A STUDY ON JOB SATISFACTION OF TEACHING FACULTY IN CUDDALORE TOWN WITH SPECIAL REFERENCE TO ARTS AND SCIENCE COLLEGES

M. Sabariraj, M.Com., M.Phil., B.Ed.,
Assistant Professor in Department of Commerce
Srimath Sivagnana Balaya Swamigal Tamil, Arts and Science College, Mailam, Tamilnadu, India

V. Devanathan, M.Com., M.Phil., B.Ed., SET.,
Assistant Professor in Department of Commerce
Srimath Sivagnana Balaya Swamigal Tamil, Arts and Science College, Mailam, Tamilnadu, India

P. Veeramuthu, M.Com., M.Phil., B.Ed., PGDCA., D.Co.op., CJA., DCA.,
Assistant Professor in Department of Commerce
Srimath Sivagnana Balaya Swamigal Tamil, Arts and Science College, Mailam, Tamilnadu, India

ABSTRACT

Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teaching faculty can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teaching faculty derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teaching faculty can think of the well-being of the pupils. In the light of this background, the aim of this study is to analyze the job satisfaction level among the male and female teaching faculty of Arts and Science Colleges. This paper is an endeavor towards to analyze the attitude of the male and female teaching faculty of Arts and Science Colleges towards education.

KEYWORDS: Attitude, Capacity, Profession, Satisfaction, teaching faculty and Education.

INTRODUCTION

Job Satisfaction is the favorableness or un-favorableness with which the employee views his work. It expresses the amount of agreement between one’s expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one’s environment of job is an important part of life as Job Satisfaction influences one’s general life satisfaction. Job Satisfaction, thus, is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job under condition with such specific factors such as wages. Supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer. However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as employee’s age, health
temperature, desire and level of aspiration should be considered. Further his family relationship, Social status, recreational outlets, activity in the organizations etc. Contribute ultimately to job satisfaction.

STATEMENT OF THE PROBLEM:
Here the necessity for selecting a problem in research is defined. The problem is stated as to what extent the respondents are satisfied with his job and environment. Job satisfaction is the result of various attitude possessed by an employee towards his job. These attitudes may be related to job factors, such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction may thus be defined as an attitude which results from balancing and summation of many specific like and dislike experienced by an employee in the performance, of his job; or an employee’s judgment of how well his job, on the whole, provides opportunities to satisfy his needs. It refers to one’s job, his general adjustment and social relationship in and outside his job. This satisfaction and dissatisfaction with one’s job depends upon the positive or negative evaluation of one’s own success or failure in the realization of personal goals and perceived contribution of the job to it.

OBJECTIVES OF THE STUDY:
The main objective of the survey is to study the job satisfaction of the teaching faculty.
1. To know about the personal profile of the respondents.
2. To identify the dominating factors that influences the job satisfaction of teaching faculty.
3. To analyse the variables that influences the income level and work experience.
4. To know the relationship among various groups that determines the level of job satisfaction.
5. To find out the association between different groups which exhibit the level of satisfaction.
6. To examine the difference between lower level satisfaction group and higher level satisfaction group in various dimensions.

Methodology

Sampling techniques
For the purpose of selecting the samples for the study a sample size of 170 was selected on non-probability sampling method.

Methods of data collection
This study is based on questionnaire method. Primary data were collected from the teaching faculty in Cuddalore town.

Tools used for analysis
Based on the data collected from the sample users, a master table was prepared from which sub tables were prepared. The statistical technique used in the analysis includes the following,

- Simple Percentage Analysis
- Chi-Square Analysis
- Factor Analysis

2. ANALYSIS AND INTERPRETATION:

CHI-SQUARE ANALYSIS

1. Chi-Square between Professional Development Groups and Job satisfaction Group:
In order to show the relationship between the Professional Development Groups and Job satisfaction Group, a chi-square test is used and the result is given below:

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Job Satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DX9DX</td>
<td>LOW</td>
</tr>
<tr>
<td>LOW</td>
<td>56</td>
<td>27</td>
</tr>
<tr>
<td>HIGH</td>
<td>24</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>
Factor | Degree of Freedom | Calculated value | Table value | Hypothesis
--- | --- | --- | --- | ---
Professional development groups and Job satisfaction group | 1 | 27.31 | 3.84 | Rejected

**INFERENCE:**
The table reveals that the calculated chi-square value (27.31) is more than the table value (3.84) 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 overall job satisfaction group.

