

Impact of Job Related Factors in Job Satisfaction of Self-Financed College Teachers

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Abstract- Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job and an attitude towards the job. Teachers play a crucial role in the development of a nation's resources. An effective teacher must have a positive attitude towards students and dedication to teaching. In the present study Self Financed Teachers and Self Financed Teachers in aided colleges were selected by Stratified Random Sampling method.

INTRODUCTION

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 whereas negative attitudes are equivalent to job dissatisfaction.

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.

Various studies show that when a person is satisfied with his/her work, the employer profits and the nation prospers. This is the reason why satisfaction in the job becomes a serious consideration for all. Teachers can play a crucial role in the development of a nation's resources. They nourish the social and cultural values of students so as to strengthen their learning capacities. An effective teacher must have a positive attitude towards students and dedication to teaching.

Job related factors include use of audio visual aids, giving assignments, teaching with suitable examples, classroom management, counseling the students, conducting parents' meet and engaging the class lively.

OBJECTIVES OF THE STUDY

1. To analyse about job satisfaction of college Teachers
2. To identify the job related factors that contribute job satisfaction to the college teachers.
3. To offer suitable suggestions for improving job satisfaction.

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.

SAMPLING DESIGN

Due care was taken while choosing the Teachers from Colleges. Out of the 980 Self Financed Teachers, 25 percent of teachers that is 244 College Teachers were selected by stratified Random Sampling Method.

JOB RELATED FACTORS

The present world is a competitive world, in which education has become a commodity. Schools and colleges look for competent and committed teachers. The best teachers are chosen to teach in these institutions.

DISCRIMINANT ANALYSIS FOR JOB RELATED FACTORS

Job related factors: The job related factors among male and female teachers may be different in different degrees. In order to formulate policy implications, it is imperative to identify important job related factors among male and female teachers. Initially, the mean difference and discriminant power of the job related factors have been computed. The results are presented in Table 1.

TABLE 1
DISCRIMINANT ANALYSIS

S. No.	Factors	Mean Difference-	Wilks' Lambda	F	Sig.
1.	Conducting test periodically	-0.106	.998	.447	.504
2.	Valuing the papers and show it to students	-0.826	.984	3.159	.077
3.	Counselling the students who are weak in their test.	-0.365	.929	14.686	.000*

4.	Give assignments related to subject	0.093	.996	.863	.354
5.	Conducting seminars in the class	-0.033	1.000	.020	.887
6.	Class room interaction encouraged	0.277	.971	5.752	.017*
7.	Engaging the class lively	0.402	.972	5.755	.018*
8.	Supportive, illustrative examples related with the subject are given	0.725	.941	11.864	.001*
9.	Knowledge about usage of power point	0.111	.991	1.762	.186
10.	Knowledge in Computer Application	-0.106	.999	.192	.662
11.	Preparing the students for self employment	0.020	1.000	.000	.999
12.	Encouraging the students to participate in extra curricular activities	0.255	.987	2.653	.105
13.	Enter the class at the right time	-0.051	.999	.133	.715
14.	Engage the class upto the last minute	0.071	1.000	.142	.707
15.	Prepare notes for students	0.031	1.000	.013	.910
16.	Follow up action against attendance of students	0.233	.987	2.655	.105
17.	Follow up action against results	0.077	.998	.348	.556
18.	Counselling the students	-0.216	.993	1.329	.250
19.	Steps taken for parents meet	-0.464	.992	1.549	.215
20.	Arrangement of fees for poor students	-0.576	.939	12.830	.000*
21.	Teach in simple and understandable language.	-0.495	.950	9.803	.002*

poor students”, and “teach in simple and understandable language”. Its respective F statistics are significant at 5% level. Higher mean differences are identified in case of “Class room interaction encouraged”, “Supportive, illustrative examples related with the subject are given”, “Encouraging the students to participate in extracurricular activities”, “Follow up action against attendance of students”. Its mean differences are .277, .402, .725, .255, .233 respectively. Higher discriminant power is identified in “Conducting seminars in the class”, “Preparing the students for self-employment”, “engage the class upto last minute”, “prepare notes for students” since their willk lambda is high. The significant job related factors are included to estimate the two group discriminant function. The unstandardised procedure has been followed to estimate the function. The estimated function is:

$$Z = a + b_1x_1 + b_2x_2 + \dots + b_nx_n$$

Where

- Z = Discriminant criterion
- x_1, \dots, x_n = Discriminant variables
- b_1, \dots, b_n = Discriminant Co-efficients
- a = Intercept

