



A STUDY ON IMPACT OF JOB SATISFACTION ON THE ORGANISATIONAL COMMITMENT OF TEACHERS IN SELF-FINANCING COLLEGES IN TIRUCHIRAPPALLI DISTRICT

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ABSTRACT

In today's world of automation, human resource is replaced by machineries in various sectors, though it is not possible in certain sectors, one among such field is education field, where the quality man power is essential for institutional success. Faculties working with commitment are root cause for the success of students. The academic result, knowledge building and attitude of the students is based on the teachers. The teacher's commitment is based on the level of satisfaction they have on their job and the ambiance institution they are working for, the interest level of students they are handling and so on. This paper investigates the relationship and impact of job satisfaction on the organisational commitment of the teachers in self financing colleges in Tiruchirappalli district. From the nine self-financing colleges in Tiruchirappalli district, the researcher has collected 145 samples using stratified random sampling technique. The collected datum was analysed with the support of chi-square, correlation and regression. The researcher found certain socio-economic factors were associated with job satisfaction and organisational commitment and certain or not. Where as the relationship between job satisfaction and organisational commitment is strong and positive.

Keywords: Job Satisfaction, Organisational Commitment, Self-Financing Colleges.

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1. INTRODUCTION

Teachers are the one who shape the future of the nation, that too in higher education the role of faculties is more prominent as higher education is the major driver of economic competitiveness in an increasingly knowledge-driven global economy. They are imperative for country's improvement in employment skills too.

There are several factors influencing the job satisfaction of teachers such as infrastructure facilities, support from administrators, class size, job security, quality of colleagues, the amount of autonomy teachers has, and the opportunity for career advancement (Gopinath, 2016). The level of job satisfaction has the power increasing the organisational commitment, and it has the power of increasing productivity in terms of better teaching learning process, good academic results and extensive research of academicians (Sivakumar & Chitra, 2017).

Organisational commitment is characterised, the extent to which the employee emotionally associate himself with the organisation (Greenberg and Baron, 2008). Several studies have confirmed the strong relationship between organizational commitments, job satisfaction. (Porter et al., 1974; Gopinath, 2020a), in the views of Gopinath & Kalpana, (2019) the people who are more committed to an organization were don't have the idea of leaving the organisation so the attrition rate would be less in the organisations having committed employees. So, it is clear that both the job satisfaction and organizational commitment is doing prominent role in the performance of the individual. The enhanced performance of faculty has the power to enhance the life of the students.

This paper investigates the influence of job satisfaction on the organisational commitment of self-financing college faculties

2. REVIEW OF LITERATURE

Chamundeswari (2013) has mentioned that, Teachers have a responsibility to create future leaders. Therefore, it is important to ensure that teachers are satisfied. However, teachers across the world are not satisfied with their jobs and they have a very high turnover. The relation between teachers and the administrators may also have an impact on teacher job satisfaction. Ingersoll (2001) maintained that teachers were more satisfied when they were part of the school decision making and when they had control over their classrooms. He further stated that the teachers were seen to prefer collegial leadership, more managerial or critical leadership styles were seen to have a negative effect on teacher job satisfaction. Intrusive and more supportive styles increased teacher satisfaction. The study of Judge et al., (2001) explained that Teachers' satisfaction is important for student achievement and school performance. job satisfaction influences job performance and It increases teacher motivation and commitment to teaching. Satisfied teachers are more likely to provide higher quality teaching that benefits students. There are extensive researches to study the association between job satisfaction and organizational commitment (Meyer et al., 2002; Falkenburg and Schyns, 2007; Gopinath & Chitra, 2020; Moynihan and Pandey, 2007; Morrow, 2011), all are ensuring the relationship between job satisfaction and organizational commitment, but the direction is only controversial. Some research supports that job satisfaction leads to organizational commitment (Stevens et al., 1978; Yang and Chang, 2008; Valaei et al., 2016). Some studies stated that the organizational commitment is an originator of job satisfaction (Curry et al., 1986; Vandenberg and Lance, 1992; Gopinath, 2019). but all are confirming the association between job satisfaction and organisational commitment.

2.1. Objectives

To study the association between socio economic factors with job satisfaction and organisational commitment

To Analyse the relationship between job satisfaction and organisational commitment

2.2. Hypothesis

H0₁: There is no significant association between socio economic profile of respondents with job satisfaction and organizational commitment.

H0₂: There is no significant relationship between job satisfaction and organizational commitment

3. RESEARCH METHODOLOGY

3.1. Sampling Design

The present study is confirmatory in nature in the way of confirming the various factors reflect or make impact on overall teacher's job satisfaction and explore the structural relationship between job satisfaction and organisational commitment.

