



A STUDY ON THE RELATIONSHIP BETWEEN JOB SATISFACTION AND SOCIO-DEMOGRAPHIC CHARACTERISTICS OF TEACHING STAFF IN SELF FINANCING ENGINEERING COLLEGES IN ANNA UNIVERSITY - REGION III

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Abstract

This paper focus on finding out the job satisfaction among teachers in self financing engineering colleges affiliated to Anna University, Region III-Madurai. The kind of measures would augment the feel of job satisfaction in this noble profession. The enhanced feeling of satisfaction in the job would make the teachers have a positive attitude towards the teaching profession. So the researcher has prepared a questionnaire to measure the job satisfaction among teachers. The descriptive research design is used to conduct the research which describing the characteristics of a particular individual or of a group. The samples are collected from the universe, stratified random sampling is used, and to conduct these study 620 samples are collected out of 3015 teachers. For collecting the data, the questionnaire method is used. The data collected has been analyzed through the application of percentage, ANOVA (analysis of variance) and T-Test. Finally the researcher analyzed the data using SPSS (statistical package for the social science) 15.0 version and found that there is a considerable level of job satisfaction on demographic variables among teachers. Hence the engineering colleges have to look forward to an improved sense job satisfaction. This paper has revealed the fact that all the dimensions of job satisfaction have a positive association with the attitude of the teaching staff towards teaching. Hence the engineering colleges have to look forward to an improved sense job satisfaction among the teaching faculty to extract the best out of them.

Key Words: Job Satisfaction, Dedicated, Enhanced, Faculty Members, Engineering Colleges.

1. Introduction

Job satisfaction may be viewed as the pleasurable and emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, provided these job values are compatible with one's need. Job satisfaction may be referred to as overall feeling of satisfaction. Job satisfaction plays an important role as it has a positive impact on productivity, presence and performance. Satisfied workers perform more willingly and happily. Job satisfaction thus motivates employees for better results and achievement of the organizational goals.

Husne Demirela et.al, (2008) has observed that "there are many studies in India and abroad that examine the job satisfaction of the teachers. These studies dealt with job satisfaction and the factors which affect job satisfaction such as salary, gender, administration, working conditions mostly in schools, government colleges and universities". Moser, (1997) proclaimed that job satisfaction is very important and it's absence would lead to lethargy and reduced organizational commitment. Further, Organ.D.W and Ryan.K (1995) have stated that job satisfaction can be an important indicator of how employees feel about their works and a predictor of work behaviors such as organizational citizenship, absenteeism and turnover". Hence this proves how important job satisfaction of the teaching faculty is. Dissatisfaction in the job would lead to turnover, absenteeism, loss in productivity and also result in a negative attitude towards their profession.

Furthermore, the attitude of teaching staff "attitude" means the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events) (Morris & Maisto, 2005). Attitudes can be positives (values) or negative (prejudices). According to Kreitner and Kinicki (2007), there are three components of attitudes: affective, cognitive and behavioral. The affective component is a feeling or an emotion one has about an object or situation. The cognitive component is the beliefs or ideas one has about an object or situation, whereas the behavioral component of attitude reflects how one intends to act or behave towards someone or something (Kreitner & Kinicki, 2007).

Bandura (1971) demonstrated that behaviors are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behavior. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviors are easily copied by students. Ogunniyi (1982) found that students' positive attitude could be enhanced by the following teacher-related factors:

- a. Teachers' enthusiasm,
- b. Teachers' resourcefulness and helpful behavior and
- c. Teachers' thorough knowledge of the subject-matter and their making the subject quite interesting.



2. Review of Literature

The satisfaction that individuals receive from their employment is largely dependent upon the extent to which the job and everything associated with it meet their needs and wants. Herzberg posited that satisfaction is not the opposite of dissatisfaction, but the opposite of satisfaction is simply no satisfaction or a neutral state. According to Herzberg, favorable extrinsic circumstances, such as good working conditions, adequate compensation, safety and security, or propitious supervision, are regarded as factors that aided in the prevention of dissatisfaction but not in the promotion of worker satisfaction.

