CHAPTER - I

INTRODUCTION

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Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g., the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfilment in their work, etc. There is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improvement in job performance, in fact, improved job satisfaction can sometimes decrease job performance. For example, you could let sometime sit around all day and do nothing. That may make them more satisfied with their "work" in the short run, but their performance certainly didn't improve.

Personality type, coping skills, procedural justice, locus of control, and organizational involvement are all factors that affect job satisfaction. This study looks at other factors such as age, qualification, gender, management, benefits, Interpersonal relationship, Infrastructure and career development to see how they affect job satisfaction.

1.1 TEACHING PROFESSION

Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. Teachers are the agents of the future. More than any other profession, teaching has the power to create a healthy, just, and peaceful world. It has the ability to seed our society with informed, caring and engaged citizens. It has the capacity to inspire lifelong learning and a passion for knowledge, understanding, and innovation. Given that it is believed that teaching may well be the profession
with the greatest responsibility and require the truly best and brightest, wisest and most motivated, most creative and compassionate people, the argument that teachers are overpaid because they make more than the “average worker” is not only absurd, it is also dangerous. The truth is that we pay great teachers far less than they are worth. The master teachers out there, the ones who provide their students with the knowledge they truly need, the critical and creative thinking skills without which our future is so uncertain, the capacity for reason, research and thoughtfulness that will make them, among other things, able to parse ridiculous rhetoric and sound-bites and reject and refute them with clarity and kindness, and the passion for lifelong learning in a world changing so rapidly and so in need of positive solutions, should be paid as much as other professions. Fortunately, given the state of our economy, great teachers are willing to work for what amounts to a pittance given their talent and responsibility.

**Teacher as a Social Engineer**

The role of a teacher in the society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. He should actively participate in the social activities in a positive way. Teachers are the pillar and makers of the society. They are the source of knowledge and skill. He is a social engineer and sculptor because by his esteem knowledge and skills, he moulds his students according to his ideals in his classroom. Whatever they teach they give their ideas, beliefs, customs, folkways, values, morals, etc. to their students. It is the teacher who moulds the character, personality and show the right direction which leads to the final destination. Thus a teacher is able to mould a single individual according to the needs and demands of the society. He can inculcate desirable changes and behavior modifications in him through his effective
efforts. Through this individual a family is transformed and hence it paved the way for the reconstruction of the society, nation and the entire world. In the process of developing a healthy society, great attention has to be paid to education and learning, as well as good morals, and nobody is more suited to assist in this process than the humble teacher.

Teacher as a Nation Builder

Teacher can be rightly called a nation builder. Without good teachers, no country can progress. The future of the nation is built by him through the process of education. The teacher influences the immature minds of the youth. He treats and moulds the young mind into various forms. How a child thinks, acts, behaves, his knowledge, his actions all depends on how a teacher nourishes him throughout his teaching. As nation which tries to march ahead on the road to progress must do so with the help of able teachers. It is the teacher who has shown us the right path in which great men have built our nation. It is the teachers who incited the moral and national values in the children that remain with them for the lifetime. Thus teachers play an important role in nation building as nation runs with the young minds and they are the creator of the nation. According to a philosopher, "The world of tomorrow will be born from the schools of today." Thus the teacher is very significant as the builder of the nation. There are various ideas about the expansion of the word teacher. Each letter is explained differently in different ways. The most commonly used of them is explained below,

T stands for Tolerance  A teacher must be capable of infinite patience. He should accept a fact that children should often makes mistake. Hence should have a great amount of tolerance in and off the classroom. He should be a mentally and emotionally balanced person. He should be calm and quiet, polite and patient to his students. Unless the result of which is the hatred of students and utter failure in his own classroom activities.
e stands for Efficiency  An ideal teacher should be efficient in all of his classroom activities, he should have a high knowledge in his subjects, he should possess all the skills to impart his knowledge effectively and most conveniently, he should be able to meet the new and modern challenges in the field of his profession, he should be very competent to satisfy the needs and demands of his students.

a stands for Alert The teacher should be vigilant and alert throughout his class. He should refresh his subject matter accordingly and adopt suitable strategies for the teaching learning process. He should maintain an order and discipline in and out of the classroom through his eye contact rather than punishment. He should never be careless about the activities of his students.

c stand for Confidence One of the essential qualities of a teacher is that he should be confident enough to express his ideas effectively to his audience. Being confident he should be well trained, well prepared and have thorough knowledge over the content and control over his students.

h stand for Honesty Be honest and being honesty is the primary duty of all teachers. Teacher is the chief exponent and propagator of truth. He should motivate his children to tell the truth always though it has painful experiences and inculcate in them the virtue of being truthful.

e stands for Enthusiasm "An enthusiastic teacher is the one who enters the class with a 1000 watt smile, highly charged attitude and strong commitment." He should be very active and energetic in his classroom. It is essential to enlighten his students and ensure their active participation. If the teacher is not enthusiastic the teaching - learning process may become dull and passive.

r stands for Resourceful Resourcefulness is the gateway to the world of knowledge. The teacher should be rich in content enough to satisfy the quest of his students’ queries. He should have a thorough knowledge about the what and why of
education and have an average knowledge on the overall happenings over the universe.

A teacher can perform to the maximum of his/her capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well adjusted teacher can think of the well-being of the pupils. The teaching profession inherently entails certain well-known self obvious and implicit obligations, commitments and expectations from its members. The society bestows its trust on all the professionals to raise it to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources.

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum of influence of these factors gives arises to feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.
When most people talk about the professions, they are unknowingly using the ideas of two early sociological theories called trait models and structural-functionalism. India’s higher education system is the third largest education system in the world. The study of teacher’s behaviours within educational institutional setting has highlighted critical variables that are supportive or detrimental to the performance of teachers. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000). If such workforce is professionally committed, excellent performance can be elicited out of them.

1.2 SELF FINANCING INSTITUTIONS

Engineering educational Institutions are wellsprings of knowledge. They play a central role in the development of human resources and therefore have to continually upgrade their institutional policies, course structures, facilities to meet the demands of changing times. Education is a process for the creation of open, inspired, prepared and enriched minds. Engineering education contributes in this endeavour of ever-greening minds. Central to the process is the development of discerning learning minds and intellect that are able to perceive, observe, think, strategize and act in consonance in a creative mode in trans-national and trans-cultural global competitive environment under varying circumstances. Cognitive development and the accumulation of particular values, attitudes and skills are important objectives of education systems. The turf on which today’s engineer has to operate has undergone dramatic change in this flat world of globalization. The objective of the educational institutions is to prepare the students for this challenge for the societal cause.

India has witnessed an astounding growth in diverse sector of industry in the last two decades. This has resulted in unprecedented demand for engineering
students. In view of this, India has taken steps to open private engineering institutions also known as self-financed institutions that are run by charitable trusts on no profit basis. These institutions are not owned by the Government. Today, more than 90% institutions in India are private non-Government institutions. The engineering student intake in India has scaled up from a few thousand to around 16,00,000 over last two decades and is increasing continuously. The challenge is to maintain quality of education imparted by the private institutions in this competition. There is a need for self financed institutions to provide quality well groomed students to bridge the gap between employable and employed students. There is a need to enhance quality of technical education, in particular in self financed institutions. The challenge is to conceive practical and pragmatic approaches and implement the reforms in the existing structured educational system of self financed engineering institutes in India. Among the southern states of India, Andhra Pradesh and Tamil Nadu occupy the highest number of engineering colleges and also highest number approved intake of students in India. Along with these two states, the growth of the engineering institutions was phenomenal in Uttar Pradesh, Kerala and Madhya Pradesh. The approved intake of engineering students has also grown phenomenally in these states. The highest growth was reported in Uttar Pradesh, Andhra Pradesh and Madhya Pradesh. In terms of average intake, the highest intake per college is in Karnataka followed by Tamil Nadu.

