CHAPTER 1

INTRODUCTION AND DESIGN OF THE STUDY
CHAPTER - I

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1.1 INTRODUCTION

Education is a basic human right and its function is to develop the talents of the individual to the fullest extent possible to enable him to participate freely with a free society schools instill basic values according to criteria of principles and not of expediency.¹

The process of education and attainments thereof has an impact on all aspects of life. Education consists of the capability of acquiring knowledge, communication and community life. It alters an individual's and even a community's collective perceptions, aspirations, goals as well as the ability and the means to attain them. The level and spread of education has not only been an important pre-condition for sustained economic growth, both in the developed and in the developing countries, but it has also played a critical facilitative role in the demographic, social and political transition of these societies.²

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the socio cultural life of nation.³

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A nation's development depends greatly on the quality of the educational programme. Education is a man making process; its specific role is to accelerate the holistic development of body, mind, intellect, and emotion. Education is an ongoing process which drags a person out of darkness, misery and leads him to enlighten, prosperity, and happiness. Education is essential for the growth and development of an individual as well as of society.

Teacher occupies a strategic position in the educational pattern of the country. Prof. Humayun Kabir rigidly stated “without good Teachers even the best of the system is bound to fail. With good Teachers even the defects of a system can be largely overcome.

Teacher forms the crux of the educational system, preparing the young people to build their nation with purpose and responsibility to confront the challenges of tomorrow. A Teacher is a dynamic person. He plays many different and vital roles in the grooming and development of his student’s personalities. He acts as a communicator, disciplinarian, and conveyer of information, counselor, and surrogate parent. Inspite of all this hard work, as

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far as reward is concerned, he neither gets the reasonable salary nor the prestige and social status which he rightly deserves.⁸

There is a need for training Teachers in community health, guidance and counseling, research, strategies, competitions, personal development and student support services. Training in the use of computers has become a major priority for teachers both nationally and internationally. A well developed program of professional development is, therefore, required to enable the Teacher educators to develop these skills.⁹

Keeping in view the importance of teaching profession, it is always desirable to select such a person for this job, who is equipped with the needed attributes of an ideal and competent Teacher. In addition to the physical and mental health, the Teacher is expected to have full command on the subject matter and dedication to the profession. Any omission or negligence in this regard may have an adverse effect on the fate of the nation. In order to get the above-mentioned objectives fulfilled on the part of the Teacher it is necessary to keep the maker of men free from the element of worries and problem. An ideal Teacher can come up to the national expectations only when he/she is satisfied in all aspects.¹⁰

According to challenges of education document (1985) Teachers have special responsibilities in every society and the way they are discharged sets the tone for education of the young. They have the potential to mould the tender minds of students so that they become good citizens and good human beings. But the perception today is that this is not happening. The reasons are many and varied.\textsuperscript{11}

A Teacher has to perform multiple activities like teaching, evaluation, communicating, guiding and counseling the students, organizing co-curricular activities, participate in communicating programme, diagnose and remedy students problems etc., together with activities which are intrinsic to teaching and learning. This needs excellence in academic and professional preparation of Teachers.\textsuperscript{12}

Teaching is the noblest profession in the world as the transmission is not just of knowledge but also wisdom. Teaching helps a man to be courteous and polite from courtesy one gets competence and ability, from competence money comes, with money a person can perform his duties and can live happily.

Teaching is immensely a rewarding profession. Love of knowledge, devotion to duty and selfless service to humanity are the higher values of life being achieved through this profession.\textsuperscript{13}

\textsuperscript{11} Shalini Parmar \textit{et al.}, (2008), op.cit, p.9
\textsuperscript{12} Ibid., p.10.
\textsuperscript{13} Amaldoss Xavier, S.J., (2009) "Relationship between Job Satisfaction and Teaching Competency", \textbf{Research and Reflections on Education}, 7(2), April – June, p. 22.
1.2 STATEMENT OF THE PROBLEM

The present study evaluates the job satisfaction, job related stress, and competency of Arts and Science College Teachers in Kanyakumari District.

Education is the process of development and growth of a person from infancy and maturity. It is a process by which an individual learns how to adopt himself to physical, social and spiritual environment gradually and in various ways. It is a process which goes on continuously all through one's life. It is a lifelong process.

The College imparts knowledge and skill to the students of the society. It disciplines students in certain form of activities, activities that safeguard the conditions and maintain the standards of social life, activities that form the solid tissues of civilization, namely, arts and sciences. It prepares them for shouldering the responsibilities of citizenship. It not only trains them for becoming effective citizens of a particular State, but also creates in them a sense of international fellow feeling and world citizenship. It develops in them well adjusted and integrated personalities and tries to reduce their emotional tensions, worries, and conflicts.

Hence the Researcher analyzes the job satisfaction, job related stress and Competency of Arts and Science College Teachers in Kanyakumari District.
1.3 REVIEW OF LITERATURE

Amaladoss Xavier, S.J., (2009)\textsuperscript{14} analyzed the level of Job Satisfaction of Post Graduate Chemistry Teachers and the level of teaching competency of Post Graduate Chemistry Teachers. The Post Graduate Chemistry Teachers working in Kanyakumari District form the population, out of which the investigator chose 96 Post Graduate Chemistry Teachers and it is concluded that the level of Job Satisfaction of Post Graduate Chemistry Teachers is 70.79 percent and there is no significant relationship between the different levels of competent Chemistry Teachers and job satisfaction.

Seth, N.K. \textit{et al.}, (1983)\textsuperscript{15} attempted to analyze the significant difference between Lecturers, Readers, and Professors on the level of Job Satisfaction and the perception of organizational climate. The sample in the Study consisted of one hundred and twenty Teachers from two Universities located in the State of U.P. With the help of questionnaire, eight senior-junior relationships, advancement, working conditions, studied through nine factors, such as structure, responsibility, reward, risk, warmth, support, standard, conflict and identity. It is concluded that 56 percent have indicated satisfaction with their job and 49 percent teachers have perceived the organizational climate as favorable. There is no significant difference between Lecturers,

\textsuperscript{14} Ibid., pp. 22-24.
Readers and Professors on the level of Job Satisfaction and perception of the Organizational Climate.

Meenakshi Gupta and Parul Sharma, (2009)\textsuperscript{16} analyzed the demographic profile of the respondents and the various factors influencing employee satisfaction. The study includes all the employees working in different Public Sector Organizations of Jammu Region. For the selection of sample, a multistage approach of sampling was followed. All the employees were grouped into three categories. Those employed as skilled/unskilled manual, technical or clerical work, employed to do supervisory work and employed mainly in an administrative capacity. It is concluded that majority of the sample employers are in the middle age group, the longest majority of the sample employers have experience of more than 20 years. The Study suggests creation of opportunities to interact and to enhance mutual interests in improvement of working conditions, so that employees feel comfortable and can work conveniently which in turn, will improve their job satisfaction level.

