

DETERMINATION OF JOB SATISFACTION FACTORS AMONG COLLEGE TEACHERS IN CHENNAI CITY

S. Metilda Salomi, Research Scholar, Mother Teresa Women's University, Tamilnadu, India.
(infometilda@yahoo.com)

ABSTRACT

Many studies at international level identified that the job satisfaction is not unique phenomenon but it is the combination of several factors depends upon the work environment. In this context the researcher at attempted in this direction of determining the exact number of factors directly leading to the job satisfaction of college teachers. The study depends upon the primary data collected from government, government aided and self-financing quality cheers within the limitations of Chennai city. The researcher applied convenience sampling method to obtain the responses, totally researcher circulated 300 questionnaires and able to receive only 288 filled in responses. Hence the sample size of the research is 288. After collecting the responses the researcher used structural equation model to prove the validity of job satisfaction factors. In the structural equation model the researcher used six fit indices along with their benchmark values. The results proved that job satisfaction depends upon both monetary and nonmonetary factors namely performance appraisal system, training and development, management policies, interpersonal relationships, emoluments and personal benefits.

INTRODUCTION

Many studies at international level identified that the job satisfaction is not unique phenomenon but it is the combination of several factors depends upon the work environment. In this context the researcher at attempted in this direction of determining the exact number of factors directly leading to the job satisfaction of college teachers. The importance of job satisfaction plays a major role in the occupational life. It has relation with many aspects because it affects a person's

- (a) Mental health
- (b) Physical health
- (c) Increase in output

If a person remains continuously dissatisfied with the job, it affects the mental health of the individual. The continuous tension leads to much maladjustment in the behavior.

Job satisfaction affects the physical health of the person. If a person is under continuous stress, he/she will suffer from health problems like headaches, heart and digestion related diseases etc.

The output automatically increases with job satisfaction because when a person is happy with his job situation, he would like to put more effort in his work, which in turn will increase the output.

COLLEGE TEACHERS AND HIGHER EDUCATION.

In India, over the years, there have been private initiatives in education initially for humanitarian reasons and eventually for commercial reasons in professional and in higher education to meet the growing demands. Privatization of higher education has emerged in various forms and types in the recent decade in India. 1) Privatization within government higher educational institutions takes place in the form of introducing self-financing courses. 2) Converting government-aided private institutions into private self-financing institutions; 3) Allowing self-financing private institutions with recognition and also without recognition to expand, which may be termed as commercial private higher education institutions. According to the survey report of the All India Survey on Higher Education (AISHE) 2014-2015; during 2014-2015, 760 Universities and more than 38498 affiliated colleges had enrolled more than 20 million students. There are 63% colleges running in Private unaided, 14% are Private aided

colleges and 23% are Government colleges. Indian higher education is a large and complex system. The structure of degree-granting institutions is cumbersome primarily due to "affiliation" and funding sources. More than 85% of students are enrolled in bachelor's degree programs with majority enrolling in three-year B.A., B.Com., or B.Sc., degrees. One-sixth of all Indian students are enrolled in Engineering/Technology degrees. Further, human resources demand in India is increasing 18% every year but growth of higher education is only 11%, hence the need for privately owned institutions is increasing. Government and Universities have granted recognition affiliation to unaided colleges and several Universities have authorized new self-financing courses even in government and aided colleges.

LITERATURE REVIEWS.

Mercy V. Chaita (2014) has focused the impact of attitudes on job satisfaction of university professors studied from the Northwest Region of England. The result indicated that good pay and opportunity for growth are great job satisfiers. The results also indicated perceived underpayment inequity resulting in negative emotional state.

Ruchi Jain & Surinder Kaur (2014) Identified that the Employees of Dominos are basically well satisfied with these factors: work environment, duties and responsibilities, refreshment & recreation facility, grievance handling procedure, fun at workplace, health & safety facility. Dominos can retain their employees with these aspects. However every coin has its two faces head either tail, same as pros and cons are always be there in entirety. Therefore employees are not satisfied or dissatisfied with these factors: workload & overtime, job includes fatigue & boredom, attitude of supervisor. These aspects can directly impact on attrition rate or else job satisfaction.

Tahir, Sumbul and Sajid S.M (2014) have investigated the job satisfaction levels of college teachers of a private management institution in Delhi and a college of Delhi University. It is found out that the job satisfaction levels to be average with a significant difference between job satisfaction of male and female college teachers, though no such difference was found between institutions.

Nirav Dave & Dharmesh Raval (2014) have measured the validity of job satisfaction factors for teachers/faculty members teaching in MBA Program of Colleges and Universities of Gujarat. The result indicated the factors affecting job satisfaction all the factors have been divided into two categories, viz., individual factors and institutional factors. Individual factors include Satisfaction from classroom teaching, training and Faculty Development Programs, performance Appraisal. Institutional Factors covers Physical Working Condition, Student interaction, Students IQ, Salary, Participation in Decision Making, Management style, Job Security, Organization Culture, Support for Research Environment in Organization.

