CHAPTER – I

INTRODUCTION AND DESIGN OF THE STUDY

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1.1 INTRODUCTION

Education is a purposeful organized activity between the learner and the teacher. In ancient India, education was imparted in the Gurukulam in a natural environment. Ever since the days of Guru-Sishya system of education, radical changes have taken place.

Now-a-days teachers are expected to prepare the students not only to attain success in their examinations, but also to be good citizens of the country. An important pre-requisite to achieve this goal is a conducive atmosphere in the institution in which the teachers work. Unless the teachers are satisfied with the conditions under which they work, their service will not be effective. Job satisfaction is influenced by a variety of factors such as the relationship between the employer and the employee, the quality of the physical environment, due recognition to the efficiency, adequate remuneration etc. Job satisfaction is briefly defined as a pleasurable emotional state resulting from the appraisal of one’s job and an attitude towards one’s job. The Positive attitudes to the job are equivalent to job satisfaction where as negative attitudes are equivalent to job dissatisfaction.

Job satisfaction determines the teacher’s behaviour which in turn influences the character and behaviour of his or her students. Hence, the dynamics of job satisfaction requires serious consideration by all those concerned with the welfare of the students as well as teachers.

According to Webster’s Dictionary (1986), job satisfaction refers to how well a job provides fulfilment of a need or want, or how well it serves as a source or means of enjoyment.
For almost one hundred years, employee job satisfaction has been targeted by research. The origin of these studies dates back to at least 1911, when Taylor began to study employees and their duties to develop better ways to train workers.

Spector (1997) suggests that job satisfaction data are helpful in evaluating the emotional wellness and mental fitness of employees and that organization can use the information to improve departmental policies and practices where dissatisfaction is expressed. Training programmes at higher learning institutions also value the research for evaluating their practices and addressing areas of dissatisfaction with practicing professionals in the field.

Teacher forms the crux of the educational system, preparing the young people to build their nation with purpose and responsibility to confront the challenges of tomorrow. A Teacher is a dynamic person. He plays many different and vital roles in the grooming and development of his student’s personalities. He acts as a communicator, disciplinarian and conveyer of information, counsellor and surrogate parent. Inspite of all this hard work, as far as reward is concerned, he neither gets the reasonable salary nor the prestige and social status which he rightly deserves.

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

1.2 STATEMENT OF THE PROBLEM

The present study evaluates the Job Satisfaction, job related factors and problems faced by College Teachers in Kanyakumari District.

Education plays an important role in human development and progress and prosperity of every nation. The quality of a nation depends on the quality of its citizens. Education has the great responsibility of providing quality education to students and inculcate good character and discipline in the wards entrusted to their care. Only those teachers who have job satisfaction will be able to achieve this end goal. In recent years, the government’s educational policy has undergone a big change. Instead of shouldering the responsibility of extending financial assistance to private colleges, private investors are encouraged to run self-financed colleges. Consequently, there has been a mushroom growth of such colleges. Job opportunities in these colleges are available only to those who offer huge amounts of money as donation. Poor salary and lack of job security in several such institutions deprive the teachers of job satisfaction.

The present study is undertaken to analyse the problem of job satisfaction of the teachers in the Self Financed colleges with special reference to Kanyakumari District.
1.3 REVIEW OF LITERATURE

Leelavathy K observed that the starting of ‘self financing’ colleges has been implemented for the last three decades in Tamil Nadu and other parts of India. The Government does not financially support these colleges. The ‘job satisfaction’ of teachers working in such colleges is always questionable. This study was aimed at studying job satisfaction among the women teachers of self financing engineering colleges in Chennai. The job dissatisfaction of women teachers may lead to less involvement in teaching. Data were collected from 120 women college teachers of different self-financing engineering colleges in and around Chennai by adopting random sampling technique with the prime objective to assess the level of job satisfaction and to suggest appropriate measures to improve the level of job satisfaction. The study has found that the determinants of job satisfaction indicated among different variables, satisfaction variables were positively related to teacher student relationship, job involvement and role change while, salary, discipline and work environment were negatively related with job satisfaction among women teachers1.

Pabla focused on this research study to explore the relationship between intrinsic rewards and job satisfaction for employees of service sector. The study examined the level of employee’s job satisfaction for intrinsic rewards such as task autonomy, task significance, task involvement, opportunities to learn new things and recognition of public and private banking sector employees. The study was conducted in banking sector of Pakistan. Sample of 384 permanent employees of

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public and private banking sector of Pakistan was taken. Branches were randomly selected from Rawalpindi, Islamabad, Wah Cantt and Attock. To collect data, questionnaires survey was conducted. 384 questionnaires were equally distributed in both private and public sector banks, 263 questionnaires were returned and processed. SPSS 17 was used to analyze the data through independent sample test, correlation and regression analysis. The Results of study indicated that the employees of private banks satisfied with task autonomy, task significance, task involvement and recognition, they were not satisfied with opportunities to learn new things. Results also reveals that public banking sector employees were satisfied with task autonomy, task involvement and recognition².

**Martin and Schinke (1998)** observed that Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels³.

**O’Driscoll and Randall, (1999)** focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one’s satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and responsibility. These factors have been strongly linked to job satisfaction⁴.

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According to Brown (1998), a single bipolar continuum with satisfaction on one end and dissatisfaction on the other could be used to conceptualize job satisfaction. Later revisions of the theory included a two-continuum model that placed job satisfaction on the first scale, and job dissatisfaction on the second\(^5\).

Spector (1997) suggests that job satisfaction data is helpful in evaluating the emotional wellness and mental fitness of employees and an organization can use the information to improve departmental policies and practices where dissatisfaction is expressed. Training programmes at higher learning institutions also value the research for evaluating their practices and addressing areas of dissatisfaction with practicing professionals in the field\(^6\).