Aisha Sidduque et al. (2002)\textsuperscript{17} studied the degree of Job Satisfaction of the College Lecturers regarding their salaries, chances of promotion, fringe benefits, security of service and social status. Local College Teachers of Faisalabad City formed the universe and an equal number of male and female Teachers were taken as the respondents. A sample of 300 Teachers was selected.

drawn randomly. It was found that 70% of the Respondents considered their existing salaries 'not sufficient' to meet their financial needs. 75 percent of the Respondents were not satisfied with the recognition of their social status. It can be concluded that majority of the College Teachers neither felt secure, nor were satisfied with their social status, chances of promotion and fringe benefits being presently provided to them. It is suggested that the government should make all possible efforts to satisfy the teachers as recommended by various commissions on Education and the provisions of National Education Policies promulgated from time to time in the past.

Smith and Bourke, (1992)\textsuperscript{18} reported that satisfaction with college administration was associated with reduced stress arising from lack of rewards and recognition while satisfaction with work conditions was related to diminished stress from time pressure. In the light of these findings, it can reasonably be hypothesized, for this study, that job satisfaction will be negatively related to occupational stress. Given these findings, it is apparent that there is more work to be done in this area. The literature has referred to a wide variety of stress and satisfaction variables. However, much of the research investigating relationships between job satisfaction and occupational stress in schools has typically involved a set of job satisfaction dimensions related to general stress or a set of stress factors related to general job satisfaction.

William Dharma Raja, B., (2007) discussed the approaches of professional satisfaction and factors influencing professional satisfaction. Important factors discussed are personal factors, factors inherent in the profession and factors controlled by the Management. Popular ways of measurement of professional satisfaction are the rating scales, critical incidents, interviews, and action tendencies. It is concluded that study on professional satisfaction gives the Management an indication of general levels of satisfaction of the Teachers and specific areas of satisfaction or dissatisfaction, improves communication, helps discover the causes of indirect problems, helps Management assess training needs and improves attitude of the teachers.

Gurpreet Randhawa, (2005) attempted to examine the relation between work performance and work attitudes. 150 scientists are randomly selected from the Agriculture Extension Centre in Haryana. They were in the age ranging between 26 and 65 years. The results indicated that both job satisfaction and self-efficiency are significantly positively correlated with work performance of scientists. The results showed that there is a significant negative correlation between turnover intentions and work performance. The analysis indicated that work performance is significantly related to all these variables.

Shukla, P.C., (1986)\textsuperscript{21} studied the Administrative Effectiveness in relation to Teacher's attitude, Job Satisfaction, and Morale. 120 School Teachers of the District of Sitapur (U.P) were selected on the basis of random sampling technique. Administrative Effectiveness scale was constructed with five response alternatives. It may be concluded that higher level of administrative efficiency gives rise to high morale in the Teachers. It seems that there is linear positive correlation between Administrative Effectiveness and Teacher's Morale.

Nazrul Islam, (2003)\textsuperscript{22} deals with the Job Satisfaction of women workers and Management Policies of Garment Companies in Bangladesh. He analyses the relationship between the overall impacts of technological change on garment workers. The relationship between job satisfaction and age, work experience and the skill levels of women workers are also analyzed. In total, 450 women workers were selected as sample. Thirty six items were included to study job satisfaction variables of garment workers with seven point scale. Factor Analysis and Multiple Regression Analysis were used to analyze the relationships of the attitudes of women garment workers on the level of job satisfaction of Bangladesh women workers is significantly influenced by the change. Factors related to job satisfaction, such as, task significance, salary, supervision, co-workers relations, and benefits are positively affected by


\textsuperscript{22} Nazrul Islam, (2003), "The Impact of Technological changes on Job Satisfaction of women garment workers in developing country", \textit{Management & Labour Studies}, 28(4), November, pp. 291-305.
technological change. The negative influences are unfairness in pay, work dissatisfaction, bureaucracy conflicts, low information sharing, and decreased promotion.

Jayalatha, J., (2008)\(^{23}\) analyzed the factor determining the job satisfaction of employees. 50 employees were selected from 220 employees by convenience sampling technique in G.V.G. Industries (P) Ltd., Sembatti, Dindugal District. It was suggested that extra work performed to be recognized by the Management and rewards should be awarded for the right person each year and salary structure should be modified and grievance is immediately settled. The existing welfare measures should be modified according to the satisfaction of the employees.

Amar Singh, and Prasad, C., (1977)\(^{24}\) studied the level of job satisfaction of personnel in different set-ups and analyzed the factors affecting the level of Job Satisfaction. The personnel in Agricultural Universities namely Administrative, Teaching, Research and Extension were selected. In total 51, 60 and 54 personnel from A, B, C Universities were finally selected for the Study. Likert Summated Rating Technique was constructed with thirty two statements. It was observed that cent percent of the administrative personnel had high Job Satisfaction. Among the extension personnel 50 percent has high level of job satisfaction. It was suggested that concept of fusion process has not been fully utilized. It means that Administrative and Personnel Policies have not been fully utilized.

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do not give due recognition to the factors like individual development, need satisfaction of the employees, desirable working relationship between employee and employer, effective molding of human resources and training, faculties etc. as contrasted with physical resources.

Fontana, D., (1986)\(^{25}\) regarded that if the Teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own. Thus, it is clear that an effective and competent Teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. But no significant efforts are found to study the competency in relation to job satisfaction among Teachers.

Tapan K. Panda, (2001)\(^{26}\) analyzed the dotcom organizations to understand the nature of their business, the nature of the operation, the size and composition of the work force and the overall financial performance. It was found that there is no significant influence of the personal factors on the overall job satisfaction expect for experience. A significant percentage of the respondents were dissatisfied with their job security, job status, working hours and working conditions. It was concluded that although conventional sources of dissatisfaction like salary, promotions, autonomy for work are not relevant


in the dotcom business, the level of satisfaction is limited due to some emerging phenomena, like the industry structure, the flat organizational design, a non responsive market, and other allied factors. Thus the possibility of managing these dissatisfaction indicators at the organizational level is remote.

Shukla, P.C., (1984)\textsuperscript{27} analyzed that educational leadership in general influences job satisfaction and the style of educational leadership is significantly related to teacher’s job satisfaction. The Study was provided by 120 basic School Teachers of Sitapur District (UP). The sampling was done through random sampling procedure. The hypothesis asserted was that educational leadership in general influences Teachers’ job satisfaction and concluded that job satisfaction is significantly related to leadership style.

Bernard, N., and Kulandaivel, K., (1976)\textsuperscript{28} studied how far the Graduate Teachers are satisfied with their job. An attempt is made to pick out some of the factors that are likely to contribute to measurable and recognizable feelings of the factors that hinder or make impossible the realization of satisfaction. The Study is confined to the Graduate Teachers of Coimbatore District only. It was found that the majority of the satisfied group has selected teaching as number one choice. They are more dedicated to the profession. They have a feeling of security. It is significant that pay,

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promotion, social status etc. do not distinguish satisfied and dissatisfied Teachers very much.

