

OPEN ACCESS

Volume: 11

Special Issue: 1

Month: June

Year: 2024

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 31.03.2024

Accepted: 13.06.2024

Published: 19.06.2024

Citation:

Jerin Rose, G. (2024). A Study on Job Satisfaction of Self-Finance College Teachers in Kanyakumari District. *Shanlax International Journal of Arts, Science and Humanities*, 11(S1), 66–74.

DOI:

<https://doi.org/10.34293/sijash.v11S1-June.7793>



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A Study on Job Satisfaction of Self-Finance College Teachers in Kanyakumari District

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Job discontent affects working conditions and other tasks performed by the institution, and it is a significant element in determining educational institutions. A worker's emotional response to their work is known as job satisfaction, and it is determined by comparing the expected or desired outputs with the actual production. This study aimed to investigate how self-financed teachers feel about their jobs. Fifteen self-funded college instructors from the Kanyakumari District participated. For this investigation, a sample size of 165 has been determined. In this investigation, stratified proportionate random sampling was employed. The core data was gathered using a carefully designed questionnaire. The obtained data were analyzed using a correlation statistical tool to determine if the sample respondents were satisfied with their income and training possibilities. Therefore, the current study assesses how factors impact educational institutions and employment satisfaction.

Keywords: Job Satisfaction, Performance, Self-Finance, Teachers and Work Environment.

Introduction of the Study

Positivity is the most essential trait for a teacher in education. To be satisfied with their profession, teachers must possess the ability and the unwavering desire to carry out their responsibilities with the utmost dedication. Job satisfaction is the sum of one's psychological and emotional experiences at work. Work happiness is crucial to the general commitment and output of the colleges. Their satisfaction with their jobs significantly impacted the teachers' dedication to their work in the organization. Satisfaction is seen in their increased involvement and commitment to the company. The overall process of performing their job is impacted by the professors' positive or satisfied feelings toward the organizations, which helps the college succeed.

Improvements in these two areas are necessary for educational progress because job satisfaction impacts student performance. The ultimate purpose of every organization is student satisfaction, high-quality education, and college improvement. Additionally, this characteristic significantly impacts work performance, leadership behaviour, and styles. It is essential to one's job. Job success, motivation, and adaptability may have an impact on one another. Improved performance can achieve crucial requirements, such as security, health, satisfaction, and creditability.

Statement of the Problem

An essential part of a student's community is education. Any country's quality of life directly reflects its level of development. Having greater access to social change in Indian society and being at a higher education level allows one to affect education at other levels. The most significant group of professionals for our nation's future is its college instructors. Due to unemployment, Many self-financed colleges and courses are increasing at the moment. Many highly skilled and experienced educators work in these kinds of institutions and endure emotional distress. Providing high-quality college education is a top priority for the Indian government. However, if teachers were not happy in their jobs, the goal of offering high-quality instruction would not be achieved. As a result, the current study focuses on the job satisfaction of Kanyakumari District self-finance college instructors.

Objectives of the Study

The goals of the research are as follows:

1. To examine the sample respondents' demographic characteristics.
2. To research the elements affecting college instructors' job happiness.
3. To explore the relationship between working hours and job satisfaction in the research unit.
4. To present the insightful conclusions and recommendations from the research.

Scope of the Study

The study examines the variables and demographic information of self-finance college instructors, such as age and gender that affect their job satisfaction.

Review of Literature

Sharma (2010) investigated gender disparities in job satisfaction and teachers' professional dedication. The study aimed to examine the correlation between teachers' job satisfaction and professional commitment and identify any variations in professional commitment that may arise from gender disparities. The study indicated that teachers' professional dedication was unaffected by gender variations, but work satisfaction and professional commitment correlated positively and significantly.

