

A STUDY ON FACTORS INFLUENCING THE JOB SATISFACTION OF LECTURERS EMPLOYED IN SELF FINANCING ARTS COLLEGES, SOUTH INDIA

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ABSTRACT

Job satisfaction may be defined as general attitude towards one's job. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. This becomes crucial when the employee is serving in an educational institution where they deal with young minds, which are considered to be dynamic, enthusiastic, innovative and with a tendency to expect the same from their lecturers. The anxiety to fulfill the expectations of the modern day students creates lot of stress on the teaching faculty, which they try to balance with the satisfaction that is intrinsic and extrinsic with their jobs. There was no off the shelf research available on the job satisfaction level of the lecturers, as it is in the case of the Industrial workers. Hence the need for the research was felt and undertaken with an objective to determine the level of job satisfaction and to identify the major intrinsic and extrinsic sources that influence the job satisfaction of the lecturers employed in self financing Arts colleges. The study is Descriptive in nature and the data was collected through a self designed questionnaire administered to the lecturers with less than 5 years of experience who were employed in self financing Arts colleges situated in Salem, Tamil Nadu. Data was collected from September 2010 to November 2010. The nature of the study gave the researcher no choice other than the Convenience sampling method. 876 lecturers accepted to complete the questionnaire of which only 570 was usable. Five point Likert scaling was used to determine the job satisfaction level of the respondents. Chi-square was used for comparing the observed and expected frequencies and Cronbach alpha to check the internal reliability co-efficient of the 14 item scales determining the level of job satisfaction. The study results clearly indicate that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The factors which are intrinsic to the job and motivated them were recognition, work itself, possibility of growth and the extrinsic factor that acted as a major dissatisfying factor was poor compensation and benefits offered by the institution. The study suggests ways to improve the level of job satisfaction of the lecturers employed in self financing colleges of Tamil Nadu.

KEYWORDS

Job satisfaction, Intrinsic & Extrinsic Sources of Job satisfaction.

INTRODUCTION

Work plays a major role in people's lives and wields an important influence on their sense of well-being and identification in society. This can be influenced by societal, cultural and individual factors. If work is unfulfilling in that it prevents employees from fully realizing their own potential and developing their human capacities, the nature of work becomes a primary stressor (Kendall 2000).

Teaching is a noble profession. The teacher plays a crucial role at all levels, whether primary, secondary or at college. The designation experience a sea change once it's changed from "teacher" to a "lecturer" along with the responsibilities, roles, expectations. More so about the relationship between the student and the tutor. Yesteryear teacher student relationship which is characterized by submissiveness of the students is a fad no more. Students at school level expect the teachers to treat them as adults and at colleges the expectation is to be treated either as a colleague or as a friend. This is common both at the urban and the rural areas as well. They expect the teaching faculty to be an expert in the subject handled, technology savvy, possessing in depth knowledge about related fields of specialization, an embodiment of empathy, high tolerance level and the list is infinitely big. Apart from all these, the general idea is a laissez faire policy to be adopted by the lecturer in and out of the class room. The culture, attitude and the caliber of the students (either high or low, compared to the level of self) gives stress to the teaching faculty. This stress, if coupled with the stress created by the complexities of work environment would lead to job dissatisfaction, reduction in organizational commitment, professional incompetence and in extreme cases psychological break down. The study is conducted to determine the job satisfaction of the lecturers employed in self financing arts college at Salem.

REVIEW OF LITERATURE

JOB SATISFACTION

Job Satisfaction can be explained in terms of an individual's reaction to the job experience. It is defined as a job attitude, which is consistent pattern of thoughts, feelings and behavior toward some aspects of job. Job satisfaction is typically described as an effective or emotional component. When the effect of the attitude is positive, it is called job satisfaction; when it is negative it is called job dissatisfaction. According to Sinha and Agarwal (1971) job satisfaction is a persistent effective state, which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Pearson (1991) suggested that employees expect their job to provide an accumulation of features (e.g. Pay and promotion) for which the employee has certain preferential values. The range and importance of these values vary across individuals, but when the accumulation of unmet expectations becomes sufficiently large, job satisfaction is lower, and there is a greater probability of withdrawal behavior. The significance of positive work environment in fostering job satisfaction has been clearly postulated by many researchers in the past. According to Durganand Sinha (1981) the warmer the recognition given by the management to the demonstrated ability of the employee, the keener was his pride in his work and the firm, and greater his satisfaction. Sibbald (2000) found that job satisfaction was related to several personal and practice characteristics. Longer reported working hours were associated with lower levels of satisfaction. This is consistent with previous researches suggesting that high workload is the principal source of job related discontent.