Balender Sharma and Gupta, S.P, (1983)\textsuperscript{29} probed into the effect of institutional climate on job satisfaction of Teachers. Seventy Male and Female Teachers were drawn from seven randomly selected intermediate colleges of Moradabad City. It was found that there was a significant difference between highly satisfied and least satisfied group for all the nine dimensions of organizational climate at all level. Highly satisfied teachers perceive the organizational climate of their Institutions as characterized by high support and satisfaction, high thrust, high democracy and freedom, high academic emphasis and high discipline and control. It was concluded that the causes of dissatisfaction among the Teachers are conflicts and un-cordial relations among Teachers, Students and Principal, lack of support from the college environment and authoritarian attitude of Leaders. More emphasis should be given to academic activities and to appropriate discipline.

Balasubramaniam, S., and Narayanan, S., (1997)\textsuperscript{30} assessed the level of job satisfaction an individual has in general. It consists of thirty eight items for assessing job satisfaction by a panel of Psychologists. The thirty eight items have been chosen on the basis of item analysis carried out on the


responses of 50 College Teachers. The items in the job satisfaction scale so selected covered six areas, namely, job security, salary, working conditions, opportunities for advancement, interpersonal relations and the work itself. The finding of the Study shows that no relationship is found between extraversion and job satisfaction among College Teachers. However, neuroticism is found to affect job satisfaction as related factors like job security, interpersonal relations, working conditions and interest in the work itself.

Rajwant Kaur, (2008)\textsuperscript{31} studies the job satisfaction level of female library professionals in College and University Libraries in Punjab. A population of 225 respondents were identified and served a pre-tested questionnaire. Various on-the-job and off-the-job factors leading to job satisfaction have been identified. This Study proved that both the types of factors influence one another as these factors have reciprocal relationship to each other. It was identified that no one was fully satisfied and/or fully dissatisfied.

Edward, (1976)\textsuperscript{32} reveals that a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. This improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to

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their performance on the other hand, if rewards one such as inadequate for one’s level of performance, dissatisfaction access.

Riffat-un-Nisa et al., (2008)\textsuperscript{33} revealed a quantitative Research to examine the leadership behavior of Degree College Principals, selected personal and organizational characteristics, acceptance of leadership, faculty job satisfaction and job expectancies. The measuring instruments comprised 120 items and were administered to the randomly selected sample of 854 Lecturers and 138 Principals. Twenty-six hypothesis were used to discover the moderating affect of situational variables on the relationship of leadership style and sub-ordinates outcomes, controlling the effect of role ambiguity and stress of the Principal’s who perceive their role as leaders of equals instead of as that of the top of the hierarchy, can provide the kind of leadership that will inspire the colleagues to believe in their work and feel ownership.

Thamaraikannan, (2008)\textsuperscript{34} studied the various factors that influence the job satisfaction of employees in Sakthi Sugars Ltd. Two hundred employees were selected and Simple Random Sampling method was used for collection of data. It was found that there is a significant association in the job satisfaction level among the age, education, income, family size and experience of the employees in Sakthi Sugars Ltd., in Sakthi Nagar. It reveals


\textsuperscript{34} Thamaraikannan, (2008), "Job Satisfaction of Employees", \textit{Kisan World}, August, pp. 57 – 59.
that the employees' job satisfaction is influenced, not only by the nature of job, but also on the various facilities provided by the company. The relationship between the managerial staff and workers is very cordial. The employees enjoy the various facilities affected by the Study Units.

Pathak, R.D., (1982)\textsuperscript{35} analyzed individual difference variables relating to personal demographic characteristics. These include age, tenure, marital status, dependents educational qualification and individual difference variables relating to personal-psychological characteristics. 150 Male Bank Officers from four major Public Sector Banks in India were randomly selected. It was concluded that there is a negative relationship between job involvement and education for Bank Officers. More opportunities need to be provided to them to utilize their talent in an effective manner. Also, there is a significant positive relationship between length of service of job involvement of Bank Officers, which requires further investigation when seen in the light of age and job involvement relationship.

Uma Sekaran, (1986)\textsuperscript{36} used to measure job satisfaction through Job Descriptive Index developed by Smith, Kendall and Hulin. Job Involvement was measured through six items of Lodahl and Kejner. Path analysis was used to trace the path to job satisfaction by regressing 8 independent

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variables against job involvement. The result indicates that work ethic; participation in decision-making and skill variety variables significantly explained job involvement, stress, and task identity and job involvement variables significantly explained sense of competence.

Chandra Bose, S., and Madasamy, V., (2009)\textsuperscript{37} studied the Job Satisfaction of the workers of Fireworks Units in Virudunagar District. The population consists of 676 Fireworks Units available in the Virudunagar District. Stratified Random Sampling Technique was adopted based on the average number of workers employed in each Unit. 29 components are taken for the Study. It was concluded that job satisfaction is also influenced by the employee's personal characteristics and management style and the nature of the work itself. Managers who want to maintain a high level of job satisfaction in the work force must try to understand the needs of each member of the work force.

Chand, P. and Sethi, A.S., (1997)\textsuperscript{38} identified the organizational factors as predictors of job related strain. The respondents were 150 Junior Management Scale I Officers working in various Banking Institutions in the State of Himachal Pradesh. The findings show significant positive relationship between job related strain and role overload, role conflict and strenuous


working conditions. The relationships of other organizational variables were also in the expected direction, though not significant. Role conflict, strenuous working conditions and role overload were found to be the most significant predictors of job related strain.

Furnham, (1997)\textsuperscript{39} established that job satisfaction can be categorized according to dimensions of work as well as construed as one-dimensional or general exploration of job satisfaction in terms of job dimensions has the advantage of being more specific about what aspects of work might be leading to satisfaction or dissatisfaction and allowing for a better-focused process of remediation. Job dissatisfaction and reduced job satisfaction have been associated with several outcomes for employees and, in turn, organizations. For schools, these often lead to the added cost of disrupted learning for students. Among the most costly of these to organizations are absenteeism and turnover.

Srivashava, A.K., (1997)\textsuperscript{40} studied occupational stress through cognitive-behavioral approach. Consistent and high job stress puts significant impairing effect on employees' job behavior, job attitudes and physical as well as mental health with a corresponding serious cost to the organizations in human and monetary terms. It was concluded that cognitive-behavioral strategies seem to be more convenient because the focal employee can

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adopt most of these strategies at his own level without seeking help or assistance from others.

Lakhwinder Singh Kang, and Raghbir Singh, (2006)\textsuperscript{41} identify stress symptoms and assess the magnitude of various organizational stressors producing stress. The Study was carried out in six organizations dealing with electronic equipment and services. The symptoms which were reported with higher frequencies by the respondents include ‘being angry’, ‘thinking about finding an alternative job’, ‘difficulty in getting up early in the morning’, ‘nervousness’, ‘tension’, ‘feeling hurt’ etc. It was concluded that, ‘poor interpersonal relations’ has been identified as the biggest source of stresses, followed by ‘poor organizational structure and climate’, ‘rigid rules’ and ‘inconsiderate superior’.