The educational institutions in India and in states are of three basic types based on funding and provision: (i) Government provision and financing of higher educational institutions. (ii) Private provision and government financing referred as private aided institutions and (iii) Private provision and financing referred to as self-financing institutions. Internationally, three most prominent types, such as culturally pluralistic type, consisting of religious, charity, and philanthropy – termed as the fused private-public entities. These are almost similar to private aided sector in
many states in India. The third type is self-financing institutions, which are non-elite but demand absorbers. Their growth is accelerated in recent decades especially since 1990s primarily because of excess demand (Geiger, 2004: Levy, 2006). The self-financing institutions in Tamil Nadu exploit the circumstances and emerge as something similar to the for-profit higher education in the United States wherein students and families buy higher education services in the market place. It has developed sporadically within a very short span covering more than 90 percent of the total engineering and management colleges in the state. Even among the general arts and science colleges 60 percent are self-financing. Among the higher educational institutions, about three fourth are self-financing type of institutions.

1.2.1 Quality in Education

The meaning of quality has been explained in relation to its dictionary meaning by various renowned authors, who are pioneers in establishing quality systems. According to Oxford Dictionary, Quality is degree, especially high degree of goodness or worth and Webster's Dictionary says Quality is Grade of Excellence. Deming defines that quality is "meeting or exceeding customer expectations". While Juran says quality is "fitness for intended use". In short, one can say that Quality is Fitness for purpose, effectiveness in achieving institutional goals, meeting customer's stated or implied needs or Quality is Degree to which Education prepares students to be personally effective and capable within the circumstances of their life and work.

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and
professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Quality Teaching lacks of clear definitions and to some extent can’t be disconnected from debates on Quality or Quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defects and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of quality teaching happen to be stakeholder relative: students, teachers or evaluation agencies do not share the definition of what “good” teaching or “good” teachers is.

Education is a function of five dimensions of quality that include learners, enabling environment in the institute, content in terms of curriculum, processes of learning and outcomes of the learning. The outcome includes acquiring literacy, numeracy and life skills, creative and emotional skills, values and social benefits. Complementary components associated with these quality dimensions are of educational system / institute such as human resources, educational infrastructure and educational processes. These components need to integrate in the educational institute so as to impart students the quality education that constitutes aspects of learning to know wherein the students and faculty build their own knowledge as a continual learning process, learning to live together to acquire critical skills so as to develop individuals free from discriminations, learning to do that focuses on practical applications of what is learned and learning to be that emphasizes the skills needed for individuals to develop their full potential. (Ref: Understanding Education Quality: EFA Global Monitoring Report, 2005). National policy on Education 1986 (as modified in 1992) released by Government of India has provided insight on essence and role of education as: In our national perception, education is essential for all. This is fundamental to our all round
development, material and spiritual. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution. Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

In order to compete globally in the 21st century, the education system should adopt certain benchmarking techniques for improving instruction models and administrative procedures in universities/colleges to move forward. Benchmarking would provide benefits to education system in terms of reengineering, setting right objectives, etc. The country is showing consistency in economic growth pattern, leading the world in terms of information and technology, modernization, various economic activities and pushing for higher share of industries and services sectors of the economy but there is one area which needs reform is “education system”. While it is true that some investments are taking place in the country’s higher education system, like establish world class research facilities, recruiting profound academicians in universities/colleges/research institutions, etc. to sustain and forge lead in economic development. It is important to understand that countries like China, Singapore, South Korea, etc. are moving fast in investing in education system. Therefore, it is imperative that our educational institutions are equipped with the desired quality and standards which are essentials for transforming the younger workforce into productive ones. Needless to reiterate that in the higher education system focus on use of technology for effective learning by students also need to be encouraged to have cutting edge over our competitors in the globalised world.
There is a wide variation in the quality of education offered by different self-financing engineering colleges. The engineering courses are accredited by NBA an autonomous body under the AICTE. Accredited for five years indicate an excellent/very good score, which indicates meeting all criteria’s or exceeding them. If accredited for three years, then it is good implying the minimum criteria with deficiencies being marginal and can be improved within a short period of time. As far as the incentives for colleges that have created infrastructure well above the minimum prescribed by the AICTE, the state government provides an incentive that colleges that have got accreditation from the NBA to be permitted to collect ten percent more fees; the accredited colleges that have got `A' grade (five year validity) in five or more courses will be allowed to collect twenty percent more fees. However the same is not mandatory to run the courses at the state level. Accreditation of program is to regulate quality from the supply side. An outcome of quality can be known from the number of successful candidates who pass out from the system.

1.3 GROWTH OF ENGINEERING COLLEGES IN TAMIL NADU

The growth of private engineering education has been spectacular in a few Southern States such as Andhra Pradesh, Tamil Nadu and Karnataka along with Maharashtra, reflecting the global trend. Indeed, the engineering discipline in these states is de facto under the private sector with the provision for almost full recovery of costs. The fast growth in the private sector is on account of the fact that during the Sixth Five Year Plan (1980-85), when the central and state governments were finding it difficult to expand technical education in the country, a few state governments, especially the governments of Karnataka, Maharashtra, Tamil Nadu and Andhra Pradesh took a bold decision to permit private registered societies and trusts to establish and run technical institutions on a self-financing basis. These are institutions of a new generation unlike the previous set of private institutions started
under the charity motives. As a result, a large number of private self-financing institutions came into existence in the above four states from 1980’s.

The expansion in engineering education in Tamil Nadu, was observed in the private sector from the middle of 1990s. Even though private initiatives in education were an old phenomenon in the state with the initiatives of Christian missions and Nattukottai chettiar community, in the 1980s, it was the turn of politicians, industrialists and other individuals. This trend led the self-financing colleges to occupy a share of three fourth of the total engineering colleges in the state. Eventually, private sector exhibits almost full presence in engineering education in Tamil Nadu in 2012-13. Before 1985 there were only 13 Government and Government aided engineering colleges in Tamil Nadu and 40 self finance engineering colleges were started in 1985. From 1985 onwards the growth of self finance engineering colleges was substantial with an annual growth rate of 18.14 percent during the years from 1993-94 to 2008-09. The unfettered trend grew to occupy fifteen percentage in the subsequent years. Private Engineering Colleges dominate to provide engineering education in the state of Tamil Nadu. The state, with about 535 engineering colleges in 2012-13 has the second largest number of engineering colleges in the country and in the year 2013-2014 it has been increased to 552. In the event of supply outstripping demand, the presence of this much large number of colleges and branches is acting as a confusing force for the students who wish to choose engineering as their career.

1.3.1 Emerging Characteristics and Major Issues of Self-financing Engineering Colleges in the State

This section examines two major aspects of the self-financing engineering colleges, viz., major characteristics and major issues relating to self-financing colleges. The characteristics of the self financing engineering colleges are examined
in terms of provision. The major issues covered under this include: number of institutions and intake by location, background of sponsors, affiliation, single and multiple discipline institutions, size and composition of faculty at different levels and qualifications and infrastructure (extent of campus, presence of major facilities such as library, labs, etc.). Further, the major issues relating to self-financing colleges are examined in terms of admission criteria and procedures, fees, quality, performance, performance evaluation and functioning of regulatory authorities.

