CHAPTER – I

INTRODUCTION AND DESIGN OF THE STUDY

INTRODUCTION

Job satisfaction is the state of feelings towards the job undertaken by an employee either positively or negatively. Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job."¹ It is an affective reaction to one’s job;"² It is also called an attitude towards one’s job."³

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. “Okpara (2005) observed on job satisfaction: “as senior faculty members retire at the leading U.S. universities over the next decade, it is increasingly likely that they will be replaced by younger faculty members who are women, under-represented minorities or foreign-born scholars. This changing landscape of faculty members at U.S. universities will require that university administrators deal with issues related to faculty job satisfaction across a variety of personal and professional dimensions.”⁴

A similar situation is prevailing in India after privatization in educational institution; hence it stresses the importance of studying job satisfaction among teaching faculty. “According to Aydinay et.al., (1996)

³Ibid
the studies conducted on teachers’ job satisfaction, it was found that job satisfaction levels were higher among teachers working in private schools than among those working in state schools; these levels are higher among female teachers than male teachers, among teachers who thought their income was adequate and among teachers with over 10 years of service.”

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 programmes, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire 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 a teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past, and creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaff, and 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. Hence retention of high quality teachers becomes important. It is also important to understand the factors behind the retention of the good teachers. One such factor behind the retention of the good teacher is job satisfaction.

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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 the standard of education is falling. Teachers are dissatisfied in spite of different plans and programmes, which have been implemented to improve their job. Job satisfaction consists of total body of feeling towards the nature of job, promotion and of supervision etc that an individual has in his job. If the sum total of influence of these factors gives a rise to feelings of satisfaction, the individual has job satisfaction.

Husne Demirela et.al, (2008) has observed that “There are many studies in India and abroad which examine the job satisfaction of teachers. These studies dealt with job satisfaction and the factors which affect job satisfaction such as, salary, gender, school administration, and counselling, working conditions mostly in schools, Government Colleges and University.” However, virtually none of these studies were concerned with private college teaching faculty satisfaction. Hence the present thesis attempts to study the job satisfaction among the teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University, Tiruchirappalli.

**IMPORTANCE OF JOB SATISFACTION**

(Moser, 1997) proclaimed that Job satisfaction is very important and its absence would often lead to lethargy and reduced Organizational commitment.” Alexander et al., (1998) observed that the lack of job

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6 Hüsne Demirela, Gürcü Koç Erdamarb Examining the relationship between job satisfaction and family ties of turkish primary school teachers, *Vocational Education Faculty, Gazi University, Ankara and Turkey* Received October 8, 2008; revised December 10, 2008; accepted January 2, 2009

satisfaction is a predictor of quitting a job."\(^8\) "Further Organ, D. W., & Ryan, K. [1995] have stated that Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship, absenteeism, and turnover."\(^9\) "And Mount, M., Ilies, R., & Johnson, E. [2006] have described in his study that job satisfaction partially mediates the relationship of personality variables and deviant work behaviours."\(^10\)

“One common research finding is that job satisfaction is correlated with life satisfaction."\(^11\) “This correlation is reciprocal. Many people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life.”\(^12\) An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another. “It is often cited in the media and in some non-academic management literature.

There is a strong evidence that organizational commitment is affected positively by job satisfaction Dubinsky and Hartley, [1986]\(^13\) particularly in sales Hunt et al., [1984]. “The greater the salespeople’s

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job satisfaction, the greater their organizational commitment.”

“Between 1970 and 1975, Knight, [1978] found that 263 Ohio agriculture teachers left the profession for reasons other than retirement or death.”

“Similarly, Morgan, [1988] concluded that approximately 11 percent of all secondary agriculture teachers left the profession annually for reasons other than death or retirement. Is there a causal link between leaving the profession and job satisfaction? If one can hypothesize that there is any causal link, then it becomes important that agricultural educators assess the level of job satisfaction among agriculture teachers.”

“Low levels of job satisfaction and high rates of burnout and attrition are common among behavioural health providers serving challenging patient populations Bingham et al., [2002].” From the above one could understand how job satisfaction is important to both Industry and service sectors. Job dissatisfaction would lead to turnover, absenteeism and loss of productivity.

**JOB SATISFACTION AND PRODUCTIVITY**

“It has been postulated that high level of satisfaction would lead to high level of performance. High levels of performance may provide rewards in terms of bonus, promotion, pay increase, new task, responsibilities, praise and recognition, which in turn lead to satisfaction. When performance leads to equitable rewards, it is predicted that high satisfaction will result. Therefore, satisfaction rather than causing

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performance is caused by it. Both performance and satisfaction can serve as dependent variables Locke, et al., [1970].

"Worker satisfaction and productivity appear to be affected by both job content and context factors.

The relationship between worker satisfaction and productivity could be viewed as given below: (1) satisfaction leads to productivity, (2) productivity leads to satisfaction, and (3) satisfaction–productivity relationship is affected by a number of variables. Attempts have been made by researchers for more than two decades to establish a meaningful or significant relationship between worker satisfaction and productivity. Such attempts, however, have been largely unsuccessful. Standard or goal-setting and performance feedback are considered to have motivating effects on worker performance and they affect worker satisfaction.