Patrick Manu, (2007)\textsuperscript{42} revealed causes for burnout, symptoms of burnout and treatment for burnout. Burnout in Teachers occurs when a Teacher takes too much on himself. The symptoms of burnout are fatigue, irritability, anxiety, headache, loss of confidence and anger. The treatment of burnout is arranged to take a mental health day in conjunction with the weekend for at least next two weeks. Sick leave should be taken for this. Ask a colleague to take some of your duties, classes, or coverage responsibility in


exchange for your doing the same when he needs it. It was concluded that the teaching profession puts a lot of strain on teachers. A Teacher who is experiencing burnout must note that he needs the assistance of others. Hence every Teacher should learn how to handle burnout when it occurs.

Devang J. Desai, and Pankajray Patel, (2006)\textsuperscript{43} undertook a study with the primary objective of understanding the parents' satisfaction towards their child's school and the factors affecting the parents' satisfaction. This Study also focuses upon determining the factors parents considered while making the choice of school for their child. 98 parents whose children are studying in primary level at a school in Vapi Town of Valsad District in Gujarat are taken as sample and Convenience Sampling technique was used for surveying the parents. It was suggested that in order to improve the satisfaction derived by the parents towards the school, the school needs to improve the level of discipline in the school and the teachers may use modern teaching aids.

Rajinder Sooch, (2009)\textsuperscript{44} studied the impact of some variables namely, sex, level of teaching, subject of teaching, teaching experience, type of School Management, location of school and marital status of school teachers on life-satisfaction. Six hundred Elementary and Secondary School Teachers drawn from eight blocks of Ferozepur District of Punjab State is taken as


\textsuperscript{44} Rajinder Sooch, (2009), " Factor affecting life satisfaction of Teachers", \textit{EDUTRACKS}, 9(1), September, pp. 40-42.
sample and Multi-Stage Random Sampling technique was used. It was indicated that they did not have any significant influence on the life satisfaction of Teachers. It was concluded that except for the location of the school area where Teachers who studied during schooling, other variables had no significant impact on life satisfaction.

Chaplain, (1995) noted that teaching can be a very stressful occupation and Teacher stress appears to have increased in recent decades. As is the case with job satisfaction, there is an abundance of theories that aim to explain occupational stress. The research has endeavored to use an attribution of responsibility theory to explain Teacher occupational stress and theory posits that teachers blame their occupational stress on various aspects of the work environment and that factors of the work environment (such as students, school administration and the school system) are separate work domains to which teachers may attribute their stress.

Saveri, (2009) aimed at finding the relationship between job satisfaction and life satisfaction among the B.T.Assistant Teachers in Trichy and Lalgudi Educational Districts with regard to gender, type of school, location of the school, discipline, marital status, monthly income, and experience in teaching profession. The Study was carried out on a sample of 300 B.T. Assistant Teachers. It was found that there was a significant

difference between Aided and Government school B.T. Assistant Teachers in their extent of job satisfaction and there was a positive relationship between job satisfaction and life satisfaction among B.T. Assistant Teachers.

Manimozhi.K., and Venmathi, A., (2009)\(^{47}\) revealed stress to be a psychological and physiological response to events that upset one's personal life. Stress can neither be positive or negative. People have always experienced stress, right from the earliest, although in prehistoric days people were probably better at working it out of their systems. It was suggested that you enjoy life more fully when you manage stress. You will look better, feel happier, stay active and independent and stay more relaxed around other people. And, you will be the captain of your own ship, in control of your life and the path you want to take.

Sangeetha Gupta and Mohanty, A.K.(2009)\(^ {48}\) compared the attitude of prospective male/female, management/counseling, married/unmarried, general/OBC, general/SC&ST, rural/urban Teachers towards teaching profession, classroom teaching and pupil centered practices. One hundred and twenty prospective Teachers were randomly selected from three different B.Ed Training College of Gautam Budh Nagar, U.P. It was concluded that academic achievement and teaching profession were found to be significantly


and positively correlated, which indicate that the Student Teacher's perceptions, beliefs, attitudes and feelings which they viewed as characteristics of themselves towards teaching profession had positive and significant correlation with their academic achievement. Duration of teaching experience and classroom teaching were found to be significantly and positively correlated which indicate that the students' experience in long duration of teaching which they viewed as characteristics of themselves has positive and significant correlation with their classroom teaching.

Agarwal, S.C. and Vishal Agrawal, (2009)\(^49\) studied the commitment of teachers in relation to their job satisfaction. One hundred and twenty Senior Secondary School Teachers were selected from various schools of Tahsil Sadar of Faraukhabad District. Teachers' role commitment scale and job satisfaction scale were employed to collect the data. Findings of study showed that teachers' commitment is affected by their job satisfaction, therefore basic amenities and security should be provided by Institutions, so that Teacher can feel attracted to his work, profession and other aspects of it and performs better.

Saima Siddiqi, (2009)\(^50\) investigates the effect of age on occupational stress and job satisfaction among Teachers of different age groups. Data was


collected from 135 Teachers working in eight Secondary Schools of Aligarh District of U P. Statistical techniques used for data analysis were Pearson's Product Monument Formula and t-test. It was found that occupational stress was negatively correlated with job satisfaction. It was also found that young Teachers (25 – 35 yrs) had higher level of job stress and less job satisfaction than the middle age Teachers (36 – 45 yrs) and the late middle age Teachers (46 – 60 yrs).

Radhakanta Gartia, (2009)\textsuperscript{51} investigated gender-wise accountability in relation to job satisfaction of Secondary School Teachers. The sample consisted of 120 Secondary School Teachers of both Private and Government Schools from Gurukshetra District of Haryana. Data obtained were analysed using Product Moment Correlation to find the relationship between job satisfaction and teacher accountability. Results of the study indicated significant relationships of job satisfaction with teacher accountability. The study also indicated a significant difference in accountability of male and female Secondary School Teachers. However, the difference in accountability of Private and Government Secondary School Teachers was found to be insignificant.

Jyoti Budhraja, (2008)\textsuperscript{52} studied the causes of stress among Insurance Employees. The Data for the Study was collected from two Insurance


Companies. One hundred employees were selected from all levels. Both the Organizations and Individual Factors were analyzed for availing a focused perspective on the causes of stress. It was identified that the employees mostly suffer from stress due to heavy workload and unattainable targets, thereby generating work life imbalance and anxieties. It was concluded that the Management must take several initiatives in helping their employees overcome the disastrous effect, as otherwise this would ultimately affect their productivity in a highly competitive market. Since stress in Insurance Sector is mostly due to excess work pressure and heavy targets, continuous training and motivation and offering programs on stress management and work-life balance would produce positive results.

