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CHAPTER I

INTRODUCTION

Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees.

Job satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or the vacations. It is the good feeling you receive from doing the work itself. Virtually every job can provide a level of satisfaction.

- A supervisor who successfully performs the role as a team leader each day probably drives home after work with a feeling of satisfaction.

- A teacher who recognizes student’s achievements obviously derives satisfaction from their progress.

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"
Job satisfaction comes when one accepts a job for what it is and exploits the sources of satisfaction that comes with it. Many different sources of satisfaction are tied to the same job. Good feelings can come from high performance, quality work, learning new skills, working as part of team, assisting co-workers, demonstrating personal growth and receiving compliments. All workers can explicit the sources of satisfaction they are: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision.

Job satisfaction is achieved daily by digging out “satisfies” wherever they can be found. This is true even if an individual is marking time until he or she gets into a better career area. Many people gain considerable satisfaction from doing ordinary jobs.

Job satisfaction is affected by both the nature of the job and relationships with coworkers and supervisors. Job satisfaction includes multidimensional psychological responses to an individual’s job, and that these personal responses have cognitive, affective, and behavioral components.

There might also be different sets of motives for working. Worker, whose physiological needs and security needs have been satisfied through the money that they earned, will tend to seek acceptance from the people with whom they work. Having satisfied their need for belonging and acceptance, they are likely to seek esteem through work achievement, recognition and promotion. When all their basic needs have been fulfilled they might reach the stage where they want to fully actualize their potential and fulfill their needs for self-actualization.
Considering Maslow’s hierarchy of needs in terms of job loss it becomes clear that this can have a major influence on a person’s motivation and fulfillment of basic needs. Some of these needs, which are closely related to work, are:

- The need for achievement
- The need for power
- The need for affiliation

1.1 JOB SATISFACTION

The relationship between man and work has always attracted the attention of philosophers, scientists and novelists. A major part of man’s life is spent in work. Work is a social reality and social expectation to which men seem to conform.

As a matter of fact, by working on a job most men gratify many of their needs. Work in the regard is a potent source of need-gratification of all types such as physical, security, social and ego needs.

The degree of pleasure an employee derives from his or her job.

Two levels of Job Satisfaction:
- Global Job Satisfaction - Overall Good Feelings
- Job Facet Satisfaction - Selected Dimensions
  - pay
  - promotions
  - work tasks
  - coworkers
  - supervisors
Job satisfaction is primarily based upon the satisfaction of needs. The stronger the need, the more closely will job satisfaction depend on its gratification. The goals or purposes to which needs are directed are technically termed ‘incentives’. This termination accompanies a “simple feeling state” known as satisfaction.

Satisfaction arises in a job from wages, supervision, co-workers, working hours, working conditions and benefits. In a comprehensive sense, it refers to a generalized attitude towards the job as a whole in terms of specific attitudes towards job factors, factors outside the institution and individual factors. The main purposes of job are to get the payment or salary and it is very natural that a handsome salary will bring job satisfaction.

In whichever way, it has been understood and used, it is a truism that there is no single factor that may contribute to job satisfaction or dissatisfaction, through the final attitude may be one of either satisfaction or dissatisfaction.

In pedagogical sections, it is reported that teachers are born and not made. Amongst the budding scholars who pass out of colleges, higher educational institutions and temples of learning, many do not like to take teaching. Thus, amongst teachers who have been ruling the roots, a majority of them happen to be turnout from different callings, of the rest only a handful of they are really motivated with real interest in teaching.

Women teachers as a class have identified with teaching, irrespective of the fact whether it is lower classes or higher sections of colleges. In fact in the career of pedagogy, they have even excelled their male counterpart.
Job vary with respect to the nature and peace of work level and type of skills interest and abilities required, physical and social environment and rewards yielded, therefore vary in type and amount of satisfaction they yield to the staff.

The factors like job design, work environment, feedback, recognition, decision making participation are the potential factors for satisfying teachers in higher education. Job has been found to be significantly related to the staff relationship with their senior staff and co-staff. Other things being equal good relationship with colleagues go with high degree of job satisfaction.

1.2 FACTORS INFLUENCING JOB SATISFACTION

The factors influencing job satisfaction are:

- Student – teacher relationship
- Job commitment
- Job performance
- Management policies
- Work load
- Reward and recognition
- Stress and its management
- Educational climate
- Work Environment
1.3 SOURCES OF SATISFACTION

Sources of satisfaction come from two areas. They are as follows:

- First is the satisfaction of doing a job right the pride of craft-regardless of the work environment. The computer operators, secretaries and dish washers can get satisfaction from doing the job perfectly. Of course, it is more difficult to find satisfaction in some jobs than in others, especially when you recognize that you are temporarily under employed but need the job any way.

- The second area in which to find job satisfaction is the working environment, which include the physical setup, people with whom you interact and the fun you can have when you are not concentrating on the work. The job itself may provide little satisfaction, but being around more people in different locations might provide much satisfaction.