Research studies have shown that specific hard goals produce better performance than 'do your best' or easy goals Locke, et al., [1984]. Hence job satisfaction is closely correlated to the productivity or performance of the employees in an organization.

**SELF FINANCING COLLEGE**

In India, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually for commercial reasons in professional and in higher education to meet the growing demands.

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Privatization of higher education has emerged in several forms and types in the recent decade in India. 1) Privatization within government higher educational institutions takes place in the form of introducing self-financing courses. 2) Converting government-aided private institutions into private self financing institutions; 3) Allowing self-financing private institutions with recognition and also without recognition to expand, which may be termed as commercial private higher education institutions.

According to the survey report of the National Assessment and Accreditation Council, 2008, there are 17625 colleges in the country. Out of these, only 14000 colleges come under the purview of UGC’S system. Only 40% colleges are reorganized under the 2(f), which means 60 % of the colleges in our country are not assessed and they are without minimum qualifications.

There are 42 % of the institutions privately owned and run catering to 37 % of the students enrolled in the higher education that is 3.1 million out of 8.4 million. Further, human resources demand in India is increasing 18 % ever year but growth of higher education is only 11%; hence the need for privately owned institutions is expanding. Government and Universities have granted recognition /affiliation to unaided colleges and many Universities have authorized new self-financing courses even in government and aided colleges.

**WHY IS JOB SATISFACTION IMPORTANT FOR TEACHING FACULTY?**

Teaching faculty is the most important group of professionals for our nation’s future. They are producing good leaders, economists and
scientists etc. to the nation. Apart from this, they are safeguarding society through eradicating ignorance and inequalities among the people in the society. “It is estimated that in 20,918 colleges in the country, 1.86 crore of students are being trained up by these professionals.

Hence teaching faculty at college level is more responsible than any other professionals in the world, as per the confidential report by the National Assessment and Accreditation council, which is affiliated to the University Grants Commission (UGC). It expressed the concern over the fact that 68 % of the country’s universities and 90 % of its colleges are” of middling or poor quality” and that well over half of the faculty in India’s colleges do not have the appropriate degree qualifications.”

As of now, more than 50 % higher education in India is imparted through private institutions and job satisfaction amongst teaching faculty is also quite low. A highly quality of teaching staff is the corner stone of a successful educational system. Daily interaction between teachers and students is the centre of the education process: Attracting and retaining high quality teachers is thus a prime necessity for higher education in India.

It is an important thing to understand the factors behind the retention of the high quality faculty in higher education. One such factor is job satisfaction. Job satisfaction is one factor behind the retention of high quality faculty in higher educational institutions in India. Hence an attempt is made by the researcher to evaluate the job satisfaction amongst teaching faculty of the self financing colleges affiliated to Bharathidasan University.

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20 Chronicle of Higher education (CHE),July 6,2007
PROBLEM FOCUS

Job satisfaction is a set of feeling, thought, emotion and intentions with which the workers view their work. Job satisfaction is an effective attitude towards the overall job related dimensions and factors such as workplace conditions, compensation, infrastructure, professional development and others. Job satisfaction creates intangible benefits to the organization which include reduction in complaints and grievances, absenteeism, turnover and termination.

Andrew Carnegie is clearly depicting the role of job satisfied employees in an organization. Although there are many job satisfaction studies focusing on industrial and organizational setting, there is only less literature on job satisfaction of academic faculty. Pearson and Seiler view that this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting.

Since 1993 there have been a number of mushrooming self financing Arts and Science Colleges in India after the introduction of the new economic policy. In India over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education to meet the growing demand. Privatization of higher education has emerged in several forms and types in the recent decade in India.

It is indispensable to understand the level of Job satisfaction of employees and the teaching faculty of self financing colleges, because the level of job satisfaction attained by employees would help to frame strategies not only to improve the satisfaction level but also for the efficient practice of privatization policy. Tiruchirappalli is the centre of
Tamil Nadu where Bharathidasan University is functioning. It covers 60 self financing Arts and Science colleges apart from other aided colleges across 8 districts. Therefore the researcher has chosen to study job satisfaction among the teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University.

**OBJECTIVES OF THE STUDY**

1. To study the Job satisfaction level among the teaching faculty towards the workplace conditions of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
2. To know the job satisfaction level among the teaching faculty towards the compensation of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
3. To understand the job satisfaction level among the teaching faculty towards the Infrastructure of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
4. To analyze the job satisfaction level among the teaching faculty towards the professional development of self financing Arts and Science Colleges affiliated to Bharathidasan University.
5. To offer suggestions for improved job satisfaction level of teaching faculty working in Self financing Arts & Science Colleges affiliated to Bharathidasan University.

**HYPOTHESES OF THE STUDY**

1. There is a significant difference between the gender of the respondents and their overall job satisfaction.
2. There is a significant association between the age of the respondents and their overall job satisfaction.
3. There is a significant difference between the marital status of the respondents and their overall job satisfaction.

4. There is a significant difference between the educational qualifications of the respondents and their overall job satisfaction.

