

28-02-2026

A study on job perception of teachers working in State Agricultural Universities in Karnataka State of India

Abdul Sattar Fazely, Mohammad Naser Moain, Rahim Bakhsh Faqiryar

To cite this article: Fazely, A. S., Moain, M. N., & Faqiryar, R. B. (2026). A study on job perception of teachers working in State Agricultural Universities in Karnataka State of India. *Journal of Economics and Business Letters*, 6(1), 52–60.

<https://doi.org/10.55942/jebl.v6i1.1500>

To link to this article: <https://doi.org/10.55942/jebl.v6i1.1500>



Follow this and additional works at: <https://journal.privietlab.org/index.php/JEBL>
Journal of Economics and Business Letters is licensed under a Creative Commons Attribution 4.0 International License.

This JEBL: Original Article is brought to you for free and open access by Privietlab. It has been accepted for inclusion in Journal of Economics and Business Letters by an authorized editor of Privietlab Journals

Full Terms & Conditions of access and use are available at: <https://journal.privietlab.org/index.php/JEBL/about>

A study on job perception of teachers working in State Agricultural Universities in Karnataka State of India

Abdul Sattar Fazely¹, Mohammad Naser Moain^{2*}, Rahim Bakhsh Faqiryar³

¹Professor at Faculty of Agriculture, Herat University, Afghanistan

²Associate Professor at Faculty of Economics, Herat University, Afghanistan

³Assist. Professors at Faculty of Education, Herat University, Afghanistan

*e-mail: mnmoain@hu.edu.af

Received 26 December 2025

Revised 28 January 2026

Accepted 28 February 2026

ABSTRACT

This study was carried in Three agricultural universities of India to analyze the job perception of teachers and to understand the association between the selected profile characteristics of teachers with their job perception. A total of 180 teachers from University of Agricultural Sciences, Bangalore (90 Nos) and University of Agricultural Sciences, Dharwad (90 Nos) formed the sample of the research study. The results revealed that a majority of UAS (B) teachers (70.00 %) and UAS (D) teachers (68.89 %) were belonging to medium to high level of job perception categories. More number of Professors (40.01%) and Associate Professors (40.00%) were belonging to high level of job perception, while an equal number of Assistant Professors were belonging to low (33.33%), medium (33.33%) and high (33.34%) level of job perception. There was significant difference in the mean job perception score between Professor and Assistant Professor at 5% level. Education, mass media participation, training undergone, achievement motivation, aspiration, competition orientation, scientific orientation, attitude towards organization and awards/recognition received had significant association with the job perception of teachers at 5% level. Whereas, job experience, perceived work load and organizational climate of the teachers had significant association at 1% level with their job perception.

Keywords: job perception; teachers; aspiration, training, incentives

priviet lab.
RESEARCH & PUBLISHING



1. INTRODUCTION

Teachers are arguably the most important group of professionals for the nation's future. The teacher plays a dynamic role in our lives. A school without teacher is just like a body without the soul. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her students. Teaching is a complex and many sided, demanding a variety of human traits and abilities. Generally, these may be grouped into two major categories: (i) those pertaining to teachers' mental abilities and skills, his knowledge of the subject to the thought, and (ii) those qualities of his personality, his interests, attitudes, beliefs, his behavior in working relationships with students and others. These traits vary greatly from teacher to teacher (Senthil, 1998).

The concept of integration of teaching, research and extension has already proved its worth through remarkable progress made in the field of agricultural education, research and extension by the Agricultural Universities. There is perceptible improvement in the quality of education. There are competent teachers, better equipped libraries, laboratories, etc. These institutions today are serving as fountain heads of new knowledge earned through purposeful, problem-solving research and have become main centers of dissemination of useful knowledge to farming community. Some of the best training for farmers is offered by the Agricultural Universities. There are numerous functional specialists who have gained confidence through experience in successfully applying scientific knowledge to solve the practical problems of farmers. The working conditions and incentives that the Universities offer to the faculty are providing opportunities for productive work, and are fostering team spirit and a healthy change in the outlook of all the teachers and the researchers, and the government administration in order to achieve their goals. (Aimable, 2011; Aimable & Manjunath, 2012; Reddy, 1982; Srinath, 2013; Ramakrishna Rao, 2014; Patil, 2014; Manjunath, 2015; Sontakki, 2015; Ray, 1991; Senthil, 1998)