1.4 TRAITS OF COLLEGE TEACHERS WITH HIGHER JOB SATISFACTION

College teachers with higher job satisfaction:

- Believe that the institution will be satisfying in the long run.

- Care about the quality of their work.

- They are more committed to the institution and more productive.
1.5 LEVELS OF JOB SATISFACTION

The two levels of job satisfaction are:

- Affective job satisfaction is a person's emotional feeling toward the job as a whole.

- Cognitive job satisfaction is how satisfied a person feels concerning on aspect of their job such as pay, hours and benefits.

1.6 NEED AND IMPORTANCE OF THE STUDY

A destiny of any country depends upon the production of perfect citizen which can be often decided in a classroom. Therefore it is very important to study the satisfaction level of college teachers in various higher educational institutions.

Job satisfaction is the feeling with which teachers view their job and it is very important because it represents the general human behavior. One of the surest sign of deteriorating conditions in any institution is low job satisfaction since job is an important part of life; Job satisfaction influences one's general life satisfaction. Job satisfaction arises from complex set of circumstances which are related to on and off the job. It is the result of an effective behavioral management and it also a measure of the progress being made to build a better human climate in an institution. It cannot be urged in to existence or even bought. The successful establishment of Job satisfaction is possible only when the faculty force is satisfied with their job.

Job satisfaction is one of the most important factors which influence not only the efficiency of staff but also noted that the faculty force is the backbone of the
institution. The institutional development is possible only when a satisfied faculty force is present. The aim of the present study is to investigate the job satisfaction among self–financing teachers working in arts and science colleges. There is a need to understand the nature of the job satisfaction among college teachers in order to ensure the job enrichment.

Further, the study may help the institution in bringing improvements in its working for achievements of better results. In this direction the institution helps the faculty in the fulfillment of their needs, they can get job satisfaction and develop favorable attitudes towards the job and the institution; on the other hand if the management fails to motivate the faculties, they may develop unfavorable attitudes and dissatisfaction with their jobs. It is easy for the institution to realize the necessity of job satisfaction but it is very difficult to integrate practically various ways and means for achieving the same. Hence, it is the bounder’s duty of every management of the institution to see faculties remained satisfied and individual harmony is maintained so that the institution may proceed towards prosperity and happiness.

1.7 STATEMENT OF PROBLEM

The role of a lecturer is broad and important. Lecturers are directly responsible in shaping the quality of the students. When the teachers are not satisfied with the profession they cannot increase their performance.

The women college teacher’s contribution is hardly recognized by the institution as well as the society. The unfavorable interpersonal relationship makes them dissatisfied. Poor salary and status keep the college teachers away from being
work with full devotion. Lecturers need to be committed and play the role effectively.

On the other hand, commitment may depend on several factors such as job satisfaction and job involvement. This is normally depends on what the lecturers can get or receive from the job. The study is related to meaningful insight into analyzing the job satisfaction of college teachers in self–financing colleges in Chennai city.

1.8 SCOPE OF THE STUDY

The present study aims at identifying and classifying the factors which leads to job satisfaction of women college teachers in self – financing colleges. It also aims to study the factors of job satisfaction such as student teacher relationship, job commitment, job performance, management policies, work load, reward and recognition, stress and its management, educational climate and work environment of women college teachers in self – financing colleges. It proposes to study the influence of women college teachers’ personal and institutional profile. The study also analyzes pre –dominant factors directly linked with job satisfaction of women college teachers in self – financing colleges.

1.9 OBJECTIVES OF THE STUDY

- To study the socio-economic and institutional profile of women lecturers in the study area.

- To measure the influence of student teacher relationship, job commitment, job performance, management policies on the satisfaction level of college teachers.
To analyze the contribution of workload, reward and recognition, stress management, educational climate and work environment in offering job satisfaction among the women college lecturers.

To exactly measure different job satisfaction level among college teachers.

To find the influence of personal and organizational variables of college teachers on their job satisfaction level.

To construct an empirical model of job satisfaction pertaining to women lecturers in the study area.

1.10 HYPOTHESIS OF THE STUDY

Ho Women lecturers do not differ in their job satisfaction levels.

Ho There is no significant influence of designation on job satisfaction of women lecturers.

Ho There is no significant influence of experience on job satisfaction of women lecturers.

Ho There is no significant influence of type of institution on job satisfaction of women Lecturers.

Ho There is no significant influence of college status on job satisfaction of women lecturers.
1.11 RESEARCH METHODOLOGY

The study is conducted by using both analytical and descriptive type of methodology. The study primarily depends on primary and secondary data.

1.11.1 Study Area

Chennai is referred as a crucial metropolitan city. It is the cosmopolitan city consisting of more number of Arts and Science and Engineering colleges. So the researcher considers only the self – financing Arts and Science College where more women college teachers are working.

1.11.2 Period of the Study

The study was carried out during a period of three years from 2011- 2014.