EXTRINSIC & INTERNAL FACTORS



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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	FINANCIAL LIBERALIZATION IN SINGAPORE, 1999-2003: THE EFFECT OF FIVE-YEAR LIBERALIZATION PROGRAM ON SINGAPORE'S BANKING SECTOR SHAHZAD GHAFOR & UZAIR FAROOQ KHAN	1
2.	DEVELOPING VALUES IN ORGANIZATION: A REFLECTION ON ORGANIZATIONAL VIRTUOUSNESS APPROACH HAMIDEH SHEKARI, MOHAMAD ALI AFSHARI & SAID MEHDI VEYSEH	11
3.	INFLUENCE OF EDUCATIONAL LEVELS ON FERTILITY DECISIONS AMONGST FEMALES PARTICIPATING IN LABOUR FORCE IN ADO-ODO/OTA LOCAL GOVERNMENT AREA OF OGUN STATE NIGERIA MOSES AYOKUNLE AKANBI & OGBARI MERCY EJOVWOKEOGHENE	16
4.	OCCUPATIONAL ROLE STRESS AMONG WOMEN EXECUTIVES IN UNITED ARAB EMIRATES DR. SANGEETHA VINOD & DR. IPSHITA BANSAL	21
5.	SOCIAL RISK MANAGEMENT AS A POVERTY REDUCTION STRATEGY IN NIGERIA ONAFALUJO AKINWUNMI KUNLE, PATRICK OMORUYI EKE, AKINLABI BABATUNDE HAMED & ABASS OLUFEMI ADEBOWALE	30
6.	A STUDY ON FACTORS INFLUENCING THE JOB SATISFACTION OF LECTURERS EMPLOYED IN SELF FINANCING ARTS COLLEGES, SOUTH INDIA DR. S.KAYALVIZHI & K.CHOKKANATHAN	34
7.	AN ANALYSIS OF INVESTOR'S PERCEPTION REGARDING MUTUAL FUND SONU V GUPTA, PRAKASH CHAWLA & SANDHYA HARKAWAT	38
8.	IMPACT OF BRAND IMAGE ON CUSTOMER COMMITMENT & LOYALTY IN INDIA DR. MALHAR KOLHATKAR & DR. NIRZAR KULKARNI	42
9.	PROBLEMS OF FRUIT PROCESSING INDUSTRY IN ANDHRA PRADESH - A CASE STUDY OF SELECT UNITS IN CHITTOOR DISTRICT K. SREENIVASA MURTHY & HIMACHALAM DASARAJU	46
10.	SHAREHOLDERS MARKET WEALTH EFFECT AROUND STOCK SPLIT ANNOUNCEMENTS –AN EMPIRICAL SECTORAL EVIDENCE FROM INDIAN STOCK MARKET SURESHA B & DR. GAJENDRA NAIDU	53
11.	IDENTIFYING THE DIMENSIONS OF ORGANIZATIONAL CULTURE & THEIR PERCEIVED RELATIVE IMPORTANCE IN THE MIND OF THE MEMBERS OF THE ORGANIZATIONS – A CASE OF FOUR INDIAN ORGANIZATIONS DR. SITANATH MAJUMDAR & KAUSHIK KUNDU	60
12.	STRESS - A CHALLENGE FOR MARKETING EXECUTIVES DR. E. RAJA JUSTUS & DR. C. SATHYA KUMAR	69
13.	A STUDY ON FACTORS CRITICAL IN SELECTION OF HUMAN RESOURCE FOR NEW PRODUCT DEVELOPMENT IN ACHIEVING QUALITY, COST AND DELIVERY - WITH REFERENCE TO SELECTED AUTOMOBILE INDUSTRIES DR. MU.SUBRAHMANIAN & V. KUMAR	73
14.	INDECISIVENESS IN DECISION MAKING: A PERSPECTIVE STUDY OF MANAGING INDECISIVENESS – A CLASSICAL INDIAN CASE STUDY DR. S. P. RATH, DR. SHIVSHANKAR K. MISHRA, PROF. BISWAJIT DAS & PROF. SATISH JAYARAM	84
15.	A DEMOGRAPHIC STUDY OF PROBLEMS FACED BY INDIAN SHIPPING AGENTS (WITH SPECIAL REFERENCE TO LUDHIANA – PUNJAB) SANJEET KAUR & BHAGAT SINGH	90
16.	HUMAN RESOURCE MANAGEMENT AND KNOWLEDGE MANAGEMENT: A SYNTHESIS OF RESEARCH AND MANAGERIAL IMPLICATIONS AJAY SOLKHE	98
17.	APPLICATION OF Z SCORE ANALYSIS IN EVALUATING THE FINANCIAL HEALTH OF PHARMACEUTICAL COMPANIES- A CASE STUDY DR. D. MAHESWARA REDDY & DR. C. R. REDDY	104
18.	ENTREPRENEURSHIP & EMERGING FORM: A STUDY ON FINGERLING PRODUCTION OF SELECTED VILLAGES OF BARPETA DISTRICT OF ASSAM BIDYUT JYOTI BHATTACHARJEE	108
19.	COMPOSTING: A TOOL TO SAVE EARTH AND GO GREEN YOGESH MEHTA, SRISHTI JOSHI & ASHWINI MEHTA	113
20.	RELEVANCE OF BRAND PERSONALITY TO TOURISM DESTINATIONS RESHMA FARHAT & DR. BILAL MUSTAFA KHAN	116
21.	ANALYSIS OF FACTORS INFLUENCING EMPLOYEES' PRODUCTIVITY, IN RELATION TO WORKPLACE ENVIRONMENT VIKAS CHADDHA & RAVI PANDEY	120
22.	EXPLORING THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN RETAILING ABHIRUCHI SINGH	126
23.	WOMEN ENTREPRENEUR- A NEW BEGINNING NISHA RATHORE	130
24.	A REVIEW ON PERSONALITY MAGNETISM LEADERSHIP BEHAVIOR R. GOPINATH	132
25.	VODAFONE TAX DISPUTE: A SAGA SHASHWAT AGARWAL	138
	REQUEST FOR FEEDBACK	141

