CHAPTER - V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

- The top percentage of the respondents are in the age group of 25 to 35 (69%). Most of the respondents are having educational qualification as ‘PG’ (90%) and less no of respondents (10%) are with ‘Ph.D.’ qualification. The higher percentage of respondents (73%) are with Assistant professors designation. The top percentage of respondents (63%) are in the income group of 2 to 4 lakhs per annum. The top percentage of respondents (70%) are married and less percentage of respondents (30%) are single. The higher percentage of respondents (34%) are having 2 to 5 years of experience and less percentage of respondents (9%) are having less than 2 years of experience.

- The highest percentage of highly dissatisfied respondents (100%) are having P.G. qualification. Faculty with higher qualifications like Ph.D. are more satisfied with their current job compared with the faculty with ‘P.G.’ qualification. Highly qualified faculty positioned at higher designation feel highly satisfied.

- The mean overall job satisfaction level of male respondents (3.38) is not significantly different from the overall job satisfaction level of female respondents (3.40). The job satisfaction level among the different gender were not different among the respondents. The level of job satisfaction is common to both the male and female faculty.
The mean overall job satisfaction level of single respondents (3.03) is significantly different from the overall job satisfaction level of married respondents (3.55). It is concluded that the job satisfaction level among the different marital status were different among the respondents. Married faculty may be having more social commitments.

The highest percentage of dissatisfied respondents (75%) are having Asst. Prof. designation. The top percentage of neutral opinion respondents (95%) are having Asst. Prof. designation. Respondents those who are highly satisfied (40%) are having Assoc. Prof designation. There is a relation between job satisfaction and their designation. Higher designated faculty like Professors are more satisfied in their job compared to the assistant professors.

The highest percentage of highly dissatisfied respondents (100%) are in the annual income band of two to four lakhs. The top percentage of neutral opinion respondents (78%) are in the annual income band of two to four lakhs. The maximum percentage of highly satisfied respondents (49%) are in the band of four to six lakhs. There is a significant relation between job satisfaction and Income. Higher income faculties are highly satisfied in their current job position compared with the faculty with lower income.

The highest percentage of dissatisfied respondents (25%) are in less than 2 years, 2-5 years, 6-10 years and 11-15 years band. The top percentage of satisfied respondents (31%) are in the band of 11-15 years. Most of the highly satisfied respondents (35%) are in the band of greater than 15 years. There is significant relationship between Job satisfaction and Experience. Faculties with fifteen years of experience and above are highly satisfied with the current job. Faculty with two to five years of experience are moderately satisfied while faculty with less than two years of experience showed lower satisfaction level.
The mean overall job satisfaction level of consolidated pay respondents is 2.83 and it is significantly different from the overall job satisfaction level of AICTE pay respondents with the mean value of 3.74. It is also concluded that the job satisfaction level among the different pay structure were different among the respondents. Faculty working under consolidated pay are less satisfied in their job compared to faculty working under AICTE pay structure.

The highest percentage of dissatisfied respondents (50%) are equal in one to two and three to four colleges worked. The top percentage of satisfied respondents (75%) are also in one to two colleges worked. Also found that there is a significant relationship between respondents’ Job satisfaction and number of colleges worked. Faculties who have worked in four and above colleges and less than two colleges are satisfied with their current position. Faculties who have worked between three to four colleges are not satisfied in their current position.

The mean gaps are found to be high among the dimensions Infrastructure in terms of Teaching Aids, Career Development and Academic program, Career Development and Funding Project/Consultancy and Compensation Rewards and Benefits. The dimension management has no significant effect on faculty job satisfaction, where as dimension ‘infrastructure in terms of teaching aids’ shows higher level of significance towards job satisfaction. The Dimension ‘compensation Rewards and benefits’ shows less significance towards job dissatisfaction.

The mean gaps are found to be high among the dimensions Career Development Seminar/Conference, Career Development and Academic program and Compensation Rewards and Benefits. There is no significant relationship between management and designation. Dimension career development and seminar/conference has more significance to faculty with designation as
professors and Associate professors. Dimension compensation rewards and benefits has less significance for faculty working as assistant professors.