Perception is a basic cognitive and psychological process. It is a process by which people organize, interpret, experience, process and use stimulus materials in the environment (Ray, 1991). The job perception relates to the way in which the employees look at their jobs. The differences in perceptual frame work can lead people to behave differently in the face of common circumstances. Thus, the study of perception is a pre-requisite to the understanding and explanation of work behavior in all of its variety and complexity. Job perception of teachers is generally how they feel about different aspects of their jobs, extent to which they like or dislike their jobs and also considered as a strong predictor of overall individual well-being as well as a good predictor of intentions or decisions of teachers to leave their job. In this backdrop, the present study was undertaken with the following specific objectives: (1) To analyze the job perception of teachers of State Agricultural Universities, (2) To find out the association between the personal, socio-economic, psychological and communication characteristics of teachers with their job perception.

2. METHODOLOGY

The study was conducted at University of Agricultural Sciences, Bangalore (UASB), Bangalore with two sub campuses viz; Agriculture College, Hassan and Sericulture College, Chintamani and University of Agricultural Sciences, Dharwad (UASD) with two sub campuses viz, Forestry College, Sirsi and Agriculture College Hanumanamatti. The ex-post-facto research design was employed for the study. Data collection was done through personal interview method with the help of schedule. The target population was teachers. Totally 180 respondents (90 respondents) {Professors (30 Nos), Associate Professors (30 Nos) and Assistant Professors (30 Nos)} from UAS, Bangalore with two sub campuses and 90 respondents {Professors (30 Nos), Associate Professors (30 Nos) and Assistant Professors (30 Nos)} from UAS Dharwad with two sub campuses) were selected for the study. The respondents included.

(Aimable, 2011; Aimable & Manjunath, 2012; Reddy, 1982; Srinath, 2013; Ramakrishna Rao, 2014; Patil, 2014; Manjunath, 2015; Sontakki, 2015; Ray, 1991; Senthil, 1998)

Job perception is operationally defined in the present study as a person’s indication of what he/she feels important to do with reference to any idea or statement presented to him about his job. An attempt was made in the present investigation to develop a scale to measure the job perception of teachers working in State Agricultural Universities. The developed scale was found to be reliable and valid. The final perception consists of 25 five statements and presented to the respondents along the five point continuum representing ‘very important’, ‘important’, ‘less important’, ‘least important’ and ‘not important with assigned score of 5,4,3,2 and 1, respectively for positive statements and vice versa for negative statements. The perception score of a respondent were calculated by adding up the scores obtained by an individual on all items/statements. The perception score of this scale ranges from a minimum of 25 to a maximum of 125. Higher score on the scale indicates that the respondents have higher level of perception towards their job. The minimum and maximum scores obtained by teachers were 67 and 110, respectively. Based on the mean (93.33) and half standard deviation (13.90) the teachers were categorized into three perception categories viz., low, medium and high.

Information regarding 22 personal, socio-economic, psychological and communication characteristics (independent variables) of teachers were collected using a structured schedule with suitable scales. The collected data was scored, tabulated and analyzed using frequency, percentage, mean, standard deviation, student ‘t’ test and chi-square analysis (See Table 1)

Table 1. Measurement procedure

Sl. No.	Category	Score
1	Low (Mean - 1/2 SD)	Less than 86.38 score
2	Medium (Mean ± 1/2 SD)	Between 86.38– 100.28 score
3	High (Mean + 1/2 SD)	More than 100.28 score

