

## **A STUDY ON JOB SATISFACTION AMONG THE TEACHING FACULTY OF SELF FINANCING ARTS AND SCIENCE COLLEGES IN AND AROUND CUDDALORE TOWN**

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### **Abstract**

Any person, who is working, should have calmness in mind and a conducive work place. Only then the job performed by him will be completed flawlessly. To have a flawless completion of work, one must have interest, involvement and innovation. To gain all those three, he must have confidence and concentration. Confidence and concentration can be developed only when there is job satisfaction and a conducive work environment. The teacher may be considered as the divine representation as he saves the mankind from the evil ignorance and enlightens with the Power of Knowledge. Teaching profession is considered to be the Noble profession. Such profession is based on three major factors namely, work aspects, students aspect and work environment aspect. A teacher does justice to his profession only when all these factors satisfy his requirements.

This paper focuses on perspective of teaching employees upon the work environment, who belong to the self-financing arts and science colleges, with reference to cuddalore.

**Key Words: Work aspects, Students aspect, Work environment aspect, Job satisfaction.**

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## **INTRODUCTION**

A Guru can save us from the pangs of ignorance (darkness) by applying to us the balm of knowledge or awareness of the supreme. I salute such a Guru. The god is the supreme power who saves mankind from the Evil. The teacher may be considered as the divine representation as he saves the mankind from the evil ignorance and enlightens with knowledge. Such a divine kind of personality a teacher possesses.

Job satisfaction is the state of feelings towards the job undertaken by an employee either positively or negatively. Job satisfaction is a pleasurable emotional state resulting from the

appraisal of one's job."It is an affective reaction to one's job." It is also called an attitude towards one's job. "According to dictionary of education, job satisfaction is the quality, state and level of satisfaction as a result of various interest and attitudes of a person towards his job." Okpara (2005) observed on job satisfaction: "as senior faculty members retire at the leading U.S. universities over the next decade, it is increasingly likely that they will be replaced by younger faculty members who are women, under- represented minorities or foreign-born scholars. This changing landscape of faculty members at U.S. universities will require that university administrators deal with issues related to faculty job satisfaction across a variety of personal and professional dimensions."

## **RATIONALE AND SIGNIFICANCE OF THE STUDY**

Teaching professional is considered to be the Noble profession. Such profession is based on three major factors namely, work aspects, students' aspect and work environment aspect. A teacher does justice to his profession only when all these factors satisfy his requirements. Many researchers would have taken place on job satisfaction of teachers, from any one of these above factors. But this research focuses on all the three aspects which would help the researcher to determine the level or degree of absolute satisfaction of a teaching employee which he receives from his working environment.

## REVIEW OF LITERATURE

**RAMA KRISHNALAH (1980)** made a study on ‘A study of job satisfaction, attitude towards teaching and job involvement of college teachers’. The result reveals that the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

**D.SUGUMAR AND A.AMBETHRAJ (2011)** conducted a research on ‘teachers’ job satisfaction. An Organizational study with reference to Twelve Arts and Science Colleges at Tanjore “The study is mainly about two dimensions such as workplace conditions and compensation. Under workplace conditions six variables were tested and under compensation two variables were tested. Further this study suggests analyzing the students’ performance and comparing with teaching faculty job satisfaction.

**SIVASAKTHI RAJAMMAL.T AND MUTHU MANIKKAM.R (2012)** made a study on ‘job involvement of school teachers’ and found that teachers significantly differ in job involvement in respect of marital status, type of management and monthly income for and they do not differ in job involvement in respect of gender, place of school, age, level of teaching and years of experience and monthly income of teachers.