The information used here primarily comes from websites of the individual institutions, besides AICTE website and Statistical Abstracts and Policy Notes on Higher and Technical Education in Tamil Nadu. The individual websites of self-financing engineering colleges (courtesy: tamilnow.com) has been meticulously looked at to decipher the information on various aspects examined here. In each of the aspects, the kind of information provided by the colleges in their websites varies at great deal. Such variation is found despite the fact that AICTE has stipulated to provide the mandatory disclosure of information by each of the self-financing engineering colleges in a standard proforma.

1.3.2 Salient Characteristics of Self-financing Engineering Colleges in the State

All such institutions are to be established with the permission of the state governments and are affiliated to the universities of the region with the approval from both the State Board of Technical Education and AICTE. With the policy change since 2001, all private engineering colleges are affiliated to Anna University. The major characteristics of the self-financing engineering colleges are examined in terms of provision. The major aspects covered under this include: number of institutions and intake by location, background of sponsors and affiliation, size and
composition of faculty at different levels and qualifications and infrastructure (extent of campus, presence of major facilities such as library, labs, etc.)

1.3.3 Number of Institutions by Location

It can be observed by looking at the number of private engineering colleges across districts in the state that ‘the private sector comes forward to participate in such locations where the public sector had already invested and are economically prosperous’. In 2002-03, there were 241 private engineering colleges situated in different parts of the State. These had increased to 255 and 261 during 2004-05 and 2006-07 respectively. Kancheepuram district has the highest number of private engineering colleges covering 25 percent of the total private colleges in the state. The number of colleges has increased from 58 in 2002-03 to 63 in 2004-05 to 64 in 2006-07. Now there are around 580 Engineering Institutions and more number of Arts and Science Institutions. Compared with Government Institution, Self Financing Institutions provide good infrastructure and work culture to the teaching community. Self Financing Institutions play a major role in the upliftment of the Education of the people in the state.

Higher education in India basically a state funded sector. But, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually for commercial reasons in professional and higher education to meet the growing demands. There is a rationale for shifting the financial burden to the individual domain from the social domain. There is almost no government subsidy for such self-financing colleges. In the last few decades, there is a sprout of self-financing institutions and greater participation of the self financing institutions.

1.4 TEACHERS IN SELF FINANCING INSTITUTION

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around
which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states “No people can rise above the level of its teachers”. As a person imbibles, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chafe, strengthens social and economic fabrics of the nation. Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher.

It is believed that teachers have tremendous responsibility in shaping the life of individual. He holds that the teachers should ignite the minds of the young, as these ignited minds of the young are the most powerful resources on the earth, above the earth and under the earth. He visualizes that the role of teachers is like the proverbial “Ladder”, which is used by everyone to climb up in life, but the ladder itself stays in its place. A teacher develops self – confidence in students and helps them to inculcate the “I can do it” spirit through the process of education and learning. The teacher should be a devoted person and belong to the best minds in the country. The teacher who loves teaching is an important asset. The whole life of a teacher should be a message to the student and the teacher should make teaching as his/ her mission. For quality assurance teachers should have to continuously update their knowledge and upgrade their skills. To improve the quality, the emphasis should be laid on relevance of knowledge skills, personal characteristics, professional perspectives and motivation.
1.4.1 Attrition in Teaching

Teacher attrition is becoming a growing concern and major challenge for education policymakers and researchers globally. Significant research has created a fairly consistent portrait of those who leave teaching - individual characteristics that are tied to macro-level conditions. Content focus seems to matter, although the areas with highest attrition differ from country to country.

Internationally, it is widely recognized that teachers are central to student success. To a larger extent, they play an important role in transmitting cultural and social values, such as tolerance, dialogue and gender equality etc (UNESCO 2011b). In addition, they are at the centre of the debate on education quality and students' learning outcomes. Teacher attrition is not a myth and has been an ongoing global concern for years - its plethora of literature. Trends in Education Macro Indicators Report 2009; Reviews of National Policies for Education South Africa 2008) suggests that working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. However, the UNESCO Institute for Statistics (UIS) and a significant amount of research has shown, over a long period, that the high levels of teacher attrition experienced by many countries have serious implications for the future of the teaching profession.

Teacher retention may affect student learning in several ways. First, in high-turnover schools, students may be more likely to have inexperienced teachers who we know are less satisfied (Kain, et al 2005; )³ and effective, on average. Second, high turnover creates instability in colleges making it more difficult to have coherent instruction. This instability may be particularly problematic when colleges are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform. Third, high turnover
can be costly in that it takes time and effort to continuously recruit teachers. In addition to all these factors, turnover can reduce student learning if more effective teachers are the ones more likely to leave. Recent research has dramatically increased our understanding of teacher retention (e.g., Loeb, Darling-Hammond & Luczak, 2005)\textsuperscript{4}. These studies show that teacher mobility differs both by teacher characteristics and by the characteristics of their students. Teachers are more likely to stay in colleges in which student achievement is higher in colleges with higher proportions of students. Teachers who score higher on tests of academic achievement are more likely to leave, as are teachers whose home town is farther from the college in which they teach. Attributes of teachers and the students they teach appear to interact in important ways. In particular, teachers having stronger qualification (as measured by scores on a general knowledge certification exam) are more likely to quit or transfer than are less-qualified teachers, especially if they teach in low-achieving colleges (Boyd, et al 2005)\textsuperscript{5}.

Reducing teacher attrition might help improve the teacher workforce; however, whether this is actually the case is an open question. How teacher attrition affects the quality of the teacher workforce depends upon a number of factors, including the typical gains in effectiveness teachers realize from additional years of experience, how the average quality of entering cohorts of teachers differ from those who entered the profession earlier, and how turnover affects the functioning of the colleges and in turn the effectiveness of other teachers. A crucial factor is whether those teachers who leave teaching are more or less effective than their peers who remain. Research on the relationship of teacher attrition and teacher effectiveness is just now emerging. Hanushek, Kain, O’Brien and Rivkin (2005)\textsuperscript{6} find that the teachers leaving schools in an urban Texas district on average have lower student achievement gains than do the teachers who remain in the same school. This is true for those transferring within the district as well as those leaving. They find that the
differences in teacher effectiveness are greater for teachers making intra-district transfers following the Higher second and third years of teaching. Goldhaber, Gross and Player (2007)\textsuperscript{7} also find that the teachers who transfer and leave teaching are less effective than those who remain.

A commitment to good teaching and a concern for pupils learning may involve teachers in many hours over and above statutory classroom instruction, often without complaint or stress because it is what conscientious teachers have always done. It is when the nature of their work becomes further and further distanced from teaching and learning that problems arise. When teachers are overwhelmed by the demands of change such as new curriculum, those who invest themselves emotionally are likely to become racked by guilt, feeling they are victimizing those for whom they care. Much of the available research on teacher workload and stress states that teacher workloads are excessive and intensive, and the negative effects associated with an unrealistic workload are having a considerable impact on teachers and the quality of their work life as well as on students and their academic experience. Failure to address the issues associated with a high workload will likely result in lower levels of teacher satisfaction and higher levels of attrition are the two conditions that would have a negative impact on the education system of the engineering colleges.