Kathirvel, N., (2009) took a close look at the stress related issues facing the employees working in various BPO Companies and analyzed the factors responsible for the same. Science and Technology are advancing day-by-day in the Society. Today's Society is accepting all these changes. These changes cause different problems in the Society. The employees in IT Enabled (BPO and call centers) Service (ITES) Sector. In this competitive field, they are facing a lot of stress. The Researcher found that nearly half of the respondents were having problems working in the ITES Sector. This can be avoided through counselling, recreational activities and relaxation techniques.

Avinash Kumar Srivastav, (2008)\textsuperscript{54} aimed at understanding how role stress operates in BPO Industry. Organizational role stress scale was used to measure 10 role stressors on 104 respondents from 15 Companies engaged in business process outsourcing. The most prominent stress is role stress. This reflects that BPO Industry is suffering from a serious lack of career opportunities for its employees. Role erosion is the second ranking role stressor. Employees in BPO Industry perceive that they are not being adequately recognized or rewarded for their role performance. Inter-Role Distance is the third ranking role stressor. BPO employees are not able to do justice to their extra-organizational interests and responsibilities due to their excessively demanding organizational roles.

Sarah Basu, (2009)\textsuperscript{55} studied stress among Teacher Educators. Teaching is the noble, but very exacting profession. It demands much from the self, from the resilience and integrity of the person within. The coping strategies need to be incorporated into the Teacher training curriculum on a priority basis so that the Teachers are well prepared to deal with job stress as and when it surfaces. These measures can go a long way in reducing stressful work situations and improving the effectiveness of the Teacher Educators. It ought to be our constant endeavor to strive to create a stress-free environment for Teachers and Teacher Educators, where they can feel truly emancipated.

\textsuperscript{54} Avinash Kumar Srivastav, (2008), "Dynamics of role stress in BPO Industry", \textit{The Icfaiian Journal of Management Research}, 7(12), December, pp. 7-16.

Singh and Vijay Kumar, (2010)\textsuperscript{56} compared spiritual environment and normal environment with respect to the stress level of PG girls. It was done by employing Simple Random Sampling. Results of the study support that environment plays a significant role in stress level, that is, level of stress is influenced by environment in which one resides. Different environment gives different backup in maintaining the mental health of the one who resides there. Considerable evidence suggests that positive social and family relationships can moderate the effects of stress on a person and can even reduce illness and early death. Yet, spiritual environment, if maintained in a boarding, will help in bringing about holistic development in the students.

Singh, A.P., and Sadhana Singh, (2010)\textsuperscript{57} attempt to study the role coping style in the relationship between stress and health outcomes. The sample of the Study comprised of 210 Managers from different Private Sector Organizations in India. Findings of the Study showed that role coping has a positive effect on health and role ambiguity and health are significantly influenced by the problem focused coping, but this influence is not significant for role conflict and health relationship. It can be concluded that role stress significantly affects the health of employee and coping significantly moderates the relationship between health and stress.


Navjot Kaur and Simranjit Kaur, (2009)\textsuperscript{58} identify the level of stress among Engineers working in Punjab State Electricity Board. The objective of this Study was identifying the difference in stress levels among the various hierarchical levels. Out of the total population of 7586 engineers, 525 engineers were taken for the Study. It was concluded that among the different hierarchical levels stress is found to be the highest in the case of Assistant Engineers. It was also quite high in the case of Junior Engineers. They feel they have great pressure of work. So, they feel more stressed. Stress is found to be the lowest in Design and Office Organization.

Premila, K.S., (2010)\textsuperscript{59} analyzed the literature on stress and the importance of stress coping essential for the adolescents in schools. Stress coping means a state of imbalance between demands made on the adolescents from outside source and their capabilities to cope with them. The term 'stress coping' is used in the sense that what are the issues that cause stress in the minds of the students during adolescence period and how they adjust themselves to overcome the strain caused by the stress. A total of 400 students were selected as a sample from 20 schools in Chennai District. It was concluded that girls have more stress coping ability than boys and higher secondary students have more stress coping ability than high school students.


Jitendra Mohan, (2007)\textsuperscript{60} in his lecture in a workshop on stress management, a physiological assessment of stress would include such measurements as heart rate, blood pressure, respiratory rate, and skin conductance. Psychological as well as physiological attempts have been made to measure stress. A person was seen as being relatively resistant to stress by virtue of possessing three qualities, such as, a sense of control over his life, feeling of being committed to his work, hobby or family and sense of challenge in which change was viewed as an opportunity to develop himself rather than a threat to his equilibrium. Individuals who do not posses these qualities are more likely to suffer from stress-related disease than those who do.

Reeta Chopra, and Radhakanta Garzia, (2009)\textsuperscript{61} studied the accountability of Secondary School Teachers and occupational stress of Secondary School Teachers. It is clear from the study that if teachers' stress is left unresolved, the whole educational system will be impaired and insufficiency will be ensured. It is believed that the most disturbing cause of stress among teachers is lack of social status, which was proved to be the most negative aspect of the teaching career. So, it is essential that the socio-economic status of the teachers should be raised, inducing a sense of respect for the teachers in the minds of the people. Teachers should develop a


healthy relationship with their Colleagues, Students, and Principals and ensure an adequate work environment.

Shalini Parmar et al. (2008)\textsuperscript{62} studied the attitude of student - teachers towards teaching profession and competency and concluded that there is a significant positive relationship between the attitudes of student - teachers towards teaching profession and their teaching competency level. The attitude of student - teachers participated in the Study towards teaching profession is positive.

William Dharma Raja, (2007)\textsuperscript{63} did a study on does professional satisfaction of teachers and its impact on their efficiency and concluded that Study on professional satisfaction is a must and it gives management an indication of general levels of satisfaction of the teachers and specific areas of satisfaction or dissatisfaction, improves upward communication, helps discover the causes of indirect problems, helps Management Assess Training needs and improves attitudes of the teachers.

Markus Christen et al. (2006)\textsuperscript{64} clarify ambiguities in the literature regarding the relationships among three key constructs of work relationship, effort, job performance and job satisfaction. Using a model with variables that are important for both Agency Theory and Organizational Psychology, it was found that a negative, direct effect of effort and a positive, direct effect of job satisfaction.

\textsuperscript{63} William Dharma Raja, (2007), op.cit, pp. 13-14.  
performance on job satisfaction. It was suggested that sales force literature regarding job satisfaction, such as strong effect of role perception variables should be re-examined.

Ravindra Kumar et al. (2009) revealed a study on job satisfaction of women teachers working in Primary and Upper Primary Schools of Gulbarga city. Out of 342 Women Teachers working in these Schools, 295 Women Teachers are selected as sample. Salary, promotional opportunity, work encouragement, incentives, working conditions and other factors, such as, sanction of leave, work convenience etc. are taken for the study. It was found that a few of the Women Teachers are facing certain problems, such as, lack of co-ordination and co-operation in the work place. Majority of these teachers are satisfied with their work, job and salary. Majority of the Women Teachers said that they have not got recognition for the job and the work done.