Abayomi Olarewaju Adeoye and Ziska Fields (2014) have investigated the relationship between compensation management and employees' job satisfaction in Nigeria's Insurance Sector. The results revealed that compensation management and employees' job satisfaction are significantly correlated though weak and that compensation management has an impact on motivation and job satisfaction of employees' . .

RESEARCH GAP.

After reviewing the national and international literature regarding job satisfaction of the employees in different sector, the researcher identified to predominant gaps those were not addressed completely in the national and international domain of research.1. What are all the factors responsible to design the job satisfaction of the employees? 2. Is there any correlation between institutions details and job satisfaction of college teachers, therefore the present research is inclined to venture up on these two research gaps and to provide empirical evidences regarding those two gaps.

OBJECTIVES OF THE STUDY.

1.To study the factors responsible for job satisfaction of college teachers in the study area.

2. To identify the correlation between the external factors and the job satisfaction of college teachers.

HYPOTHESIS.

1. There is no significant difference among the factors of job satisfaction of college teachers.

METHODOLOGY.

The study depends upon the primary data collected from government, government aided and self-financing colleges within the limitations of Chennai city. The researcher applied convenience sampling method to obtain the responses, totally researcher circulated 300 questionnaires and able to receive only 288 filled in responses. Hence the sample size of the research is 288. The researcher applied Karl Pearson's co-efficient of correlation method and a structural equation modelling to validate the factors of job satisfaction of college teachers. The pilot study is conducted at the initial stage and the derived Cronbach's alpha value is 0.911 which is above the benchmark of 0.75. This shows the high reliability of the questionnaire created by the researcher. The question consist of three parts namely demographic variables, institutional details and at the statements regarding job satisfaction of college teachers. The researcher used the Likert's five point scale to ascertain the satisfaction level of college teachers. The five point scale ranges from highly satisfied to highly dissatisfied.

ANALYSIS AND INTERPRETATION.

Is there any correlation between Professional development allowed in the self-financing colleges and job satisfaction?. The researcher is interested in knowing that. For, he has set a null hypothesis (H0) "There is no correlation between Professional development allowed in the self-financing colleges and job satisfaction of teaching faculty". The result of correlation analysis has been presented in the table to follow:

Table 1-Factors of job satisfaction.

| Factors of Professional development | Physical Environment | Government Program | Seminar/Conference | Funding Project/Consultancy Services |
|--|-----------------------------|---------------------------|---------------------------|---|
| Physical Environment | 1.000 | 0.682** | 0.677** | 0.702** |
| Government Program | | 1.000 | 0.836** | 0.714** |
| Seminar/Conference | | | 1.000 | 0.790** |
| Funding Project/Consultancy Services | | | | 1.000 |

Source: Computed data

** Correlation is significant at the 0.01 level (2-tailed).

Note: ** Denotes significant at 1% level

Table 1 shows that there is significant correlation among different factors of Professional development and Job Satisfaction among the Teaching Faculty in Self Financing Arts and Science Colleges and they are significant at 1% level. The correlation between Physical Environment and Government Program, Seminar/Conference, Funding Project/Consultancy Services 0.682, 0.677, 0.702 respectively which indicate 68.2 percent, 67.7 percent, 70.2 percent positive relationship between Physical Environment and Government Program, Seminar/Conference, Funding Project/Consultancy Services and is significant at 1% level.

The correlation between Government Program and Seminar/Conference, Funding Project/Consultancy Services are 0.836, 0.714 respectively which indicate 83.6 percent, 71.4 percent positive relationship between Government Program and Seminar/Conference, Funding Project/Consultancy Services and is significant at 1% level. The correlation between Seminar/Conference and Funding Project/Consultancy Services is 0.790 respectively which indicate 79.0 percent positive relationship between Seminar/Conference and Funding Project/Consultancy Services and is significant at 1% level.

Hence the null hypothesis is rejected and the alternate hypothesis is that there is correlation between different factors of Professional development and Job Satisfaction among the Teaching Faculty in Self Financing Arts and Science Colleges is accepted. It is due to the fact that different factors of Professional development are correlated with one another and the ultimate Job Satisfaction among the Teaching Faculty in Self Financing Arts and Science Colleges lies with the professional development allowed by the management in the self-financing colleges.