1.4.2 Causes of Attrition

The rate of teacher attrition has become an issue to both policy makers and educational administrators. The following factors may increase the attrition rate in Teaching Profession. They are low salary and other benefits, less facilities for career development, lack of Leadership style, High Stress and Work load, lack of Infrastructure, Promotional Policy, Management support and Inter-personal relationship clerical and non academic works are the causes of attrition.
1.5 JOB SATISFACTION

Job satisfaction has been defined in various ways by various researchers. From an overall perspective, Benson (1983, p. 140) defines job satisfaction as “the willingness to remain within the current organization despite inducements to leave”. However, it would be misleading to associate job satisfaction with remaining in the organization. The faculty may feel dissatisfaction but there may exist other factors which force him to stay in the organization, such as the risk of unemployment, social pressure, or limited choices. In her study, (Avi-Itzhak 1988, p. 356) defines job satisfaction as “the willingness of the teachers to choose the same profession if it were feasible to reconsider a career choice” Nevertheless, ‘choosing the same profession’ may show the enthusiasm in the profession, but may not reflect the satisfaction obtained in a particular organization. A teacher can be enthusiastic about the profession but may not be satisfied in his/her current job.

According to Evans (1997, p. 833) job satisfaction is “a state of mind determined by the extent to which the individual perceives his/her job-related needs to be being met”. From this definition it is possible to claim that job satisfaction is the degree to which a person perceives his/her job as a means for self-actualization in professional context. Yet, studies conducted in educational settings strongly suggest that “teachers are generally motivated by higher needs such as esteem or self-actualization rather than by lower basic needs such as security and personal comfort” (Avi-Itzhak, 1988, p. 355). The results of a study of the same researcher showed that the needs for self-actualization, esteem, and teaching experience had a strong discriminating power than the need of autonomy, age, and organizational complexity. From this perspective, it can be claimed that a satisfied person perceives his/her job not only as a source of income but also as an important part of his/her life, which stands as a distinct component of his/her journey towards self-
actualization. When the definitions above are synthesized, it is possible to reach a more comprehensive definition of job satisfaction. Job satisfaction is ‘a state of mind determined by the extent to which the individual feels content with the current working conditions and the coherence between the profession and personal traits’. This definition of job satisfaction includes the attitude of a person in terms of both the profession and the present job.

Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is 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 faculty. There are often two different levels of job satisfaction affective job satisfaction and cognitive job satisfaction. 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 an aspect of his or her job, such as pay, hours, or benefits.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006)\textsuperscript{11}. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can vary independently. In this study, job satisfaction is defined as member’s attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one’s job; an effective reaction and an attitude towards one’s job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which affect (emotion), beliefs and behaviours. Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviours.
According to Dictionary.com, Job Satisfaction is an act of satisfying; fulfilment; gratification. It is the state of being satisfied or contended. It is the cause or means of being satisfied. According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desire or undesired with which employees view their work. It expresses the extent of match between the employer’s expectations of the job and rewards that the job provides. The term ‘Job Satisfaction’, however, lacks adequate definition (Hertzberg et al. 1957) as well as a satisfactory theory about its meaning. The difference in a broad spectrum of views seems to be caused firstly by the various nature of jobs that individuals perform; secondly the attempts to conceptualize job satisfaction in a variety of ways by different disciplines like Psychology, Sociology, Education and Management etc., and finally, the variety of methods employed by various researchers to study job satisfaction. It is widely accepted as psychological aspect of effective functioning in any profession. The credit of this thought goes to Hoppock (1935) who commented that there were many opinions about job satisfaction but there were few studies undertaken in this field. For him, Job Satisfaction was a combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, “I am satisfied with my job”. Thus Job Satisfaction is a favourableness with which employees view their work.

Job Satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job. Katzell (1964) remarks that the term job satisfaction has been used in a variety of ways interchangeably with job morale, vocational satisfaction and job attitude by various authors. Siegel (1962) points out those factors which psychologically satisfy the worker and which usually lie in the job but also quite often lie outside the job. He called such factors as intrinsic and extrinsic to the job. Job satisfaction as a
generalized attitude of the individual resulting from many attitudes in three areas, namely, specific job factors, individual characteristics and group relationship outside the job. Smith, et. al. (1969)\(^{16}\) however suggest that Job Satisfaction is the employee’s judgment of how well his job on the whole satisfying his various needs. He also indirectly refers to a fit between what the job demands from the job-doer in terms of his/her needs – material and non-material. Tiffin and Mc.Cormich’s recognized that job satisfaction is a function of need satisfaction derived from, or experienced in the job.

Job Satisfaction is the whole matrix of job factors that make a person like his work situation and is willing to head for it without distaste at the beginning of his work day. This means that Job satisfaction includes two aspects: Living and enjoying the job and Going to one’s job with head erect and smiles. Job Satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work. According to Paul Spector (1985)\(^ {17}\), “Job Satisfaction is liking of one’s job and finding fulfilment in what you do. It combines an individual's feeling and emotion about their and how their job effect their personal lines.” Some employers have found that satisfying or delighting employees is a prerequisite to satisfy or delight customers, thus protecting the “bottom line”. No wonder Andrew Carnegie is quoted as saying: Take away my people, but leave my factories, and soon grass will grow on the floors of factories. Take away my factories but leave my people and soon we will have new and better factories”.

“If a person’s work is interesting, pay is fair, promotional opportunities are good, supervisor is supportive and co-workers are friendly, then a situational approach leads one to predict that she/he is satisfied with her/his job” Brief (1998)\(^ {18}\). In simple words if the pleasures associated with one’s job outweigh the pains, there is some level of satisfaction. The Harvard Professional Group sees Job Satisfaction as the keying radiant that leads to recognition, income promotion and
the achievement of goals that leads to a general feeling of fulfilment. According to latest research done on Job Satisfaction in April 2007, a new meaning to Job Satisfaction was given. “Find meaning in your work, even if your job is un-challenging, or menial, finding meaning will make it much more bearable, if indeed that is how you feel” (that your work is unbearable). There are three levels of meaning that faculty can obtain from their work. They are No meaning - Work makes no sense to you, Work has meaning because it supports you and your family, Work has meaning in itself because you are contributing something great or you are making the world a better place. The important thing here is that to some of us, work has no meaning, or the different is that some people understand the meaning of their work, and sadly some don’t. Once you have found your own meaning for work, then you are on the right track towards happiness.

1.6 VIEWS OF JOB SATISFACTION

Job Satisfaction is the favourableness or un-favourableness with which the faculty views his work. It expresses the amount of agreement between one’s expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one’s environment of job is an important part of life as job satisfaction influences one’s general life satisfaction. Job satisfaction thus is the result of various attitudes possessed by a faculty. In a narrow sense, these attitudes are related to the job under condition with such specific factors such as salaries. Supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer. However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as faculty’s age, health temperature, desire and level of aspiration should be considered. Further his family relationship, Social status, recreational outlets and activity in the organizations etc. organizations that aspire to creating a work
environment that enhances job satisfaction need to incorporate the following factors like, Flexible work arrangements, possibly including telecommuting, Training and other professional growth opportunities, Opportunities to use one’s talents and to be creative, Opportunities to take responsibility and direct one’s own work, A stable, secure work environment that includes job security/continuity, An environment in which workers are supported by an accessible supervisor who provides timely feedback as well as congenial team members, Flexible benefits, such as child-care and exercise facilities, Up-to-date technology and Competitive salary and opportunities for promotion.

1.7 IMPORTANCE OF JOB SATISFACTION

The term ‘job satisfaction’ has gained a significant importance in industrial organizational psychology and organizational behaviour, since its implications were accepted to have a direct relationship with lower productivity (Strauss & Sayles, 1972). However, it should not be ignored that it is not the only determinant of productivity. There are other environmental and conditional factors which are effective on productivity. In fact, job satisfaction and productivity are in a constant interaction. That is to say, with high job satisfaction, people may put forward more effort on what they do. Similarly, high effort leads to achievement, which may increase job satisfaction in return.