According to Smith (1984), within the last 25 years, governing bodies have become heavily involved with legislation identifying more and more areas of disabilities that must be served by schools. Well trained school psychologists became frustrated with their heavy assessment responsibilities, and most desired to diversify their roles to include consultative and direct interventions with students\(^7\). As school psychologists expressed more and more dissatisfaction with their roles within the school system, job satisfaction studies in the field began to emerge.

Anderson, Hohenshil & Brown (1984) completed a study on job satisfaction of school psychologists in 1982. This research surveyed a nationwide sample of school psychologists and found that 85 percent of surveyed National

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Organization of School Psychologists (NASP) members were satisfied or very satisfied with their jobs\(^8\).

**Thompson and McNamara (1997)** synthesized job satisfaction research findings published in the first 26 volumes of Educational Administration Quarterly. They reported that neither age nor gender was of value in the prediction of job satisfaction\(^9\).

**Smith, Smits, and Hoy (1998)** analysed the issue of gender-related differences in job satisfaction for employees in small businesses. When the research team initially did not find differences in job satisfaction of men and women, they continued their investigation of the gender-related differences in job satisfaction considering the gender of the 13 small business owners. The results indicated significant differences. The most satisfied females were employed in female owned and managed companies, with up to 25 employees. The most satisfied men were employed in male owned and managed companies, with 50 or more employees\(^10\).

A study by **Ward and Sloane (2000)**, concluded that there are significant differences in job satisfaction levels based on the gender and disciplinary affiliation of faculty members. For female faculty members, they concluded that social scientists had the highest levels of satisfaction and natural/physical scientists had the lowest levels. Although their study examined job satisfaction across gender and discipline, it was based on a sample of 900 academics at five Scottish universities

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more than a decade ago. Disparity in pay across disciplines has also been shown to impact faculty job satisfaction\(^{11}\).

The majority of studies that focus on faculty satisfaction have explored the relationship between satisfaction and gender. **August and et.al. (2004)** found that male faculty members have higher levels of overall job satisfaction than female faculty members, particularly in terms of benefits and salary received\(^{12}\).

**Okpara et al. (2005)** found that female faculty members in higher academic ranks expressed more satisfaction with their jobs than their male peers\(^{13}\).

**Bilimoria et al. (2006)** did not find any significant differences between male and female faculty members in overall levels of job satisfaction. They did observe, however, that male faculty members had almost three times the satisfaction levels of female faculty members when it comes to promotion opportunities\(^{14}\).

**Iacqua et al. (1995)** analyzed factors that affect job satisfaction and dissatisfaction of faculty in higher educational institutions. Age was among the factors found to affect job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty\(^{15}\).


Sari (2004) showed that the more experienced teachers have less job satisfaction than their less-experienced colleagues. Cetin et al. (2006) reported that marital status and children can also impact faculty satisfaction. The results of studies that explore the relationship between marriage and faculty job satisfaction have yielded mixed results. On the one hand, marriage has been shown to increase satisfaction levels for faculty members.

Cetin et al. 2006 concluded that among the non-work related factors that impact job satisfaction we found that married faculty members have higher satisfaction levels than unmarried faculty members in the sciences, social sciences, and health disciplines. This is a finding that supports previous results.

De Santis & Durst (1996) observed that an increase in job tenure could be associated with a decrease in job satisfaction.

Tenured faculty members are more satisfied than untenured faculty within sciences, social sciences, and engineering, while the reverse is true for faculty in the health fields. It is difficult to directly compare this result with the previous study done by Adkins et al. (2001) (which found a positive correlation between tenure and job satisfaction) because their study did not account for disciplinary differences.

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18 Ibid
Bender and Heywood (2006) concluded that tenured faculty members have higher job satisfaction levels than untenured faculty members. Their findings by academic rank indicated that within the sciences, social sciences, and health disciplines, professors were more satisfied than associate and assistant professors.\(^{21}\)

Ambrose, Huston, and Norman (2005) conducted a qualitative study to investigate faculty satisfaction and retention. The study focused on the faculty of a private university over a period of 2 years. Findings suggested sources of satisfaction or dissatisfaction clustered into areas such as salaries, collegiality, mentoring and the reappointment, promotion and tenure process of departmental heads.\(^{22}\)

Olsen et al. (1995) divided the variables that contributed to faculty job satisfaction into two main categories: (1) mediators and (2) triggers. Academic discipline served as a mediator in the model to predict faculty job satisfaction. Yet, Hagedorn did not find academic discipline as a significant predictor of job satisfaction. A similar result was obtained by Carnegie Research University who attempted to explain the job satisfaction of women and minority at a university. Disciplinary differences were observed in the amount of time expended by faculty in research and teaching, but discipline did not have an impact on job satisfaction levels.\(^{23}\)


Harter et al. (2002), conducted a meta-analysis of studies previously conducted by The Gallup Organization. The study examined aggregated employee job satisfaction sentiments and employee engagement, with the latter variable referring to individual’s involvement well as enthusiasm for work. Based on 7,939 business units in 36 organizations, the researchers found positive and substantive correlations between employee satisfaction-engagement and the business unit outcomes of productivity, profit, employee turnover, employee accidents, and customer satisfaction.

Velampy (2008) in his study, Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka” concluded that job satisfaction does have impact on future performance through job involvement, but higher performance also makes people feel more satisfied and committed. It is a cycle of events that is clearly in keeping with the development perspective. Attitudes such as satisfaction and involvement are important to the employees to have high levels of performance. The results of the study revealed that attitudes namely satisfaction and involvement and performance are significantly correlated.

Spector (1997) believes that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects of facets of the job.”