Stevens (1995) further posited that job satisfaction is fluid due to changes in needs, interests, motivations, behavior, and attitudes over time. He theorized that satisfaction occurred in a series of four progressive stages:

- The exploration stage,
- The advancement stage,
- The maintenance stage, and, possibly but not always and
- The decline stage.

According to this theory, choices and preferences are made, much energy is expended, and high levels of enthusiasm are produced in the exploration stage. Then during the advancement stage, contacts are cultivated, professional relationships are formed, difficulty of work tasks is increased, the desire to implement changes is developed, refinement of skills is pursued and feedback is sought. This is followed by the maintenance stage, which can be a more complex and confusing time, as reorganization of thoughts, values, and priorities could occur.

Colleagues and subordinates are considered to be of great importance, and the danger and fear of loss of respect are felt more intensely, whereas new skills and knowledge are no longer as stimulating. Without proper maintenance, individuals may move into the decline stage, in which waning job performance and declining self-esteem can occur. However, Stevens is quick to state that the decline stage of job satisfaction could be averted through identification and evaluation of job dissatisfaction and through personal and job enrichment.

Lore (1998) emphasized a strong relationship between job satisfaction and personal, professional, and material success. People who enjoy the aspects of work are found to accomplish more and are more likely to be considered for promotion and advancement. Additional benefits of job satisfaction might include greater productivity, good role modeling for co-workers and family, a brighter outlook, better sense of humor, more enjoyment of leisure time, better health, more vitality and longer life, and enhanced interpersonal relationships, introspection and professionalism (Lore). According to Udris (as cited in Sutherland and Cooper 2000), qualitative overload is associated with job dissatisfaction, tension and low self-esteem, whereas qualitative under load is linked to dissatisfaction, depression, irritation and psychosomatic complaints. Job satisfaction is viewed as an important dimension of the motivational process reflecting the degree to which individuals perceive their needs and wants are being met.

Job satisfaction is defined as “an employee’s satisfaction with the feelings of success achieved from the job, the enjoyment of performing the duties of the job and the level of autonomy associated with the job” (Yilmaz 2002). In fact, Perlberg and Keinan (1986) reported that stress adversely affected the physical and psychological well-being, performance, productivity, and job satisfaction. Job satisfaction is negatively related to teacher absenteeism (Scott and Winbush 1991).

Baker et al (1996) suggests that social support from supervisors has more influence on employee satisfaction and mental health than support from co-workers. The results of prolonged teacher stress contribute to job dissatisfaction, reduced teacher-student rapport, and decreased teacher effectiveness in meeting educational goals. It has been found that job satisfaction and teacher stress are strongly correlated, as the amount of stress and degree of satisfaction experienced by teachers influences the quality of life of teachers (Pelsma and Richard 1988). Stress is considered to be the key factor contributing towards job dissatisfaction, job-related illness and early retirement in England (Van et al 2001). Oshagbemi (1997) has described job satisfaction as “a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences”.

3. Methodology

To find out the job satisfaction in selective engineering colleges affiliated to Anna University, Region III-Madurai. The researcher has used descriptive research design. Descriptive research studies are concerned with describing the characteristics of a particular individual, or a group, (C.R.Kothari, 2007). For conducting the study thirty six colleges having crossed four



years are chosen from the population of 48 colleges. Out of which teachers who have served for two and more years in their present institution are taken as sample for data collection. 3015 teachers having crossed two and more years are working during 2015-16. Out of which 620 samples are collected.

Here the researcher has used stratified random sampling to collect the samples from the universe. For collecting the data researcher has used questionnaire where researcher has categorized the questions into four perspectives (demographic variables, occupational stress index, job involvement, job satisfaction) which will enable the researcher to understand and analyze the impact of job satisfaction among teachers. Finally the researcher has used SPSS software package 15.0 version for analyzing data.