- The mean gaps are found to be high among the dimensions Compensation Rewards and Benefits. The dimension ‘Infrastructure in general’ and ‘discharge of routine work’ is more significant for faculty who’s years of experience is between eleven and fifteen. Dimension ‘compensation Rewards and benefits’ has least significance for faculty working with six to ten years of experience.

- The mean gaps are found to be high among the dimension Career Development Seminar /Conference, Career Development and Academic program. There is no significant relationship between management and age. The dimension infrastructure in general has more significance for the faculty who’s age is between 36 and 45. While the dimension career development and academic program has least significance for faculty whose age is less than 25 years.

- The mean gaps are found to be high for the dimension Compensation Rewards and Benefits, Career Development and Academic program, Career Development Seminar /Conference. There is no significant relationship between Management and annual income. The dimension ‘career development seminar/conference’ has more significance in the annual income group of above 8 lakhs and ‘student care and counselling’ also has more significance in the annual income group of four to six lakhs and the dimension ‘compensation rewards and benefits’ has least significance in the annual income group of less than two lakhs.

- The minimum mean rank being the 6.01 for the dimension ‘Compensation Rewards and Benefits’ and the maximum mean rank of 9.37 for the dimension ‘Infrastructure in general’. There is a significant difference between the mean ranks among the job satisfaction factors. ‘compensation rewards and benefits’ has been given the highest ranking, and ‘infrastructure in general’ is given the
lowest ranking. ‘Career development and funding projects/consultancy’ has been
given middle ranking towards job satisfaction.

- The factor ‘Advance salary available’ has the minimum mean rank of 2.74 and
  the maximum mean rank of 3.29 for the factor ‘Salary is adequate’ are observed.
  There is a significant difference between the mean ranks among the factors of
  the dimension Compensation Rewards and Benefits. ‘Advance salary available’
  has been given the highest ranking and ‘salary is adequate’ is given the lowest
  ranking towards the dimension ‘Compensation Rewards and Benefits’.

- The minimum mean rank of 2.72 for the factor ‘There is healthy relationship
  with management’ and the maximum mean rank of 3.39 for the factor
  ‘Relationship with students is good’ are observed. There is a significant
difference between the mean ranks among the factors of the dimension Inter-
Personal Relationship. The factor ‘There is healthy relationship with the
management’ has been given the highest ranking and ‘relationship with student
is good’ is given the lowest ranking towards the dimension ‘Inter-Personal
Relationship’.

- The minimum mean rank of 2.65 for the factor ‘Motivational programs’ and the
  maximum mean rank of 3.23 for the factors ‘Counselling the needy students and
  Conducting regular class tests’ are observed. There is a significant difference
  between the mean ranks among the factors of the dimension Student care and
  Counselling. ‘Motivational programmes’ has been given the highest ranking,
  and ‘counselling the needy students’ is given the lowest ranking towards the
dimension ‘Student care and Counselling’.

- The minimum mean rank of 2.86 for the factor ‘Rest room facilities are good’
  and the maximum mean rank of 3.14 for the factor ‘Canteen facilities are
  available’ are observed. There is a significant difference between the mean
ranks among the factors of the dimension Infrastructure and Environment. The factor ‘Rest room facilities’ has been given the highest ranking and ‘canteen facilities are available’ is given the lowest ranking towards the dimension ‘Infrastructure and Environment’.

- The minimum mean rank of 2.60 for the factor ‘Virtual Class rooms’ and the maximum mean rank of 3.42 for the factor ‘Communication lab available’ are observed. There is a significant difference between the mean ranks among the factors of the dimension Infrastructure in terms of Teaching Aids. ‘Virtual classrooms’ has been given the highest ranking and ‘communication lab available’ is given the lowest ranking towards the dimension ‘Infrastructure in terms of Teaching Aids’.

