



A STUDY ON JOB SATISFACTION AMONG THE WOMEN'S TEACHING FACULTY OF SELF- FINANCING COLLEGES IN CHENNAI

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INTRODUCTION

Education is the key to unlocking the door to a country's rapid growth and development. It is responsible for improving the quality of life, which openly reflects the pace of growth and advancement of the nation. Education is the productive process that drags a person out of darkness, poverty, and depression and leads him on the path of enlightenment, prosperity, and happiness by developing his individuality in all aspects, i.e., physical, mental, emotional, and community. Women's Teaching faculty is considered a cornerstone of a victorious education system. Several external and internal factors act upon a teaching faculty and influence his / her behavior while teaching. So, there is a need to recognize these factors that influence teaching faculty.

Job satisfaction is a general perception of women's faculty members' positive opinion built up towards their jobs. Teaching faculty members maintain perceptions towards their jobs as a result of diverse features of their job, social status that they have gained about their jobs, and experiences in their environment.

NEED FOR THE STUDY

The study of job satisfaction of self-financing teaching faculties is essential for so many reasons, as it can provide a valuable insight into the factors that affect both the well-being of faculty members and the overall quality of education. Job satisfaction is directly connected with the mental and emotional well-being of faculty members, and they are more likely to feel motivated and engaged in their job, which also reduces job attrition, which is common in self-financing colleges.

This study can help to identify which factors are most important to faculty members and which areas need the most attention.

OBJECTIVES OF THE STUDY

- 1.To examine the existing job satisfaction among women,s teaching faculties working in self-financing colleges in Chennai.
2. To investigate the factors affecting job satisfaction of women,s teaching faculties working in self-financing colleges in Chennai.
3. To identify the relationship between demographic variables and the factors affecting job satisfaction of women,s teaching faculties in self-financing colleges in Chennai.

HYPOTHESIS OF THE STUDY

- ❖ H0: There is no significant influence of demographic variables and the factors that affecting the job satisfaction of women,s teaching faculty.
- ❖ H0: There is significant influence of demographic variables and the factors that affecting the job satisfaction of women,s teaching faculty.
- ❖ H0: There is no significant influence of personal variables and the factors that that affecting the job satisfaction of women,s teaching faculty
- ❖ H1: There is significant influence of personal variables and the factors that that affecting the job satisfaction of women,s teaching faculty.

RESEARCH METHODOLOGY

The present research is completely descriptive in nature. It depends upon the rigorous analysis using primary data collected through a well-structured questionnaire to elicit the opinions of the respondents.

STUDY AREA

The area selected for this research is self-financing colleges Chennai. Chennai is one of the educationally number one states in India and is also developing in all aspects.

SAMPLING SIZE AND DESIGN

The study depends upon the significant contribution of primary data derived from the women,steaching faculties working in self-financing colleges Chennai. Questionnaire is the main source for the primary data. The research deals with the job satisfaction of teaching faculties working in self-financing colleges . Therefore, the researcher adopted the simple random sampling method to obtain the responses. The researcher selected 10 Self-financing in Chennai and circulated 10 questionnaires to each self-financing college in Chennai. , which comes to a total of 100.

QUESTIONNAIRE DESIGN

The researcher framed the questionnaire with three parts, namely demographic and factors affecting job

satisfaction of women,s teaching faculties and their performance.

The factors affecting the job satisfaction of women,s teaching faculties, and it's deals with the performance of teaching faculties in Likert's 5-point scale.

SCALE OF THE STUDY

All these statements in 5-point scale are coded with the numbers in the data entry as follows: 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly Disagree

The aforementioned standard scale is psychological in nature to perceive exactly, and its subsequent impact on the determinants of job satisfaction of women,steaching faculties .

SECONDARY DATA

The secondary data are collected from journals, magazines, publications, reports, books, dailies, periodicals, articles, research papers, websites, company publications, manuals and booklets etc.

DATA ANALYSIS

After collecting the 80 filled responses, those had been coded in the form of numbers in the SPSS data sheet. This is done to test the primary data more accurately and scientifically. The following statistical tools are used to analyse the primary data, namely:

Simple percentage analysis is found essential to describe the demographic details of the teaching faculty.

1.NATURE OF APPOINTMENT

In Self-financing colleges most of the faculties were appointed on contract basis and temporary because for them the salary is low. The qualified and experienced faculties were appointed on the permanent basis. The distributions of frequency on nature of appointment were analysed.

Nature of Appointment	Frequency	Valid Percent	Cumulative Percent
Consolidated Basis	7	9.9	9.9
Contract Basis	12	19.8	29.7
Temporary	17	23.9	53.7
Permanent	44	46.3	100.0
Total	80	100.0	

Source: Primary Data

Out of the total respondents, only 9.9 percent are appointed as consolidated basis, 19.8 percent employed as contract basis, 23.9 percent are appointed on temporary basis and and 46.3 percent are employed as permanent

basis. It is concluded that majority of the teaching faculties are appointed on permanent basis.

2. Work Environment is Quiet and Pleasant

Environment is Quiet and Pleasant	Frequency	Valid Percent	Cumulative Percent
Yes	71	90.1	90.1
No	9	9.9	100.0
Total	80	100.0	

Source: Primary Data

It is assessed from table 4.11, 90.1 % of the respondents opined that the work environment is quiet and pleasant, and only 9.9 % of the respondents opined that the work environment is not quiet and pleasant. It is shown that the majority of the respondents opined that the work environment is quiet and pleasant.

OPPORTUNITIES AT THE COLLEGE FOR PROFESSIONAL SUCCESS

Table 3

Opportunities at the college for professional success

Opportunities at college	Frequency	Valid Percent	Cumulative Percent
Yes	66	93.9	93.9
No	14	6.1	100.0
Total	80	100.0	

Source: Primary Data

It is reported from the table 4.21, 93.9 % of the respondents felt that there is opportunities at the college for professional success and only 6.1 % of the respondents opined that there is no opportunities at the college for professional success. It is clear that 93.9 % of the respondents felt that there is an opportunity at the college for professional success..

SUGGESTIONS

Based on the findings that emerged from the analysis of the data collected through questionnaires and interactions with the teaching faculties in self-financing colleges affiliated in Chennai. The following suggestions are offered to develop the faculty.

1. Teaching faculty in self-financing colleges are deprived of a good pay package. In Chennai can insist that the management of self-financing colleges to offer a reasonable pay and other incentives.
2. Teaching faculty in self-financing colleges is burdened with heavy workload. They can be asked to take maximum of 18 hours in a 6-day order.
3. A curriculum can be updated then and there so as to enhance the knowledge of the teaching faculty.

CONCLUSION

Working in a self-financing college is a nightmarish experience. The teaching faculty has to work relentlessly from morning to evening on the college premises. Apart from class work, the teaching faculty has to be involved in fee collection and examination work. The faculty are allowed to go to other colleges to act as resource persons in seminars and workshops. They can take up Minor and major research projects offered by the UGC/ICSSR. Though the pay package is not up to the mark, the teaching faculty in colleges appear to be happy with the infrastructure available, rewards, and awards offered for good teaching.

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