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According to Pathik and Pestionjee (1997) people are more interested to work in those companies and service organizations where they get mental satisfaction. Study found that politics-free work environment is significantly correlated to job satisfaction of employees\(^{27}\).

Shah & Shah (2008), in their study, “Job Satisfaction and Fatigue Variables” concluded that relationship between fatigue and Job Satisfaction variables were found to be significantly negative. The study also found that fatigue was negative predictor of Job Satisfaction.

The study is clearly indicative of different issues for Call Centre employees in Indian context. There are different ON THE JOB and OFF THE JOB factors leading to dissatisfaction and fatigue for them which explored that fatigue could be reduced and job satisfaction could be increased by various innovative and encouraging strategies\(^{28}\).

Diener (1985) elicited faculty judgment about their jobs and stressors and job satisfaction and dissatisfaction. Student achievement, their own intellectual growth in a discipline and the world of ideas, working under flexible and relatively autonomous conditions, and association with stimulating peers contributed to job satisfaction. Job conditions (equipment and facilities, inflexible teaching schedules), personal conditions (lack of recognition, heavy teaching load), salary, red tape, and student and colleague apathy presented reasons for job dissatisfaction\(^{29}\).


Judith Kleinfeld et al. (1986) studied “The Job Satisfaction of Alaska’s Isolated Rural Teachers” with their work life. This study examines the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied with community amenities, their students academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter-organizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community.

In many isolated rural schools, high teacher turnover erodes the quality of education the rural students receive. Hartrick, Hills, and Wallin found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later.30

Ashton & Webb (1986) pointed out that, it is difficult to imagine that teachers satisfaction would not somehow translate into important effects in the teaching / learning process. Indeed, teachers’ “enthusiasm” has in the past been used as a simple index of teaching effectiveness.31

Savicki and Cooley (1987) investigated work environment factors associated with burnout in mental health professionals. Work environments associated with high burnout were those that required adherence to work through restriction of worker freedom and that deemphasized planning and efficiency.

Higher levels of burnout were also associated with vague job expectations, extensive rules and regulations, and minimal support of new ideas and procedures. Conversely, low levels of burnout were associated with environments in which employees were dedicated to their work, co-worker relationships were encouraged, and supervisory relationships were supportive\textsuperscript{32}.

A study report of Cheniss \& Kane et al. (1987) brought out the characteristics of the job such as pay, promotion, supervision, working conditions and relationships with co-workers which have been shown to be components of job satisfaction\textsuperscript{33}.

Bryk \& Driscoll (1988) concluded that if teachers are dissatisfied with their work, lives and lack commitment to their organizations, then it will result in the suffering of both the teachers and the students\textsuperscript{34}.

Ostroff (1992), investigated the relationship between employees attitudes and organizational performance with a sample of 364 schools. Ostroff found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as student academic achievement and teacher turnover rates. Across 12 organizational performance indexes, the magnitudes of the correlations between teacher satisfaction and performance ranged from .11 to .54, with a mean of .28. When the unique characteristics of the schools were statistically


controlled for, teacher satisfaction and other job-related attitudes continued to predict many of the organizational performance outcomes. Results were the strongest for teacher satisfaction; thus, organizations with more satisfied employees tended to be more effective than organizations with dissatisfied employees.\(^{35}\)

His study indicates that satisfaction is an important social process factor that fosters organizational effectiveness. The major limitation of this study pertains to the nature of the study sample; all organizations were secondary schools. The extent to which similar relationships would hold for organizations in other types of industries (manufacturing, service, etc) and occupations cannot be determined.\(^{36}\)

According to **Organ and Ryan, (1995)** there is even some evidence that job satisfaction positively influences organizational citizenship behavior.\(^{37}\)

In a study by **Rice and Schneider (1994)**, participation in decision-making and autonomy were identified as contributing to job satisfaction. Both studies therefore ascertained that among Australian teachers, intrinsic factors seemed to play a primary role in job satisfaction.\(^{38}\)

A study conducted by **Olsen et al. 1995** found that faculty members who expressed greater satisfaction with teaching are less likely to receive support and recognition from their peers in their department.\(^{39}\)

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36 Ibid
Clarke and Keating (1995) discovered that interaction with students was the most satisfying aspect for teachers, while lack of administrative support was the least satisfying aspect$^{40}$.

A report by Moody (1996) found a relationship between number of years teaching in the institution and satisfaction with the job, salary and co-workers$^{41}$.

Huang (1999) pointed out that job satisfaction results from the balancing and summation of many specific likes and dislikes of employees experienced over a period of time through gaining more and more information about the workplace$^{42}$.

Syptak et al. (1999) concluded that satisfied faculties are inclined to be more industrious, inspired, and dedicated to their work$^{43}$.

Judge and Church, (2000) pointed out that the work situation also matters in terms of job satisfaction and organizational impact. Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet$^{44}$.

A study by De Frias and Schaie (2001) found significant differences in perceived work environment based on age, gender, and occupation type. Employees aged 50-56 had the highest perceived autonomy, control and innovation in the

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workplace. Men, in all occupation types but blue collar, tended to have a higher perception of the work environment. Lastly, employees in managerial positions had the highest perceived levels of autonomy, control, and innovation in the workplace\(^45\).

**Alomari, K (1992)** reported that the dimensions of job satisfaction include six dimensions; namely, working conditions, relationships with educational administration, relationships with colleagues, social status, salary and advancement\(^46\).

A study of faculty from an agricultural college of a large university in Ohio by **Castillo and Cano (2004)** used the Herzberg’s theory and the Wood Faculty Satisfaction / Dissatisfaction Scale (WFSDS) to explore the factors that explain job satisfaction. Their findings showed that the work itself was the most important factor that contributed to job satisfaction, with working conditions being the least important. However, they reported that all of the factors of the Herzberg’s theory were moderately related to job satisfaction. The increase in enrolment and the demands placed on faculty by the community, hospitals, and the college to produce a larger number of nursing graduates appears to be affecting the morale and the overall job satisfaction\(^47\).

