



## FACTORS INFLUENCING THE JOB SATISFACTION OF SELF-FINANCING ENGINEERING COLLEGE TEACHERS IN TRICHY

G Deepak<sup>1</sup> and M Arivazhagan<sup>2</sup>

<sup>1&2</sup> Assistant Professor, Department of Management Studies  
Srimad Andavan Arts and Science College, T. V Kovil.

E- Mail : deepak@andavancollege.ac.in

### ABSTRACT

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. This study covers the analysis of job satisfaction level attained by teaching faculty of self-financing engineering Colleges in Trichy. This study considers four dimensions namely workplace conditions, compensation, infrastructure and professional development for evaluating the level of job satisfaction attained by teaching faculty. The objective of the study is To measure the level of job satisfaction among teachers working in self-financing engineering college in Trichy. To identify the factors influencing the job satisfaction of self-financing engineering college teachers in Trichy. The primary data were collected with the help of a questionnaire of Job Satisfaction Of Self Financing Engineering College Teachers To A Simple Random Sample Of 100 Respondents In Trichy. The data collected were analysed with the statistical tools of chi-square and ANOVAs. The study shows that Workplace conditions, professional development and infrastructure significantly creates overall job satisfaction of the teaching faculty, strategic attention need to be given specifically for the compensation dimension which is closely associated with overall job satisfaction.

### INTRODUCTION TO THE STUDY

A teacher, who is happy with his job, plays a pivotal role in Improvement of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. This study covers the analysis of job satisfaction level attained by teaching faculty of self-financing engineering Colleges in Trichy. A dissatisfied teacher can become irritable and may create tensions which can have

negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city Umme (1999) concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction.

### **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. Why vocational agriculture teachers in Ohio leave teaching.

### **Relationship among Motivation, Attitude and Job Satisfaction**

Motivation implies the willingness to work or produce. A person may be talented and equipped with all kinds of abilities & skills but may have no will to work. Satisfaction, on the other hand, implies a positive emotional state which may be totally unrelated to productivity. Similarly in the literature the terms job attitude and job satisfaction are used interchangeably. However a closer analysis may reveal that perhaps, they measure two different anchor points. Attitudes are predispositions that make the individual behave in a characteristic way across the situations.

### **Determinants of Job Satisfaction**

According to Abraham A. Korman, there are two types of variables which determine the job satisfaction of an individual. These are:

- 1) Organizational variables; and
- 2) Personal Variables.

## **OBJECTIVES OF THE STUDY**

1. To measure the level of job satisfaction among teachers working in self-financing engineering college in Trichy
2. To identify the factors influencing the job satisfaction of self-financing engineering college teachers in Trichy.
3. To analyze the impact of socio-economic variables on job satisfaction of engineering college teachers.
4. To provide suitable suggestions for the improvement of Job satisfaction of college teachers.

## **REVIEW OF THE LITERATURE**

**Clark (1997)**<sup>1</sup> an economist, is the first researcher who has explicitly attempted to address this issue with empirical rigor and his work remains one of the sophisticated studies on this topic. Clark has proposed four explanations to the observed gender satisfaction gap. The first explanation offered is that the gap in satisfaction between women and men reflects the overall difference in personal and job characteristics between the two sexes. Second, similar to Hakim's idea that women and men differ in life goals, he suggests that self-reported job satisfaction levels may be associated with individuals' orientations or values in the work setting and different work incentives may play a role in shaping the gender difference. Third, the fact that fewer women 50 than men work suggests that there might be a selection bias behind the puzzle. That is, women who are not happy with their jobs may have already withdrawn from the labour market, leaving solely happy women in the employee samples. Finally, Clark points out that not only absolute income but relative income (which can be defined as the difference between absolute income and expected income) also matters in determining job satisfaction and the latter form of income is probably more useful in explaining the gender satisfaction differential as women may have lower expectation of income. Using data from the 1991 BPHS survey, he has tested those hypotheses and found the first three explanations cannot account for the gender gap in satisfaction. Only the last relative income hypothesis has gained partial support by the finding that the satisfaction difference disappears for the young, the higher-educated, professional and those in male-dominated work places.

**Mertler, Craig A (2002)<sup>2</sup>** in their study Asks 710 middle and high school teachers to respond to several questions including their overall level of job satisfaction, teacher motivation in general, and performance incentives. Findings revealed the differences in job satisfaction based on gender, age, and career stage. They also revealed gender and location (suburban, urban, rural) differences in knowing unmotivated teachers. (PKP) .