4. Demographic Survey

The questionnaire included a demographic profile based on the purpose of the demographic questions to identify the respondents' demographic characteristics. These parameters included; age, sex, marital status, educational qualification, department, designation, total teaching experience, salary, lecture hours per week, distance between the institution and residence and survey districts.

5. Job Involvement Scale

The survey instrument consisted of five items. The aim of the scale is to measure the impact of amongst teachers on job satisfaction. A five points likert type scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree) is used to measure the impact on job satisfaction. The major three points are considered in this paper are,

- a. I am satisfied with the pay and benefits,
- b. I am encouraged to progress in my career and
- c. I am highly satisfied with the appraisal and review system

6. Data Analysis and Interpretations

The analysis of the above occupational stress index which are compared with the demographic characteristics. The demographic characteristics versus I am satisfied with the pay and benefits are shown in table. 1. The demographic characteristics versus I am encouraged to progress in my career are shown in table. 2. The demographic characteristics versus I am highly satisfied with the appraisal and review system are shown in table. 3.

6.1 Demographic Characteristics versus I am Satisfied with the Pay and Benefits

The demographic characteristics of teachers and their perceived level of job satisfaction of teacher aspects-I am satisfied with the pay and benefits are presented in table 1. The results indicate a significantly positive influence of job satisfaction (I am satisfied with the pay and benefits) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in all the demographic characteristics.

The mean score of teachers on perceived level of job satisfaction aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of job satisfaction aspects-I am satisfied with the pay and benefits. In this perceived level of job satisfaction test, I am satisfied with the pay and benefits seems to have less significantly in educational qualification of the respondent, ie., $p = 0.016$.

6.2 Demographic Characteristics versus I am Encouraged to Progress in My Career

The demographic characteristics of teachers and their perceived level of job satisfaction of teacher aspects-I am encouraged to progress in my career are presented in table 2. The results indicate a significantly positive influence of job satisfaction (I am encouraged to progress in my career) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in all the demographic characteristics.

The mean score of teachers on perceived level of job satisfaction aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of job satisfaction aspects-I am encouraged to progress in my career. In this perceived level of job satisfaction test, I am encouraged to progress in my career seems to have less significantly in salary of the respondent, ie., $p = 0.008$.



6.3 Demographic Characteristics versus I am Highly Satisfied with the Appraisal and Review System

The demographic characteristics of teachers and their perceived level of job satisfaction of teacher aspects-I am highly satisfied with the appraisal and review system is presented in table 3. The results indicate a significantly positive influence of job satisfaction (I am highly satisfied with the appraisal and review system) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in all the demographic characteristics.

The mean score of teachers on perceived level of job satisfaction aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of job satisfaction aspects-I am highly satisfied with the appraisal and review system. In this perceived level of job satisfaction test, I am highly satisfied with the appraisal and review system seems to have less significantly in distance between home to working institution of the respondent, i.e., $p = 0.006$.

Table 1: Table Showing the ANOVA Test between Demographic Characteristics and I am Satisfied With the Pay and Benefits

Job Satisfaction	N	Mean	SD	Value	Significance
All	620	2.85	1.128		
Age of Respondent					
below 30yrs	338	2.86	1.116	F=0.406	P<0.749
31-40yrs	218	2.89	1.159		
41- 50yrs	50	2.74	1.084		
above 50yrs	14	2.64	1.151		
Sex					
Male	321	2.83	1.118	T=-0.419	P<0.860
Female	299	2.87	1.140		
Marital Status					
unmarried	292	2.90	1.126	F=0.550	P<0.648
married	314	2.81	1.125		
widow	6	3.17	1.472		
divorced	8	2.63	1.188		
Educational Qualification					
Under Graduate	56	2.66	1.164	F=1.027	P<0.380
Post Graduate	351	2.87	1.099		
PG with M.Phil	167	2.93	1.170		
Ph.D.	46	2.72	1.148		
Department					
Engineering	341	2.96	1.122	F=3.322	P<0.019
MBA	109	2.57	1.040		
MCA	76	2.84	1.223		
Science and Humanities	94	2.82	1.126		
Designation					
Lecturer	114	2.68	1.075	F=2.191	P<0.069
Senior lecturer	34	3.06	1.099		
Asst. Professor	386	2.88	1.144		
Associate professor	50	3.12	1.081		
Professor	36	2.58	1.131		
Teaching experience					
2-5yrs	343	2.83	1.098	F=0.751	P<0.558
6-10yrs	154	2.88	1.195		
11-15yrs	79	2.94	1.136		
16-20yrs	27	2.59	1.217		
above 20yrs	17	3.12	.928		
Salary (in Rs.)					
less than 20000	297	2.85	1.107	F=1.492	P<0.190