**Butt, Graham & Lance, Ann (2005).** An initiative was launched in 2002 by the Department for Education and Skills (DFES) to enable 32 pilot schools to

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explore ways in which they might restructure their working practices and reduce teacher-workload. Funding was provided for schools to benefit from consultancy support, training of head teachers, employment of additional teaching assistants, provision of ICT hardware and software, training of bursars / school managers and for capital build-projects. Here it was concentrated on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers were analysed across the duration of the project, as were patterns of evening and weekend work. Teachers’ views on job satisfaction were also analyzed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher-workload, job satisfaction and work-life balance was explored within the context of the future modernization of the entire school workforce\textsuperscript{48}.

A research finding of Freund et al., (2005) has shown that job satisfaction is affected by organizational commitment, perceived organizational support, leadership behaviour, and level of education\textsuperscript{49}.

Crossman and Harris (2006) classified the factors that might affect job satisfaction into three general categories. These are: 1) environmental factors such as the work itself and the environment, 2) psychological factors such as personality, behaviour, and attitudes, and 3) demographic factors such as gender. One of the


most significant factors affecting job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organization\textsuperscript{50}.

\textbf{Jain, Jabeen, et al. (2007)}, in their study, “Job Satisfaction as Related to Organizational Climate and Occupational Stress: A Case Study of Indian Oil” concluded that there is no significant difference between managers and engineers in terms of their job satisfaction and both the groups appeared almost equally satisfied with their jobs. When the managers and engineers were compared on organizational climate, it was found that both the groups differed significantly. Managers scored significantly high on organizational climate scale than the engineers, indicating that the managers are more satisfied due to the empowerment given to them\textsuperscript{51}.

\textbf{Gupta & Joshi (2008)} concluded in their study that Job satisfaction is an important technique used to motivate the employees to work harder. It is often said that, “A HAPPY EMPLOYEE IS A PRODUCTIVE EMPLOYEE”. Job satisfaction is very important because most of the people spend a major part of their life at their work place\textsuperscript{52}.

\textbf{Brown, Forde et al. (2008)}, in their study, “Changes in HRM and job satisfaction, 1998-2004: evidence from the Workplace Employment Relations Survey” examined significant increases in satisfaction with the sense of achievement from work between 1998 and 2004; a number of other measures of job quality were found to have increased over this period as well. It also found a decline in the


incidence of many formal human resource management practices. The paper reports a weak association between formal human resource management practices and satisfaction with sense of achievement. Improvements in perceptions of job security, the climate of employment relations and managerial responsiveness are the most important factors in explaining the rise in satisfaction with sense of achievement between 1998 and 2004. It is inferred that the rise in satisfaction with sense of achievement is due in large part to the existence of falling unemployment during the period under study, which has driven employers to make improvements in the quality of work.

Kyvik, (1990), observed that higher salaries are correlated with higher levels of satisfaction for all disciplines.

Fink and Longenecker (1998) concluded that negative perceptions towards an institution’s compensation programme can have detrimental effects. Noted that it takes a very long time to undo damage caused by an ineffective compensation system and that unjust compensation policies may result in the poor use of human resources, frustration, high turnover, and lower productivity.

Fink and Longenecker (1998) noted that the key factors which created frustration within compensation systems were consistently low merit pay percentages, unattainable/conflicting goals, diminutive payouts for goal attainment, internal/external salary compression, unclear performance standards/goals, internal

pay inequities, unstructured/unprofessional performance reviews, compensation not commensurate with responsibility, and lack of trust in the performance measurement system and political performance ratings\textsuperscript{56}.

Bowman (2001) revealed that modifications to compensation systems should recognize that superior teachers should be paid more than average teachers; poorly performing teachers should be expeditiously removed; and across-the-board pay hikes should be resisted and/or discontinued\textsuperscript{57}.

Adkins et al. (2001) observed that “Higher salaries are correlated with higher levels of satisfaction for all disciplines”\textsuperscript{58}.

Ingersoll et al. (2001) concluded that Socio-economic and organizational resources in schools might be linked to teacher satisfaction. Socio-economic conditions in the school encompass both broad measures, such as the human capital composition of the faculty and expenditures per student, as well as teachers’ own economic circumstances. Concerns with remuneration may be paramount. In the U.S., poor salary is one of the most important reasons for leaving teaching due to dissatisfaction in urban, high poverty public schools and attrition due to dissatisfaction for teachers in small private schools\textsuperscript{59}.

Aswathappa (2003) opines that Job Satisfaction of employees can be judged through the system of wage payment. Different organizations adapt different types

\textsuperscript{56} Ibid
of wage payment system. Along with wages and salaries, they pay incentives, perquisites and non-monetary benefits.

He explained 3 theories of remuneration:

A. Reinforcement and Expectancy Theory

B. Equity Theory

C. Agency Theory\textsuperscript{60}.

Mhozya (2007) reported a non-significant relationship between salaries and difference facets of primary school teachers’ job satisfaction in Botswana\textsuperscript{61}.

Bishay (1996) postulates that if employees are satisfied with their work they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organisation. Research reveals inadequacies in working conditions, resources and support, limited decision-making latitude and restricted opportunities, require improvement in the teaching profession\textsuperscript{62}.

Bishay, (1996) observed that Teachers workload, changes in the education system and a lack of discipline amongst some of the learners might be some of the reasons why teachers wanted to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work\textsuperscript{63}.

