



A STUDY ON JOB SATISFACTION OF SELF-FINANCING ARTS AND SCIENCE COLLEGE FACULTIES AT TIRUCHIRAPPALLI DISTRICT

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ABSTRACT

There are enormous studies in the domain of job satisfaction and still it has room for future studies. The reason behind this intensity of research in Job satisfaction is, the term has strong association with performance and retention. Specifically, in the sectors like education, where the employees are dealing with human instead of machineries, job satisfaction means a lot. The teachers in higher educational institutions has the power of doing miracles in the minds of students, but not all are doing that; Faculty's satisfaction is the determinant here. Hence it is important for colleges to concentrate on the enhancement of employee satisfaction in order to enhance their performance. This paper is an attempt to study the influence of demographic variables on job satisfaction and the inter correlation between the job satisfaction factors. To validate the objectives the researcher has collected primary data 120 respondents from the faculties of self-financing arts and science colleges at Tiruchirappalli District. The research results found that salary and qualification have impact on job satisfaction of the faculty. Similarly, job assurance, working environment and acceptance by fellow faculties has proportionately high relationship with job satisfaction.

Key words: Job Satisfaction, Faculties, Self-Financing Colleges.

Cite this Article: Dr. M. Santhi and Dr. T. Unnamalai, A Study on Job Satisfaction of Self- Financing Arts and Science College Faculties at Tiruchirappalli District, International Journal of Management (IJM), 11(10), 2020, pp. 2489-2494.
<https://iaeme.com/Home/issue/IJM?Volume=11&Issue=10>

1. INTRODUCTION

The teachers of modern educational system is not only imparting merely knowledge to students but also, as a real architect of new generation, responsible to build personality of modern citizens (Gopinath, 2016a). It requires passion, patience, expertise on certain subject and enough ability to understand the role of teacher, the styles of teaching, teaching methodologies and strategies, correct usage of evaluation techniques and the psychology of the students as well as the ability to motivate the students (Gopinath, 2020a). When a teacher knows all these things properly he or she can become not only an excellent teacher but also a great leader thereby transferring the knowledge, experience, skills and abilities from one generation to another generation through students. He teaches the subject or topic and imparts knowledge to the students. That is the primary role and responsibility of the teacher. He also acts as a friend, philosopher, guide, parent and facilitator (Sivakumar & Chitra, 2017a). He is a continuous learner and an excellent listener. The more he listens the more he learns and the more he learns then the more he teaches. To do this virtuous job all that the teachers required is job satisfaction. factors satisfying a teacher is slightly different from the factors satisfying other sector employees (Gopinath, 2020d). The major determinants were conducive working environment, financial satisfaction, appropriate student teacher proportion, supportive management and so on. Provision for all or some of this may satisfy the teachers (Gopinath, 2020b). Job satisfaction was extremely important for teachers to have because their attitudes toward the job impacted the learning environment of students. When teachers possessed high levels of job satisfaction, they had a greater chance in believing that their role in the college was satisfying over time, cared more about the quality of their work, were more productive and committed to the college, and had higher retention rates (Gopinath, 2020c). Hence is paper attempted to study the job satisfaction of faculties working in self- financing colleges of Tiruchirappalli.

2. REVIEW OF LITERATURE

Johnson, Kraft, & Papay (2012) have examined school leadership, school trust, and teacher job satisfaction together. The authors investigated teacher working conditions and job satisfaction in an effort to examine its relationship with student achievement. They found that the elements of the school environment that mattered most to teacher job satisfaction were social conditions such as the relationships between teachers (similar to teacher-teacher trust), the effectiveness of their principal (primarily measured through instructional leadership behaviours), and school culture with a supportive context. The authors go further to suggest teacher job satisfaction may increase student achievement, even in low income settings, by reducing teacher turnover.

Sivakumar & Chitra (2017b) have investigated about the level of job satisfaction of the Faculties working at B schools. The researchers found that, the level of job satisfaction is not significant and the faculties are complaining about non-academic and clerical work and many of the respondent don't have the intention of continuing in the same organisation.

Dinham, (2004) has reported that in the last decade the role of teachers in the world become more complex due to curriculum changes, new directions in pedagogy, new child protection legislation, raised community expectations, recent moves towards quality assurance and management related non-academic works.

Mertler's study (2002) on the paper titled, "Job Satisfaction and Perception of Motivation among Middle and High School Teachers" which examined the extent to which motivation levels of teachers, school organizational factors, and demographic variables affect job satisfaction. Some of the variables that were studied include; gender, ethnicity, age, years of teaching experience, and geographic school setting. The age of the teacher and years of teaching experience were statistically significant. Both age and years of experience showed younger, less

experienced teachers as having significantly higher rates of job satisfaction than older, more experienced teachers.