20001-30000	216	2.88	1.165		
30001-40000	64	2.97	1.098		
40001-50000	16	3.13	1.147		
50001-60000	15	2.33	.816		
above 60000	12	2.33	1.303		
Lecture hour per week					
below 12	184	2.81	1.132	F=1.841	P<0.159
13-18	369	2.91	1.120		
19 and above	67	2.64	1.151		
Distance					
Less than 15km	222	2.86	1.189	F=0.016	P<0.984
16-30km	229	2.84	1.077		
31km and above	169	2.86	1.120		
District					
Dindigul	156	2.74	1.191	F=0.587	P<0.672
Madurai	276	2.87	1.105		
Ramanathapuram	62	2.94	1.069		
Sivagangai	81	2.90	1.158		
Theni	45	2.96	1.086		

Table 2: Table Showing the ANOVA Test between Demographic Characteristics and I am Encouraged to Progress in my Career

Job Satisfaction	N	Mean	SD	Value	Significance
All	620	2.74	1.668		
Age of Respondent					
below 30yrs	338	2.75	1.670	F=0.341	P<0.796
31-40yrs	218	2.75	1.673		
41- 50yrs	50	2.58	1.679		
above 50yrs	14	3.07	1.639		
Sex					
Male	321	2.76	1.647	T=0.329	P<0.194
Female	299	2.72	1.693		
Marital Status					
unmarried	292	2.83	1.676	F=0.994	P<0.395
married	314	2.65	1.655		
widow	6	2.67	1.862		
divorsed	8	3.38	1.768		
Educational Qualification					
Under Graduate	56	2.91	1.832	F=0.520	P<0.669
Post Graduate	351	2.68	1.637		
PG with M.Phil	167	2.77	1.686		
Ph.D.	46	2.91	1.658		
Department					
Engineering	341	2.81	1.686	F=0.949	P<0.417
MBA	109	2.50	1.608		
MCA	76	2.78	1.740		
Science and Humanities	94	2.73	1.614		
Designation					
Lecturer	114	2.86	1.724	F=1.212	P<0.305
Senior lecturer	34	3.18	1.660		
Asst. Professor	386	2.65	1.658		



Associate professor	50	2.94	1.671		
Professor	36	2.69	1.582		
Teaching experience					
2-5yrs	343	2.78	1.694	F=0.640	P<0.634
6-10yrs	154	2.60	1.615		
11-15yrs	79	2.72	1.702		
16-20yrs	27	3.00	1.641		
above 20yrs	17	3.06	1.560		
Salary (in Rs.)					
less than 20000	297	2.78	1.687	F=0.992	P<0.421
20001-30000	216	2.68	1.658		
30001-40000	64	2.78	1.695		
40001-50000	16	3.19	1.721		
50001-60000	15	2.00	1.309		
above 60000	12	3.00	1.537		
Lecture hour per week					
below 12	184	2.86	1.644	F=1.862	P<0.156
13-18	369	2.64	1.644		
19 and above	67	2.99	1.838		
Distance					
Less than 15km	222	2.59	1.663	F=1.510	P<0.222
16-30km	229	2.86	1.695		
31km and above	169	2.77	1.633		
District					
Dindigul	156	2.62	1.620	F=0.905	P<0.461
Madurai	276	2.70	1.679		
Ramanathapuram	62	2.97	1.568		
Sivagangai	81	2.96	1.792		
Theni	45	2.71	1.674		