Ronit (2001) studied ‘The Influence of Leadership Style on Teacher Job Satisfaction’. This study disclosed the effects of principals’ leadership style (transformational or transactional), principals’ decision-making strategy (autocratic versus participative), and teachers’ occupation perceptions on teacher satisfaction

\textsuperscript{60} Aswathappa K., Human Resource & Management, 2003, pp. (244 to 245)


\textsuperscript{63} Ibid
from the job. More specifically, it attempts to find out how much of the variation in teachers’ job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals’ leadership style and decision-making strategy.\(^{64}\)

Ronit (2001) studied with a quantitative questionnaire using Likery-type scales that was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher-job-satisfaction by the exogenous variables. The most salient finding was that teachers’ occupation perceptions strongly affected their satisfaction. Principals’ transformational leadership affected teachers’ satisfaction both directly and indirectly through their occupation perceptions. Implications of the study were discussed in relation to supervisors and principals, as well as to policy makers at the government level.\(^{65}\)

Andrew J. Wayne and others (2008) studied ‘Experimenting with Teacher Professional Development: Motives and Methods’. According to the opinion of the authors, a strong base of research is needed to guide investments in teacher professional development (PD). This article considers the status of research on PD and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a programme is delivered across a range of typical settings and when its delivery depends on multiple trainers. This article explains the benefits offered by experiments in addressing current research needs and for those conducting and interpreting such studies discusses the

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65 Ibid
unique methodological issues encountered when experimental methods are applied
to the study of PD\textsuperscript{66}.

\textbf{Leo G. M. Prick (1989)} studied the job satisfaction in teaching which could
be interpreted usefully within the framework of personality theories related to adult
development. In the Dutch context, a large-scale study has shown that general job
satisfaction among secondary school teachers is primarily determined by the content
of the work itself, and that roughly between the ages of 45 and 55, there is growing
dissatisfaction with activities related to teaching for full-time personnel.
International comparisons show some sharp differences between levels of job
satisfaction in different countries. Also, Dutch teachers of all ages are satisfied with
their work than former colleagues who have left teaching, and older teachers feel
more ‘stressed’ than ex-teachers of the same age.\textsuperscript{67}

\textbf{Linda Evans (1997)} contributed to the study of teacher morale and job
satisfaction. It presents, as a case study, findings of the author’s research into staff
morale and job satisfaction at an English Primary school. The effects on individual
teachers of prevailing, context-specific circumstances and of specific events are
described, highlighting the importance, as morale and job satisfaction determinants,
of factors such as leadership and individuals’ professionalism orientations, relative
perspectives and realistic expectations.\textsuperscript{68}


\textsuperscript{68} Linda Evans, “Understanding teacher morale and job satisfaction”, \textit{Teaching and Teacher Education}, Volume 13, Issue 8, 1997, pp. 831-845.
Ronit Bogler (2002) attempted to construct profiles of two types of teachers: those with a low level of job satisfaction and those with a high level of job satisfaction. In addition to their background and demographic characteristics, teachers’ perceptions of their occupation and of their principals’ leadership styles (transformational or transactional) are examined as predictors that discriminate between teachers with low and high levels of satisfaction. The results suggest that teachers with a low level of satisfaction can be reliably distinguished from teachers with a high level of satisfaction by their occupational perceptions, principals’ leadership styles, and a number of their demographic characteristics. Implications of the findings for school principals and teachers are examined.

Nathan A. Bowling (2007) has pointed out that job satisfaction – job performance relationship has attracted much attention throughout the history of industrial and organizational psychology. Many researchers and most lay people believe that a causal relationship exists between satisfaction and performance. The current study, however, analysed using meta-analytic data, suggested that the satisfaction-performance relationship was largely spurious. More specifically, the satisfaction-performance relationship was partially eliminated after controlling for either general personality traits (e.g., Five Factor Model traits and core self-evaluations) or for work locus of control and was almost completely eliminated after controlling for organization-based self-esteem.

Adam E. Nir, Ronit Bogler (2008) showed that on-the-job professional development programs were most beneficial when they were long-term, focused on students’ learning, and linked to the curricula. They hypothesized that the higher the control, teachers have over job professional development processes, and the greater the resemblance of these processes to the typical teaching culture in classrooms, the greater the teacher’s satisfaction with job professional development processes. The findings of this study demonstrated that the main factors affecting teachers’ satisfaction with the instructional programs were related to their desire to maintain instructional process “close to home”, and to shape these processes in accordance with their needs and expectations. The implications of the study were discussed with relation to decision-makers in the school setting and at the local authorities’ level.

Einar M. Skaalvik and Sidse Skaalvik, (2009) examined relations between teachers’ perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers’ perception of the school context (supervisory support, time pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) were measured.

The data were analyzed by means of structural equation modelling using the AMOS 5 program. Teachers’ job satisfaction was directly related to two of the dimension of burnout (emotional exhaustion and reduced personal accomplishment)

and indirectly related to all aspects of the school context, through emotional 
exhaustion and reduced personal accomplishment. The three dimensions of burnout 
were differently related to the school context variables. Emotional exhaustion was 
most strongly related to time pressure whereas depersonalization and reduced 
personal accomplishment were most strongly related to teachers’ relations with 
parents. Implications for both research and educational practices were examined\textsuperscript{72}.

\textbf{Matzler et al. (2004)} carried out a study on HRM practices and employee 
satisfaction in pharmaceutical industry. They mentioned that there were several 
factors which caused satisfaction / dissatisfaction among / employees, like top 
management, superior, colleagues, job conditions, remuneration, job content, 
recognition, responsibility and personal development\textsuperscript{73}.

\textbf{Shahzad et al. (2008)} suggested that there was a positive relationship of 
promotion practices with the university teacher’s performance\textsuperscript{74}.