3. RESULTS AND DISCUSSION

3.1. Job Perception of UAS (B) and UAS (D) Teachers

Table 2 presents the data on the job perception of UAS (B) and UAS (D) teachers. The results reveal that 38.89 per cent of UAS (B) teachers were belonging to high level of job perception category, whereas 31.11 and 30.00 per cent of the teachers were belonging to medium and low categories of job perception, respectively. A majority (70.00 %) of UAS (B) teachers were belonging to medium to high level of job perception categories. Table 1 also reveals that as high as 36.67 per cent of UAS (D) teachers were belonging to high level of job perception category, while 32.22 and 31.11 per cent of the teachers were belonging to medium and low level of job perception categories, respectively. More than half of the UAS (D) teachers (68.89 %) were belonging to medium to high level of job perception categories. Perception being an individual construct it is natural that it will vary from person to person. The reasons for more favorable job perception by majority may be due to that job responsibilities of the teachers do not change at different cadres. The present findings were in agreement with the findings Aimable (2011), and Aimable and Manjunath (2012). (Aimable, 2011; Aimable & Manjunath, 2012; Reddy, 1982; Srinath, 2013; Ramakrishna Rao, 2014; Patil, 2014; Manjunath, 2015; Sontakki, 2015; Ray, 1991; Senthil, 1998)

Table 2. Job perception of UASB and UASD teachers

SL. No.	Job perception	Teachers			
		UASB (n= 90)		UASD (n= 90)	
		Number	%	Number	%
1	Low	27	30.00	28	31.11
2	Medium	28	31.11	29	32.22

3	High	35	38.89	33	36.67
Total		90	100.00	90	100.00

3.2. Job Perception of Assistant Professors, Associate Professors, Professors and Pooled Sample

The data in Table 3 presents the results of the job perception of Assistant Professors, Associate Professors, Professors and Pooled sample. The results in Table 2 reveal that an equal number of Assistant Professors were found in low (33.33 %), medium (33.33 %) and high (33.34 %) levels of job perception. Forty per cent of Associate Professors were found in high level of job perception category, followed by an equal number of Associate Professors belonging to medium (30.00 %) and low (30.00 %) levels of job perception categories. As high as 70.00 per cent of the Associate Professors were belonging to medium to high levels of job perception categories. The present findings were in agreement with the findings of Reddy (1982) and Ramakrishna Rao (2014).

A larger number of Professors (40.01 %) were belonging to high level of job perception category, while 31.66 and 28.33 per cent of them were belonging to medium and low level of job perception categories, respectively. A majority (71.67 %) of the Professors were belonging to medium to high levels of job perception categories. With respect to the pooled sample, it was found that 37.79 per cent of the teachers were belonging to high level of job perception, whereas 31.66 and 30.55 per cent of the teachers were belonging to medium and low level of job perception categories, respectively. A majority (69.45 %) of the teachers were belonging to medium to high level of job perception categories. The study results revealed that trend of perception percentage in Assistant Professors is mostly the same, but the perception percentage in Associate Professors, Professors and Pooled sample is increasing from low to high, it may be because of the level of seniority and years of experiences.

Table 3. Job perception of Assistant Professors, Associate Professors, Professors and Pooled sample

SL. No.	Job perception	Teachers							
		Assistant Professor. (n= 60)		Associate Professor. (n= 60)		Professor (n= 60)		Pooled sample (n=180)	
		No.	%	No.	%	No.	%	No.	%
1	Low	20	33.33	18	30.00	17	28.33	55	30.55
2	Medium	20	33.33	18	30.00	19	31.66	57	31.66
3	High	20	33.34	24	40.00	24	40.01	68	37.79
Total		60	100.00	60	100.00	60	100.00	180	100.00

3.3. Test of Significance Between the Teachers with Respect to Job Perception

Test of significance between the UAS (B) and UAS (D) teachers with respect to Job perception, Jobperformance and job satisfaction (Locke, 1976; Spector, 1997) (Aimable, 2011; Aimable & Manjunath, 2012; Reddy, 1982; Srinath, 2013; Ramakrishna Rao, 2014; Patil, 2014; Manjunath, 2015; Sontakki, 2015; Ray, 1991; Senthil, 1998).

