

JOB SATISFACTION AMONG FACULTY ACROSS ARTS AND SCIENCE COLLEGES: A STUDY WITH REFERENCE TO SELECTED COLLEGES IN TRICHY

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Abstract

New millennium education systems need faces challenges among the faculty towards the commitment and ownership of their job. This can be ensured when the faculty are highly satisfied towards the organization. Therefore satisfaction is key to balance the teachers and systems. This study is primary concerned on job satisfaction of the teachers in the self-financing arts and science colleges in Trichy. There are 60 colleges taken for the study. We have chosen the sample based on Non-Proportionate stratified random. There are 270 respondents selected for the study. The results indicate that female respondents highly satisfy than the male. There is few areas need strategical attention to increase the young faculty satisfaction level.

Key words: *Compensation, HR Policy and practices, Infrastructure facilities, Job satisfaction, Working environment.*

Introduction

In the social and economic sciences, numerous studies have investigated which worker characteristics and organization features determine or are related to job satisfaction (for an

overview see Spector, 1997, pp. 23-54). Starting from psychology, literature about job satisfaction was developed in a wide range of research fields (Locke, 1976). Systematic studies about nature and causes of job satisfaction began in the 1930s, though the importance of the workers' attitudes in determining their satisfaction and productiveness was recognized long before, for example by Taylor in 1912 (Taylor, 1970). These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction. Scientific management (aka Taylorism) also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages.

“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 (Okpara, Squillace, & Erondy, 2005; Tack & Patitu, 1992)” “Reconsideration of teachers well-being in the new era is become obligatory. Hence researcher has made an attempt to revisit the job satisfaction of the teaching faculties in the self-financing arts and Science College.

Obviously, questions in the minds of every one why the researcher select only arts and Science College. Teaching faculties are most important group of professionals for our nation's future. They are producing good leader, economist and scientist etc. to the nation. Apart from this they are safeguarding society through eradicating ignorance and inequalities among the people in the society. It is estimated that 17625 colleges in the country, 99.54 lakhs of students are being trained up by this professionalisms. Hence teaching faculties at college level is more responsibility than any other professionalism in the world.

Daily interaction between teachers and students is all the center of the education process: Attracting and retaining high quality teaches is thus primary necessity for higher education in India. Then it an important thing to understand the factors behind the retention of the high quality faculty in higher education. One such factor is job satisfaction. Hence it is important to study the job satisfaction of teachers and their attitude. In this context the researcher make an attempt to study the job satisfaction of self-financing college.

Background of the study

While the majority of previous job satisfaction studies have focused on industrial and organizational settings, there is much less literature on job satisfaction levels of academic faculty members. Tack and Patitu (1992)" performed a count of the number of articles indexed within the research databases ERIC and PsycINFO during the period of 1970–1992 on the topic of job satisfaction. They found that only 13.7% of all satisfaction articles were focused on faculty job satisfaction. According to Pearson and Seiler (1983, p. 36)" and the researcher indented to made a similar count would understand in the database of science direct in the year 2009 only 368

article were focused job satisfaction and in the year 2010 they were 65 article are focused on faculties job satisfaction perhaps “this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting.”

The study of faculty satisfaction rates is important because dissatisfaction with any aspect of a faculty position can result in decreased productivity and quality of work (Tack&Patitu, 1992). Another reason why job satisfaction has been extensively researched is that most individuals spend a large part of their lives at work. Therefore, a detailed understanding of job satisfaction is the key to improving the well-being of a large number of working individuals (Gruneberg, 1979)

In continuation of finding research could found many studies took place in western countries there were only few studies in India would concentrated in school teachers job satisfaction. It necessitated to investigating college teaching faculties' job satisfaction in India. This study is an attempt to fulfill the today's need.

Statement of the problem

The interest in studying the job satisfaction of the teachers is considerably from the following research of the early researchers. “According to Brief (1998) in 1976, there were more than 3300 research article and discussion published on job satisfaction .Two decades later the desire to comprehend the antecedents and consequences of job satisfaction continued, Brief added that by 1994 more than 12400 research article and dissertations had been published on job satisfaction.” From this one could understand the important of job satisfaction (Cranny,Smith,&Stone1992) Judge,Hanisch, and Drankoski (1995) supported the submission of the cranny, et.al., “ To be

aware of those aspects within an organization that might impact most employees job satisfaction, and to enhance these aspects because, in long run, the results will be fruitful for the both the organization and employee.”

