

JOB SATISFACTION OF HIGHER EDUCATION FACULTIES – A CASE STUDY IN COIMBATORE DISTRICT

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ABSTRACT

The role of teaching faculty involves training of students' intellects for national building. Faculty with positive approach and utmost devotion will be an asset to an institution. Faculty who are satisfied with their job will dedicate their life to improving students in every possible way. At present managements find it difficult to attract and retain quality teachers. So, they may have to some initiate to retain dedicated and committed faculty by fulfilling their expectations. The result of study reveals that yearly increment, periodicity of salary revision and incentives are the basis of teachers' job satisfaction.

Keywords: Job Satisfaction, Faculty, Arts and Science Colleges, Job Security, Salary

INTRODUCTION

Education is a step stone for students as well as economic growth. The economic progress of a country can be measured by its literacy rate. To make education available to a vast majority, the government privatized Higher Education Institutions in 1991. Thereafter, a greater number of institutions like Arts and Science Colleges and Engineering Colleges were established in Tamil Nadu. As a result, a greater number of students got an opportunity to pursue higher education. The role of higher education institutions is not merely to award degrees and diplomas but to make them employable and socially responsible citizens. Here, faculty play a vital role in molding them appropriately so that they fit into society once they leave the college successfully. Parents and students may prefer to join higher education institutions where various skills sets are imparted and those which show a high placement record. For fine tuning the students, faculty have to dedicate a lot of time towards students' development. Only the committed and dedicated faculty may put in a lot of effort for students' empowerment. Faculty commitment and dedication towards their institution and students' growth emanate from their job satisfaction. Therefore, it is the duty of managements to see to it that the faculty remain content with the wages and recognition for their work. The contented faculty will have no reason to quit an institution.

REVIEW OF LITERATURE

Muthusamy (1991) in his study has pointed out that proper lighting and ventilation facility increases job satisfaction. Tolbert and Moen (1998) in their study ascertains that promotion policy increase job satisfaction. Lambert et al. (2001) in their study found that healthy relationship with staff members would lead to job satisfaction. Lavy (2007) in her study mentioned that performance-based salary would increase teachers' satisfaction. Gemma Bateman (2009) in his study observed that co-workers' support would increase job satisfaction. Klassen et al. (2009) in their study identified that heavy workload and poor working environment would affect teachers' job satisfaction. Russel, Williams & Gleason-Gomez, (2010) in their study ascertained that a happy teacher-student relationship would increase teachers' job satisfaction. Helen M. Kituto (2011) in his study ascertained that school culture, reward, leadership and training would influence teachers' job satisfaction. Michael A. Halpert (2011) in his study observed that salary was an important factor that determined teachers' job satisfaction. Tickle et al. (2011) in their study observed that work pressure, administrative support, salary and relationship with students influenced job satisfaction. Ishtiaq Ahmed et al. (2013) in their study identified that opportunity for career growth enhanced job satisfaction. Kalpana Rathore Solanki (2013) in her study ascertained that flexible working time increased job satisfaction. Saqib Usman et al. (2013) in their study ascertained that salary influenced teachers' job satisfaction. Imoit Sames Ekuwam (2014) in his study identified that teachers' job satisfaction was associated with students' behavior. Patrick E. O'Reilly (2014) in his study identified that work autonomy and school climate influenced teacher's job satisfaction. Surat Kumari et al. (2014) in their study observed that a majority of the employees were satisfied with regard to medical facilities, crèches, canteen, drinking water facility and provision of safety measures. Reshma et al.

(2015) in their study observed that provision of sufficient infrastructure facilities increased job satisfaction. Song and Alpaslan (2015) in their study observed that the support of superiors and administrators influenced teachers' job satisfaction. William Brannon (2015) in his study pointed out that rest room cleanliness led to job satisfaction. Anna Dorozynska (2016) in his study ascertained that relationship with students and support of management influenced teachers' satisfaction. Fozia Fatima and Sabir Ali (2016) in their study ascertained that salary, recognition from management, independence to make decision and support from superiors increased teachers' job satisfaction. Norida Abdullah et al. (2016) in their study observed that appreciation from management and superiors increased job satisfaction. Winifred Ansah Hughes (2016) in his study stated that knowledge acquisition, holidays or vacation periods and prestige of the profession increased teachers' job satisfaction. Yasser Hashem Emad Alhiagi (2016) in his study identified that offering incentives to highly productive employees increased job satisfaction. Josephine Pepra-Mensah et al. (2017) in their study observed that pay, benefits and incentives influenced teachers' job satisfaction. Susanne Wanger (2017) in his study ascertained that duration of work significantly influenced job satisfaction. Katharina Rathmann et al. (2018) in their study found that class room climate influenced teacher's job satisfaction. Dhanushya et al. (2018) in their study ascertained that grievance redressal mechanism influenced job satisfaction.

