

A STUDY ON EMPLOYEE SATISFACTION AT EVENING COLLEGES WITH REFERENCE TO PART-TIME TEACHERS IN KARNATAKA

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Abstract: Evening colleges in Karnataka rely heavily on part-time teaching staff to deliver instruction to working students, yet the working conditions and satisfaction levels of these part-time teachers remain under-researched compared to their full-time counterparts. This study examines the level of employee satisfaction among part-time teachers employed in evening colleges across Karnataka, with specific attention to the factors of job security, compensation and benefits, work-life balance, and recognition and career growth. A structured questionnaire was administered to a sample of 150 part-time teachers selected from evening colleges located in urban and semi-urban centres of Karnataka, using a descriptive research design. Data were analysed using descriptive statistics and multiple regression analysis with the help of SPSS. The results indicate that all four factors are significant predictors of overall employee satisfaction, with job security emerging as the strongest predictor, followed by compensation and benefits, work-life balance, and recognition and career growth. The regression model explains a substantial proportion of variance in satisfaction scores. The study concludes that management of evening colleges needs to design targeted human resource interventions to enhance the satisfaction and retention of part-time teaching staff. Suggestions for policy and practice are offered based on the findings.

Keywords: Employee satisfaction, Part-time teachers, Evening colleges, Job security, Compensation, Work-life balance, Karnataka

1. Introduction

Evening colleges occupy a unique place in the Indian higher education system. They primarily cater to working students who are unable to pursue regular day-time education due to employment or other personal commitments. To sustain their academic operations within limited working hours, most evening colleges depend substantially on part-time teachers who are engaged on an hourly or semester basis rather than as permanent, full-time faculty. This arrangement offers institutions flexibility and cost efficiency, but it also creates a distinct set of working conditions for the teachers themselves, characterised by uncertain tenure, comparatively lower remuneration, limited access to institutional benefits, and reduced opportunities for career advancement.

Employee satisfaction, broadly defined as the extent to which employees feel content, motivated, and fulfilled in their work, is a critical determinant of individual performance and organisational effectiveness. In an educational setting, teacher satisfaction has a direct bearing on teaching quality, student outcomes, and institutional reputation. When teachers are dissatisfied with their pay, job security, or recognition, it can manifest as reduced commitment, higher attrition, and diminished classroom engagement. This concern is particularly relevant for part-time teachers, who often operate at the periphery of institutional decision-making and benefit structures despite performing duties similar to those of full-time faculty.



Karnataka, with its large network of degree and evening colleges affiliated to various universities, presents a suitable context to examine this issue. The state has witnessed steady growth in the number of working professionals enrolling in evening degree programmes, which in turn has increased the dependence of colleges on part-time teaching staff. Despite their growing numbers, part-time teachers in Karnataka's evening colleges have received limited scholarly attention with respect to their job satisfaction and the specific organisational factors that shape it. This study attempts to address this gap by empirically examining the determinants of employee satisfaction among part-time teachers in evening colleges in Karnataka.

2. Employee Performance Management

Employee performance management refers to the continuous process through which an organisation aligns employee goals, competencies, and outcomes with institutional objectives, typically through mechanisms such as goal setting, periodic appraisal, feedback, training, and reward systems. In academic institutions, performance management extends beyond conventional appraisal systems to include teaching effectiveness, student feedback, research contribution, and participation in institutional activities.

For part-time teachers, performance management assumes a somewhat different character. Since their engagement is often transactional and limited to specific teaching hours, formal appraisal mechanisms, feedback loops, and developmental interventions that are routinely available to full-time faculty are frequently absent or informal in nature. This creates a gap between the performance expectations placed on part-time teachers and the developmental support extended to them. A well-structured performance management system, even for part-time staff, can serve as a channel for recognition, skill development, and communication of institutional expectations, all of which have a bearing on employee satisfaction. Linking performance management practices with satisfaction is therefore essential to understanding how evening colleges can better manage and retain their part-time teaching workforce.

3. Review of Literature

Ahsan, N., Abdullah, Z., Fie, D. Y. G., & Alam, S. S. (2009) — Investigated the relationship between job stress and satisfaction among university staff in Malaysia and found a significant negative relationship, with workload and role ambiguity being key stressors affecting satisfaction.

Bentley, P. J., Coates, H., Dobson, I. R., Goedegebuure, L., & Meek, V. L. (2013) — Conducted a cross-national comparison of academic job satisfaction and noted that job security and workload were consistently significant predictors of satisfaction among both full-time and part-time academic staff.

Herzberg, F. (1959) — Introduced the Two-Factor Theory distinguishing hygiene factors (pay, job security, working conditions) from motivators (recognition, achievement, growth), forming the theoretical foundation for most subsequent job satisfaction research, including studies on academic staff.

Kumari, G. & Pandey, K. M. (2011) — Studied job satisfaction among teaching staff in Indian technical institutions and identified compensation, working conditions, and interpersonal relationships as significant determinants of satisfaction.