\textbf{Krishnaraj .P (1985)} stated that the extent of achieving the goals of a 
particular organization depended on the extent of sacrifice of time and efforts of its 
members and their commitment to the values of the organization. He also stated that 
the teachers of private colleges had higher commitment than the teachers of Govt. 
colleges and indicated that teachers who had been associated with the organization 
for a long time were more strongly committed\textsuperscript{75}.

\textsuperscript{72} Einar M. Skaal vik and Sidsel Skaal vik, Does school context matter? “Relations with teacher burnout and job satisfaction”, \textit{Teaching and Teacher Education}, Volume 25, Issue 3, April 2009, pp. 518-524.


\textsuperscript{75} Krishnaraj .P organisational commitment of College Teachers.
Kamasa Mohideen (1988) stated that there was a stagnation in the pay structure of the College teachers and they had no chances of promotions. He pointed out that in reality many were in debts\textsuperscript{76}.

Corollianus Devaprakash (2001) stated that salary might be enhanced as per the cost of living index and scholarship for higher education to the children of teachers might be provided\textsuperscript{77}.

Selvakumar .M (1994) stated that women teachers did not take much active part in the activities of the Association as men teachers. Even though their membership rate was not disappointing, their participation was reported as not upto the mark\textsuperscript{78}.

Arya .P.P (1984) underlined that unionized workers tended to be more satisfied whereas employees of disturbed organisations (poor industrial relation) were generally dissatisfaction\textsuperscript{79}.

Sinha, Anand Kumar (1988) concluded that Job satisfaction of an employee was related to an individual’s expectation of different characteristics (work environment, income, security, prestige and promotion) of the job and perception of how much was attained\textsuperscript{80}.

\textsuperscript{76} Kamasa Mohideen, “A study on Income and consumption pattern of College teachers in Chidambaranar and Nellai Kattabomman District, Tirunelveli”.
Madhusudana Rao 

et al. (2002) concluded that most of the employees were happy and satisfied with the place of their work in the LIC which was an important indication of job satisfaction.\(^{81}\)

Shah Jalal Sankar (2003) identified that employee age was not significantly associated with overall job satisfaction but that tenure was associated with job satisfaction. There was also significant relationship between tenure and facts of satisfaction (job, pay and fungi benefits) but the effect of tenure on satisfaction was significantly modified by age.\(^{82}\)

Hamid Reza Alavi and Mohammad Reza Askampur (2003) identified that the most important way to increase job satisfaction of organisation’s personal is to increase their self esteem.\(^{83}\)

Cynthia D Fisher (2003) suggested that individuals believed that satisfied employees were good performers because of their own highly accessible experience of teaching and they were performing more tasks more effectively and less satisfied when they were performing less well.\(^{84}\)

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Pestonjee D.M. and Singh A.A concluded that the relationship between job satisfaction and accidents generally showed that satisfied employees caused fewer accidents.  

Bajpai Naval and Deepak Srivatsava (2004) revealed that threats, quick turnover, less welfare schemes increased job dissatisfaction and on the other hand, secured job environment, welfare policies and job stability increased the degree of job satisfaction.

Selvaraj V.M and Muthu Deivakani M (2005) revealed that healthy personality and education were good signs of having high job satisfaction.

Rupinder Kaur, Lalita Kumari Aarti Sharma suggested that stress was a feeling that was created when we react to particular events. It was the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. Stress might be good or bad. Employee and job efficiency depended upon the physical level and mental level of the employee. The aim of this study was to find out the factors that created stress among college teachers in Doaba region of Punjab. 60 respondents were selected by random cum convenient sampling method. Data was analyzed with the help of factor analysis and chi square test. Five factors were found to create job stress among college teachers in the Doaba region. The most important factor that created stress was Salary and other benefits followed by working conditions, relations with colleagues, job

security and work load. Therefore, by improving these factors, job stress could be reduced among college teachers. The results of this study may be helpful for college’s higher authorities to make HR policies for teachers\(^8\).

**Aisha Siddique, Niaz Hussain Malik and Naheed Abbass** suggested that a teacher is a dynamic person. He plays many different and vital roles in the grooming and development of his students’ personalities. He acts as a communicator disciplinarian, conveyer of information, counsellor and surrogate parent. In spite of all this hardwork, in reward, he neither gets the reasonable salary nor the prestige and social status, which he deserves. In view of the need for the satisfaction and its impact on teachers’ performance, the study was conducted in Faisalabad city colleges. The main objective of the study was to determine the degree of job satisfaction of the college lecturers regarding their salaries, chances of promotion, fringe benefits, security of service and social status. The analysis of the data obtained from 300 randomly selected college lecturers revealed that majority of the respondents was not fully satisfied with the existing pay scales, security of service, chances of promotion, fringe benefits and social status\(^9\).

**Lokanadh Reddy G. and Vijaya Anuradha R.** in their study examined the Occupational Stress of teachers working at higher secondary level. Three Hundred and Twenty Seven higher secondary teachers from Vellore District in Tamil Nadu were chosen as sample by using Simple Random Sampling Technique and were administered with an Occupational Stress Rating Scale. The statistical

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88 Rupinder Kaur Lalita Kumari Aarti Sharma “Job stress among college teachers in Doaba Region of Punjab” Vol. 2 | No. 3 | March 2013 www.garph.co.uk
techniques employed were percentage, mean, SD, mean ± 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results were analyzed accordingly. To overcome occupational stress, the researchers suggested some measures which could prove beneficial to teachers in coping with stress improve self esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help, if necessary\textsuperscript{90}.