## STATEMENT OF THE PROBLEM

Job satisfaction is a set of feeling, thought, emotion and intentions with which the workers view their work. Job satisfaction is an effective attitude towards the overall job related dimensions and factors such as workplace conditions, compensation, infrastructure, professional development and others. Job satisfaction creates intangible benefits to the organization which include reduction in complaints and grievances, absenteeism, turnover and termination. Andrew Carnegie is clearly depicting the role of job satisfied employees in an organization. Although there are many job satisfaction studies focusing on industrial and organizational setting, there is only less literature on job satisfaction of academic faculty. Pearson and Seiler view that this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting. Since 1993 there has been a number of mushrooming self financing arts and science colleges in India after the introduction of the new economic policy. In India over

the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education to meet the growing demand. Privatization of higher education has emerged in several forms and types in the recent decade in India. It is indispensable to understand the level of job satisfaction of employees and the teaching faculty of self financing colleges, because the level of job satisfaction attained by employees would help to frame strategies not only to improve the satisfaction level but also for the efficient practice of privatization policy.

### **OBJECTIVES OF THE STUDY**

1. To identify the dominating factors that influence the job satisfaction of teaching faculty.
2. To analyse the influence of the income level and work experience towards job satisfaction.
3. To know the relationship among various groups that determines the level of job satisfaction.
4. To find out the association between different groups which exhibit the level of satisfaction.

### **HYPOTHESIS**

- There is no significance difference between professional development group and overall satisfaction group.
- There is no significant difference between income and overall satisfaction .

### **RESEARCH METHODOLOGY**

#### **Primary data**

The primary data are collected through questionnaire survey. The respondents were asked to give their opinions relating to the most common factors influencing their perspective about the work environment of self financing arts and science colleges at cuddalore. The questionnaire comprises demographic factors with optional questions, the various factors such as work, students and work environment. with Likert's 5 point scale. The researcher framed the questionnaire on the basis of gaps in the national and international literature. whether these perceptions are valid and accepted by the researcher has to be verified through the determination

of variants. Therefore, the researcher selected the scaling techniques appropriately to identify the wide range of perpetual difference among the respondents.

### **Secondary data**

The secondary data are collected from journals, magazines, publications, reports, books, dailies, periodicals, articles, research papers, websites, company publications, and booklets.

### **Sample size**

The size of the respondent is very large. The study of the entire population is not possible. Therefore, the study is undertaken on the basis of the samples chosen. The 170 teaching faculty selected from the self financing arts and science colleges in cuddalore town.

### **Sampling technique**

The sample respondents would be selected by applying convenience sampling technique, from the overall list of teaching faculty.

### **Statistical tools applied**

A study of this kind needs proper quantitative analysis to arrive at meaningful conclusions. In this study a combination of both parametric and non- parametric methods have been applied. Hence, the collected data have been analyzed with some of the familiar statistical techniques like scaling techniques, percentage analysis, chi square.

### **Scaling Technique in the Questionnaire**

The questionnaire and comprises both optional type and statements in Likert's 5 point scale. The responses of these were obtained from the teaching employees of the self financed arts and science colleges at cuddalore in the 5 point scale, which ranges as follows:

Section 1: personal profile of respondents includes such as their gender, age, marital status, family size, income, family members, total work experience and experience in current institution.

Section 2: It is about different groups, each consisting of 5 questions on a particular topic like teaching attitude, institutional factors, infrastructure facilities, working environment, inter personal relationship with colleges etc.

## LIMITATIONS OF THE STUDY

1. This study ignores the self financing arts and science courses offered by Aided Colleges and Government Colleges.
2. This study is restricted to teaching faculty only, and does not include non teaching staff members of self financing arts and science colleges.
3. The application of the present study cannot be substantiated with other colleges operating in the different states and other places.

## ANALYSIS AND INTERPRETATION

### 1.GENDER:

Gender is an important factor to determine the job satisfaction level of the teaching faculty. In this study, the responses have been obtained from the male and female teaching faculty and their frequency distribution is presented below:

**Table 1**

### Frequency of gender

Gender	No. of respondents	%
Male	90	53
Female	80	47
Total	170	100

Sources : primary data

### Interpretation

From the above table, it is inferred that 53% of the respondents belong to male group and the rest 47% belong to female group. It is also identified through percentage analysis that the sample unit is dominated by male respondents.