- The minimum mean rank of 2.73 for the factor ‘Reimbursement of expenses to attend FDPs’ and the maximum mean rank of 3.28 for the factor ‘To sanction OD for attending programs’ are observed. There is a significant difference between the mean ranks among the factors of the dimension ‘Career Development and Academic program’. ‘Reimbursement of expenses to attend FDP’ has been given the highest ranking and ‘To sanction OD for attending programmes’ is given the lowest ranking towards the dimension ‘Career Development and Academic program’.

- The minimum mean rank of 2.56 for the factor ‘Encouraging consultancy services’ and the maximum mean rank of 3.40 for the factor ‘Encouragement for applying for seminar grant’ are observed. There is a significant difference between the mean ranks among the factors of the dimension Career Development and Funding Project/Consultancy. ‘Encouraging consultancy services’ has been given the highest ranking and ‘Encouragement for applying
for seminar grant’ is given the lowest ranking towards the dimension ‘Career Development and Funding Project/ Consultancy’.

- The minimum rank of 2.70 for the factor ‘Funding the conduct of seminar’ and the maximum rank of 3.34 for the factor ‘Granting OD for paper evaluation’ are observed. There is a significant difference between the mean ranks among the factors of the dimension Career Development Seminar /Conference. ‘Funding the conduct of seminar’ has been given the highest ranking and ‘Granting OD for paper evaluation’ is given the lowest ranking towards the dimension ‘Career Development Seminar /Conference’.

- The minimum mean rank of 2.57 for the factor ‘Group insurance’ and the maximum mean rank of 3.22 for the factor ‘Provision for provident fund’ are observed. There is a significant difference between the mean ranks among the factors of the dimension other Benefits. ‘Group insurance’ has been given the highest ranking and ‘Provision for provident fund’ is given the lowest ranking towards the dimension ‘Other Benefits’.

- The correlation among the dimensions 1. Teaching & Curriculum. 2. Management. 3. Participation and freedom in Decision Making. 4. Discharge of Routine Work. 5. Inter-Personal Relationship. 6. Student care and Counselling. 7. Compensation Rewards and Benefits. 8. Other Benefits. 9. Infrastructure and Environment. 10. Infrastructure in general. 11. Infrastructure Lab / Library. 12. Infrastructure in terms of Teaching Aids. 13. Career Development and Academic program are moderately correlated with relevant dimension showing higher correlation values. Whereas the Dimensions ‘career development seminar and conference’ and ‘career development and funding project /consultancy’ has the highest correlation value, which is logically true.
The highest percentage of neutral opinion respondents (81%) are in the age group of 25 – 35 for the dimension Teaching and curriculum. The top percentage of highly satisfied respondents (60%) are also in the age group of 25-35. There is a significant relationship between respondents’ satisfaction level between the dimension Teaching and curriculum and age. Majority of the faculty feel satisfied among all age group as far as the dimension teaching and curriculum is concerned.

The satisfaction level based on the dimension Teaching and curriculum and designation, top percentage of neutral opinion respondents (76%) are having Asst. Prof designation. The maximum percentage of satisfied respondents (79%) are having Asst. Prof designation. The top percentage of highly satisfied respondents (45%) are having Asst. prof. designation. There is a significant relationship between respondents’ dimension towards Teaching, curriculum and designation. Faculty with designation as professor are satisfied as far as the dimension teaching and curriculum. Nearly one third of the faculty in the designation asst. prof. feel neutral for the dimension teaching and curriculum.

The highest percentage of satisfied respondents (60%) are in two to four lakhs band. The maximum percentage of highly satisfied respondents (67%) are in two to four lakhs band. There is a significant relationship between respondents’ satisfaction level between the dimension Teaching & Curriculum and annual income. Faculties with higher income are satisfied as far as the dimension teaching and curriculum. Nearly one third of the faculty with moderate income feels neutral for the dimension teaching and curriculum.

The highest percentage of highly dissatisfied respondents (100%) are with Asst. Prof. designation. The top percentage of highly satisfied respondents (55%) are
with Assoc. Prof. designation. Majority of the faculty are moderately satisfied with the management.