1.11.3 Sampling size and design

The primary data has been collected through survey method. Survey has been conducted using well formulated questionnaire. Multi – stage random sampling is applied for generating data. Samples for the purpose of this study have been selected systematically. Chennai city consist of 28 self – financing colleges. The researcher circulated 560 questionnaires over all these colleges and obtained 552 responses. The valid questionnaire is 510 and unfilled are rejected. Hence the exact sample size is 510.
1.11.4 Sample selection

The multi-stage random sampling method is applied to collect the primary data. The multi-stage convenient and random sampling method is justified in collecting the samples. The sample unit consists of shift II in Aided colleges and self-financing arts and science colleges in Chennai city. In fact 20 responses are obtained from each college.

1.11.5 Questionnaire Design

The primary data has been collected through questionnaire survey. The respondents are asked to give their opinion relating to the various organizational factors of colleges. The first part of the questionnaire comprises personal and college profile with optional questions. The second part includes statements relating to student teacher relationship, job commitment, job performance, management policies, work load, reward and recognition, stress and its management, educational climate and work environment with Likert’s point scale.

1.11.6 Scaling technique in the Questionnaire

The questionnaire comprises of both optional type and Statements in Likert’s 5 point scale. The responses of these sections are obtained from the college teachers in the 5 point scale, which ranges as follows:

5 – Strongly agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree
1.11.7 Secondary Data

The secondary data has been collected from Journals, Magazines, Publications, Reports, Books, Dailies, Periodicals, Articles, Research Papers, Websites, Company Publications, Manuals and Booklets.

1.11.8 Pilot Study and Pre-Testing

A pilot study was conducted to validate the questionnaire and to confirm the feasibility of the study. The filled up questionnaire were collected from 75 respondents and Cronbach’s Alpha Criterion was applied to test the reliability. The value determined is 0.899 proving the reliability of the instrument. The quality of the questionnaire was ascertained and the test showed high reliability. The variables considered for the analysis satisfies the normal probability distribution. Based on the pilot study, the questionnaire was modified suitably to elicit response from the sample group.

1.12 DATA ANALYSIS

The primary data collected have been analyzed using the SPSS (Statistical Package for Social Sciences) computer packages.

The following statistical tools are used to analyse the primary data:

- Simple percentage analysis is used to study the demographic variable of women college teachers working in self–financing colleges.
- Parametric ‘t’ Test and paired ‘t’ test are applied to ascertain the perception of women college teachers and to obtain the significant difference among the factors affecting job satisfaction.

- Factor Analysis by principled component method is used to identify and classify the factors of job satisfaction of college teachers working in self-financing colleges.

- K – Means cluster analysis is exploited to classify the women college teachers in self-financing colleges based on their perception.

- Non-parametric chi-square analysis of association is applied to find the association between independent variable and dependent variable.

- One-way analysis of variance (ANOVA) is applied to ascertain the significant relationship between the organizational and personal variable of college teachers and job satisfaction factors.

1.13 CHAPTERISATION

The entire study is discussed in six chapters. The contents of chapter are given below:

**CHAPTER I – INTRODUCTION:** This chapter is introductory in nature and describes about Job satisfaction, factors, sources, traits, levels, need and importance of the present study, statement of problem, scope of the study, objectives, hypothesis of the study, research methodology and limitation of the study.
CHAPTER II - REVIEW OF LITERATURE: Illustrates review of past literature respect to the field of study.

CHAPTER III - CONCEPTUAL FRAMEWORK AND PROFILE OF COLLEGE TEACHERS AND HIGHER EDUCATIONAL INSTITUTION:
This chapter deals with history of job satisfaction, determination of job satisfaction, effects of job satisfaction, aims of job satisfaction, sources of job satisfaction, importance of job satisfaction, high job satisfaction leads to career success, job satisfaction model, introduction of women in social changes, women college teachers, education in Tamil Nadu and self – financing colleges.

CHAPTER IV - JOB SATISFACTION OF COLLEGE TEACHERS – ANALYSIS I: This chapter deals with parametric ’t’ test, factor analysis and cluster analysis. It deals with the identification of predominant factors of job satisfaction and perception of women lecturers.

CHAPTER V - JOB SATISFACTION OF COLLEGE TEACHERS – ANALYSIS II: This chapter deals with association between demographic variables of college teachers and analysis of variance of job satisfaction.

CHAPTER VI - SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION: This chapter summarizes all the results obtained through statistical analysis. It offers suggestions and conclusion for improving job satisfaction of women lecturers.
1.14 LIMITATIONS OF THE STUDY

The study focuses on the job satisfaction of the college teachers only in self-financing colleges. This study is confined to the self-financing arts and science colleges where more women college teachers are working. Further, the researcher collected sample only from those branches located in Chennai city. The study is based on the job satisfaction of women college teachers are subject to change in the days to come. Hence, the results reflecting the job satisfaction of women college teachers can be generalized and accepted only for a shorter period of time as these colleges face constant changes in the globalised economy. Moreover, the result of this study cannot be generalized for other colleges.