Locke, E. A. (1976) — Defined job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job, and highlighted that satisfaction is influenced by the discrepancy between what employees expect from their job and what they actually receive.

Manjunatha, M. K. & Renukamurthy, T. P. (2017) — Studied job satisfaction among college teachers in Karnataka and reported that salary, infrastructure, and administrative support significantly influenced satisfaction, with part-time faculty reporting comparatively lower scores than permanent faculty.

Oshagbemi, T. (2000) — Examined job satisfaction among university teachers in the United Kingdom and found that rank, age, and years of service significantly influenced satisfaction levels, with promotion and pay being major sources of dissatisfaction.

Reddy, K. & Karim, S. (2013) — Examined satisfaction levels of contractual faculty in Indian higher education and found that job insecurity and unequal treatment compared to permanent staff were major sources of dissatisfaction.

Sabharwal, M. & Corley, E. A. (2009) — Explored gender differences in faculty job satisfaction and found that satisfaction with pay, promotion, and administration varied by gender and employment type in higher education institutions.

Spector, P. E. (1997) — Developed the Job Satisfaction Survey and emphasised those pay, promotion opportunities, supervision, benefits, and nature of work are among the principal facets influencing overall satisfaction across occupational groups, including teaching staff.

Ssesanga, K. & Garrett, R. M. (2005) — Studied academic staff satisfaction in Ugandan universities and reported that lack of recognition, poor pay, and limited research support were the primary sources of dissatisfaction among faculty members.

Toker, B. (2011) — Analysed job satisfaction among academic staff in Turkish universities and found that satisfaction levels differed significantly based on employment status, with part-time and contractual staff reporting comparatively lower satisfaction than permanent staff.

4. Objectives of the Study

1. To study the demographic profile of part-time teachers working in evening colleges in Karnataka.
2. To assess the overall level of employee satisfaction among part-time teachers in evening colleges.
3. To examine the influence of job security, compensation and benefits, work-life balance, and recognition and career growth on employee satisfaction.
4. To identify the factor(s) that contributes most significantly to employee satisfaction among part-time teachers.
5. To suggest measures for improving the satisfaction and retention of part-time teachers in evening colleges.

5. Hypotheses of the Study

Based on the objectives, the following null hypotheses were formulated and tested:

- H01: There is no significant relationship between job security and employee satisfaction among part-time teachers.
- H02: There is no significant relationship between compensation and benefits and employee satisfaction among part-time teachers.
- H03: There is no significant relationship between work-life balance and employee satisfaction among part-time teachers.
- H04: There is no significant relationship between recognition and career growth and employee satisfaction among part-time teachers.
- H05: There is no significant combined effect of job security, compensation, work-life balance, and recognition on employee satisfaction

6. Limitation of the Study

- The study is confined to part-time teachers of evening colleges in Karnataka and hence findings may not be generalisable to other states or to full-time faculty.
- The sample size of 150 respondents, though adequate for statistical analysis, represents only a fraction of the total population of part-time teachers in the state.
- The study relies on self-reported data collected through a structured questionnaire, which may be subject to respondent bias.
- The study is cross-sectional in nature and captures satisfaction levels at a single point in time rather than tracking changes over time.
- Only four independent variables were considered; other potential factors such as institutional culture, peer relationships, and administrative support were not included in the regression model.
- Time and resource constraints limited the geographical coverage of the study to selected urban and semi-urban centres of Karnataka.

7. Research Methodology

7.1 Research Design

The study adopts a descriptive and analytical research design to examine employee satisfaction among part-time teachers and to identify the factors influencing it.

7.2 Sources of Data

Primary data were collected through a structured questionnaire administered to part-time teachers. Secondary data were drawn from journals, books, government reports, and previous research studies relevant to employee satisfaction in academic institutions.

7.3 Sampling Design

A convenience sampling method was used to select respondents from evening colleges located in Bengaluru, Mysuru, and Mangaluru. The sample comprised part-time teachers currently engaged in undergraduate and postgraduate evening degree programmes.

7.4 Sample Size

The study is based on a sample of 150 part-time teachers drawn from evening colleges across Karnataka.

7.5 Tools for Data Collection

A structured questionnaire was designed comprising two sections: Section A captured demographic details (gender, age, experience, and qualification), and Section B measured perceptions on job security, compensation and benefits, work-life balance, recognition and career growth, and overall employee satisfaction using a five-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree'.

7.6 Statistical Tools Used

The data collected were analysed using descriptive statistics (frequency and percentage analysis) and multiple linear regression analysis with the aid of SPSS software to test the hypotheses and examine the relationship between the independent variables and employee satisfaction.