When job satisfaction in teaching profession is considered, job satisfaction is necessary for high-quality education. A reasonably satisfied teaching staff is a critical component in any attempt at college improvement. An institution is not likely to be improved if there is a pervasive sense of dissatisfaction among the teaching staff. Although it is difficult to establish a causal link between teacher satisfaction and pupil outcomes, there is evidence that satisfied teachers tend to have a positive rather than a negative effect on classroom learning conditions. It is
possible to claim that high level of job satisfaction can affect the quality of teaching in favour of education, and even the intent to remain in the teaching profession in favour of the teacher himself (Bogler, 2002). In order to enhance the performance and productivity of the faculty, assessment of job satisfaction has started to play an important role in the definition of job satisfaction levels. Much research aiming at defining various facets of job satisfaction has been helpful in designing assessment scales, such as the Job Descriptive Index, the Job Satisfaction Survey, and Minnesota Satisfaction Questionnaire (Kottkamp, 1990). The result shows that job satisfaction has some relationship with the mental health of a person, has some degree of positive correlation with the physical health of the individual, spreads the goodwill of the organization, makes individuals to live with the organization, reduces faculty turnover and absenteeism.

1.8 SIGNIFICANCE OF JOB SATISFACTION

Academic institutions have a dearth of satisfied and committed teachers especially in self financing engineering colleges. When such teachers are satisfied with their teaching profession, they will be committed to their profession also. Lack of job satisfaction leads to lesser self-development, stress, burnout, lesser turn over, less organized citizenship behaviour and absenteeism. Dissatisfied and uncommitted teachers cannot exert their full effort towards moulding the future national pillars. Hence this study attempts at studying the impact of the various factors of job satisfaction. Job satisfaction has been the centre of the concentration for researchers over three decades. The reasons for such concentration are manifolds: Job Satisfaction and Mental Health of the People Dissatisfaction with once job may have especially volatile spill over effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the
psychological adjustment and happy living of individual. A classic study by Arthur Kornhausen provides empirical evidence for the relationship between job satisfaction and mental health. In fact, job satisfaction and life satisfaction are inextricably bound.

1.8.1 Job Satisfaction and Physical Health of Individuals

A study by Palmore has come to the conclusion that people who like work, are likely to live longer. Here the logic behind such result is that people with greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits, which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress, which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of a cancer. Therefore, job satisfaction is essential to maintain physical health also.

1.8.2 Spread Goodwill about the Institution

From the point of view of an Institution, people who feel positively about their work life are more apt to voice ‘favourable sentiments’ about the Institution to the community at large. When the goodwill of the institution goes up, new, qualified and dynamic entrants show their interest in joining the Institution. The Institution thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the Institution. A happy and satisfied individual can find it easy to live within the Institution as well as outside it. On the contrary, a chronically upset individual makes Institution life vexations for others with whom he interacts.
1.8.3 Job satisfaction Reduces Absenteeism and Turnover

The calculable costs-faculty turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labour turnover and absenteeism, and the managers are compelled, if they are unconvinced about the merits of job satisfaction, to give priority, and adequate weight age to job satisfaction. A serious consequence of job dissatisfaction can be the faculty turnover.

Now-a-days, the concept of job satisfaction is not only limited to employee sector, but covers all the sectors, where there is involvement of the employees and workers. Job satisfaction is liking of once job and its fulfilment what one do. It is acquiring an increasingly important role in modern society, in which man spends most of his time on his job, basically undertaken for payment received in lieu of it. Job satisfaction is important both to the employee as well as the employer. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in terms of the amount of goods turned out, the productive efficiency and the profit it brings but the level of satisfaction that the participants derive from it.

Generally work is approached from three perspectives important for job satisfaction. If you approach work as a job, you focus primarily on the financial rewards. The nature of the work has little interest for you and money is more important. If a job with more pay comes your way, you’ll likely move on. If you approach work as a career, you’re interested in advancement. You want to climb the career ladder or be among the most highly regarded professionals. You are motivated by the status, prestige and power that come with the job. If you approach your job as a calling, you focus on the work itself. You work less for the financial gain or career advancement than for the fulfilment of work. The satisfied worker is in general a more flexible and better adjusted who has the capacity to overcome the
effects of an environment. He is more realistic about his own situation and goals. The worker dissatisfied with his job, in contrast, is often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles and generally unhappy and dissatisfied. Lack of job satisfaction can be a significant source of daily stress. There can be various reasons of job dissatisfaction, such as, Bickering co-workers supervisor; Conflict with your supervisor; Not having necessary equipment or resources to succeed; Lack of opportunities for promotion; Having little or no say in decisions that affect you; Fear of losing your job; Work that you find boring or overly routine and Work that doesn’t tap into your education, skills or interests. A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides one could reinforce conditions that make work more satisfying and fulfilling instead of dull and disappointing.

1.9 FACTORS INFLUENCING JOB SATISFACTION

Job Satisfaction plays a very important role in every faculty’s life. It is said that it generally increases after years of experience and improves steadily thereafter. Higher the status levels of job, higher the job satisfaction it seems. Some of the factors that influence job satisfaction are Challenging work, Rewards, Verbal recognition, Good working conditions and supportive supervision, Excellent Interpersonal relations, Good management policies, Active participation in decision-making, and Degree of Autonomy and Responsibility which are discussed as,


Pay Structure: It should be more attractive & lucrative. Some people get Satisfaction only because of the salary and Compensation and they stick to the organization for a long time.
Advancement Opportunities: There should be good scope and opportunity to grow. Opportunity should be given to faculty at regular interval.

Supervision: Proper supervision should be there in every institution. It helps the faculty not to deviate from their path. And faculty works in a proper way.

Co-faculty: It is an important factor. Faculty feels comfortable when their colleagues are good. They feel happy, because they can gain knowledge, culture, & so many things.

Environment: Institutions should be free from dispute, politics. Faculties like to work in friendly environment.

Compensation & Benefits: faculty wants more compensation & benefits. Benefits attract faculty like perquisites, fringe benefits, and memberships in technical bodies etc.

Training: What kind of training is given to staff Faculties are gaining how much benefits out of it.

Climate: City & Neighbours: faculty wants to work in a good climate. Sometimes city also matters that it is affordable to him a comparison of salary.

Ethics & Principle: The ways a management is running the institution. Some people are very ethical. They will never compromise with their values & principles.

**Determinants of Job Satisfaction**

Job satisfaction is a multi-variable and indescribable concept. There are number of factors that influence job satisfaction of faculties. These factors can be classified into two categories. They are Organizational variables and Personal variables.
1.9.1 Ten Ways to improve Job Satisfaction

Job satisfaction of an faculty can be improved if he/she has the following characteristics like Believe – Believe in what you are doing, Be honest – Trust in yourself and in others, Don’t be afraid – Fear can and will hold you back. So, overcome your fears, Be Objective – Look at the big picture. Respect Differences – Be non judgmental, Learn from your mistakes. Support your co-workers, Be enthusiastic – Enthusiasm is contagious, Be Result Oriented – performance, Work as part of a team.

1.9.2 Institutional variables

The institutional determinants of job satisfaction play a very important role. The faculties spend major part of their time in institution so there are number of institutional factors that determine job satisfaction of the faculty. The job satisfaction in the institutions can be increased by organizing and managing the institutional factors. The institution determinants of job satisfaction are as follows,

(i) Salary: Salary can be described as the amount of reward that a teacher expects from the job. salaries are an instrument of fulfilling the needs as every worker expects to get an appropriate reward. The salary is supposed to be fair, reasonable and equitable. A feeling of job satisfaction is felt by attaining fair and equitable rewards.