**Harigopal and Kumar,(2014, 2015)<sup>3</sup>** Job level has turned out to be a moderator of stress well-being relationship suggested that as one moved down from the top through middle to the bottom organisational level, the role conflict mean values increased. Natha reported that role conflict decreased with the increase in job- tenureinan organisation.

**(Roxana,2017). Katzel (2017)<sup>4</sup>** Cultural support did not appear to be directly related to stress. No significant differences were found regarding the amount of stress reported by Hispanic and non-Hispanic psychologists found that excessive experienced tension on the job may even affect the quality of work life in organisations.

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data note that your research problem determines the type of design you can use, not the other way around. The researcher has adopted descriptive research.

### **DESCRIPTIVE RESEARCH**

Descriptive research designs help provide answer to the questions of who, what, where and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe “what exists” with respect to variables or conditions in a situation.

### **SAMPLING DESIGN**

The researcher has adopted simple random sampling to collect the data.

## SAMPLE SIZE

The total number of respondents selected for the study is termed as sample size. The sample size of the study is 100.

## DATA COLLECTION

The nature of the data is both primary and secondary data.

## TOOLS USED

1. Chi-Square test
2. One way ANOVA
3. Weighted average

## LIMITATIONS OF THE STUDY

1. The researcher has concentrated only in few self-financing engineering college in Trichy region.
2. Time factor was also involved as the teachers were preoccupied with their official work.
3. Respondents would not have provided accurate information.

## DEMOGRAPHIC PROFILE

		Frequency	Percent
<b>Age</b>	20-30 years	51	51.0
	30-40 years	31	31.0
	40-50 years	18	18.0
<b>Gender</b>	Male	50	50%
	Female	50	50%
<b>Income</b>	5000-10000	35	35.0
	10001-15001	41	41.0
	15001-20000	17	17.0
	20001-25000	5	5.0
	25000-above	2	2.0
<b>EDUCATIONAL QUALIFICATION</b>	UG	15	15.0
	PG	68	68.0
	PhD	17	17.0
<b>Family Type</b>	Nuclear	65	54%
	Joint	55	46%
<b>Occupation</b>	Student	14	17%

	Private Employee	48	40%
	Government Employee	37	31%
	House Wife	21	12%
Work Experience	0-2 years	30	30.0
	2-4 years	27	27.0
	4-6 years	17	17.0
	6-8 years	13	13.0
	Above 8 years	13	13.0

### Inference

From the above table it is inferred that 51% of the respondents belongs to the age group of 21-30, 31% of the respondents are belongs to the age group of 31-40, 18% of the respondents are belongs to the age group of 41-50 .Thus majority of the respondents belong to the age group of 21-30 years. From the above table it is inferred that 50% of the respondents are male and 50% of the respondents are female. From the above table it is inferred that 68% of the respondents having educational qualification of PG, 17% of the respondents having educational qualification Ph.D. and 15% of the respondents having educational qualification UG.

From the above table it is inferred that 30% of the respondents having work experience are 0-2 years, 27% of the respondents are 2-4 years, 17% of the respondents are 4-6 years, 13% of the respondents are 6-8 years and 13% of the respondents are above 8 years. From the above table it is inferred that 41% of the respondents are having monthly income of Rs. 15001-Rs.25000, 35% of the respondents are having monthly income 15000, 17% of the respondents are having monthly income 25001-30000, 5% of the respondents are having monthly income 35001-40000 and 2% of the respondents are having monthly income above 40000.

### DISTRIBUTION OF THE RESPONDENTS BASED ON SALARY

S. No	Particulars	Frequency	Percentage
1	Satisfactory	39	39.0
2	Just adequate	33	33.0
3	Inadequate	28	28.0
	Total	100	100.

**Inference:** From the above table it is inferred that 39% of the respondents are feel salary is satisfied, and 33% of the respondents feel just adequate, and 28% of the respondents are says inadequate.

**DISTRIBUTION OF THE RESPONDENTS BASED ON ANNUAL INCREMENT**

S. No	Particulars	Frequency	Percentage
1	Satisfactory	27	27.0
2	Just adequate	38	38.0
3	Inadequate	35	35.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference**

From the above table it is inferred that 38% of the respondents are feel just adequate on annual increment, and 35% of the respondents are feel inadequate on annual increment, and 27% of the respondents are feel satisfied .