2.1. Objectives

- To study the influence demographic variables on faculty's Job satisfaction working in self-financing arts colleges.
- To analyze the relationship between factors of job satisfaction and overall job satisfaction of faculties working in self-financing arts colleges

2.2. Hypothesis

H0₁: There is no significant influence of demographic variables on faculty's job satisfaction

H0₂: There is no relationship between factors of job satisfaction and overall job satisfaction

3. RESEARCH METHODOLOGY

The researcher has followed descriptive research design to describe the job satisfaction of faculties working in self-financing colleges. To evaluate the above-mentioned objectives, the researcher has collected 120 samples based on stratified random sampling method. The required data was collected through structured questionnaire, the same was mailed to the mail id if self-financing arts & science college faculties and they have requested to fill and send back with in 15 days of time period. Totally 200 questionnaires were sent to the mail and 152 were responded. Out of that 32 questionnaires were found incomplete and the remaining were taken for analysis.

4. ANALYSIS

4.1. Influence Demographic Variables on Faculty's Job Satisfaction

R-squared : 0.682

Adjusted R-squared : 0.568

Standard Error : 1.07863

P Value : 0.6792

Dependent variable : Job satisfaction

Independent variable : Gender (X1)
Age (X2)
Marital Status (X3)
Salary (X4)
Qualification (X5)

Multiple regression Table

Variables	Unstandardized coefficients	Standardized coefficients	t value	P value
(constant)	0.656	-	0.931	0.332
Gender	-0.136	-0.012	-1.045	0.287
Age	-0.198	0.207	-1.136	0.247
Marital Status	-0.043	0.352	-0.414	0.671
Salary	-0.005	0.066	0.028	0.001
Qualification	0.002	0.274	0.077	0.042

The multiple correlation coefficient is 0.682 measure the degree of relationship between the actual values and predicted values of Job Satisfaction. the predicted values are obtained as a liner combination of Gender (X_1), Age (X_2), Marital Status (X_3), Salary (X_4), Qualification (X_5). The coefficient value of 0.683 indicates the relationship between Job Satisfaction and the relationship with four variables were negative and relationship between income and satisfaction is positive. The p values explaining the impact of gender, age and marital status on job satisfaction was greater than 0.01, hence there is no impact of these demographic variables on the job satisfaction of faculties. Whereas the p value stating the impact of salary on job satisfaction is less than 0.01 and the null hypothesis assuming no relationship between salary and job satisfaction is rejected at 1 per cent level of significance. Similarly, the association between qualification and satisfaction has p value less than 0.05 and the null hypothesis assuming no impact of qualification on job satisfaction is rejected at 5 per cent level of significance.

It can be concluded that age, gender, marital status has no influence on job satisfaction whereas salary and qualification of the faculty has highly significant and significant relationship respectively with job satisfaction

4.2. Relationship Between Factors of Job Satisfaction and Overall Job Satisfaction

Pearson Correlation Coefficient between factors of Job Satisfaction and overall Job Satisfaction

Factors of Job Satisfaction And overall Job Satisfaction	Responsibility	Work Environment	Acceptance	Apparent Value	Financial Support	Infrastructure	Supervision	Job Assurance	Overall Job Satisfaction
Responsibility	1.000	0.613**	0.656**	0.666**	0.577**	0.578**	0.456**	0.467**	0.532**
Work Environment		1.000	0.522**	0.545**	0.523**	0.588**	0.432**	0.522**	0.672**
Acceptance			1.000	0.705**	0.639**	0.685**	0.453**	0.563**	0.673**
Apparent Value				1.000	0.565**	0.582**	0.456**	0.764**	0.435**
Financial Support					1.000	0.637**	0.543**	0.321**	0.451**
Infrastructure						1.000	0.512**	0.211**	0.123**
Supervision							1.000	0.341**	0.562**
Job Assurance								1.000	0.767**
Overall Job Satisfaction									1.000

The above explains the correlation between factors of job satisfaction and overall job satisfaction. among the eight factors, job assurance is the highest contributing factor (76.7 per cent) followed by acceptance and work environment (67.3 and 67.2 per cent respectively) remaining factors are also positively contributing to overall job satisfaction. where as the relationship between infrastructural facilities and apparent value considered to be the least contributing factors to job satisfaction.

5. FINDINGS

- Based on the results of multiple regression demographic variables such age, gender, marital status has no influence on job satisfaction (Gopinath & Chitra, 2020).
- Whereas salary has very strong positive impact on job satisfaction
- Qualification of the faculty has positive significant impact on the job satisfaction of faculties in self-financing colleges
- All the factors of job satisfaction have positive and significant relationship with overall job satisfaction. especially job assurance, working environment and acceptance has more relationship with overall job satisfaction and influence of infrastructural facilities and apparent value on job satisfaction is considered to be nominal.

6. CONCLUSION

Satisfying human needs and wants is not an easy task, even though the performance of satisfied persons is comparatively good when compared to the unsatisfied one. Since the performance of faculties is important for both students and institutional development, it is essential for educational institutions to concentrate on job satisfaction of the faculties (Gopinath, 2016c). Our research results reveal that salary, qualification, job assurance, working environment and acceptance are certain factors which has influence on faculty's job satisfaction. Provision of these factors may facilitate or enhance the level of job satisfaction, and improves the performance of the faculties of self- financing arts and science colleges (Gopinath, 2016b).

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