(ii) Nature of Work: The nature of work has significant impact on the job satisfaction. Job satisfaction is highly influenced by the nature of work. Teachers are satisfied with job that involved intelligence, skills, abilities, challenges and scope for greater freedom. Job dissatisfaction arises with a feeling of boredom, poor variety of tasks, frustration and failures.
(iii) Working Conditions: Working conditions mean the work environment and work climate in which a teacher performs his job. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate teaching infrastructure are the features which affect job satisfaction. Working conditions that are compatible with a teacher's physical comfort and that facilitate doing a good job contribute to job satisfaction. Teachers are highly motivated with good working conditions as they provide a feeling of safety, comfort and motivation. On contrary, poor working conditions brings out a fear of bad health in Teachers.

(iv) Job Content: Factors like recognition, responsibility, advancement, achievement etc can be referred to as job content. A job that involves variety of tasks and less monotonous result delivers greater job satisfaction. A job that involves poor content produces job dissatisfaction.

(v) Organizational level: The jobs that are at higher levels are viewed as prestigious, esteemed and opportunity for self-control. The teachers working at higher level express greater job satisfaction than the ones working at lower level jobs.

(vi) Opportunities for Promotion: Promotion can be reciprocated as a significant achievement in the life. It promises and delivers more pay, responsibility, authority, independence and status. So, the opportunities for promotion determine the degree of satisfaction to teachers.

(vii) Work Group: There is a natural desire of human beings to interact with others and so existence of groups in organizations is a common observable fact. This characteristic results in formation of work groups at the workplace. Isolated teachers dislike their jobs. The work groups make use of a remarkable influence on the satisfaction of teachers. The satisfaction of an individual is dependent on largely
on the relationship with the group members, group dynamics, group cohesiveness
and his own need for affiliation.

(viii) Leadership Styles: The satisfaction level on the job can be determined
by the leadership styles. Job satisfaction is greatly enhanced by democratic style of
leadership. It is because democratic leaders promote friendship, respect and warmth
relationships among the Teachers.

1.9.3 Personal variables

The personal determinants also help a lot in maintaining the motivation and
personal factors of the faculty to work effectively and efficiently. Job satisfaction
can be related to psychological factors and so numbers of personal factors determine
the job satisfaction of the faculties.

(i) Personality: The personality of an individual can be determined by
observing his individual psychological conditions. The factors that determine the
satisfaction of individual and his psychological conditions is perception, attitudes
and learning

(ii) Age: Age can be described as a noteworthy determinant of job
satisfaction. It is because younger age faculties possessing higher energy levels are
likely to be having more job satisfaction. In older age, the aspiration levels in
teachers increase. They feel completely dissatisfied in a state where they are unable
to find their aspiration fulfilled.

(iii) Education: Education plays a significant determinants of job satisfaction
as it provides an opportunity for developing one’s personality. Education develops
and improvises individual wisdom and evaluation process. The highly educated
teachers can understand the situation and asses it positively as they possess
persistence, rationality and thinking power.
1.9.4 Relationships of the Big Five Traits with Job Satisfaction

**Neuroticism**

Because of their essentially negative nature, neurotic individuals experience more negative life events than other individuals in part, because they select themselves into situations that foster negative effect. To the extent that such situations occur on or with respect to the job, they would lead to diminished levels of job satisfaction. Neuroticism has been described as the primary source of NA, and the link between NA and job satisfaction was documented in meta-analysis.

**Extraversion**

Neuroticism is related to the experience of negative life events, extraverts are predisposed to experience positive emotions, and positive emotionality likely generalizes to job satisfaction, as demonstrated meta-analysis of PA-job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations than do introverts and, because of their social facility, are likely to find interpersonal interactions (such those that occur at work) more rewarding.

(i) **Openness to Experience**

Openness to Experience is related to scientific and artistic creativity, divergent thinking, low religiosity, and political liberalism. None of these psychological states seem to be closely related to job satisfaction. Furthermore, it is noted that "Openness to Experience is a 'double-edged sword' that predisposes individuals to feel both the good and the bad more deeply", rendering its directional influence on affective reactions like subjective well-being or job satisfaction unclear.
(ii) **Agreeableness**

Agreeableness should be related to happiness because agreeable individuals have greater motivation to achieve interpersonal intimacy, which should lead to greater levels of well-being. Indeed, they found that Agreeableness was positively related to life satisfaction, although at a relatively low level (McCrae and Costa (1991))\(^22\). Assuming these same communal motivations exist on the job, and the same process should operate with respect to job satisfaction’s apparently agreed, commenting that Agreeableness "involves getting along with others in pleasant, satisfying relationships".

(iii) **Conscientiousness**

Conscientiousness should be related to job satisfaction because it represents a general work-involvement tendency and thus leads to a greater likelihood of obtaining satisfying work rewards, both formal (e.g., pay, promotions) and informal (e.g., recognition, respect, feelings of personal accomplishment) (Organ and Lingl (1995))\(^23\). Indirectly, the subjective well-being literature also suggests a positive relationship Conscientiousness and job satisfaction.

1.9.5 **The Four Ps of Job Satisfaction**

- **Physical interest** – Physical interests encompass working conditions, nature of the job, salary and company benefits

- **Psychological interest** – Psychological interests include emotions, job security, self-esteem, trust, recognition and work environment.

- **Political / Social interest** - These include labour union affiliation and corporate social responsibility

- **Personal Development interest** – These include the availability of training and development programmes, innovation and grown prospects.
1.10 THEORIES OF JOB SATISFACTION

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature. The first is content theory, which suggests that job satisfaction occurs when one’s need for growth and self-actualization are met by the individual’s job.

The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one’s expectations and values. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an individual’s personal characteristics interact or mesh with the organizational characteristics. Each of the three theoretical frameworks has been explored and reviewed by countless scholars and researchers, and the purpose of this chapter is not to provide an exhaustive review of job satisfaction theories. Instead, a highlight of the main theories and theorists from each framework will be offered, to provide clarity, relevance and direction to this study of job satisfaction.

1.10.1 Content Theories

While discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his “hierarchy of needs”. (Maslow’s, 1954) traditionalist views of job satisfaction were based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified.

The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one’s peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction.
Fig. I.1. Maslow’s Hierarchy of needs

According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

1.10.2 Process Theories

Process theories attempt to explain job satisfaction by looking at expectancies and values Gruenberg (1979)\textsuperscript{25} this theory of job satisfaction suggests that workers’ select their behaviours in order to meet their needs. Within this framework, Adams’ (1963)\textsuperscript{26} and Vroom, (1982)\textsuperscript{27} have become the most prominent theorists. J. Stacy Adams’ suggested that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity. It is based on the premise that job satisfaction is a direct result of individuals’ perceptions of how fairly they are treated in comparison to others. This “equity theory” proposes that people seek social equity in the rewards they expect for performance. In other
words, people feel satisfied at work when the input or contribution to a job and the resulting outcome are commensurate to that of their co-workers.

Job satisfaction was similar in that it looked at the interaction between personal and workplace variables; however, he also incorporated the element of workers’ expectations into his theory Vroom’s (1964).\(^{28}\) The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur.

Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items, Gruenberg (1979)\(^{25}\) notes that it is also an indication of personal achievement, organizational status, and recognition.