Table 3: Table Showing the ANOVA Test between Demographic Characteristics and I am Highly Satisfied with the Appraisal and Review System

Job Satisfaction	N	Mean	SD	Value	Significance
All	620	2.11	1.299		
Age of Respondent					
below 30yrs	338	2.11	1.308	F=0.645	P<0.586
31-40yrs	218	2.08	1.256		
41- 50yrs	50	2.16	1.376		
above 50yrs	14	2.57	1.505		
Sex					
Male	321	2.03	1.317	T=-1.688	P<0.971
Female	299	2.20	1.275		
Marital Status					
unmarried	292	2.10	1.310	F=2.279	P<0.078
married	314	2.09	1.272		
widow	6	2.50	1.225		
divorsed	8	3.25	1.669		
Educational Qualification					
Under Graduate	56	2.11	1.260	F=0.111	P<0.954
Post Graduate	351	2.14	1.315		
PG with M.Phil	167	2.08	1.273		
Ph.D.	46	2.04	1.349		
Department					



Engineering	341	2.15	1.268	F=1.556	P<0.199
MBA	109	2.17	1.364		
MCA	76	2.21	1.473		
Science and Humanities	94	1.85	1.164		
Designation					
Lecturer	114	2.12	1.284	F=0.298	P<0.880
Senior lecturer	34	2.03	1.058		
Asst. Professor	386	2.11	1.313		
Associate professor	50	2.02	1.270		
Professor	36	2.31	1.470		
Teaching experience					
2-5yrs	343	2.06	1.262	F=2.374	P<0.051
6-10yrs	154	2.29	1.366		
11-15yrs	79	2.08	1.318		
16-20yrs	27	2.37	1.418		
above 20yrs	17	1.41	.795		
Salary (in Rs.)					
less than 20000	297	2.03	1.239	F=1.048	P<0.389
20001-30000	216	2.25	1.365		
30001-40000	64	2.06	1.344		
40001-50000	16	1.81	1.167		
50001-60000	15	2.07	1.280		
above 60000	12	2.42	1.443		
Lecture hour per week					
below 12	184	2.09	1.296	F=0.299	P<0.742
13-18	369	2.14	1.315		
19 and above	67	2.01	1.225		
Distance					
Less than 15km	222	2.23	1.333	F=1.357	P<0.258
16-30km	229	2.03	1.319		
31km and above	169	2.08	1.220		
District					
Dindigul	156	1.94	1.103	F=1.847	P<0.118
Madurai	276	2.08	1.314		
Ramanathapuram	62	2.39	1.453		
Sivagangai	81	2.21	1.348		
Theni	45	2.33	1.462		

7. Findings

The variables of job satisfaction namely, I am satisfied with the pay and benefits, I am encouraged to progress in my career, and I am highly satisfied with the appraisal and review system are the dominant variables. It is inferred that the majority of the teachers increase their job satisfaction compared with the demographic characteristics of the respondent at present as well as in future.

8. Conclusions

From the above findings, researcher concludes that the variables in job satisfaction namely I am satisfied with the pay and benefits, I am encouraged to progress in my career, and I am highly satisfied with the appraisal and review system job satisfaction can be increased when the above variables are addressed. Here the researcher does not say that the demographic characteristics of the respondent can be measured only by variables of job satisfaction. Finally, the researcher concludes that there is a socio-demographic variable have an impact on job satisfaction of teachers. Thus, bringing a sense of high job satisfaction among the teaching faculty would result in a positive attitude towards the teaching profession. As the educational institutes are vying for the best faculty, teaching jobs have become attractive more than ever before as the salaries of teachers are also rising. This could bring about a drastic revolution in the teaching community thus creating quality students. Teachers are introspective, cooperative, directive, and expressive. They tend to look for the best and to expect it from those around



them. Teachers communicate a belief that everyone has the potential to succeed, and teachers often seek to help others express this inner potential.

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