- The highest percentage of neutral opinion respondents (81%) are with Asst. Prof. The top percentage of highly satisfied respondents (51%) are with Assoc. Prof. designation. There is a significant relationship between respondents’ Job satisfaction level between the compensation rewards, benefits and designation. Faculty with designation as professors feel satisfied towards the dimension compensation rewards and benefits. Faculty whose designation as assistant professors equally feel satisfied and dissatisfied towards the dimension compensation rewards and benefits.

- The maximum percentage of dissatisfied respondents (71%) are in the experience band of 2-5 years. The top percentage of satisfied respondents (44%) are in the experience band of 11-15 years. There is a significant relationship between respondents’ Job satisfaction compensation rewards, benefits and years of experience. Faculty with more than fifteen years of experience feel satisfied towards the dimension compensation rewards and benefits. Faculty with six to fifteen years experience feels equally satisfied and dissatisfied towards the dimension compensation rewards and benefits.

- The mean satisfaction level of the dimension Compensation Rewards and Benefits of single respondents is 3.38 and is not significantly different from the overall job satisfaction level of married respondents with the value of 3.28. The job satisfaction level among the different marital status were not different among the respondents. Single or married faculty shows no difference as far as the dimension compensation rewards and benefits.

- The mean satisfaction level of the dimension Compensation Rewards and Benefits of male respondents is 3.15 and it is significantly different from the
overall job satisfaction level of female respondents with the mean value of 3.39. The job satisfaction level among the different gender were different among the respondents. Male and female shows significant difference. Female faculty members are more satisfied than the male faculty members towards the dimension compensation rewards and benefits.

- The highest percentage of dissatisfied respondents (59%) have worked between one and two colleges. Most of the satisfied respondents (69%) have worked between one and two colleges. The top percentage of highly satisfied respondents (80%) have worked between one and two colleges. There is a significant relationship between Compensation Rewards and Benefits and number of colleges worked. Faculty who has worked in more than four colleges are satisfied with the dimension compensation rewards and benefits. Faculty who has worked in less than three colleges equally feels satisfied and dissatisfied towards the dimension compensation rewards and benefits.

- In the dimension Inter – Personal relationship, the highest percentage of satisfied respondents (79%) are with Asst. Prof. designation. The top percentage of highly satisfied respondents(54%) are with Assoc. Prof. designation. There is a significant relationship between respondents’ Job satisfaction level in the dimension of Inter – personal relationship and designation. Faculty designations as professors feels satisfied towards the dimension inter-personal relationship.

- The highest percentage of dissatisfied respondents (70%) are in < 2 lakhs band. The top percentage of highly satisfied respondents (62%) are in 2-4 lakhs. There is a significant relationship between respondents’ Inter - Personal Relationship and annual income. Faculty across various annual income groups feels satisfied towards the dimension inter-personal relationship.
The top percentage of highly satisfied respondents (61%) are in the age group of 25 – 35. More no of dissatisfied respondents (100%) are also in the age group of 25-35. There is a significant relationship between respondents’ Inter - Personal Relationship and age. Faculty across all age groups feels satisfied towards the dimension inter-personal relationship.

The highest percentage of dissatisfied respondents (70%) are in the band of above 4 colleges worked. The top percentage of highly satisfied respondents (83%) are in the band of 1-2 colleges worked. There is a significant relationship between respondents’ Job satisfaction dimension Inter - Personal Relationship and number of colleges worked. Faculty irrespective of number of colleges worked feels satisfied towards the dimension inter-personal relationship.

The highest percentage of neutral opinion respondents (74%) are in the age group of 25 – 35. The top percentage of highly satisfied respondents (71%) are also in the age group of 25 - 35. There is a significant relationship between ‘Discharge of Routine Work’ and Age. Faculty irrespective of age group feels satisfied towards the dimension discharge of routine work.

The highest percentage of neutral opinion respondents (45%) are in the income band of less than 2 lakhs. The top percentage of satisfied respondents (65%) are in two to four lakhs band. The top percentage of highly satisfied respondents (73%) are in two to four lakhs. There is a significant relationship between respondents’ Discharge of Routine Work’ and annual income. Majority of faculty irrespective of annual income feels satisfied towards the dimension discharge of routine work.