Jasmine Maria Sylvester, (2010) designed to access the attitude of Teacher Educators towards teaching profession and their job satisfaction. A random sample of 100 teacher educators of 15 private colleges of education in Madurai District was taken as sample. It was found that the expressed attitude and job satisfaction were influenced by their characteristics, gender, location of their institution, educational qualification and years of teaching experience. It was concluded that attitudes of the teacher educators towards their profession and their job satisfaction do not have relationship.

Ravindra Kumar et al., (2009), "Job satisfaction of Women Teachers", EDUTRACKS, 8(11), July, pp. 42 – 44.

Jasmine Maria Sylvester, (2010), "Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators", EDUTRACKS, 9(8), April, pp. 36 – 38.
Vaijayanthi, R. and Julie Sunny, (2010) analyzed important stress inventories with special reference to their item content, item formation techniques, and procedures used for establishing the reliability of the tool. It was concluded that stress is inevitable. Some amount of stress may be normal as well as beneficial. Too much stress on Teachers, however, has negative effects. It was suggested that adoption of well planned effective stress management strategies, can enable student teachers to cope up and manage stress to the extent possible.

Tripti P. Desai, (1993) attempts to identify and determine the differential response profile of three levels of management, on the different measures of stress and mental workload, as well as to examine the relation between stress and mental workload in the three levels of management. The results indicated that higher and middle Management had higher and similar levels of stress and mental workload, followed by lower Management and the Respondents belonging to the Technical Departments were less stress prone, more alert and more satisfied than the Respondents belonging to Commercial Departments.

Satwinderpal Kaur, (2008) identified the highly effective and less effective Secondary School Teachers and the level of occupational stress

among highly effective and less effective school teachers. A sample of 1000 Government Secondary School Teachers was randomly selected from four Districts. The Study revealed that less effective teachers are under a higher level of occupational stress than the highly effective and total group of Teachers. Further, the female Secondary School Teachers are significantly under more occupational stress than their male counterparts. The correlation analysis clarifies that occupational stress is negatively correlated with the teacher effectiveness, as the stress among teachers increases as their teaching effectiveness decreases.

Thiripurasundari, K., (2010)\textsuperscript{70} attempts to assess the level of job satisfaction prevailing among Sales Executives in the HCL Info systems Ltd., Madurai. Twenty two Sales Executives of HCL Info systems Ltd., Madurai are taken as sample. It can be concluded that the level of job satisfaction of the Sales Executives is very much satisfactory and they wish to continue the same profession in the years to come. This showed the healthy and congenial environment existing in the work spot and it is hoped that the same will continue in future too.

Chandra Boss, S., and Madasamy, V., (2009)\textsuperscript{71} studied the job satisfaction of the workers of fireworks units in Virudhunagar District. The


population consisted of 676 fireworks units in Virudhunagar District. Stratified Random Sampling technique was adopted and 321 Male laborers and 428 Female laborers are selected as sample. The Study concluded that the most important point to bear in mind is that there are many factors that affect job satisfaction and that what makes workers happy with their jobs vary from one worker to another and from day to day. Job satisfaction is also influenced by the employees' personal characteristics, the Managers' characteristics and management style and the nature of the work itself.

Shreekumar Menon, (2010)\textsuperscript{72} checked out the level of stress among Bank Employees and its impact on stress. Fifty Bank Employees working in ten different Public and Private Sector Banks are selected as a sample and concluded that stress can be minimized and not completely eliminated. Stress can be reduced by having a positive outlook towards life.

Rashmi Shahu, (2010)\textsuperscript{73} analyzed the effect of Emotional Intelligence and suggested methods for improved performance. 75 Executives and 145 Non-Executives are selected as sample for the Study. It was concluded that performance of employees is highly related with their emotional intelligence levels and recruitment of emotionally intelligent employees would also help in constructing a healthy environment at the work place.


\textsuperscript{73} Rashmi Shahu, (2010), "Investigative study on effect of Emotional Intelligence on Job Satisfaction and Performance", \textit{Prababdh:	extit{Indian Journal of Management}}, December, pp. 36-38.
Usha Sree, S. and Chandraiah, (1990)^74 used the work values inventory and the Cornell Job Descriptive Index to collect data from 100 professionals and 100 non-professional College Teachers. Results showed that there was no significant difference in the work values of the two categories and teachers in the professional colleges enjoyed more job satisfaction than those in non-professional Colleges.

Huber et al., (1992)^75 examined the relationship of individual input and perceptual variables on four facets of pay satisfaction among 301 University Faculty Members (aged between 27 and 75 years). Actual pay exerted a strong direct effect on such satisfaction. Although individual inputs were differentially related to the four measures of pay satisfaction, the perceptual variables (performance, pay fairness, contingent pay, commitment and job satisfaction) were directly related to at least one dimension of pay satisfaction, but did not generally interact with actual pay. Findings suggest that establishing a pay for performance Compensation System may be the most effective way to promote pay satisfaction.

Rajender Singh and Bhaker R.K., (1996)^76 measured and compared the attitude of in-service and pupil-teachers towards teaching profession.

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They found that pupil-Teachers of regular course are superior in attitude towards teaching profession than pupil-teachers of correspondence course. Regular and continuous training improved the attitude of teachers towards teaching profession. In-service teachers and pupil-teachers were equal or similar in attitude towards teaching profession. Due to lack of in-service training, the level of attitude remained the same. It showed that not only pre-service training, in-service training was also needed to maintain the quality of teaching. Male teachers were inferior in attitude towards teaching profession than Female Teachers. Female Teachers showed more favorable attitude towards teaching profession than Male Teachers. Government School Teachers were poor in attitude than Private School Teachers.

Jaime Cano, et al. (1999)\(^\text{77}\) investigated specific factors associated with job satisfaction and dissatisfaction of Male and Female Teachers of agriculture. The study also sought to determine Ohio Agriculture Teachers' overall level of job satisfaction. 'Achievement', 'Advancement', 'Recognition', 'Responsibility', and the 'work itself' were investigated as specific job satisfier factors. 'Interpersonal', 'policy and administration', 'salary', 'supervision', 'and 'working condition' were investigated as job dissatisfier factors. All the job satisfier factors except 'Responsibility' were significantly related to the overall level of Female Agriculture Teacher job satisfaction. None of the job satisfier factors were significantly related to overall Male Teacher job satisfaction.

Moreover, all of the job dissatisfier factors were significantly related to the overall level of Female Agriculture Teacher job satisfaction. Again, none of the job satisfier factors were related to Male Agriculture Teacher job satisfaction. Overall, Female and Male Teachers of agriculture in Ohio were slightly satisfied with their jobs, do not differ significantly.