5. There is a significant difference between the experience of the respondents and their overall job satisfaction.

6. There is a significant difference between the course of the respondents and their overall job satisfaction

7. There is a significant difference between various departments of the respondents and their overall job satisfaction.

8. There is a significant difference between the income of the respondents and their overall job satisfaction

9. There is a significant difference between the gender of the respondents and their professional development.

10. There is a significant difference between the marital status of the respondents and the job satisfaction towards the compensation.

**METHODOLOGY**

There are 60 self financing arts and science colleges affiliated to Bharathidasan University, Tiruchirappalli. The total number of teaching faculty employed in all these 60 self financing colleges is 2863. This study is designed to collect primary data from a sample size of 400 respondents, which is 14% of the universe, who are selected under proportionate stratified simple random sampling techniques.
In order to retain objectivity every attempt was made to take an unbiased sample. This study is a combination of both exploratory and descriptive one in nature. A well structured questionnaire was prepared considering 4 major dimensions such as workplace conditions, compensation, infrastructure and professional development for calculating the level of job satisfaction among the teaching faculty of self financing Arts and Science Colleges. There are 105 questions excluding 12 personal profile questions. The reliability and validity of the questionnaire on the basis of Alpha value is 75.76 %, for the 105 items and N= 400.
The questionnaire consists of two sections. First section deals with personal information and second section deals with four clusters of variable which were analyzed to determine teachers’ job satisfaction. The specific variable in the cluster are as follows:

Personal Data such as Name, Name of the Institution, Gender, Age, Marital Status, Designation, Educational Qualifications, Nature of appointment, Experience, Course, Department and Monthly salary.

Workplace conditions covers nature of the management, decision making opportunity, discharge of routine work, interpersonal relation, parental care and parent support, student’s attitude and involvement and students’ behaviour.

Compensation such as salary, allowance, other benefits and rewards and awards.

Infrastructure facilities, questions related to infrastructure in terms of physical environmental, infrastructure in terms of general, infrastructure in terms of Lab/Library and infrastructure in terms of teaching aids.

Professional Development such as professional development and higher studies, professional development and governmental program, professional development seminars and conference and professional development and funding project and consultancy services.

The pilot study had encouraged the researcher to restructure questionnaire; it identified the defects in the questionnaire and helped the researcher to add as well as remove the questions in the questionnaire. The researcher collects the reviews and secondary data
from the various sources such as research study, survey reports, magazines, news paper, university website, internet and books.

STATISTICAL TECHNIQUES

The researcher had applied the relevant statistical tools to analyse the multivariate variable by using chi square test, mean, standard deviation, cross tabulation, student ‘t’ Test, One – way ANOVA, Inter correlated matrix correlation, Npar mann Whitney test and five point scale measurement in order to find out the qualitative degree of relationship existing between measures of different categories. Besides percentage analysis is made to show the results with the help of pictographic presentation.

SCOPE OF THE STUDY

This study covers the analysis of job satisfaction level attained by teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University, Tiruchirappalli. This study considers four dimensions namely workplace conditions, compensation, infrastructure and professional development for evaluating the level of job satisfaction attained by teaching faculty. Under the workplace conditions there are six variable and the rest of the three dimensions there are four variable each to extract the job satisfaction level of the teaching faculty.

LIMITATIONS OF THE STUDY

1. This study ignores the self financing Arts and Science courses offered by Aided Colleges and Government Colleges affiliated to Bharathidasan University
2. This study is restricted to teaching faculty only, and does not include non teaching staff members of self financing Arts and Science colleges.

3. This study does not cover any self financing Arts and Science colleges which obtained affiliation from Bharathidasan University after 2009.

4. The application of the present study cannot be substantiated with other colleges operating in the different states and other places.

**ORGANIZATION OF THE THESIS**

The thesis is organized into the following five chapters.

**Chapter I: INTRODUCTION AND DESIGN OF THE STUDY**

The first chapter presents the introduction, importance of job satisfaction, job satisfaction and productivity, self financing college, why the job satisfaction is important for teaching faculty, problem focus, objectives of the study, hypotheses, methodology, statistical tools, scope of the study, and limitation of the study and organization of the thesis.

**Chapter II: CONCEPTS AND REVIEW OF LITERATURE**

The second chapter deals with the concepts and review of related literature.

**Chapter III: PROFILE OF THE STUDY AREA**

The third chapter deals with profile of the study area and study unit.
Chapter IV: ANALYSIS AND INTERPRETATION OF THE DATA

The fourth chapter deals with the analysis and interpretation of the parameters framed and dimensions of each parameter such as personal data, workplace conditions, compensation, infrastructure, professional development opportunities and overall job satisfaction of the teaching faculty of self financing Arts and Science colleges affiliated to Bharathidasan University.

Chapter V: SUMMARY OF FINDING, SUGGESTIONS, RECOMMENDATION AND CONCLUSION

The fifth chapter sums up all the findings of the study, suggestions and conclusion. This chapter also includes an action plan and recommendation to the university and government for improving higher education in the state of Tamil Nadu

The next chapter deals with the concepts and review of related literature.