Most of the dissatisfied respondents (54%) worked between one and two colleges. The top percentage of satisfied respondents (66%) worked between one and two colleges. More no of highly satisfied respondents (84%) also worked
between one and two colleges. There is a significant relationship between respondents’ discharge of routine work’ and number of colleges worked. Majority of faculty irrespective of number of colleges worked feels satisfied towards the dimension discharge of routine work.

- The highest percentage of dissatisfied respondents (87%) worked between one and two colleges. The top percentage of satisfied respondents (64%) worked between one and two colleges. The highest percentage of highly satisfied respondents (63%) worked between one and two colleges. There is a significant relationship between respondents ‘Infrastructure and environment’ and number of colleges worked. Majority of faculty who have worked in four and more number of colleges feels satisfied towards the dimension ‘Infrastructure and Environment’. Some faculty who have worked in one or two colleges feels dissatisfied towards the dimension ‘Infrastructure and Environment’.

- Most of the highly dissatisfied respondents (84%) are having overall experience of 2-5 years. The top percentage of dissatisfied respondents (68%) are having overall experience of 6-10 years. More no of highly satisfied respondents (42%) are having overall experience of 11-15 years. There is a significant relationship between respondents ‘Career Development and Academic program’ and years of experience. Faculty with more than fifteen years of experience feel satisfied towards the dimension ‘Career Development and Academic program’. Faculty with experience of two to 10 years feel equally satisfied and dissatisfied towards the ’Career Development and Academic program’.

- The respondents’ are mostly satisfied with the job satisfaction dimensions like ‘Teaching & Curriculum’ (4.00), ‘Student care and Counselling’ (4.00) and ‘Infrastructure in general’ (4.07). The dimensions ‘Infrastructure in general’, ‘Teaching & Curriculum’ and ‘Student care and Counselling’ shows more
satisfaction among the faculty. While the dimensions ‘Career Development and Academic program’, ‘Career Development Seminar / Conference’ and ‘Career Development and Funding Project/Consultancy’ show a moderate satisfaction among the faculty.

- The mean gap in the dimension ‘Teaching & Curriculum’ is minimum of 0.17 among opinion and expectation and maximum of 1.00 among opinion and current satisfaction level. The mean gap in the dimension ‘Management’ is minimum of 0.88 among current and expectation and maximum of 1.24 among opinion and current satisfaction level. The mean gap in the dimension ‘Other Benefits’ is minimum of 0.37 among opinion and expectation and maximum of 1.21 among opinion and current satisfaction level. The mean gap in the dimension ‘Career Development Seminar / Conference’ is minimum of 0.75 among current and expectation and maximum of 1.06 among opinion and current satisfaction level. The mean gap in the dimension ‘Career Development and Academic program’ has been given the highest ranking in opinion and ‘Compensation reward and benefits is given the highest ranking towards the expectation and current satisfaction mean of the respondents.

- The standardized coefficient beta value is maximum for the factor Medical Allowance being 0.321 and minimum for the factor ‘Salary is adequate’ of 0.134. For the remaining factors the values are 0.268 for Annual increment, 0.197 for House rent allowance and 0.136 for Advance salary available. The major influence towards the dimension ‘Compensation Rewards and Benefits’ is ‘Medical Allowance’ and ‘Salary is adequate’ has least influence on the dimension ‘Compensation Rewards and Benefits’. 
The standardized coefficient beta value is maximum for the factor Staff parking facilities are available being 0.274 and minimum for the factor ‘Canteen facilities are available’ of 0.219. For the remaining factors the values are 0.237 for Good supply of drinking water, 0.229 for Rest room facilities are good and 0.257 for Staff parking facilities are available. The major influence towards the dimension ‘Infrastructure and Environment’ is ‘Staff parking facilities’ and ‘Canteen facilities are available’ has least influence on the dimension ‘Infrastructure and Environment’.

The standardized coefficient beta value is maximum for the factor Role of teaching faculty in decision making is good are available being 0.425 and minimum for the factor ‘Suggestion are considered and encouraged’ of 0.051. For the remaining factors the values are 0.240 for ‘There is freedom in decision making’. The major influence towards the dimension ‘Participation and freedom in Decision Making’ is ‘Role of teaching faculty in decision making is good’ and ‘Suggestion are considered and encouraged’ has least influence on the dimension ‘Participation and freedom in Decision Making’.