Vroom’s theory also goes one step further to incorporate an individual’s personal decision making within the workplace. Vroom (1982)\(^{27}\) explained that employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. To illustrate and clarify his ideas, Vroom generated a three-variable equation for scientifically determining job satisfaction. Expectancy is the first variable, and this is the individual’s perception of how well he or she can carry out the given task. Instrumentality is the second variable of the equation, and this refers to the individual’s confidence that he or she will be compensated fairly for performing the task. Valence is the third variable, which considers the value of the expected reward to the employee. In Vroom’s
formula each variable is given a probability value, and when all three factors are high, workers will be more satisfied and have more motivation. If any of the factors are low, work performance and employee motivation will decline.

1.10.3 Situational Theories

The situational occurrences theory emerged in 1992, when Quarstein, McAfee, and Glassman (1992) stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job.

The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

1.10.4 Affect Theory

Edwin A. Locke’s Range of Affect Theory is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g., the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet.
1.10.5 Dispositional Theory

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction, regardless of one’s job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction. A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations model, proposed by Timothy A. Judge in (1998). Judge argued that there are four Core Self-evaluations that determine one’s disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one’s own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction.

1.10.6 Two-Factor Theory (Motivator-Hygiene Theory)

Frederick Herzberg’s Two factory theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors—motivation and hygiene factors, respectively. An employee’s motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organization goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to
the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions. While Hertzberg’s model has stimulated much research, researchers have been unable to reliably empirically prove the model, withHack
man & Oldham suggesting that Hertzberg’s original formulation of the model may have been a methodological artefact. Furthermore, the theory does not consider individual differences, conversely predicting all teachers will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized in that it does not specify how motivation/hygiene factors are to be measured.

Based on the Motivation-Hygiene Theory, Herzberg came up with 14 factors promoting job satisfaction or dissatisfaction (cited in Evans & Maas, 1969). They are Recognition, Achievement, Possibility of growth, Advancement, Salary, Interpersonal relations (with superiors, subordinates, peers), Supervision-Technical, Responsibility, Company policy and management, Working conditions, Work itself, Factors in personal life, Status and Job security. Knoop (cited in Furnham et al., 2002) grouped factors that affect job satisfaction under five categories like Intrinsic work-related values (responsibility, meaningful work), Intrinsic work-outcome values (job status, recognition for good work), Extrinsic job-outcome values (benefits, job security), Extrinsic job-related values (working conditions), Extrinsic people-related values (supervisors, co-workers, promotions).

1.10.7 equity theory

Equity Theory shows how a person views fairness in regard to social relationships. During a social exchange, a person identifies the amount of input gained from a relationship compared to the output, as well as how much effort another person’s puts forth. Equity Theory suggests that if an individual thinks there
is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal. For example, consider two teachers who work the same job and receive the same benefits. If one individual gets a pay raise for doing the same or less work than the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, one individual gets a pay raise and new responsibilities, then the feeling of inequality is reduced. Other psychologists have extended the equity theory, suggesting three behavioural response patterns to situations of perceived equity or inequity (Huseman, Hatfield & Mile, 1987; O'Neil & Mone 1998). These three types are benevolent, equity sensitive, and entitled. The level by each type affects motivation, job satisfaction, and job performance. The types are Benevolent-Satisfied when they are under-rewarded compared with co-workers, Equity sensitive-Believe everyone should be fairly rewarded Entitled-People believe that everything they receive is their just due.

1.10.8 Discrepancy theory

The concept of discrepancy theory explains the ultimate source of anxiety and dejection. An individual, who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well, they will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities for a particular function, over a time period, and if they fail to fulfil those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles, designated as a self-guide. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility. This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self guide. When the
individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

1.11 JOB CHARACTERISTIC MODEL

Hackman & Oldham\textsuperscript{34} proposed the Job Characteristic Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.) The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee’s attitudes and behaviours.

1.12 JOB SATISFACTION AND EMOTIONS

Mood and emotions are the raw materials which cumulate to form the affective element of job satisfaction while working. Moods tend to be long lasting with weaker state of uncertain origin. On the other hand, emotions are more intense, short-lived and have a clear object or cause. Positive and negative emotions are significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction.

Emotion regulation and emotion labour are also related to job satisfaction. Emotion work or management refers to various efforts to manage emotional states and displays. Emotion regulation includes all the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labour emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the
consequences of emotional labour are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. There are two types of model for understanding how emotion regulation relates to job satisfaction.

**Emotional Dissonance**: Emotional Dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.

**Social Interaction Model**: Taking the social interaction perspective, workers’ emotion regulation might get responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: the accumulation of favourable responses to display of pleasant emotions might positively affect job satisfaction. Performance of emotional labour that produces desired outcomes could increase job satisfaction.

1.13 RELATION BETWEEN JOB SATISFACTION AND PERFORMANCE

Non financial rewards (appreciation of one’s performance, due recognition, more responsibilities, respect and regard, recognition of skills and talent etc.) often have more impact than financial recognition in attaining job satisfaction. In the contemporary workplace of today, leaders are empowering teachers, flattening organizations, encouraging staff participation in decision making, enhancing productivity and shifting from 9/5 to 24/7, with only one objective of attaining high performance outcomes for the organization. Many leaders in their quest for organization success often overlook one very valuable motivational tool in their arsenal i.e. job satisfaction.
Staff Rewards

Rewarding staff appropriately is important. Experienced human resources consultancies and practitioners who are engaged in staff selection, assessment and recruitment are often able to evaluate and assess the needs and wants of individuals fairly accurately. By having them, especially those with many years of expertise and experience, organizations can develop strategic and creative benefits and wages to attract, retain and motivate talent who will achieve high performance for the organizations and job satisfaction for themselves. Job satisfaction is often achieved where performance is recognized.

Strong Motivator

Job Satisfaction is often a strong motivator in work endeavours. Research has shown that Job Satisfaction can lead to high job performance especially for professionals and high-level faculties, commonly known as talent. As jobs and work in the new economy shift to professionalized knowledge based, info-tech, info-com and bio-science characteristics, job satisfaction will increasingly become a key driver of individual motivation and effort. Research has also shown that there exists a relationship between individual performance measured at a certain time and later job satisfaction. However, this relation is conditional to performance being family rewarded in appropriate form as perceived by the recipient.

Quality of Work-Life

One of the hallmarks of a socially responsible organization is its success in achieving not only high performance outcomes, but also in helping its team members experience a high level of Job Satisfaction. Quality of work-life (QWL) is a key indicator of the overall quality of human experience at the workplace. QWL expresses a clear way of thinking about people, their work and the organization in which their careers are fulfilled. QWL establishes a clear objective that high performance can be achieved with high job satisfaction.
High Job Satisfaction

Achieving high job satisfaction needs some simple strategies. Offer your team members a variety of meaningful tasks. Repetitive routine work often leads to job dissatisfaction. As a leader, think about introducing application of creativity in their work. Rotate the staff of different task at regular intervals so that their work remains challenging. If you have to supervise do it unobtrusively. Give more responsibility by empowering your team members. Allow them opportunity to self.

Effective Communication among Faculties

Unclear targets and objectives and poor communication can contribute to dissatisfaction and eventually lead to poor work performance. If you are administering rewards, make sure that they match their expectations. If their expectations are unrealistic, take time to make comparison to equivalent and comparable jobs and broad work related environmental conditions to similar employers. Explain this to your team members. Job Satisfaction needs effective communication about the tasks, which have to be done. The team member must know the performance achieved in relation to the target. Regular work appraisal should therefore be provided. More importantly they must have an awareness of departmental and organizational changes, which affects their job. Change agents should periodically meet team members to share the progress on changes in the tasks no matter how small they are. Critical to this is, listening to faculties’ feedback and their perception as it is more likely to affect their job satisfaction and work performance.