Table 4 reveals that the mean job perception score of UAS (B) teachers (93.86) was slightly more compared to the mean job perception score of UAS (D) teachers (92.80). However, there was no significant difference with respect to the mean job perception scores between UAS (B) and UAS (D) teachers as evident from 't' value (0.192), indicating that there is no difference in job perception of teachers of State Agricultural Universities (SAUs). (Aimable, 2011; Aimable & Manjunath, 2012; Reddy, 1982; Srinath, 2013; Ramakrishna Rao, 2014; Patil, 2014; Manjunath, 2015; Sontakki, 2015; Ray, 1991; Senthil, 1998)

Table 4. Test of significance between UAS (B) and UAS (D) teachers with respect to job perception

Sl. No.	Campuses	Job perception	
		Mean score	't' value
1	UASB (n=90)	93.86	0.192 ^{NS}
2	UASD (n=90)	92.80	

NS= Non-significant.

3.4. Test of Significance Between Assistant Professor, Associate Professor and Professor with Respect to Job Perception

Table 5 reveals that the mean job perception score of Professor (99.62) was more than the mean job perception score of Associate Professor (94.16) and Assistant Professor (86.22). As evident from 't' value, there was no significant difference in the mean job perception scores between Professor and Associate Professor ('t' value =1.311) and also between Associate Professor and Assistant Professor ('t' value =1.562). However, there was significant difference in the mean job perception score between Professor and Assistant Professor as evident from 't' value (2.009).

Table 5. Test of significance between Assistant Professor, Associate Professor and Professor with respect to job perception

Sl. No.	Teachers	Job perception	
		Mean score	't' value
1	Assistant Professor (n=60)	86.22	1.562 ^{NS}
	Associate Professor (n=60)	94.16	
2	Associate Professor (n=60)	94.16	1.311 ^{NS}
	Professor (n=60)	99.62	
3	Professor (n=60)	99.62	2.009 *
	Assistant Professor (n=60)	86.22	

NS= Non-significant; *= Significant at 5 per cent level.

3.5. Association Between the Personal, Socio-Economic, Psychological and Communication Characteristics of Teachers with Their Job Perception

Chi-square test was employed to know the association between the selected personal, socio-economic, psychological and communication characteristics of teachers with their job perception (Table 6). The results indicated that sex, age, family size, annual income, rural-urban background, rural experience, number of publications published, participation in seminars/conferences, abroad exposure/countries visited and number of post graduate students guided by the university teachers had no significant association with the job perception of teachers.

Education, mass media participation, training undergone, achievement motivation, aspiration, competition orientation, scientific orientation, attitude towards organization and awards/recognition received had significant association with the job perception of teachers at five per cent level. Whereas, job experience, perceived work load and organizational climate of the teachers had significant association at one per cent level with their job perception. The explanation for independent variables having significant to highly significant association with the level of job perception is explained in the following paragraph: (Halpin & Croft, 1963; Hoy & Miskel, 2013)

The gender has not shown any significant association with job perception; it is maybe due to having the same perception of male and female regarding their job. The age of teachers does not show any significant association with job perception. The duties of the teachers are clearly known in the job chart that he/she has to perform whether young or old. Education was significantly associated with the job perception of teachers. This is maybe due to the fact that most of the teachers were holding Doctoral degree; hence the level of job perception is also high. The family size has not shown any significant

association with job perception; it is maybe due to the fact that the number of family members has no effect to the level of perception.

The annual income has not shown any significant association with job perception, because the teachers perceive that teaching is not a business job. The rural-urban background has also not shown any significant association with job perception, this may be due to lack of infrastructural facilities and transportation facilities in rural area. Job experience was having highly significant associated with the job perception of teachers; this is maybe due to the fact that higher experience results to higher level of perception. Rural experience was not having any significant association with the job perception of teachers, the probable reasons could be that all the respondents are working under similar conditions, their main job is teaching and there were no major changes the organization structure and management functions which have remained almost unchanged and hence non-significant association existed between rural experience and job perception.