STATEMENT OF THE PROBLEM

The prime motto of higher education is students' empowerment. By being imparted various sorts of skill sets, a student can be empowered. Only an empowered student will have the confidence to face life. So, making a student empowered is the duty of faculty. Thus, attracting and retaining such faculty is the prime duty of managements. Furthermore, managements have to fulfill the expectations of faculty and keep them satisfied. Unsatisfied faculty may not continue in an institution for long. Loss of qualified and committed faculty is a loss not only to the educational institution but also to the student community. Thus, the present study has been carried out to determine factors that influence faculty satisfaction.

RESEARCH METHODOLOGY

Data

Questionnaire is used for collecting primary data.

Sampling and Sample Size

Data have been gathered from 350 faculty working at Select Arts and Science Colleges in Coimbatore District by employing simple random technique.

Tools Used

Factor analysis is employed for analysis.

FINDINGS

Factors Influencing Teacher's Satisfaction

Factor analysis is employed to find factors influencing teachers' satisfaction. The result of KMO test reveals that collected sample data are sufficient for carrying out factor analysis.

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
Bartlett's Test of Sphericity	Approx. Chi-Square	2039.85
	df	465
	Sig.	.000

Table 2
Factors Influencing Teachers Satisfaction

Particulars	1	2	3	4	5	6	7	8	9
Increment	.862								
Periodicity of pay revision	.831								
Incentive for Extra Qualification	.621								
Pay Revision	.616								
Convenient College Timing		.865							
Number of Free Hours		.829							
Opportunity for Career Growth		.794							
Number of Hours and Subject Allotted		.710							
Independence in carrying out assigned work			.857						
Assistance of Coworkers			.808						
Allocation of preferred subject			.776						
Superior's Support			.630						
Infrastructure for Teaching				.768					
Appreciations from Senior Teachers				.738					
Allocation of favorite Class				.720					
Learning Resource Centre					.822				
Time taken for resolving grievances					.733				
Students Respect towards teachers						.891			
Students Support						.758			
Per Class Students Strength							.809		
Provision for Sufficient Air Circulation							.704		
Provision of Cafeteria								.824	
Restroom Cleanliness								.708	
Pay Amount									.890
Punctuality in Payment of Pay									.660
Eigen Values	5.279	3.292	2.836	2.659	2.366	2.218	1.731	1.248	1.042
% of Variance	17.028	10.618	9.148	8.577	7.633	7.155	5.583	4.025	3.362
Cumulative % of Variance	17.028	27.646	36.795	45.372	53.005	60.161	65.744	69.768	73.130

The result of Factor analysis reveals that yearly increment offered by management, periodicity of pay revision, incentives offered by management for acquiring extra qualification by the teachers, convenient work timing, opportunity offered by management for their career growth etc, influence teachers' satisfaction.

Suggestions

- ❖ There should be no bias while granting increment to faculty members. The management may carry out proper performance appraisal and award increments based on it.
- ❖ Faculty satisfaction may be increased if their pay is revised at regular intervals
- ❖ Incentives should be offered for faculty who obtain Doctorate degree, pass NET / SET examinations and NPTEL and Swayam courses.
- ❖ College working time should be conveniently fixed both for student and faculty
- ❖ Workload may be reduced or special leave may be granted for faculty members who are on the verge of completing their research work
- ❖ UGC norms should be followed in the allotment of class hours for Assistant and Associate professors
- ❖ Enough freedom should be offered for faculty members to complete their assigned tasks. Unnecessary interruption leads to delay in the completion of the work. Further, offering sufficient freedom may motivate faculty to undertake additional responsibilities.
- ❖ Necessary assistance should be extended by senior faculty to the new faculty, so that the latter may easily settle down in their working environment.
- ❖ Subjects should be allotted based on core competency of faculty so that the faculty may feel at ease in handling the subjects.
- ❖ Management should offer latest ICT-enabled class rooms to make teaching more interesting and make students more receptive.

CONCLUSION

The result of the study reveals that yearly increment, periodicity of pay revision, incentives, convenient college work timing, and opportunity for career growth increase job satisfaction of faculty. Parents, students and managements have their own expectations, which keep on increasing. It is the duty of faculty to fulfill the expectation of the parents, students and management. The faculty have to dedicate their life for the growth of the institution as well as students. So, the management has to take care of the needs of faculty and keep them satisfied thereby creating a very congenial learning atmosphere in the campus.

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