Organizational Benefits

Improved job satisfaction in the work place reduces social problems. The creative aspects of achieving satisfaction will reduce if not overcome boredom and monotony in work, physical strain and mental stress. This will have a lower absenteeism rate and lower staff turn-over, which translated into lower losses, less
late-comings, fewer grievances and more effective cost control. Satisfied team member are generally more committed to the work place success than those non job satisfactors. A satisfied team member is more likely to perform well cheerfully than other faculties. Job Satisfaction is an emotion, a feeling an attitude and a matter of perception. It arises from the faculty’s appraisal of experience at work. It involves likes and dislikes as well as needs and wants both internal and external. As an employer or leader if you fail to meet them, there is a high probability you will also not achieve high performance. Creating job satisfaction remains a challenge for many human resources Managers. An experienced business partner specialized in human resource management can greatly help in meeting this challenge. Achieving high job satisfaction for faculties or team members is pre-requisite for becoming marketable.

1.14 STRATEGIES TO IMPROVE JOB SATISFACTION

Depending on the underlying cause for job dissatisfaction, there may be several ways to increase job satisfaction.

Set New Challenges: If you’re stuck in a job because of lack of education or a downturn in the economy, it doesn’t mean your work has to become drudgery. With a little imagination, you can create new challenges and make the best of the job you have. Here are some ideas that may help:

Improve your job skills: Imagining yourself in your dream job, you might envision yourself as an excellent professor - a confident communicator and a highly organized person. Why not work on these skills in your present job

Develop You Own Project: Take on a project that can motivate you and give you a sense of control. Start small, such as organizing a work-related celebration, before moving on to larger goals. Working on something boosts your confidence.
Mentor a Co-Worker:  Once you’ve mastered a job, you may find it becoming routine. Helping a new faculty or student, advance his or her skills can restore the challenge and the satisfaction you desire.

Beat The Boredom: Does your job seem boring sometimes Do you run out of things to do If so, your abilities may not match your responsibilities. Here are some suggestions:

Break up the Monotony: Take advantages of your work breaks. Read. Listen to music. Go for a walk. Write a letter.

Cross-Training: Does your work consist of repetitive tasks, such as teaching or mentoring of students Talk with your head of the department about training for a different task to combat boredom once you have completed the training, you can switch back and forth.

Volunteer for Something Different: If you hear that your institution is launching a new methodology of teaching, volunteer for the training. Keep in mind that more clerical works can literally be deadly if your job involves working with non academic activities. If your mind wanders to the point that you put Stay Positive Use positive thinking to reframe your thoughts about your job. Changing your attitude about work won’t necessarily happen overnight or increase your job satisfaction overnight. But if you’re alert to the view of work that brings you down, you can improve your job satisfaction.

Stop Negative Thoughts: Pay attention to the messages you give yourself. When you catch yourself thinking your job is terrible, stop the thought in its tracks.

Put things In Perspective: Remember, everyone encounters good days and bad days on the job.
Look for the Silver Lining: “Reframing” can help you find the good in a bad situation. For example, you receive a less than perfect performance appraisal and your boss warns you to improve or move to another job. Instead of taking it personally or looking for another job right away, look for the silver lining. Depending on where you work, the silver lining may be attending continuing education classes or working closely with a performance coach and having the satisfaction of showing your boss that you’re capable of change.

Learn From Your Mistakes: Failure is one of the greatest learning tools, but many people let failure defeat them. When you make a mistake at work, learn from it and try again. It doesn’t mean that you’re a failure.

Be Grateful: Gratitude can help you focus on what’s positive about your job. Ask yourself, “What am I grateful for at work today?” Find at least one thing you are grateful for and savour it.

Whether your work is a job, a career or a calling, you can take steps to restore meaning to your job. Make the best of difficult work situations by being positive. Doing so will help you manage your stress and experience the rewards of your profession. Apparently, assuring job satisfaction, over the long term, requires careful planning and effort both by employers and teachers. Skills should be given to teachers so that they can perform those tasks more efficiently and effectively thus relieving boredom and gains recognition. Teachers should be creative, ready to take initiative and work in team, as large part of success in job is the ability to work well with others to get the job done. Teachers should know how to accept people with their difference and imperfection, and how to give and receive criticism constructively in the same organization. Lastly, teachers and employers should learn to de-stress. They should plan to avoid burnout by developing healthy stress management techniques. Creating a good blend of factors that contribute to a
stimulating, challenging, supportive and rewarding work environment is vital. Because of the relative prominence of pay in the reward system, it is very important that salaries be tied to job responsibilities, pay increases be tied to job responsibilities and pay increases be tied to performance rather than seniority.

1.15 STATEMENT OF PROBLEM

The success of any institution depends on the faculty who work in the institution. They are the ones responsible when it comes to the organization’s target and vision. In this research, for instance, faculty’s job satisfaction is pivotal in achieving the performance of the institution. With the rising concern over the shortage of qualified and qualitative teachers teaching in the colleges as well as the knowledge of the shortage of supply of trained and experienced teachers in the suburban and rural areas of India, it is imperative for the concerned parties to increase their ability in attracting teachers to work in the self financing institutions. The current attrition rate is on the rise due to dissatisfaction over pay scales, benefits, infrastructure and working conditions in the self financing colleges. So, the Institution has the responsibility of improving the job satisfaction of their teachers overall and most importantly, retaining the current faculty members by addressing their difficulties. In addition to that it is known that the intention to quit or opt for an early resignation / retirement does exist among the faculty of various streams of self financing institutions.

This study is conducted with a purpose to understand the job satisfaction among faculty members of self financing institutions. 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 favor and these
mostly focus on creating inconveniences for faculty members of self financing institutions.

1.16 OBJECTIVES OF THE STUDY

- To analyse the job satisfaction among self financing teaching professionals.
- To examine the factors that influence job satisfaction.
- To understand the perception of faculty towards working environment.
- To identify the expectation of teaching professionals in self financing institutions.

1.17 SCOPE OF THE STUDY

Job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. Identifying the importance of job satisfaction in the life and career of a teacher is of high priority. This micro-level study has been taken up to identify the job satisfaction of teaching faculty in self-financing colleges in and around Chennai. The study will help to identify the lacuna in various factors which influence the teaching fraternity’s job satisfaction. The study may help the self financial institutions to take corrective measure and prevent the attrition rate among the teaching faculty. Through this research it will be determined that what is the authentic belief of the faculty regarding their job satisfaction in the self financing institutions. Furthermore, this study will also help the management of self financing institutes and engineering colleges in formulating employment policies.
CHAPTERISATION

The first chapter provides an overview of the study and summaries the theoretical framework of the study. This chapter also provides an insight about the problems of the current study.

The second chapter is followed by a study specific review of literatures which helps in identifying the research gaps and the current research is intended to bridge the identified gaps in the literatures.

The third chapter is about the research methodology adopted in the current study. It provides information on methodology in terms of operationalization of parameters, data collection methods, data analysis techniques and conceptual framework of the study are explored in detail. All the variables used in the current study are explained with by linking suitable hypothesis. To conclude the chapter, limitations of the current studies were explained.

The fourth chapter focus on the analysis of data and interpretation of results and are presented in the form of tables and figures. Various statistical tools were used to analyze the collected data.

The fifth chapter explains the findings of the study and the conclusion which explains the theoretical contribution of the study. The suggestions are provided in the perspective of teaching faculty job satisfaction.
END NOTES


Center for Analysis of Longitudinal Data in Education Research, Urban Institute.


24. **Maslow (954)**, “Maslow’s human needs theory”.