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The extensive search of literature provided the need for the segregation of job characteristics such as extrinsic and intrinsic rewards and their influence on job satisfaction of employees. Intrinsic motivation and rewards are emphasized in the Job Characteristics Model conceptualized by Hackman and Oldham (1976). Building on Herzberg's two-factor theory model, Hackman and Oldham identified five job characteristics that are said to result in high levels of intrinsic motivation. These include a focus on: task identity, or the extent to which the worker is able to perform a complete cycle of tasks; task significance or the overall status and importance of the job; skill variety; autonomy, the extent to which workers can decide for themselves how the job will be performed; and feedback, the extent of feedback from supervisors and co-workers on the quantity and quality of work.

JUSTIFICATION OF THE STUDY

Extensive review of literature suggested that there was lot of research done on the level of job satisfaction of Industrial workers and various other professionals but not of the lecturers, and about the self financing college teachers in particular. Hence the need was felt for undertaking a study on this.

OBJECTIVES

1. To determine the level of job satisfaction of the lecturers employed in self financing Arts colleges in Salem City, Tamil Nadu.
2. To identify the major intrinsic and extrinsic sources of job satisfaction for the lecturers employed in self financing Arts colleges at Salem city.
3. To suggest measures to improve the level of job satisfaction of the lecturers.

RESEARCH METHODOLOGY

The study is Descriptive in nature and the data was collected through a self designed questionnaire administered to the lecturers employed in self financing Arts colleges situated in Salem, Tamil Nadu. Data was collected from September 2010 to November 2010. The nature of the study gave the researcher no choice other than the Convenience sampling method. Five *point* Likert scaling was used to determine the job satisfaction level of the respondents. Chi-square test was used which was done on the basis of expected frequency as 114 in each category; Cronbach alpha was applied to check the internal reliability co-efficient of the item scales determining the level of job satisfaction. The study was confined to those with less than 5 years of experience in teaching. Therefore senior grade lecturers are not part of the study. Questionnaires were distributed to 876 lecturers of which only 570 was usable, since many faculty members were apprehensive of filling up the questionnaire. They were unwilling to give the details though they were assured that their responses would be kept confidential and would be used only for research purpose. In spite of name of the lecturer, name of the college they were employed were specified as optional entry, the lecturers were hesitant to complete the questionnaire with complete information.