1.4 SCOPE OF THE STUDY

The study is related to the job satisfaction of Teachers working in Arts and Science Colleges, both Aided and Self-financed in Kanyakumari District. The Study covers the factors influencing job satisfaction, the relationship between socio-economic factors, motivational and organizational factors influencing job satisfaction of Teachers, stress and job satisfaction, expectation of Teachers, competency and job satisfaction and the overall impact of the Teachers.

1.5 OPERATIONAL DEFINITIONS

1.5.1 Aided college

Aided College refers to a College which is controlled by Private Management, but funded by the Government.

1.5.2 Self-financed college

Self-financed college refers to a College that does not receive any Grant from the Government and is fully funded by the Management.
1.5.3 Self-financed in aided college

Self-financed in Aided College refers to Colleges that are functioning in the Aided College, they do not receive any Grant from the Government and the UGC. It is fully funded by the Management.

1.5.4 Job satisfaction

Locke, E.A. defined job satisfaction as a positive or pleasurable emotional state resulting from one's own appraisal of the job or of one's work experiences. It refers to an employee's positive or negative feeling about the job.

1.5.5 Stress

Job stress is the harmful physical and emotional responses that occur when the requirements of the job do not match a worker's capabilities, resources, or needs.

1.5.6 Competency

Competency is the ability of an individual to perform a job properly. A competency is a set of defined behaviors that provide a structured guide, enabling the identification, evaluation and development of the behaviors in individual employees.

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1.6 OBJECTIVES OF THE STUDY

1. To analyze the socio-economic variables and job satisfaction of College Teachers.
2. To identify the motivational factors and the organizational factors influencing the job satisfaction or dissatisfaction of College Teachers.
3. To analyze the competency of Teachers and job satisfaction.
4. To study in detail the perception of respondents towards stress.
5. To analyze the overall impact of Teachers towards job satisfaction.
6. To offer suitable suggestions for improving their job satisfaction.

1.7 METHODOLOGY

This Section describes the methodology which includes collection of data, construction of questionnaire and framework of analysis.

1.7.1 Collection of data

The study is based on both Primary and Secondary Data. The Primary Data was collected directly from the Teachers with the help of a structured questionnaire. Secondary data was collected from the books, journals and from the records of various Colleges and Universities.

1.7.2 Construction of questionnaire

The questionnaire consists of seven parts. The first part relates to the socio-economic variables of the Teachers. The second part comprises of the motivational factors to prefer teaching profession, the third part comprises of the organizational factors and job satisfaction, fourth part consists of competency of Teachers and job satisfaction, fifth part consists of stress of
Teachers, the sixth part comprises of steps to recover stress and the seventh part consists of expectation of Teachers. Bearing the important dimensions of job satisfaction, stress and, competency in mind, a number of variables that are related to each factor were collected from a number of sources. Twenty Teachers from Aided Colleges, twenty Teachers from Self-financed Colleges and twenty Self-financed Teachers from Aided Colleges were requested to write the factors in the form of statements which cause satisfaction and dissatisfaction to the Teachers. These statements were sorted out and listed. Among the statements the important statements were selected. Then the pre-test was conducted on ten Teachers from each category. From the opinion given by the Teachers necessary modifications were made. In each part the important statements (variables) affected to that particular factor are selected to frame the questionnaire. Each of the statement was arranged on a five point scale. The Teachers were asked to choose one among the alternatives.

1.7.3 Sampling design

There are twelve Aided Colleges and nine Self-financed Colleges functioning in Kanyakumari District. Out of the nine Self-financed Colleges only seven Colleges are taken for the Study. That is, only colleges that have existed for more than five years are taken for the study.

The Teachers working in Aided Colleges as aided staff are taken as Aided Teachers, Teachers working in pure Self-financed Colleges are taken as Self-financed Teachers and Teachers working as Self-financed Teachers in Aided Colleges are taken as Self-financed in Aided Colleges.
As per the records of the College calendar 2010-'11, the total number of Teachers working in Aided Colleges, Self-financed Colleges and Self-financed in Aided Colleges are 772, 527 and 421, respectively. Due care has been taken while choosing the Teachers from Colleges. 25 percent of Teachers have been taken as sample in each of the Colleges. Thus 193 Teachers from the Aided Colleges, 132 Teachers from the Self-financed Colleges and 105 Teachers from the Self-financed in Aided Colleges were selected by Random Sampling Method. Data were collected from 193 Aided College Teachers, 132 Self-financed College Teachers and 105 Self-financed in Aided College Teachers totaling to 430 Teachers. Sampling plan is presented in Table 1.1, 1.2, 1.3.

**TABLE 1.1**

**SAMPLING PLAN FOR AIDED COLLEGES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the college</th>
<th>Year of establishment</th>
<th>Total Teachers</th>
<th>Sample Size (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arignar Anna college</td>
<td>1970</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Holy Cross College</td>
<td>1965</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Lakshmipuram College</td>
<td>1964</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Nesamony Memorial Christian College</td>
<td>1964</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Pioneer Kumaraswamy College</td>
<td>1967</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>S.T. Hindu College</td>
<td>1952</td>
<td>135</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>Scott Christian College</td>
<td>1893</td>
<td>99</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>Sree Ayyappa College</td>
<td>1969</td>
<td>51</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>Sree Devi Kumari Women's College</td>
<td>1965</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>St. Jude’s College</td>
<td>1980</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Vivekanandha College</td>
<td>1965</td>
<td>53</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Women’s Christian College</td>
<td>1973</td>
<td>90</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>772</strong></td>
<td><strong>193</strong></td>
</tr>
</tbody>
</table>

**Source:** College calendars 2010-'11
### TABLE 1.2

**SAMPLING PLAN FOR SELF-FINANCED COLLEGES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the college</th>
<th>Year of establishment</th>
<th>Total Teachers</th>
<th>Sample Size (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Annai Velankanni College</td>
<td>1987</td>
<td>66</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Malankara Catholic College</td>
<td>1998</td>
<td>102</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>Muslim Arts College</td>
<td>1982</td>
<td>110</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>N.I. Arts and Science College</td>
<td>2001</td>
<td>71</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Sivanthi Adithanar College</td>
<td>1984</td>
<td>74</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Udaya College of Arts and Science</td>
<td>2006</td>
<td>73</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>V.T.M College of Arts and Science</td>
<td>2004</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>527</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

**Source:** College calendars 2010-'11
TABLE 1.3
SAMPLING PLAN FOR SELF-FINANCED TEACHERS IN AIDED COLLEGES

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the college</th>
<th>Year of establishment</th>
<th>Total Teachers</th>
<th>Sample Size (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arignar Anna college</td>
<td>1970</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Holy Cross College</td>
<td>1965</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Lakshmipuram College</td>
<td>1964</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Nesamony Memorial Christian College</td>
<td>1964</td>
<td>78</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Pioneer Kumaraswamy College</td>
<td>1967</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>S.T. Hindu College</td>
<td>1952</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Scott Christian College</td>
<td>1893</td>
<td>73</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Sree Ayyappa College</td>
<td>1969</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Sree Devi Kumari Women's College</td>
<td>1965</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>St. Jude's College</td>
<td>1980</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Vivekanandha College</td>
<td>1965</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>Women's Christian College</td>
<td>1973</td>
<td>63</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>421</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Source: College calendars 2010-'11
1.7.4 Field work and data collection

The Researcher carried out the field work for the Study during the period from January 2011 to March, 2011. The required information was collected through a questionnaire. The questionnaire was administered to the College Teachers individually and explained the purpose and importance of the study and the way in which they have to answer the different items. Sufficient time was given to the Teachers to respond to the items.