8. Data Analysis and Interpretation

Table 8.1 Demographic Profile of Respondents

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	82	54.7
	Female	68	45.3
Age Group	Below 30 years	38	25.3
	30 – 40 years	54	36.0
	40 – 50 years	39	26.0
	Above 50 years	19	12.7
Teaching Experience	Less than 5 years	45	30.0
	5 – 10 years	52	34.7
	10 – 15 years	33	22.0
	Above 15 years	20	13.3
Qualification	Post-Graduate	98	65.3
	M.Phil. / NET / SET	30	20.0
	Ph.D.	22	14.7

The demographic profile shows that the sample is fairly balanced across gender, with a slightly higher proportion of male respondents (54.7%). A majority of respondents (61.3%) fall within the 30–50 years age bracket, and nearly two-thirds hold a postgraduate qualification, indicating a moderately experienced and well-qualified pool of part-time teachers.

Table 8.2 Overall Level of Employee Satisfaction

Satisfaction Level	Frequency	Percentage (%)
Highly Satisfied	24	16.0
Satisfied	58	38.7
Neutral	35	23.3
Dissatisfied	23	15.3
Highly Dissatisfied	10	6.7
Total	150	100.0

The results indicate that a majority of respondents (54.7%) are either satisfied or highly satisfied with their employment, while about 22% report dissatisfaction. A notable proportion (23.3%) remains neutral, suggesting scope for improvement in specific areas of the work experience of part-time teachers.

Table 8.3 Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742	0.551	0.539	0.412

To examine the combined and individual effect of the independent variables — job security (X1), compensation and benefits (X2), work-life balance (X3), and recognition and career growth (X4) — on the dependent variable, employee satisfaction (Y), and multiple linear regression analysis was performed.

8.1 Model Summary

Predictors: (Constant), Job Security, Compensation and Benefits, Work-Life Balance, Recognition and Career Growth

The Model Summary indicates an R value of 0.742, suggesting a strong positive relationship between the predictor variables and employee satisfaction. The R Square value of 0.551 indicates that approximately 55.1% of the variance in employee satisfaction is explained by the four independent variables considered in the model, while the Adjusted R Square of 0.539 confirms the model's stability after adjusting for the number of predictors and sample size.

Table 8.4 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	30.124	4	7.531	44.301	0.000
Residual	24.586	145	0.170		
Total	54.710	149			

Dependent Variable: Employee Satisfaction

The ANOVA results show an F value of 44.301, which is statistically significant at the 5% level (Sig. = 0.000, $p < 0.05$). This indicates that the regression model is statistically significant and that the independent variables, taken together, significantly predict employee satisfaction among part-time teachers. Hence, the combined null hypothesis (H05) is rejected.

Table 8.5 Coefficients

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	0.842	0.215	—	3.916	0.000
Job Security	0.286	0.061	0.311	4.689	0.000
Compensation & Benefits	0.243	0.058	0.279	4.190	0.000
Work-Life Balance	0.198	0.052	0.238	3.808	0.000
Recognition & Career Growth	0.167	0.049	0.201	3.408	0.001

Dependent Variable: Employee Satisfaction

The coefficients table shows that all four independent variables have a positive and statistically significant effect on employee satisfaction ($p < 0.05$ in all cases), leading to the rejection of null hypotheses H01, H02, H03, and H04. Job security emerges as the strongest predictor (Beta = 0.311), followed by compensation and benefits (Beta = 0.279), work-life balance (Beta = 0.238), and recognition and career growth (Beta = 0.201). This suggests that concerns over continuity of engagement weigh most heavily on the satisfaction of part-time teachers, followed closely by monetary considerations.

9. Suggestions

1. Evening colleges should consider offering longer-duration or renewable contracts to part-time teachers to address concerns related to job security.
2. Compensation structures for part-time teachers should be periodically reviewed and benchmarked against comparable institutions to ensure fair and competitive pay.
3. Institutions should extend basic benefits such as medical coverage or provident fund contributions, where feasible, to part-time staff to enhance perceived organisational support.
4. Scheduling flexibility should be improved to help part-time teachers, many of whom hold other employment or academic commitments, maintain a better work-life balance.
5. Formal recognition mechanisms, such as certificates, performance-based incentives, or opportunities to lead academic activities, should be introduced for part-time faculty.
6. Part-time teachers should be included in relevant faculty development programmes and orientation sessions to support their professional growth.
7. Colleges should establish a simple, transparent feedback and grievance-redressal mechanism accessible to part-time teaching staff.
8. Periodic satisfaction surveys should be institutionalised to help management track and respond to the evolving needs of part-time faculty.

10. Conclusion

Part-time teachers form the backbone of the evening college system in Karnataka, enabling institutions to serve a large population of working students. However, their satisfaction levels are shaped by distinct organisational factors that differ from those affecting full-time faculty. This study found that job security, compensation and benefits, work-life balance, and recognition and career growth together explain a substantial proportion of the variation in employee satisfaction among part-time teachers, with job security being the most influential factor. While a majority of respondents reported being satisfied with their roles, a meaningful proportion expressed neutrality or dissatisfaction, indicating that there is considerable scope for institutional improvement. By addressing concerns related to contract continuity, fair compensation, flexible scheduling, and recognition, evening colleges can enhance the satisfaction, motivation, and retention of their part-time teaching workforce, which in turn is likely to translate into improved teaching quality and student outcomes.

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