**DISTRIBUTION OF THE RESPONDENTS BASED ON INFRASTRUCTURAL FACILITY**

S. No	Particulars	Frequency	Percentage
1	Satisfactory	41	41.0
2	Just adequate	43	43.0
3	Inadequate	16	16.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference**

From the above table it is inferred that 43% of the respondents are feel infrastructural facility of the college is just adequate, and 41% of the respondents are feel infrastructural facility of the college is satisfactory, and 16% of the respondents are feel infrastructural facility of the college is inadequate

**DISTRIBUTION OF THE RESPONDENTS BASED ON EMOLUMENTS**

S. No	Particulars	Frequency	Percentage
1	Satisfactory	35	35.0
2	moderately satisfactory	52	52.0
3	Least satisfactory	13	13.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above it is inferred that 52% say moderately satisfactory are emoluments available in the college and 35% are satisfied with emoluments available in the college, and 13% are less satisfied with emoluments available in the college.

**DISTRIBUTION OF THE RESPONDENTS BASED ON FREEDOM TO EXPRESS IDEAS AND OPINIONS**

S. No	Particulars	Frequency	Percentage
1	Freely	40	40.0
2	Cautiously	50	50.0
3	Not at all	10	10.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:**

From the above table it is inferred that 50% of the respondents are say cautiously to express views, 40% of the respondents are say freedom to express of views, 10% of the respondents not express view from the departments.

**DISTRIBUTION OF THE RESPONDENTS BASED ON JOB SECURITY**

S. No	Particulars	Frequency	Percentage
1	To the all fullest extent	27	27.0
2	To some extent	53	53.0
3	Not at all	20	20.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above table it is inferred that 53% of the respondents are say job security is extent, 27% of the respondents job security is permanent, 20% of the respondents having fear about the job security.

**DISTRIBUTION OF THE RESPONDENTS BASED ON WORK LOAD**

S. No	Particulars	Frequency	Percentage
1	Most adequate	41	41.0
2	Adequate	53	53.0
3	Not adequate	6	6.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above table it is inferred that 53% of the respondents feel adequate for work load the college, 41% of the respondents feel most adequate for the work load the college, 6% of the respondents not adequate work load available in the college.

**DISTRIBUTION OF THE RESPONDENTS BASED ON CLASS ROOM TEACHING**

S. No	Particulars	Frequency	Percentage
1	Very much	75	75.0
2	Moderately	22	22.0
3	Not at all	3	3.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above table it is inferred that 75% of the respondents are very much enjoying class room teaching, 22% of the respondents are say moderately for enjoy class room teaching, 3% of the respondents are not satisfied with class room teaching.



**DISTRIBUTION OF THE RESPONDENTS BASED ON PREPARATION FOR TEACHING**

S. No	Particulars	Frequency	Percentage
1	Satisfactory	78	78.0
2	Moderately satisfactory	21	21.0
3	Least satisfactory	1	1.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above table it is inferred that 78% of the respondents are satisfied with preparation for teaching subject, 21% of the respondents are moderately satisfied with preparation for teaching the subject, 1% of the respondents are less satisfied with preparation for teaching the subject.

**DISTRIBUTION OF THE RESPONDENTS BASED ON CONTINUE WORKING SAME MANAGEMENT**

S. No	Particulars	Frequency	Percentage
1	Yes	45	45.0
2	Not sure	50	50.0
3	Not at all	5	5.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Inference:** From the above table it is inferred that 50% of the respondents for not sure about like to continue working under the same management, 45% of the respondents are willing to continue working under same management, 5% of the respondents are not at all willing to continue working under the same management.

**CHI-SQUARE ANALYSIS**

**TO FIND OUT THE ASSOCIATION BETWEEN AGE AND INFRASTRUCTURAL FACILITIES**

**Null Hypothesis:** There is no association between age and infrastructural facilities

**Alternate Hypothesis:** There is an association between age and infrastructural facilities

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.217 <sup>a</sup>	6	.013
Likelihood Ratio	17.631	6	.007
Linear-by-Linear Association	11.066	1	.001
N of Valid Cases	100		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .32.

**Levels of significance: 0.05**

**Inference:**

since the chi-square value is significant at 0.05 significance level, we accept the alternate hypothesis and reject the null hypothesis. Thus there is an association between age and infrastructural facilities.