Study showed that there was positive significant association between mass media participation with job perception. This may be due to the fact that teachers having greater exposure to the mass media had higher will be the perception. Training undergone was significantly associated with the job perception of teachers, this is may be due to the effect of training in quality of teaching, qualified teachers may had received sufficient and necessary training.

Perceived workload was having highly significant association with the job perception of teachers, the probable reasons maybe due to that the teachers are doing their job according to the job chart and they are working hard and thinking that doing more developing more. Number of publications published is having no association with job perception, it is maybe their main job is teaching and they have no enough time to write papers and publish as it is expected.

The significant association between achievement motivation of the teachers and their level of job perception was observed. This is maybe due to their responsibility, they have higher levels of responsibility or administrative positions (i.e., Dean, Department Head). The level of aspiration was found to have a significant association with job perception, this is may be due to the fact that the teachers have very high level of aspiration with which their perception level was more.

Competition orientation was found to have a significant association with job perception also, this may be due to the fact that respondents try to have positive competition among themselves to reach the high level of perception. Scientific orientation is another variable which was found to have a significant association with job perception, the probable reasons may be that scientific orientation is a part from teaching that the teachers have to take in to account.

Organizational climate was found to have highly association with the job perception of teachers. This may be due to that the organizational factors do have more impact on job perception. Attitude towards organization is another variable which was found to have a significant association with job perception, the probable reasons may be that the teachers had more favorable attitude towards their work and organization and this made them to have good perception about their job. (Halpin & Croft, 1963; Hoy & Miskel, 2013)

Participation on seminars/conferences and abroad exposure/country visited are two variables which have not shown any significant association with job perception, the probable reasons maybe due to that, there was not enough opportunities for the teachers to attend the seminars/conferences and to go to out of the county for participation any conference and gaining the up-to-date information and knowledge.

Awards/recognition received is another variable which was found to have a significant association with job perception; this is maybe due to that the teachers thought that awards and recognition is very necessary for their promotion, so they feel it very important. Number of post graduate students guided is one of the variables which have no significant association with job perception, this is maybe due to the teachers mostly involve in teaching rather than guiding the students.

The findings of this study are in conformity with the findings of Aimable (2011), Srinath (2013), Patil (2014), Manjunath (2015), Sontakki (2015) and Fischer and Jong (2016) (See Table 6)

Table 6. Association between personal, socio-economic, psychological and communication characteristics of teachers with their job perception (N= 180)

SL. No	Characteristics	Contingency Co-efficient	Chi square value
1.	Sex	0.022	0.092 ^{NS}
2.	Age	0.011	2.312 ^{NS}
3.	Education	0.236	10.699 [*]
4.	Family size	0.121	2.692 ^{NS}
5.	Annual income	0.023	0.093 ^{NS}
6.	Rural- urban background	0.021	0.091 ^{NS}
7.	Job experience	0.283	15.692 ^{**}
8.	Rural experience	0.127	2.860 ^{NS}
9.	Mass media participation	0.242	11.291 [*]
10.	Training undergone	0.255	12.612 [*]
11.	Perceived work load	0.265	13.612 ^{**}
12.	Number of publications	0.141	3.691 ^{NS}
13.	Achievement motivation	0.251	12.125 [*]
14.	Aspiration	0.242	11.287 [*]
15.	Competition orientation	0.239	10.968 [*]
16.	Scientific orientation	0.258	12.868 [*]
17.	Organizational climate	0.283	15.692 ^{**}
18.	Attitude towards organization	0.248	11.868 [*]
19.	Participation on seminars/conferences	0.125	2.862 ^{NS}
20.	Abroad exposure/countries visited	0.102	1.928 ^{NS}
21.	Awards/Recognition received	0.232	10.282 [*]
22.	Number of post graduate students guided	0.132	3.222 ^{NS}

**= Significant at 1 per cent level *= Significant at 5 per cent level NS= Non-significant

It can be concluded that majority of teachers from both Universities were found to have medium to high level of job perception. There is need to improve their perception about their jobs by providing adequate educational facilities such as LCD, internet and lab facilities etc. and permit them to attend refresher/winter/summer schools to upgrade their knowledge for better job performance.