### 2. Chi-Square between Income Groups and Job satisfaction Group:

In order to show the relationship between the Income Groups and Job satisfaction Group, a chi-square test is used and the result is given below:

<table>
<thead>
<tr>
<th>Income Groups</th>
<th>DX12\Dx</th>
<th>job satisfaction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
<td>HIGH</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>63</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>HIGH</td>
<td>17</td>
<td>68</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>90</td>
<td>170</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th>Factor</th>
<th>Degree of Freedom</th>
<th>Calculated value</th>
<th>Table value</th>
<th>Hypothesis</th>
</tr>
</thead>
</table>
| Income Groups and Job satisfaction groups | 1 | 49.961 | 3.84 | Rejected

**INFERENCE:**
The table discloses that the calculated chi-square value (49.961) is more than the table value (3.84) and the result is rejected at 5% level. Hence the alternative hypothesis is accepted. Therefore there is a significant relationship between the Income groups and overall job satisfaction groups.

### 3. Chi-square between institution and work under good supervision:

In order to show the relationship between the Institution and work under good supervision, a chi-square test is used and the result is given below:

<table>
<thead>
<tr>
<th>Institution</th>
<th>DX11\DX13</th>
<th>Work under good supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
<td>HIGH</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>69</td>
<td>35</td>
<td>104</td>
</tr>
<tr>
<td>HIGH</td>
<td>21</td>
<td>45</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>80</td>
<td>170</td>
</tr>
</tbody>
</table>
### Inference:

The table makes it clear that the calculated chi-square value (19.486) is more than the table value (3.84) and the result is rejected at 5% level. Hence the alternative hypothesis is accepted. Therefore there is a significant relationship between the Institution groups and work under good supervision groups.

#### 4. Chi-square between Income Groups and Recognition group:

In order to show the relationship between the Income Groups and Recognition group, a chi-square test is used and the result is given below:

**Table 4**

<table>
<thead>
<tr>
<th>Income groups</th>
<th>X4DX12</th>
<th>Recognition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW 20000</td>
<td>47</td>
<td>32</td>
<td>79</td>
</tr>
<tr>
<td>BETWEEN 20000 - 30000</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>BETWEEN 30000 - 40000</td>
<td>20</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>ABOVE 40000</td>
<td>10</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td>85</td>
<td>170</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Degree of Freedom</th>
<th>Calculated value</th>
<th>Table value</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Groups and Recognition Groups</td>
<td>1</td>
<td>19.9</td>
<td>7.815</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

**Inference:**

The table makes it clear 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 alternative hypothesis is accepted. Therefore there is a significant relationship between the Income groups and Recognition groups.

#### 5. Chi-square between Income Groups and Institutional factor groups:

In order to show the relationship between the Income Groups and Institutional factor Groups, a chi-square test is used and the result is given below:

**Table 5**

<table>
<thead>
<tr>
<th>Income groups</th>
<th>X4dx11</th>
<th>Institutional factors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
<td>HIGH</td>
<td></td>
</tr>
<tr>
<td>BELOW 20000</td>
<td>42</td>
<td>37</td>
<td>79</td>
</tr>
<tr>
<td>BETWEEN 20000 - 30000</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>BETWEEN 30000 - 40000</td>
<td>22</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>ABOVE 40000</td>
<td>19</td>
<td>26</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90</td>
<td>80</td>
<td>170</td>
</tr>
</tbody>
</table>
INFERENCE:
It can be seen from the table that the calculated chi-square value (4.45) is more than the table value (7.815) and the result is accepted at 5% level. Hence the Null hypothesis is accepted. Therefore there is no significant relationship between the Income groups and Institutional factor groups.

3. FINDINGS
Findings of the study have been presented under the following heads.

3.1 Profile of the respondents
- Majority (53 percent) of the sample respondents are male.
- Majority (37 percent) of the sample respondents belong to the age group of between 30 – 39 years.
- Majority (79 percent) of the sample respondents are married.
- Majority (46 percent) of the sample respondents belong to the income group of below 20000.
- Majority (52 percent) of the sample respondents belong to the group of between 2 – 4 members in a family.
- Majority (68 percent) of the sample respondents belong to the nuclear family group.
- Majority (38 percent) of the sample respondents belong to the group of total working experience with less than 5 years.
- Majority (59 percent) of the sample respondents belong to the work experience with current institution with less than 5 years.