Other recent research links turnover to school quality and cohesion as well as to school sector and size (Ingersoll and Alsalam, 1996 and Lee et al., 1991).” Salary is only slightly related and benefits are unrelated to staff turnover. Furthermore, among teachers with similar levels of salary and similar benefits, other workplace conditions are found to be related to turnover, including the degree of faculty influence over school policy, control over classroom decisions, and the degree of student misbehavior (Ingersoll et al., 1995).

In continuing the summary of the above researches the researchers found that no study so far concentrated at the job satisfaction of the teachers in the arts and Science colleges. From the various researches cited by the researchers is evident that, Most of the job satisfaction studies had been took place in the industrial set up or in the school level or other than arts and Science College, which is insufficient to say teacher job satisfaction at collegiate level. Hence, the present attempt is vital enough to study the job satisfaction of the teachers in the arts and Science College in the privatized scenario.

Objectives of the study

- To evaluate the **teaching faculties job satisfaction** towards the **working condition** of the Self-financing Arts & Science Colleges
- To identify the **teaching faculties job satisfaction** towards the **compensation** of the Self Financing Arts & Science Colleges

- To Analyze the **teaching faculties job satisfaction** toward the **Infrastructure** of the self-financing Arts and Science Colleges
- To Examine the **teaching faculties job satisfaction** toward the **policy and practice** of self-financing Arts and Science Colleges
- To Investigate the **teaching faculties job satisfaction** toward the **professional development** of self-financing Arts and Science Colleges

Method for the study

The researcher has used descriptive method of research for defining job satisfaction of the teaching faculties further, this study is qualitative oriented. In this study researcher has to mapping the job satisfaction of the teaching faculties towards working condition, compensation, infrastructure, Policy framework and professional development with reference to self-financing arts and Science Colleges. There are 60 self-financing colleges in the study area and having teaching resource of 2385. The researcher has used the Non-Proportionate stratified random sampling technique to select the 270 samples. It has Cronbach's Alpha 0.946 for 22 items. Any social science research it need .75 and above. Therefore statistical results has high consistent in the data and has high reliability too.

Analysis and Discussion

Table 1

Demographical distribution of the respondents

Demographical	Scale	Frequency	Percent
		N = 270	100
Age	Below 30	63	23
	31 yrs - 35 Yrs	54	20
	36 Yrs - 40 yrs	71	26
	41 Yrs - 45 Yrs	49	18
	45 Yrs & above	33	12

Gender	Male	192	71
	Female	78	29
Qualification	PG With Mphil	75	28
	PG Only	46	17
	PG With SELT	54	20
	PG With Ph.D	61	23
	PG With NET	34	13
	Up to Rs.6000	77	29
Salary	Rs.6001-Rs.8000	49	18
	Rs.8001-Rs.10000	60	22
	Rs.10001-Rs.12000	53	20
	Rs.12000 & above	31	12
	Upto 5 Yrs	76	28
Experience	6 yrs - 8 Yrs	61	23
	9 Yrs - 12 yrs	51	19
	13 Yrs - 15 Yrs	56	21
	> 15 Yrs	26	10

Sources: Primary data

The above tables describes the demographical distribution of the respondents in the study area it shows that the highest 26% of the respondents are in the age range between 36 years to 40 Years. 23 % of the respondents are in the age range below 30 years. The lowest 12% of the respondents are in the age range of 45 years and above. There are 71% of the respondents are male and 29% of the respondents are female. The highest 28% of the respondents has PG with M.Phil. Qualification. There are 23 % of the respondents has Ph.D. as their highest qualification. 29% of the respondents are in the salary category of up to Rs. 6000 and there are 12% of the faculty are in the salary category of Rs.12000 and above. The highest 28% of the respondents has up to 5 Years of experience and 10% of the respondents has 15 and above years of experience.