4. CONCLUSION

The study concluded that most teachers from the agricultural universities in Bangalore and Dharwad exhibited moderate to high levels of job perception. Professors and Associate Professors tended to have higher job perception compared to Assistant Professors, among whom job perception was evenly distributed across low, medium, and high categories. The significant difference in mean job perception scores between Professors and Assistant Professors indicates that academic rank influences job perception. Furthermore, several personal and professional factors—such as education, mass media participation, training, motivation, aspiration, and recognition—were significantly associated with job perception at the 5% level. More critically, job experience, perceived workload, and organizational climate showed a stronger association at the 1% level. These findings highlight that both individual characteristics and institutional conditions play vital roles in shaping teachers’ job perception, emphasizing the need for supportive organizational environments and opportunities for professional development. (Halpin & Croft, 1963; Hoy & Miskel, 2013).

Ethical approval

This study was conducted in accordance with the ethical principles outlined in the Declaration of Helsinki.

Informed consent statement

Not applicable.

Authors' contributions

Not applicable.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Data availability statement

The data presented in this study are available on request from the corresponding author due to privacy reasons.

Funding

This research received no external funding.

Notes on Contributors

Abdul Sattar Fazely

Abdul Sattar Fazely is affiliated with Faculty of Agriculture, Herat University, Afghanistan

Mohammad Naser Moain

<https://orcid.org/0009-0005-6805-1861>

Mohammad Naser Moain is affiliated with Professor at Faculty of Economics, Herat University, Afghanistan

Rahim Bakhsh Faqiryar

Rahim Bakhsh Faqiryar is affiliated with Faculty of Education, Herat University, Afghanistan

REFERENCES

- Aimable, R. (2011). *An analysis of job perception and job performance in the University of Agricultural Sciences, Bangalore* (Unpublished master's thesis). University of Agricultural Sciences, Bangalore, India.
- Aimable, R., & Manjunath, B. N. (2012). Job perception of teachers in the University of Agricultural Sciences, Bengaluru. *Mysore Journal of Agricultural Sciences*, 46(3), 653–654.
- Fischer, P. V., & De Jong, D. (2016). The relationship between teacher perception of principal servant leadership behaviour and teacher satisfaction. *Servant Leadership: Theory and Practice*, 4(2), 53–87. <https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1060&context=sltp>
- Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools*. Midwest Administration Center, University of Chicago.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. John Wiley & Sons.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. (9th ed.). McGraw-Hill.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Manjunath, V. B. (2015). *Job perception and job performance of Panchayath Development Officers*. (Doctoral dissertation). University of Agricultural Sciences, Dharwad, India.

- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Patil, S. L. (2014). *National Agricultural Extension Project as perceived by farmers and extension personnel of Department of Agriculture, Karnataka*. (Doctoral dissertation). University of Agricultural Sciences, Dharwad, India.
- Ramakrishna Rao. (2014). *Task and time management by Assistant Agricultural Officers working under AEP in Karnataka* (Master's thesis). University of Agricultural Sciences, Bangalore, India.
- Ray, G. L. (1991). *Extension communication and management*. Naya Prakash.
- Reddy, K. C. R. (1982). *A study on job perception, job performance and job satisfaction of agricultural assistants in Agricultural Extension Project in Karnataka* (Master's thesis). University of Agricultural Sciences, Bangalore, India.
- Senthil, K. M. (1998). *Job competence and job satisfaction of teachers in the University of Agricultural Sciences, Bangalore* (Master's thesis). University of Agricultural Sciences, Bangalore, India.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27 (6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Sontakki, B. S. (2015). *Organizational climate perception and related factors of Taluk level extension personnel of Karnataka State Department of Fisheries* (Doctoral dissertation). University of Agricultural Sciences, Dharwad, India.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage.
- Srinath, R. (2013). *Job analysis and time management in respect of District Horticultural Officers and Assistant Directors of Horticulture in Karnataka* (Master's thesis). University of Agricultural Sciences, Bangalore, India.