ANALYSIS

DETERMINING THE LEVEL OF JOB SATISFACTION

Job satisfaction consisted of 14 item scales. Overall Rating of the level of job satisfaction was as follows: strongly agree = very high, agree = high, moderately agree = moderate, disagree = low, strongly disagree = very low.

OVERALL RATING OF JOB SATISFACTION

The overall rating of job satisfaction of the respondent self financing college teachers is presented in Table 1.

TABLE 1: LEVEL OF JOB SATISFACTION (N= 570)

S.No.	Satisfaction Level	Frequency	Percentage
1.	Highly Satisfied	81	14.21
2.	Satisfied	85	14.91
3.	Moderately Satisfied	72	12.64
4.	Dissatisfied	183	32.10
5.	Highly Dissatisfied	149	26.14
	Total	570	100.00

Table 1 show that only 81 of the respondents "strongly agreed" toward high job satisfaction, 85 of them "agreed" and 72 of the respondents had "moderate agreement". However, "disagreed" category was chosen by 183 respondents and "strongly disagreed" category by 149 respondent lecturers, indicating the level of job satisfaction was very low.

CHI SQUARE TEST

The Chi square value for Table 1 determining the level of job satisfaction of the respondent lecturers was 84.9 with a P value of < 0.0001

SOURCES OF JOB SATISFACTION

a) INTERNAL FACTORS

Analysis of the open query on job satisfaction to identify specific aspects of the job, which satisfied the respondents, the most, majority of them identified factors which were intrinsic to the job as satisfiers.

TABLE 2: INTRINSIC SOURCES OF JOB SATISFACTION (N = 570)

S.No.	Sources	No.	Percentage (%)
1	Recognition	515	90.35
2	Work itself	510	89.47
3	Advancement opportunities	498	87.36
4	Possibility of growth	456	80
5	Responsibility	327	57.36
6	Achievement	102	17.89

Table 2 shows that the intrinsic factor, namely, recognition was rated as a major satisfier by a high percentage of 90.35% and work itself by 89.47% of the college teachers. Advancement opportunities was chosen by 87.36%, possibility of growth and achievement scored 80% whereas it was found that very few lecturers rated responsibility and achievement as a source of satisfaction for them.

b) EXTERNAL FACTORS

For the open query on job satisfaction to identify specific aspects of the job, which dissatisfied the respondents, majority of them identified the following as factors extrinsic to the job as dissatisfiers.

TABLE 3: EXTRINSIC SOURCES OF JOB DISSATISFACTION (N = 570)

S.No.	Sources	No. of respondents	Percentage (%)
1	Poor compensation and benefits	423	74.21
2	Lack of interpersonal relations	78	13.68
3	Unhealthy working conditions	32	5.61

4	Job insecurity	27	4.73
5	Lack of promotion opportunities	10	1.75

Table 3 shows that the extrinsic factor, namely, compensation and benefits, was rated as a major dissatisfier indicated by high percentage of 74.21% and lack of interpersonal relations, 13.68%. Unhealthy Physical working conditions was rated as a dissatisfying factor by 32 of the respondents, job insecurity by 27 of them and lack of promotion opportunities by 10 of the respondents.

CHI SQUARE TEST

The Chi square value for table 3 determining the major extrinsic sources of dissatisfaction for the respondent lecturers was 1069.2 with a P value < 0.0001.

ITEM SCORES ON JOB SATISFACTION

Item scale measuring job satisfaction was analyzed according to the rating for each category response as follows: Strongly Disagree as very low, Disagree as low, moderately agree as moderate satisfaction, Agree as high satisfaction and Strongly agree as very high satisfaction. A detailed analysis of each of the 14 items on job satisfaction is presented in table 4