1.7.5 Framework of analysis

A Master Table was prepared for entering the responses of each respondent. In order to obtain the total score Likert Scaling Technique was used. The numerical weights given to the alternative responses are given below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Statement</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative Statement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Then the data was analyzed by using relevant statistical techniques like Percentages, Factor Analysis, Index numbers, Multiple Regression and 'F'-test.
1.7.5.a One-way analysis of variance

The One Way Analysis of Variance is applied to find the significant difference among more than two means belonging to more than two groups. It is applied when the variables are in interval scale. The F-statistics is calculated by using the formula

\[
F \text{ ratio } = \frac{\text{Variance between groups}}{\text{Variance within groups}}
\]

and compared with the respective table value of ‘F’.

In the present Study, the one way analysis of variance has been executed to find out the significant difference among the means belonging to more than two groups.

1.7.5.b Multiple Regression Analysis

The impact of independent variables on dependent variables has been analyzed, with the help of Multiple Regression when both the variables are in interval scale. The Ordinary Least Square (OLS) method has been followed, to establish the multiple regression function. It takes the form of,

\[
Y = a + b_1X_1 + b_2X_2 + \ldots + b_nX_n + e
\]

Where
\[
\begin{align*}
  y & \quad \text{Dependent variable} \\
  X_1, X_2 \ldots X_n & \quad \text{Independent variables} \\
  b_1, b_2 \ldots b_n & \quad \text{Regression coefficient of independent variables} \\
  a & \quad \text{Constant and} \\
  e & \quad \text{Error term}
\end{align*}
\]
The Multiple Regression analysis has been applied to find out the impact of perception of Teachers towards job satisfaction.

1.7.5.c Index preparation

The job satisfaction Index has been generated with the help of an Index as below:

\[ CI = \frac{\sum_{i=1}^{n} nSCI_i}{\sum_{i=1}^{n} MSCI} \times 100 \]

Where,

- \( S \) – Score of the variables
- \( MS \) – Maximum score of the variables
- \( I = 1 \ldots n \) – Number of variables included in a particular measurement

1.7.5.d Factor Analysis

"Among the many variables that have been measured, a few and more related to each other, than they are to others. Factor Analysis allows us to look at these groups of variables that tend to relate to each other and estimate what underlying reasons might cause these variables to be more highly correlated with each other. The technique of factor analysis provide a fascinating way of reducing the nature of variables in a research problem to a smaller and more manageable number by combining related ones into factors. This relieves the Researcher from confusion arising through overlapping
measures of the same underlying variables. Also the cost of further research may be reduced by focusing efforts on fewer variables for study.

Factor Analysis has many alternative algorithms that can be used to extract factors out of a set of variables. The method used here is the Principal Component Analysis. Before conducting the factor analysis, the validity of data for factor analysis is tested with the help of Kaiser-Meyer-Olkin(KMO) measures of sampling adequacy and Bartletts Test of Sphericity. The minimum acceptable KMO measure of sampling adequacy is 0.5 whereas the minimum acceptable level of significance of Chi-square value is at 5 percent. In the present study, the KMO measure of and zero percent level significance of Chi-square value satisfy the conditions for validity of data for factor analysis. The factor analysis results in five important factors.

The primary decision in stage 1 of factor analysis is to decide how many factors to extract from the data. The sample rule of thumb normally used says that all factors with an eigen value of 1 or more should be extracted.

In stage 2, the Rotated Factor Matrix is used to assign variables to factors and to interpret factors. This matrix should be viewed column wise. For each column (factor) the variable which has a high (close to 1) loading should be identified and combined meaning for the factor found. This leads to a phrase which is the name given to the factor. Factor Analysis also provides an
estimate of the variance explained by each factor, which can be used as a measure of its relative importance.

The Factor Analysis Model in matrix notation is given as:

$$X = Af + e$$

Where

- $X = (x_1 + x_2 + x_3 \ldots \ldots x_p)$
- $f = (f_1 + f_2 + f_3 \ldots \ldots f_m)$
- $e = (e_1 + e_2 + e_3 \ldots \ldots e_p)$
- $m =$ number of factor
- $p =$ number of variables

1.8 LIMITATIONS OF THE STUDY

The present Study is subjected to the following limitations

1. The Study is confined to the Arts and Science Colleges in Kanyakumari District.

2. Teachers fear to share opinion about the College. Thus, the information collected from the Teachers is based on their opinion.

3. Only colleges that have existed for more than five years are taken for the study.

1.9 RESEARCH GAP

The previous studies have mentioned significant difference between Lecturers, Readers, and Professors on the level of job satisfaction and the perception of organizational climate. Some of the studies focused on the factors that are likely to contribute the measurable and recognizable feelings of the factors that hinder or make impossible the realization of satisfaction of Graduate Teachers. Some of the studies examine the leadership behavior of
Degree College Principals, selected personal and organizational characteristics, acceptance of leadership, faculty job satisfaction, and job expectancies. Some of the Study focuses on organizational factors in the development of work stress and self-management of occupational stress. Some of the Study relates to occupational stress and job satisfaction among Secondary School Teachers. But no study focuses on the level of job satisfaction and stress and competency on job satisfaction of College Teachers especially in Tamil Nadu and especially in Kanyakumari District. Hence, the present study tries to fill up the research gap for some policy implications.

1.10 CHAPTER SCHEME

The present Study, “Job satisfaction of Teachers in Arts and Science colleges in Kanyakumari District - A study” organized in six chapters.

The First Chapter deals with the introduction and design of the Study. The design includes introduction, statement of the problem, review of literature, scope of the study, objectives of the Study, operational definitions, period of Study, methodology, sampling design, frame work of analysis, limitations of the Study, research gap, and chapter scheme.

The Second Chapter deals with profile of the study area.

Job satisfaction and the analysis of socio-economic profile of the respondents are dealt in the Third Chapter.
The Fourth Chapter deals with 'Job Satisfaction - An Analytical Perspective' and deals the attitude towards job satisfaction and analyzed the motivational factors to prefer teaching profession, organizational factors and job satisfaction, competency of Teachers, stress of Teachers, and the expectation of Teachers.

Impact of job satisfaction is dealt in the Fifth Chapter.

The Sixth Chapter deals with the summary of findings, policy implications and the conclusion.