3.2. Sampling technique and sample size

The researcher has chosen 145 respondents from the nine self-financing colleges, the required samples were selected using stratified random sampling techniques.

3.3. Research instrument

The researcher has used self-prepared structured questionnaire for data collection. The instrument has been divided in to three parts, the first part has questions related to socio economic factors, second part consist of questions related to job satisfaction and the third part deals with organisational commitment related questions.

4. ANALYSIS

4.1. SOCIO ECONOMIC DISTRIBUTION OF RESPONDENTS

- Regarding the gender distribution 82 were male and 63 were female, the proportion of gender difference is considerably less in educational institutions.
- Considering the respondent's age, the highest frequency 52 (54%) was 21-30 category and the lowest frequency was 51-60 group which is found to be 18 (15%) and the remaining were considerable. Mostly the youngsters were working in self-financing colleges, after some years of experience either they go to government colleges or switch over to other industries.
- Majority 66 (45.5%) were PG holders, 35 were M.Phil. qualified (24.2%), 12 (8%) were SET/NET cleared and 32 (22%) were Ph.D. holders. Since the proportion of youngsters were high, they were just PG completed and in the process of doing their doctoral degree.
- Considering the academic experience of the respondent, 72 were 1 – 5 years experienced (49.6) which is near about half of the sample size. In the remaining 40 were having 6 – 10 years and 33 were more than 11 years experienced.
- In our respondent profile 81 (55.8%) were assistant professors, 31 were associate professors and 33 were head of the departments.

4.2. ASSOCIATION BETWEEN SOCIO ECONOMIC PROFILE OF RESPONDENTS WITH JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Chi- Square Table showing association between socio economic profile of respondents with job satisfaction and organizational commitment

Socio economic variable	Job Satisfaction		Organisational commitment	
	Chi-Square Value	P Value	Chi-Square Value	P Value
Age	234.43	1.247	453.58	0.012*
Gender	126.76	1.438	267.35	0.072
Designation	522.89	0.01**	478.22	0.00**
Experience	653.64	0.01**	682.33	0.01**
Qualification	459.12	0.01**	478.19	0.01**

Table 4.2 states the association of socio-economic factors with job satisfaction and organisational commitment. P values explaining the association between designation, experience and qualification with job satisfaction and organisational commitment found to be less than 0.05 and the null hypothesis holds no good at 1 per cent level of significance. Hence there is a highly significant relationship between designation, experience and qualification with job satisfaction and organisational commitment. Similarly, the p value explaining the association of age with organisational commitment is less than 0.05 the null hypothesis is rejected at 5 per cent level of significance. Therefore, positive association was found between age of the respondent and organisational commitment. Whereas the p value stating the association between age and job satisfaction, gender with job satisfaction and organisational commitment has p value more than 0.05 and the null hypothesis were accepted in these cases. Thus, there is no significant association between age of the respondent with job satisfaction and gender of the respondent with job satisfaction and organisational commitment.

4.3. RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Correlation table showing the relationship between job satisfaction and organizational commitment

Factors	Job satisfaction	Organisational commitment
Job satisfaction	-	7.12
Organisational commitment		-

Table 4.3 Explains the relationship between job satisfaction and organisational commitment. The correlation value 7.12 explains 71 per cent correlation between the variables. The increase in job satisfaction leads to 71 per cent increase in organisational commitment. Hence by providing facilities for job satisfaction organisational commitment can be increased easily.

5. FINDINGS

- Age of the respondent is no way associated with level of job satisfaction where as it has a considerable percentage of association with organisational commitment. The level of attachment with the company increases with the age.
- Gender is not the factor that influencing job satisfaction and organisational commitment of the faculties.
- Designation, experience and qualification of the respondent is very much associated with job satisfaction and as well as with organisational commitment.

6. CONCLUSION

Higher education is influential in the development of a country; it does not only function as a provider of knowledge but as a significant sector for the nation's growth and societal well-being. The higher education institutions play a significant role in development of skills, increased economy. Management at modern-day academic institutions requires special endeavours to acquire and retain highly skilled employees to operate effectively in an extremely competitive environment. Obviously, the level of job satisfaction of these individual employees will impact significantly on performance and also on the organisational commitment. In turn it impacts the quality of class delivery and academic results of the students (Gopinath, 2020b). Our research results also insist, maintaining the job satisfaction of teachers may be supportive to enhance their level of commitment, which is essential for institutional success (Gopinath, 2020c).

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