees. *Perceptual and Motor Skills*, 54, 290-290.
- Dembo, T. (1931). Der anger als dynamisches problem. *Psychologische Forschung*, 15, 1-144.
- Diener, E. (1984). Subjective Well-being. *Psychological Bulletin*, 95, 542-575.
- Emmert, M.A., & Taher, W.A. (1992). Public sector professionals: The effects of public sector jobs on motivation, job satisfaction and work involvement. *American Review of Public Administration*, 22, 37-48.
- Gallagher, J.E., Clarke, W., Eaton, K.A., Wilson, N.H., (2007, 16 November). Dentistry – a professional contained career in healthcare. A qualitative study of vocational Dental Practitioners' professional expectations . Retrieved from <http://www.biomedcentral.com/1472-6831/7/16>.
- Kalleberg, Arne L. (1974). A causal approach to the measurement of job satisfaction. *Social Science Research*, 3(4), 299-322.
- Kulshrestha, U., & Sen, C. (2006). Subjective wellbeing in relation to emotional intelligence and locus of control among executives. *Journal of Indian Academy of Applied Psychology*, 32, 129-134.
- Markham, W., Harlan, S., Hackett, E., (1987). Promotional opportunity in organizations: causes and consequences. in Rowland, K.W., Ferris, G. R. eds. *Research in Personnel and Human Resources Management*. Greenwich: Jai Press.
- Miles, R. E., & Snow, Cs. C. (1996). Twenty-first century careers. In M. B. Arthur & D. M. Rousseau (Eds.), *The Boundaryless Career*: 97-115. New York: Oxford University Press.

- Schaffer, R. H. (1953). Job satisfaction as related to need satisfaction in work. *Psychological Monographs*, 67, 1-29.
- Singh, A., & Sharma, T.R. (1999). *Manual for Job Satisfaction Scale*. National Psychological Corporation: Agra.
- Srivastava, D.(2004). Job satisfaction in public sector. *Indian Management*, 44 (5), 62 – 65.
- Yang, H., Miao, D., Zhu, X., Sun, Y., Liu, X., Wu, S. (2008). The influence of a pay increase on job satisfaction: A study with the Chinese army. *Social Behavior and Personality: An International Journal*, 36, 224-236.