Table 2

Age wise various dimensions wise distribution of the respondents

Age	N	Working		Compensation		Infrastructure		Policy		Professional	
		M	SD	M	SD	M	SD	M	SD	M	SD
Below 30	63	1.25	0.44	1.24	0.43	1.24	0.43	1.44	0.50	1.40	0.49
31 yrs - 35 Yrs	54	1.30	0.46	1.28	0.45	1.24	0.43	1.48	0.50	1.46	0.50

36 Yrs - 40 yrs	7 1	1.2 8	0.4 5	1.28	0.45	1.25	0.44	1.5 1	0.5 0	1.44	0.50
41 Yrs - 45 Yrs	4 9	1.3 5	0.4 8	1.35	0.48	1.33	0.47	1.6 3	0.4 9	1.57	0.53
45 Yrs & above	3 3	1.4 5	0.5 1	1.42	0.50	1.39	0.50	1.8 2	0.3 9	1.63	0.49

Sources: Primary data

The above table respondents that age wise and dimensions wise distribution of the data it shows that the respondents are in the age range below 30 years has highly satisfied with the policy and practices of the self-financing arts and Science colleges in Trichy based on the mean score 1.44 and standard deviation ± 0.50 . The respondents are in the age range of 45 years and above are highly satisfied towards the following aspects policy and practices 1.82, ± 0.39 . And they least satisfied with the infrastructure of the colleges that is mean value is 1.39, ± 0.50 , the young faculty are not happy with the salary based on the mean score 1.24, ± 0.43 . Almost all the age group are satisfied with policy and practices of arts and science colleges.

Table 3

Gender wise and dimension wise distribution of the respondents

Gender	N	Working		Compensation		Infrastructure		Policy		Professional	
		M	SD	M	SD	M	SD	M	SD	M	SD
Male	19 2	1.2 8	0.4 5	1.27	0.45	1.24	0.43	1.5 0	0.5 0	1.43	0.50
Female	78	1.3 8	0.4 9	1.37	0.49	1.36	0.48	1.6 7	0.4 7	1.60	0.49

Source: Primary data

The above table respondent the gender wise and dimensions wise distribution of the respondents it shows that Male respondents highly satisfied with policy and practices with the mean score of 1.50, ± 0.50 . They least satisfied with infrastructure with the mean score of 1.24, ± 0.43 . The female respondents are also representation same opinion. With respects to working conditions female respondents highly satisfied based on the mean score 1.38, ± 0.49

Table 4

Inter correlation matrix on various dimension of job satisfaction

Dimensions	Working	Compensation	Infrastructure	Policy	Professional
Working	1	.974**	.923**	.610*	.697**
Compensation	.974**	1	.947**	.594*	.679**
Infrastructure	.923**	.947**	1	.563*	.644**
Policy	.610**	.594**	.563**	1	.875**
Professional	.697**	.679**	.644**	.875*	1

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

The above table representing the inter correlation matrix on various dimensions job satisfaction of the teaching faculty it shows that Working environment has highly correlated with compensation , infrastructure at 99% confidential level. Compensation highly correlated with infrastructure. Infrastructure highly correlated with working environment and compensation. Policy and practices highly correlated with professional growth of an organisation.