## 2. INCOME:

The income is the motivating factor for the teaching faculty. The researcher considers this as one of the variables for analysis. The income of the respondent is classified as shown in the below mentioned frequency table

**Table 2**

### Frequency of income group

Income	No. of respondents	%
Below Rs. 20000	76	46
Between Rs.20000 to Rs.30000	12	7
Between Rs.30000 to Rs.40000	34	20
Above Rs.40000	45	27
<b>Total</b>	<b>170</b>	<b>100</b>

Sources: primary data

## INTERPRETATION

It is found from the above that 46% of the respondents get income group of below Rs. 20000, 27% get above Rs. 40000 and 20% obtained the income group of between Rs. 30000 to Rs. 40000. It is further found that 7% get between Rs. 20000 to Rs. 30000. Therefore it is concluded that most of the respondent get income group of below 20000.

## CHI-SQUARE ANALYSIS

### 1. Chi-square between professional development and overall job satisfaction

#### HYPOTHESIS:

**Ho (null hypothesis):**

There is a significant relationship between professional development group and job satisfaction group.

**Table 1**

**OBSERVED TABLE**

<b>Job satisfaction</b>	<b>Professional development</b>		<b>Total</b>
	<b>Low</b>	<b>High</b>	
<b>Low</b>	56	27	<b>83</b>
<b>High</b>	24	63	<b>87</b>
<b>Total</b>	<b>80</b>	<b>90</b>	<b>170</b>

Sources: primary data



**Table 2****EXPECTED TABLE**

<b>Job satisfaction</b>	<b>Low</b>	<b>High</b>	<b>Total</b>
	<b>Professional development</b>		
<b>Low</b>	39	44	<b>83</b>
<b>High</b>	41	46	<b>87</b>
<b>Total</b>	<b>80</b>	<b>90</b>	<b>170</b>

Source: primary data

**Table 3**

<b>Factor</b>	<b>Degree of freedom</b>	<b>Calculated value</b>	<b>Table value</b>	<b>Hypothesis</b>
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<b>Professional development group and job satisfaction group</b>	<b>1</b>	<b>19.9</b>	<b>7.815</b>	<b>Rejected</b>
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Source: primary data

### INTERPRETATION

The table reveals that the calculated chi-square value (19.9) is more than the table value (7.815) and the result is rejected at 5% level. Hence the null hypothesis is rejected. Therefore there is a significant relationship between the professional development group and job satisfaction group.

### FINDINGS

- 60% of the respondents agree and 50% of the respondents strongly agree that healthy relationship is existing with management.
- 45% of the respondents strongly disagree that salary is adequate. It is evident that self financing colleges are offering only minimum salary.
- 40% of the respondents strongly disagree and 50% of the respondents disagree that special awards are given for publications in the reputed journal and books.
- The highest 70% of the respondents agree and 80% of the respondents strongly agree that sufficiently furnished class rooms are available.
- 65% of the respondents strongly agree that the management is supportive and encouraging.

### SUGGESTIONS

- It is suggested that the self-financing colleges are surprisingly inspect to know the infrastructure of the colleges and to give the suggestions to develop their infrastructure.

- The administrator of self-financing arts and science colleges is expected to define employment policy or conditions clearly to the teaching faculty while they join. This includes tenure, condition for leaving, salary, working hours, and acknowledgement for receiving the certificates and appointment order by stating all these things. If given to teaching faculty well in advance, it would increase their job satisfaction.
- There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.
- Faculty members can be included for decision making with respect to academic matters. This would create better relationship between the employer and employee.
- It is suggested to have students mentoring system to share their personal, family and academic related issues and problems. Each faculty is allocated a group of students so that they may be continuously monitored by the teachers and this minimizes all sorts of misbehavior of the students.

## CONCLUSION

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, and organization to organization. So, job satisfaction cannot be generalized. From the academic perspective, workplace conditions, compensation, infrastructure and professional development affect the job satisfaction of the teaching faculty. The present study has tried to discover the level of job satisfaction among the teaching faculty of self-financing arts and science colleges considering the three dimensions namely workplace aspects, students aspects and work environment aspects. The study shows that workplace and infrastructure significantly creates overall job satisfaction of the teaching faculty, strategic attention need to be given specially for the compensation dimension which is closely associated with overall job satisfaction. Formation of consortium at the state level would be the best choice to exercise compensation dimension with reasoning.

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