The standardized coefficient beta value is maximum for the ‘Cooperation and coordination are good’ being 0.370 and minimum for the factor ‘Relationship with students is good’ of 0.092. For the factors the values are 0.140 for ‘There is healthy relationship with management’, 0.333 for ‘Relationship with other department faculty is good’. The major influence towards the dimension ‘Inter-Personal Relationship’ is ‘Cooperation and coordination are good’ and ‘Relationship with students is good’ has least influence on the dimension ‘Inter-Personal Relationship’.

The standardized coefficient beta value is maximum for the ‘Promotions’ being 0.288 and minimum for the factor ‘Cash awards for academic excellence’ of
0.117. For the remaining factors the values are 0.239 for ‘Group insurance’, 0.251 for ‘Adequate leave facilities’ and 0.244 for ‘Provision for provident fund’. The major influence towards the dimension ‘Other Benefits’ is ‘Promotions’. ‘Cash awards for academic excellence’ has least influence on the dimension ‘Other Benefits’.

- The standardized coefficient beta value is maximum for the ‘Enough time to complete syllabus’ being 0.396 and minimum for the factor ‘Enough time for assignment and paper correction’ of 0.064. For the factors the values are 0.392 for ‘Allotment of work load is sufficient’, ‘Career counselling’ of 0.158 and 0.312 for ‘Sufficient time for lesson plan preparation’. The major influence towards the dimension ‘Discharge of Routine Work’ is ‘Enough time to complete syllabus’ and ‘Enough time for assignment and paper correction’ has least influence on the dimension ‘Discharge of Routine Work’.

- The standardized coefficient beta value is maximum for the factor ‘Infrastructure in terms of Teaching Aids’ being 0.549 and minimum for the factor ‘Teaching and curriculum’ of -0.232. For the remaining factors the values are -0.117 for ‘Career Development and Funding Project/ Consultancy’, -0.030 for ‘Career Development Seminar /Conference’, 0.242 for ‘Inter -Personal Relationship’, -0.146 for ‘Discharge of Routine Work’, 0.325 for ‘Participation and freedom in Decision Making’, -0.161 for ‘Management’ and -0.198 for ‘Infrastructure Lab / Library’. The major influence towards the dimension ‘Job satisfaction’ is ‘Infrastructure in terms of Teaching Aids’ and ‘Teaching & Curriculum’ has least influence on the dimension ‘Job satisfaction’.
5.2 SUGGESTIONS

The suggested recommendations may be governed by the policies to create good rapport with their management for increasing job satisfaction among the faculty of self financing engineering colleges.

- The Respondents strongly agree that to enhance job satisfaction among the teaching faculty, the management must focus on the infrastructure facilities of the college.

- Respondents agree that identifying faculty’s problems, their needs, improves their retention rate leading to job satisfaction and create conducive environment to the teaching faculty and to decrease their attrition rate.

- Respondents agree that Good compensation and benefits and promotion policies in the self financing institutions will attract more talented young teaching professionals and to retain the existing talented faculty.

- Some of the respondents opine that current level of infrastructure is not adequate, so more emphasis to be taken to improve the Infrastructure in terms of building, teaching aids and well equipped libraries etc.

- Some of the respondents agree that Teaching and curriculum dimension can be updated on bar with industry requirement, this will increase the job satisfaction level of faculty.

- The respondents from educational institutions agree that canteen facilities inside the colleges were not up to the mark. Management must take necessary steps to fulfil these basic amenities.

- The respondents indicate that faculty in self financing engineering colleges should be given trainings in latest trends in teaching and teaching aids.
- The respondents agree that to improve the interpersonal relationship among faculty members, healthy relationship with management and good understanding among faculty can be improved.

- The respondents state that regular internal audits like ISO will help the faculty to understand their responsibilities towards the student community.