3.2 Inferential statistics:
- The correlation technique has been carried out/ find out whether the relationship between professional development group and recognition group and it has been observed that exists a low correlation (0.351).
- The correlation technique has been carried out/ find out whether the relationship between teaching attitude group and recognition group and it has been observed that exists a low correlation (0.339).
- The correlation technique has been carried out/ find out whether the relationship between institutional factors group and recognition group and it has been observed that exists a moderate correlation (0.594).
- The correlation technique has been carried out/ find out whether the relationship between inter-personal relationship with colleagues group and recognition group and it has been observed that exists a moderate correlation (0.506).
- The correlation technique has been carried out/ find out whether the relationship between income group and age group and it has been observed that exists a high correlation (0.704).
- The correlation technique has been carried out/ find out whether the relationship between income group and work experience group and it has been observed that exists a high correlation (0.744).
- The correlation technique has been carried out/ find out whether the relationship between income group and current college work experience group and it has been observed that exists a low correlation (0.448).
- The correlation technique has been carried out/ find out whether the relationship between income group and family members group and it has been observed that exists a low correlation (0.156).
- Multiple regression – two independents factors age and experience have a positive impact on income. Both the factor impact positively. Higher the experience higher the income. Higher the age higher the income.
- Multiple regression – two independents factors age and income have a positive impact on work experience. Both the factor impact positively. Higher the income higher the experience. Higher the age higher the experience.

3.3 Testing of Hypothesis
- Influence of professional development of teaching faculty on factors of job satisfaction. There is a significant relationship between the professional development group and job satisfaction group.
- Influence of income groups of teaching faculty on factors of job satisfaction. There is a significant relationship between the income groups and job satisfaction group.
- Influence of institution and work under good supervision of teaching faculty on factors of job satisfaction. There is a significant relationship between the institution and work under good supervision.
- Influence of income groups and recognition groups of teaching faculty on factors of job satisfaction. There is a significant relationship between the income groups and recognition groups.
- Influence of income groups and institutional factor groups of teaching faculty on factors of job satisfaction. There is no significant relationship between the income groups and institutional factor groups.
4. SUGGESTION

- Management has to improve non-discriminatory, monetary compensation to enhance faculty job satisfaction and the retention of faculty members of teaching faculty in private sector.
- Support from management for faculty professional development activities like travel support to attend research meetings or professional development programme. And also conduct the professional development programme inside the institution.
- To improve the satisfaction level of teaching faculty of private colleges a proper attention should be paid on salary, benefits and promotion opportunities and like that the employers of private sector colleges will be able to retain teaching faculty, a valuable asset of their institution.
- Management will concentrate environmental factors like work load, good supervision and interpersonal relationship with colleagues, motivation, non-discriminatory pay structure, etc., to turn affect job satisfaction the teaching faculty.
- To decrease the teaching faculty has negative opinion about management’s involvement in faculty development, with respect to disciplinary standards, career development, sabbatical leave facilities to pursue research work etc.
- The teaching faculty does have passion in imparting knowledge, improving skills of the students, but they perceive that the resources are not sufficient to carry out their job effectively. This develops a feel of dissatisfaction among the teaching with respect to internal (lack of understanding among colleagues) and external environment.
- Few teaching faculty have strong opinion about monetary compensation, salary structures and staff development programs, some are not having good opinion about pension benefits available, various allowances provided by the management like free accommodation etc.,
- Satisfied teaching will be more enthusiastic about investing more time and energy in teaching students. Hence, management must to consider for enhancing teaching faculty job satisfaction, which includes improvement in teaching faculty salaries, working conditions, promotions, fringe benefits, and recognition.
- Management has to show keen interest in improving the working environment, systematic environment and also provide various resources to carry out their job.

5. CONCLUSION

It is the hope of the researcher that this study will encourage leaders of institutions to continue to foster an institutional climate and culture that is conducive to high levels of job satisfaction among teaching faculty in Arts and Science Colleges. The researcher works in a college located in such a facility and believes that similar institutions in other college. This study has helped the researcher to realize the critical importance of job satisfaction among teaching faculties. Although 57% of respondents indicated high levels of overall job satisfaction, there were 43% who indicated low levels of job satisfaction. It is evident from this study that the areas of motivation and rewards, professional development, attitude towards teaching, institutional factors, good supervision, interpersonal relationship and working conditions are places where there is room for continued growth.

References

5. Randy eugeneoliver, jr., a study on “relationship between teacher job satisfaction and teaming structure at the middle school level”, a dissertation submitted to the department of curriculum and teaching and the faculty of the graduate school of the university of kansas in partial fulfillment of the requirements for the degree of doctor of education, december 20, 2007
8. Victoria m. Hughes, a study on “teacher evaluation practices and teacher job satisfaction”, a dissertation presented to the faculty of the graduate school university of missouri-columbia, dr. Sandy hutchinson, dissertation supervisor, december 2006