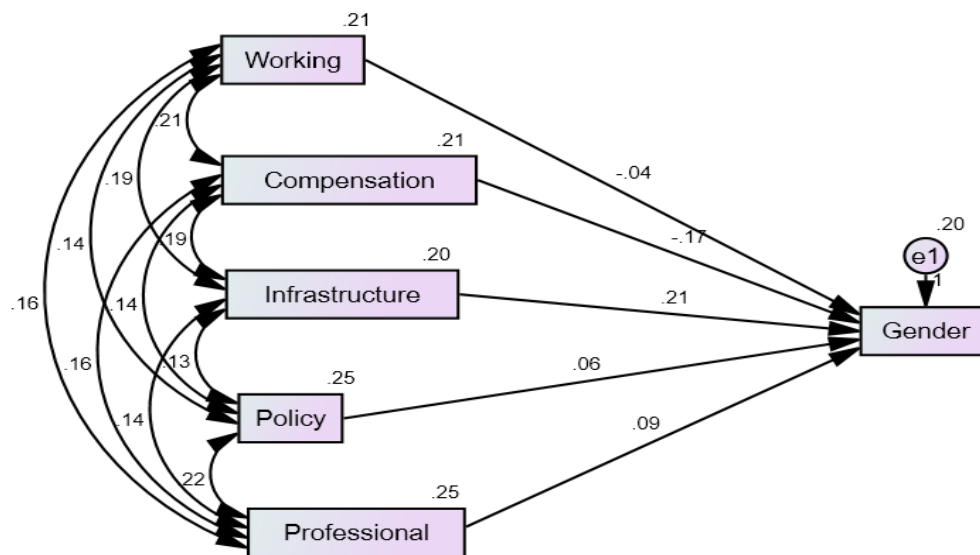


Fig 1: Structural equation modelling for job satisfaction

Table 5

Regression analysis on the various dimensions of job satisfaction

Dimensions			Estimate	S.E.	C.R.	P	Label
Gender	<---	Working	-.036	.267	-.136	.892	Not Significant
Gender	<---	Professional	.092	.124	.738	.461	Not Significant
Gender	<---	Policy	.065	.113	.572	.567	Not Significant
Gender	<---	Infrastructure	.207	.190	1.089	.276	Not Significant
Gender	<---	Compensation	-.167	.316	-.527	.598	Not Significant

Sources: Primary data

- The probability of getting a critical ratio as large as 0.136 in absolute value is .892. In other words, the regression weight for **Working** in the prediction of **Gender** is not significantly different from zero at the 0.05 level (two-tailed).
- The probability of getting a critical ratio as large as 0.738 in absolute value is .461. In other words, the regression weight for **Professional** in the prediction of **Gender** is not significantly different from zero at the 0.05 level (two-tailed).
- The probability of getting a critical ratio as large as 0.572 in absolute value is .567. In other words, the regression weight for **Policy** in the prediction of **Gender** is not significantly different from zero at the 0.05 level (two-tailed).
- The probability of getting a critical ratio as large as 1.089 in absolute value is .276. In other words, the regression weight for **Infrastructure** in the prediction of **Gender** is not significantly different from zero at the 0.05 level (two-tailed).
- The probability of getting a critical ratio as large as 0.527 in absolute value is .598. In other words, the regression weight for **Compensation** in the prediction of **Gender** is not significantly different from zero at the 0.05 level (two-tailed).

Table 6

Covariance's on the various dimension of job satisfaction

Dimensions		Estimate	S.E.	C.R.	P
Policy	<--> Professional	.218	.020	10.800	Significant
Policy	<--> Infrastructure	.126	.016	8.047	Significant
Infrastructure	<--> Compensation	.194	.017	11.280	Significant
Compensation	<--> Working	.207	.018	11.445	Significant
Professional	<--> Infrastructure	.144	.016	8.876	Significant
Infrastructure	<--> Working	.191	.017	11.123	Significant
Professional	<--> Compensation	.156	.017	9.217	Significant
Professional	<--> Working	.161	.017	9.382	Significant
Policy	<--> Compensation	.136	.016	8.380	Significant
Policy	<--> Working	.141	.016	8.543	Significant

Sources : Primary data

The covariance between **Policy** and **Professional** is significantly different from zero at the 0.001 level (two-tailed). Similarly all the above variable in the tables are significant at 0.001 level. However this model has AGFI is .069. Has independent model fix

Conclusion

Job satisfaction is the key for increasing productivity and efficiency. This study indicates that most of the aspects faculty are satisfied. The results specifically indicates, Female respondents are highly satisfied with almost all the aspects studies based on the mean score (Working environmental 1.38, Standard deviation ± 0.49 . Compensation practices 1.37. Standard deviation of ± 0.49 . Infrastructure facilities 1.36 Standard deviation ± 0.48 . Hr policy and practices 1.67, Standard deviation ± 0.47 . Professional development 1.60 Standard deviation ± 0.49 .). Male respondents are highly satisfied with policy and practices of self-financing arts and science colleges. However, there is a strategical attention need to be given on the infrastructure and compensation practices. It is apparent that highest percentage of young faculty in the age range

of below 30 are less satisfied towards the all factors except policy and practices. Therefore, need special attention on this will helps to achieve high productivity.

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