**TO FIND OUT THE ASSOCIATION BETWEEN EXPERIENCE AND JOB SECURITY**

**Null Hypothesis:** There is no association between Experience and job security

**Alternate Hypothesis:** There is an association between Experience and security

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.853 <sup>a</sup>	8	.022
Likelihood Ratio	19.145	8	.014
Linear-by-Linear Association	13.299	1	.000
N of Valid Cases	100		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is 2.60.

**Levels of significance: 0.05**

**Inference:** Since the chi-square value is significant at 0.05 significance level, we accept the alternate hypothesis and reject the null hypothesis. Thus there is an association between Experience and job security.

**ANNOVA**

**TO FIND OUT THE SIGNIFICANT DIFFERENCE BETWEEN JOB SECURITY AND OPPORTUNITIES FOR PROFESSIONAL ADVANCEMENT**

**Null Hypothesis:** There is no significant difference between Job security and opportunities for professional advancement

**Alternate Hypothesis:** There is a significant difference between Job security and opportunities for professional advancement

**ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.691	2	9.845	35.609	.000
Within Groups	26.819	97	.276		
Total	46.510	99			

**Significance level: 0.05**

**Inference:**

The above table shows that F value is significant at 0.05 levels. Therefore we reject the null hypothesis and accept the alternative hypothesis. Hence it can be concluded that there is a significant difference between Job security and opportunities for professional advancement.

**WEIGHTED AVERAGE METHOD**

**SUPPORTING FACTORS OF JOB SATISFACTION**

S. No	Particulars	Weighted average	Rank
1	Pay benefits	10.7	6
2	Opportunity to use your talents	12.3	3
3	Job security	9.9	7
4	Promotion opportunities	11.3	5
5	Recognition for achievement	11.4	4
6	Relationship with heads	12.6	2
7	Ability to use initiative	12.9	1
8	Hours of work	9.1	9
9	Freedom of work	9.2	8

**Inference:**

The above table shows the job satisfaction factors. It is noted from the above table that most of the respondents say ability to use initiative is in the first rank of weighted average score as 12.93.

second and third factors are 'relationship with heads' and 'opportunity to use your talents' with score is 12.6 and 12.3. followed by job satisfaction of promotion opportunities, pay benefits, hours of work, freedom of work, job security.

## **FINDINGS**

- 51% of the respondents belong to the age group of 21-30 years.
- 50% of the respondents are male.
- 55% of the respondents are married.
- 68% of the respondents are PG graduates.
- 30% of the respondents having 0-2 years of work experience.
- 41% of the respondents are having monthly income of Rs.15001-Rs.25000.
- 39% of the respondents are satisfied with salary.
- 38% of the respondents are say annual increment are just adequate.
- 43% of the respondents are just adequate with infrastructural facilities of the college.
- 52% are moderately satisfied with emoluments available in the college.
- 53% of the respondents are say job security is extent.
- 53% of the respondents feel adequate for work load in the college.
- 75% of the respondents are very much enjoying class room teaching.
- 69% of the respondents are mostly satisfied with teaching aids available in the class room.
- 68% of the respondents are mostly implementing new methods in the teaching.
- 78% of the respondents are satisfied with preparation for teaching subject.
- 50% of the respondents for not sure about to continue working under the same management.

## **CHI-SQUARE ANALYSIS**

- There is an association between experience and job security

## **ONE WAY ANOVA**

- There is a significant difference between job security and opportunities for professional advancement

## **SUGGESTIONS**

1. The administrator of self-financing engineering colleges is expected to define employment policy or conditions clearly to the teaching faculty while they join. This includes tenure, condition for leaving salary, working hours, and acknowledgement for receiving the certificates and appointment order by stating all these things. If given to teaching faculty well in advance, it would increase their job satisfaction.
2. The administrator would make attempts to offer good salary or other benefits as a means to retain the expertise of the faculty members in the self-financing colleges.
3. There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.
4. Faculty members can be included for decision making with respect to academic matters. This would create better relationship between the employer and employee.
5. The work load can be allotted scientifically by allocating the subjects based on their expertise

## **CONCLUSION**

Job satisfaction is the fulfilment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, and organization to organization. So, job satisfaction cannot be generalized.

The present study has tried to discover the level of job satisfaction among the teaching faculty of self-financing engineering colleges affiliated to Anna University, Tiruchirappalli considering the four dimensions namely Workplace conditions, compensation, infrastructure and professional development.

The study shows that Workplace conditions, professional development and infrastructure significantly creates overall job satisfaction of the teaching faculty, strategic attention need to be given specifically for the compensation dimension which is closely associated with overall job satisfaction.

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