\textbf{Annierah Maulana Usop} in his study attempted to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most teachers were 31-40 age group. Majority of them were females, married, earned a college degree and further master’s unit. Sixty- four percent of them had 11 to 15 years of service. Therefore, the findings, concluded that the teachers of Division of Cotabato City displayed a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher’s satisfaction with job is also a productive one. Furthermore, if the teachers are contented with their job, they will develop and maintain high level of performance. Teaching-learning process becomes more efficient and effective that could produce high competitive learners\textsuperscript{91}.


\textsuperscript{91} Annierah Maulana Usop, \textit{International Journal of Humanities and Social Science} Vol. 3 No. 5; March 2013
Poornima G Rao and Mallaiah T.Y identifying the external forces or trends that affect the organization is an integral part of the organization’s strategic plan. Through a process called environmental scanning, organizations systematically gather and analyze all relevant data about external opportunities and threats that may affect them at present and in the future. Over 82 of the people are satisfied across all strata’s with their career advancement opportunities. In this study, survey indicates that the satisfaction about career advancement opportunities is fairly uniformly distributed across all age groups. Results also indicate that satisfaction about capability utilization is uniformly distributed across both teaching and non-teaching groups\textsuperscript{92}.

Roshan Lal, Sarabjit Singh Shergill 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. A teacher can perform to the maximum of his 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, otherwise 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. In the light of this background, the aim of this study is to analyze the job satisfaction level among the male and female teachers of Degree Colleges. This paper is an endeavor towards

analyzing the attitude of the male and female teachers of Degree Colleges towards education\textsuperscript{93}.

1.4 SCOPE OF THE STUDY

The present study is related to the Job Satisfaction of Teachers working in Self Financed Arts & Science Colleges in Kanyakumari District. The study covers factors influencing job satisfaction, the relationship between socio-economic factors, personal, motivational, job related and organizational factors influencing job satisfaction problems faced by the Self Financed College Teachers and steps to reduce problems.

1.5 OPERATIONAL DEFINITIONS

1.5.1 Self-financed College

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

1.5.2 Self-financed in Aided College

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

1.5.3 Job Satisfaction

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

1.6 OBJECTIVES OF THE STUDY

1. To analyse the socio-economic variables and job satisfaction of College Teachers
2. To study the personal factors influencing job satisfaction
3. To evaluate teachers’ opinion on organisational & job related factors
4. To identify the motivational factors which contribute job satisfaction to the teachers.
5. To analyse the problems faced by College Teachers and suggest measures to reduce them.
6. To offer suitable suggestions for improving their job satisfaction

1.7 METHODOLOGY

This section describes the methodology adopted for the study, which includes collection of data, construction of questionnaire and framework of analysis.

1.7.1 Collection of data

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

1.7.2 Construction of questionnaire

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

There are twelve Aided Colleges and nine Self-financed Colleges functioning in Kanyakumari District. 10 aided colleges and 9 self-financed colleges were taken for the study.

Teachers working in pure Self-financed Colleges are taken as Self-financed Teachers and Teachers working as Self-financed Teachers in Aided Colleges are taken as Self-financed in Aided Colleges.

As per the records of the College calendar 2013-14, the total number of Teachers working in Self-financed Colleges and Self-financed in Aided Colleges are 567 and 413 respectively. Due care was taken while choosing the Teachers from Colleges. 25 percent of Teachers were taken as sample in each of the Colleges. Thus, 142 Teachers from the Self-financed Colleges and 102 Teachers from the Self-financed in Aided Colleges were selected by stratified Random Sampling Method. Data were collected from 142 Self-financed College Teachers and 102 Self-financed in Aided College Teachers, totaling 244 Teachers. Sampling plan is presented in Table 1.1, 1.2.
### TABLE 1.1

**SAMPLING PLAN FOR SELF-FINANCED COLLEGES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Year of establishment</th>
<th>Total Teachers</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annai Velankanni College</td>
<td>1987</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>3.</td>
<td>Muslim Arts College</td>
<td>1982</td>
<td>118</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>N.I. Arts &amp; Science College</td>
<td>2001</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>5.</td>
<td>Sivanthi Adithanar College</td>
<td>1984</td>
<td>84</td>
<td>21</td>
</tr>
<tr>
<td>7.</td>
<td>St. John’s College</td>
<td>2009</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Udaya College of Arts &amp; Science</td>
<td>2006</td>
<td>78</td>
<td>19</td>
</tr>
<tr>
<td>9.</td>
<td>V.T.M. College of Arts &amp; Science</td>
<td>2004</td>
<td>37</td>
<td>9</td>
</tr>
</tbody>
</table>

| Total   | 567               | 142                  |

Source: College Calendars 2013-14
### TABLE 1.2

**SAMPLING PLAN FOR SELF-FINANCED IN AIDED COLLEGES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Year of establishment</th>
<th>Total Teachers</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arignar Anna College</td>
<td>1970</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Holy Cross College</td>
<td>1965</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Lakshmipuram College</td>
<td>1964</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Nesamony Memorial Christian College</td>
<td>1964</td>
<td>84</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Pioneer Kumaraswamy College</td>
<td>1967</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Scott Christian College</td>
<td>1893</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>S.T. Hindu College</td>
<td>1952</td>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>8.</td>
<td>Sree Ayyappa College</td>
<td>1969</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Sri Devi Kumari Women’s College</td>
<td>1965</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>St. Jude’s College</td>
<td>1980</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Vivekananda College</td>
<td>1965</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>Women’s Christian College</td>
<td>1973</td>
<td>70</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>413</td>
<td>102</td>
</tr>
</tbody>
</table>

Source: College Calendars 2013-14

### 1.7.4 Field work and data collection

The Researcher carried out the field work for the study during the period from January 2013 to March 2014. The required information was collected through a questionnaire. The questionnaire was administered to the College Teachers individually and explained the purpose and importance of the study and the way in
which they have to answer different items. Sufficient time was given to the Teachers to respond to the items.