TABLE 2
RELATIVE CONTRIBUTION OF DISCRIMINANT JOB RELATED FACTORS

S. No.	Factors	Discriminant Co-efficient	Mean Difference	Product	Relative Contribution in TDS
1.	Conducting test periodically	-.075	-0.106	0.00795	-2.04
2.	Valuing the papers and show it to students	.373	-0.826	-0.3081	72.89
3.	Counselling the students who are weak in their test.	.069	-0.365	0.02519	6.46
4.	Give assignments related to subject	-.387	0.093	0.03599	9.23
5.	Conducting seminars in the class	.060	-0.033	0.00198	0.17
6.	Class room interaction encouraged	-.267	0.277	0.07396	12.53
7.	Engaging the class lively	-.473	0.402	0.190	-57.64
8.	Supportive, illustrative examples related with the subject are given	-.568	-0.725	0.4118	-34.49
9.	Knowledge about usage of powerpoint	-.065	0.111	0.00722	1.85
10.	Knowledge in Computer Application	-.001	-0.106	0.000106	-0.03

*Significance at 5 percent level

Significant mean difference is identified in “counselling the students who are weak in their test”, “classroom interaction encouraged”, “engaging the class lively”, “supportive and illustrative examples are given”, “arrangement of fees for

11.	Preparing the students for self employment	.340	0.020	0.0068	-1.74
12.	Encouraging the students to participate in extra curricular activities	.303	0.255	0.077	-23.36
13.	Enter the class at the right time	-.111	-0.051	0.005	-1.51
14.	Engage the class upto the last minute	-.020	0.071	0.001	-0.30
15.	Prepare notes for students	-.113	.031	-0.003	0.91
16.	Follow up action against attendance of students	-.352	0.233	-0.082	24.87
17.	Follow up action against results	-.087	0.077	-0.0067	1.71
18.	Counselling the students	.189	-0.216	-0.040	12.14
19.	Steps taken for parents meet	-0.347	0.464	-0.161	-48.85
20.	Arrangement of fees for poor students	.602	-0.576	-0.346	104.98
21.	Teach in simple and understandable language.	.536	-0.495	-0.26532	22.22
				-0.656804	100

The relative contribution of discriminant job related factors in total discriminant score (TDS) has been calculated by the product of the discriminant co-efficient and the respective mean difference of the job related factors of the teachers. The results are furnished below in Table No. 2.

The higher discriminant coefficient is identified in case of “preparing the students for self employment”, “encouraging the students to participate in extra curricular activities”, “arrangement of fees for poor students” and “teach in simple and understandable language” since their discriminant coefficients are .373, .340, .303, .602, and .536 respectively. The higher degree of influence of the above factors on the discriminant function. The higher relative contribution in TDS is noticed in “valuing the paper and show it to the students”, “arrangement of fees for poor students”, and “teach in simple and understandable language” since their contribution are 72.89, 24.87, 104.98, and 22.22 respectively. The job related factors among male and female teachers may be different in different degrees. In order to formulate policy implications, it is imperative to identify important job related factors among male and female teachers. Initially, the mean difference and discriminant power of the job related factors have been computed.

Significant mean difference is identified in “counselling the students who are weak in their test, classroom interaction encouraged, engaging the class lively, supportive and

illustrative examples are given, arrangement of fees for poor students, and teach in simple and understandable language” whose respective F statistics are significant at 5% level. Higher mean differences are identified in case of power of teachers which is identified in case of Class room interaction encouraged, Supportive, illustrative examples related with the subject are given, Encouraging the students to participate in extracurricular activities, Follow up action against attendance of students since its mean differences are 0.277, 0.402, 0.725, 0.255, 0.233, 0.277, 0.402 etc respectively. Higher discriminant power is identified in “Conducting seminars in the class, Preparing the students for self-employment, engage the class upto last minute, prepare notes for students” since their Wilk Lambda is high. The higher discriminant coefficient is identified in case of “preparing the students for self-employment, encouraging the students to participate in extracurricular activities, arrangement of fees for poor students and teach in simple and understandable language” since their discriminant coefficients are 0.373, 0.340, 0.303, 0.602, and 0.536 respectively. The higher degree of influence of the above factors is on the discriminant function. The higher relative contribution in TDS is noticed in “valuing the paper and show it to the students ,arrangement of fees for poor students, and teach in simple and understandable language” since their contribution are 72.89, 24.87, 104.98, and 22.22 respectively.

CONCLUSION

The Teachers expect more from the Management, Students and the Colleagues in order to have job satisfaction and to reduce stress. The researcher makes these suggestions based on the said observations. If the suggestions are implemented properly by the Management, the job satisfaction of the College Teachers will improve and thereby the Self-financed Teachers too will be happy with their job and the talented persons are likely to be attracted by this Profession in comparatively large numbers, improving the quality of education to greater degrees which will inturn raise the image of the college.

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