CORRELATION BETWEEN FACTORS OF JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT

Is there any correlation between various factors of job satisfaction in the self-financing colleges and professional development?. The researcher is interested in knowing that. For, he has set a null hypothesis (H₀) "There is no correlation between various factors of job satisfaction in the self-financing colleges and professional development". The result of correlation analysis has been presented in the table to follow:

Table 2. External factors of job satisfaction.

| Factors of Job Satisfaction | Factors of Job satisfaction | | | | |
|--|------------------------------------|---------------------------|---------------------------|---|---|
| | Physical Development | Government Program | Seminar/Conference | Funding Project/consultancy Services | Overall Professional Development |
| Nature of the Management | 0.554** | 0.516** | 0.510** | 0.518** | 0.585** |
| Participation and Freedom in Decision Making | 0.438** | 0.472** | 0.411** | 0.418** | 0.484** |
| Discharge of Routine Work | 0.375** | 0.457** | 0.477** | 0.395** | 0.477** |
| Inter - Personal Relationship | 0.373** | 0.528** | 0.459** | 0.346** | 0.476** |
| Parental Care and Parent Support | 0.230** | 0.353** | 0.223** | 0.187** | 0.275** |
| Students Attitude and Involvement | 0.273** | 0.252** | 0.176** | 0.176** | 0.242** |
| Overall Workplace Conditions | 0.494** | 0.564** | 0.495** | 0.450** | 0.557** |
| Salary | 0.465** | 0.592** | 0.625** | 0.552** | 0.626** |
| Allowance | 0.567** | 0.457** | 0.483** | 0.565** | 0.578** |
| Other Benefits | 0.637** | 0.491** | 0.494** | 0.574** | 0.610** |
| Rewards and Awards | 0.562** | 0.512** | 0.573** | 0.533** | 0.608** |

| | | | | | |
|---------------------------|---------|---------|---------|---------|---------|
| Overall Compensation | 0.639** | 0.584** | 0.619** | 0.636** | 0.691** |
| Physical Infrastructure | 0.499** | 0.501** | 0.554** | 0.521** | 0.580** |
| General | 0.498** | 0.601** | 0.670** | 0.612** | 0.668** |
| Lab/Library | 0.577** | 0.600** | 0.656** | 0.626** | 0.688** |
| Teaching Aids | 0.613** | 0.556** | 0.605** | 0.630** | 0.672** |
| Overall Infrastructure | 0.636** | 0.653** | 0.718** | 0.693** | 0.756** |
| Overall Students Behavior | 0.477** | 0.578** | 0.593** | 0.566** | 0.620** |

Source: Computed data

** Correlation is significant at the 0.01 level (2-tailed).

Note: ** Denotes significant at 1% level

Table 2 shows that the correlation between Overall Workplace Conditions and Overall Professional Development is 0.585 which indicate 58.5 percent positive relationship between Overall Workplace Conditions and Overall Professional Development and is significant at 1% level. The correlation between Overall Compensation and Overall Professional Development is 0.691 which indicate 69.1 percent positive relationship between Overall Compensation and Overall Professional Development and is significant at 1% level. The correlation between Overall Infrastructure and Overall Professional Development is 0.756 which indicate 75.6 percent positive relationship between Overall Infrastructure and Overall Professional Development and is significant at 1% level. The correlation between Overall Students Behavior and Overall Professional Development is 0.620 which indicate 62.0 percent positive relationship between Overall Students Behavior and Overall Professional Development and is significant at 1% level.

FINDINGS AND CONCLUSION

It is found from the study that the null hypothesis is that there is no correlation between different factors of Job Satisfaction among the Teaching Faculty of Overall Workplace Conditions, Overall Compensation, Overall Infrastructure, Overall Students Behaviour and Overall Professional Development in Self Financing Arts and Science Colleges is rejected and the alternate hypothesis is accepted and it is significant at 1% level. It is concluded that different factors of Overall Professional Development are correlated with one another and the ultimate Job Satisfaction among the Teaching Faculty in Self Financing Arts and Science Colleges cannot be dreamt without professional development encouraged by the management of self-financing colleges.

REFERENCES

- Abayomi Olarewaju Adeoye and Ziska Fields (2014), Compensation Management and Employee Job Satisfaction: A Case of Nigeria © Kamla-Raj 2014 J Soc Sci, 41(3): pp 345-352 (2014)
- Mercy V. Chaita (2014), The Impact of Employee Attitudes on Job Satisfaction: A Comparative Study of University Professors in the Northwest Region of England”, International Journal on Global Business Management and Research, Volume 3, Issue 1, August 2014,` ISSN 2278 8425
- Nirav Dave & Dharmesh Raval (2014), “A research on the factors influencing job satisfaction of MBA faculty members in Gujarat state” International Journal of Advance Research in Computer Science and Management Studies Volume 2, Issue 2, February 2014 pg. 218-223
- Ruchi Jain & Surinder Kaur (2014), “Impact of work environment on job satisfaction” International Journal of Scientific and Research Publications, Volume 4, Issue 1, January 2014, ISSN 2250-3153
- Tahir, Sumbul; Sajid, S.M (2014), “Job Satisfaction among College Teachers: A Comparative Analysis” UP Journal of Organizational Behavior , Vol. 13, No. 1 , January 2014