1.7.5 Framework of analysis

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

**TABLE 1.3**

**NUMERICAL WEIGHTS GIVEN TO THE ALTERNATIVE RESPONSES**

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

Subsequently the data was analyzed by using relevant statistical techniques like Percentages, Factor Analysis, Multiple Regression and ‘F’ test and ‘t’ test.

1.7.5 (l) One-way Analysis of Variance

The analysis of variance has been administered to examine the association between the personal profile variable and professional profile variable with the analysis of variance technique developed by R.A. Fisher in 1920’s and is calculated with the help of the following formula.
\[
F = \frac{\text{variances between samples}}{\text{variances within samples}}
\]

1.7.5 (2) Multiple Regression Analysis

Multiple regression analysis is used when there is one dependable variable and more than one independent variable. Both these independent and dependent variables are in interval scale. The impact of independent variables on the dependent variable is measured with the help of multiple regression. The fitted regression model is

\[y = a + b_1 X_1 + b_2 X_2 + \ldots + b_n X_n + e\]

1.7.5 (3) Factor Analysis

Bartlett’s test of sphericity is used to test whether the correlation matrix is an identity matrix and Kaiser – Meyer – Olkin (KMO) measure of sampling adequacy is used to test the suitability of factor analysis.

Factor analysis is a statistical technique for determining the underlying factors among a large number of interdependent variables. It is the method for extracting common factor variances from a set of observations. It groups the number of variables into a smaller set of uncontrolled factors. The inter-relationship among the variables is examined through the component matrix. Principle components, although the component matrix indicates the relationship between the factors and the individual variables, is usually difficult to identify meaningful factors based on this matrix. Hence, factor analysis is applied. The co-efficient used to express a standardized variable in terms of the factors is called factor loadings, since
they indicate how much weight is assigned to each other. The factor which has a larger co-efficient for a variable, is closely related to that variable. Eigen value indicates the relative importance of each factor in accounting the particular set of variables being analyzed.

In order to reduce the number factors are related. The rotation increases the quality of interpretation of factors. Varimax rotation method is used to rotate the factors.

1.7.5 (4) Descriptive statistics

Descriptive statistics like percentage analysis is used to describe the socio-economic and demographic variables of the sample respondents and are suitably used for various other responses also.

Hypothesis framed

1. There is no significant relationship between socio-economic conditions and personal factors.
2. There is no association between perception towards principal and socio economic profile of the respondents.
3. There is no association between perception towards management and socio economic profile of the respondents
4. There is no association between perception towards students and socio economic profile of the respondents
5. There is no association between perception towards work activities and socio economic profile of the respondents
6. a) There is no association between perception towards technology provided and socio-economic profile of the respondents  
    b) There is no association between perception towards canteen facilities provided and socio-economic profile of the respondents  
    c) There is no association between perception towards infrastructural facilities provided and socio-economic profile of the respondents  
    d) There is no association between perception towards library facilities provided and socio-economic profile of the respondents  

7. There is no association between perception towards salary and promotion potential provided and socio-economic profile of the respondents  

8. There is no association between perception towards additional factors provided and socio-economic profile of the respondents  

1.7.5 (5) Discriminant Analysis  

Discriminant analysis is used to find out the variables that discriminate the job satisfaction among male and female respondents. Discriminant function analysis is used to determine which continuous variables discriminate between two or more naturally occurring groups. The model is composed of a discriminant function based on linear combinations of predictor variables.  

Wilk’s lambda is used in an ANOVA (F) test of mean differences in DA, such that the smaller the lambda for an independent variable, the more that variable contributes to the discriminant function. Lambda varies from 0 to 1, where 0 mean that group means differ (thus the more the variable differentiates the groups), and 1
mean that all group means are the same. The F test of Wilk’s lambda shows for which variables’ contributions are significant.

1.7.5 (6) T - TEST

The t-test used to find out the significant differences among the male and female teachers. The t-statistics is calculated by

\[ t = \frac{\bar{X}_1 - \bar{X}_2}{S} \sqrt{\frac{n_1 n_2}{n_1 + n_2}} \]

\[ S = \sqrt{\frac{\sum (\bar{X}_1 - \bar{X}_2)^2 + \sum (\bar{X}_2 - \bar{X}_1)^2} {n_1 + n_2 - 2}} \]

Where  \( \bar{X}_1 = \) Means male population

\( \bar{X}_2 = \) Means female population

\( n_1 = \) No of male teachers

\( n_2 = \) No of female teachers

1.8 RESEARCH GAP

Even though there are many studies related to Job Satisfaction of Teachers especially Job Satisfaction of Higher Secondary School Teachers, Matriculation School Teachers etc, available there is no exclusive study on the topic, ‘Job Satisfaction of Self-financed College Teachers in Kanyakumari District’. The present study makes an attempt to fill up the research gap.
1.9 LIMITATIONS OF THE STUDY

The present study is subjected to the following limitations.

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

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

3. Only colleges that are established before 2010 have been selected for the study.

1.10 CHAPTER SCHEME

The present Study, “Job Satisfaction of Teachers in the Self Financed Arts & Science Colleges of the Kanyakumari District” is organized in six chapters.

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

The Second Chapter deals with the profile of the study area.

Job satisfaction and the analysis of socio-economic profile of the respondents and personal factors relating to profession are dealt with in the Third Chapter.

The Fourth Chapter deals with ‘Job Satisfaction – An Analytical Perspective’ and deals with the attitude towards job satisfaction and analyzes the organisational factors and job satisfaction, job related factors and job satisfaction
The Fifth Chapter contains motivational factors to prefer teaching profession, problems faced by self-financed college Teachers and steps to reduce the problems.

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