TABLE 4: ITEM SCORES ON JOB SATISFACTION

Items	SA*	A*	MA*	DA*	SDA*
I am satisfied with my job	54	20	43	108	345
All things being equal, I will choose my present employer again	-	10	16	144	400
I, at times feel that my job is monotonous and tire-some.	13	18	21	279	239
My profession commands high respect for me in the society.	518	40	12	-	-
I like my job much better than most people in other professions like theirs.	503	40	12	15	-
The work associated with my position allows me to make contributions to:					
a) The college	514	36	20	-	-
b) The profession	11	12	52	98	397
c) My own sense of achievement	16	20	55	89	390
I receive adequate praise for work well done from:					
a) My peers	37	79	102	141	211
b) Head of my department /others	11	28	8	321	202
c) College Correspondent/chairman/secretary	12	27	7	311	213
The work associated with my position provides me with:					
a) Opportunity to use a full range of teaching skills	503	11	56	-	-
b) Opportunity to undertake research	-	-	-	41	529
c) The opportunity to be of service to others	563	7	-	-	-

SA* = Strongly agree; A* = Agree; MA* = Moderately agree; DA* = Disagree; SDA* = Strongly Disagree

Item scores on Job Satisfaction was analyzed, according to the sum of categories strongly agree, agree and moderately agree, representing high level of satisfaction and the sum of categories Strongly disagree and Disagree representing low level of satisfaction with the job.

Table 4 show that 79.47 % of the respondents were not satisfied with their jobs; 95.43 % of the respondents were not ready to choose their present employer all over again; 90.87 % of the lecturers felt that their jobs were not monotonous and tiresome; 90.87% of the lecturers perceived that their profession to be commanding high respect for them in the society; 88.24% of the lecturers liked their job better than other people liked theirs. 90.17% of the respondents felt that they make contributions to the college; 86.84% of them felt that they are not contributing anything towards the profession and 84.03% of the lecturers to their own sense of achievement.

Of the total respondents 61.75% did not receive adequate praise for work well done from peers, 91.75% of them both from their/ other department heads and 91.92% of the respondents from the management of the college. 88.24% of the lecturers felt that they were not given the opportunity to use their teaching skills fully; 92.80 % of them felt that they were not provided with research opportunities; 100% of them felt that their profession provided them an opportunity to be of service to others. The results clearly show that the lecturers were highly dissatisfied with their jobs.

INTERNAL RELIABILITY CO-EFFICIENTS

The reliability of the item scales used for this study revealed the Internal co-efficient for the item scales 1-14 as presented in the table 5 was 0.79.

TABLE 5: INTERNAL RELIABILITY COEFFICIENT FOR ITEM SCALES

Survey Measures	Cronbach Alpha	Items
Job Satisfaction	0.790	1-14

DISCUSSION AND CONCLUSION

The study results clearly indicate that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The factors which are intrinsic to the job and motivated them were recognition, work itself, advance opportunities and possibility of growth and the extrinsic factor that acted as a major dissatisfying factor was poor compensation and benefits offered by the institution. Lam (1995) emphasized the importance of working conditions, which help in attaining interesting work, reasonable workload, pay and promotions will lead to job satisfaction. Xiang, Chen and Bruene (2005) found that interest in the activity (or job) was the most important intrinsic factor in predicting job satisfaction, over and above other intrinsic and extrinsic factors. Many faculty members felt that there was poor interpersonal relationships prevailing in the work-setting and the common factor indicated by them was verbal abuse by the management. The analysis throws light on the fact the lecturers are satisfied with their profession and were dissatisfied with the Institution they were serving. This phenomenon has a wider implication. When a lecturer is dissatisfied with the Institution, they might leave the Institution or might stay and render substandard performance. When they leave, the institution might suffer as the student community is deprived of being in the same hands for a sustained period, which has its own benefit. When a dissatisfied faculty member decides to stay with the Institution it is detrimental to the college in innumerable ways. Lethargy, disinterest in work, low classroom performance, poor results in University examinations and an overall decline in the attention that is needed to be given to the students could be the outcome of such a decision.

The management of the self financing colleges can follow the recommendations which are based on the findings: 1.Offer better pay package. 2. Improve the working conditions. 3. Avoid Verbal abuse and 4. Foster a sense of belongingness among the faculty members by arranging family get-together, picnic etc. If the above factors are considered by the management of self financing arts colleges, it would not only improve the quality of their institution, job satisfaction and quality of work life of the lecturers, but in an indirect way improve the inputs for the post graduate courses be it, computer applications or business administration which might be pursued by the students after their course completion at arts colleges. The human resources are the actual assets of any organization; it's the management that decides whether these would remain fixed or would move to other institutions.

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