- The respondents have stated that Faculty development programs at all levels in self finance engineering colleges will enhance the morale and job satisfaction of the faculty.

- The respondents state that Teachers’ academic, professional, and individual problems may be looked into and necessary steps taken to solve them in collaboration with administration.

- The respondents agree that encouraging team work, delegating and decentralization of work and participatory management helps in improving the job satisfaction of faculty.

- The respondents strongly agree that encouraging faculty in their higher education and upgradation of skills will improve faculty’s job satisfaction.

- The respondents state that counselling is required for the student community to improve their performance.

- The respondents from self-financing institutions in and around Chennai state that a generalized management policy across all will fulfil expectations of the teaching faculty.
5.3 CONCLUSION

The study explored the job satisfaction level of the teaching faculty in self financing engineering colleges in and around Chennai city. Job satisfaction represents one of the most complex areas facing today’s teaching professionals. Although thousands of papers and research have been conducted on job satisfaction all over the world, this is one of the least studied research field. Many studies have demonstrated an unusually large impact on the job satisfaction of teaching professionals, while the level of job satisfaction has an impact on teaching, and hence also on performance of self financing institutions. There is a considerable impact of the faculties’ perceptions for the nature of their work and the level of overall job satisfaction. Financial compensation has a great impact on the overall job satisfaction of faculties. The study explored the job satisfaction of the teaching faculty of self financing institutions in and around Chennai. The satisfaction is measured using fifteen variables. It is observed from the study that majority of the respondents were satisfied with the dimensions ‘Infrastructure in general’, ‘Teaching & Curriculum’ and ‘Student care and Counselling. The dimensions moderately satisfied are ‘Discharge of Routine Work’, ‘Management’, ‘Participation and freedom in Decision Making’ and ‘Inter-Personal Relationship’. The contribution by the dimensions ‘Teaching Aids’, ‘Participation and freedom in Decision Making’ and ‘Compensation Rewards and Benefits’ was least satisfied towards the job satisfaction decision by the respondents. The contribution by the dimensions ‘Career Development Seminar / Conference contributes’ the lowest, the dimension ‘Other Benefits’ was minimum towards the job satisfaction decision by the respondents. The multi-regression and correlation analyses revels the job satisfaction’s main contribution was infrastructure of the self financing engineering colleges. It is generally observed that faculty are not getting appropriate consideration in terms of compensation and advancement, as industries offer more perks faculty are attracted.
towards industries, they also feel that the policies of the management is also not in their favour and these mostly focus on creating inconveniences for faculty members of self financing institutions. Hence the management of the self financing engineering colleges should take necessary steps to improve their pay structure.

Faculties in self-financing engineering colleges may experience job dissatisfaction due to the amount of time spent in the class, counselling students, compensation rewards and benefits inadequate facilities (both physical and teaching related), research publication requirements' and time deadlines. This may lead to faculties quitting the job. As this "silent brain drain" goes on, the students are adversely affected and the self finance engineering colleges lose experienced and qualified faculty. This current study has examined the job satisfaction by teaching professionals in self financing engineering colleges. It also analyses the important attributes in job satisfaction. In general, the teaching faculty in older self financing engineering colleges are relatively more satisfied than the teaching faculty working in the newly established self financing engineering colleges in and around Chennai.
5.4 SCOPE FOR FURTHER RESEARCH

The results are based on the response provided by the respondents chosen through simple random sampling as well as self financing engineering colleges in and around Chennai city. So this research work can be extended with additional samples collected from different cities in order to generalization of the results for Tamilnadu. The study can be extended to the second tier cities in Tamilnadu to get a clearer perception on job satisfaction of teaching faculty working in self financing institutions. There can be other factors which influence the job satisfaction of teaching faculty in self financing institutions. Interesting research studies may be taken up further to extend the present study to cover the teaching faculty working in other self financing institutions, and even the teaching faculty in Government and Government-aided engineering colleges. Further studies could examine some of the suggestions made above. Future researchers should conduct longitudinal studies to establish causal relationship between study variables. It is advisable that representative sample of the faculty in universities and aided colleges to be taken to ensure external validity of the study findings.