Massey (2011) examined the variations in the link between secondary school teachers' work satisfaction and teacher freezing. The study also sought to determine how teacher freezing and work satisfaction were impacted by sex, experience, and school type. However, it was discovered that there was no discernible impact of sex, experience, or kind of school on teacher freezing and work satisfaction. The results showed a strong and statistically significant correlation between job satisfaction and teacher freezing.

In her study on job satisfaction, Sridevi (2011) examined the substantial differences in teachers' job happiness according to their gender, location, and kind of institution. According to the study, most teachers reported a moderate degree of job happiness, with teachers at assisted schools reporting higher levels of job satisfaction than those in unaided or government institutions. Regarding gender and duration of service, no discernible variations were observed in the work satisfaction levels of the teachers.

According to Stevanovic (2011), there can be reciprocal effects from life satisfaction. A higher level of job achievement was linked to a higher level of family enhancers, leading to higher life satisfaction and family support. On the other side, emotional weariness at work was linked to an increased number of household stresses, which resulted in decreased life satisfaction and family support. Stressors or family enhancers may or may not consider the gender disparities and work

environment when assessing the impact of spillover. On the other hand, a more significant frequency of family enhancers was associated with increasing age.

Nagar (2012) investigated organizational commitment and work satisfaction among burnout-prone teachers. The study also looked at how instructors' loyalty to their organization is impacted by higher job satisfaction. The findings showed that lower job satisfaction directly results from all three burnout factors—depersonalization, a decline in personal accomplishment, and emotional weariness. Women were considered more devoted to their organizations and jobs than male teachers, and they also showed higher levels of job satisfaction than men. It was also revealed that a higher level of job satisfaction was a significant factor in the rise in organizational commitment.

Muthamizhselvan, M., and Kumar, L. (2017) examined the life satisfaction of secondary school teachers working in different teaching groups. They also investigated the impact of instructors' demographics on life contentment. A questionnaire was conducted among 300 secondary educators employed in the Vellore district's schools. The study's findings showed no significant relationship between the secondary school teachers' life satisfaction and demographic factors, gender, school type, subject matter, teaching experience, marital status, or family structure.

Research Methodology

- Sources of data: Primary & Secondary data
- Tools of data collection: Questionnaire method
- Data collection period: One month
- Sample size: 165
- Sampling method: Proportionate stratified random sampling
- Statistical tools: Percentage method, Correlation and Average rank method.
- Study Area: Self-financed Colleges in Kanyakumari District.

Analysis and Interpretation of the Study

This section evaluates the study area's demographic background, including gender, age, religion, educational background, designation, community, marital status, years of experience at the current institution, previous experience's working conditions, total teaching experience, and monthly salary. In the Kanyakumari District, the data includes 15 self-financed college instructors. The analysis and interpretations that follow are as follows:

Table 1 Demographic Profile of the Respondents

Sl. No	Concepts	Categorized	No. of Respondents	Percentage of the Respondents
1	Gender	Male	70	42
		Female	95	58
		Total	165	100
2	Age	Below 25 years	10	06
		25years-35 years	21	13
		35 years -45 years	60	36
		45 years -55 years	49	30
		Above 55 years	25	15
		Total	165	100

3	Religion	Hindu	54	33
		Muslim	40	24
		Christian	71	43
		Total	165	100
4	Educational Qualification	PG with SET/NET	29	18
		PG with M.Phil	17	10
		PG with Ph.D	32	19
		PG with M.Phil, Ph.D	87	53
		Total	165	100
5	Designation	Assistant Professor	91	55
		Associate Professor	64	39
		Principal/Vice Principal	10	06
		Total	165	100
6	Community	BC	88	53
		SC	53	32
		MBC	24	15
		Total	165	100
7	Marital Status	Married	122	74
		Unmarried	43	26
		Total	165	100
8	Years of experience of the present institution	It's my first year	13	08
		1yr -5 years	23	14
		5 years -10 years	16	10
		10 years-15 years	35	21
		15 years- 20 years	60	36
		Above 20 years	18	11
		Total	165	100
9	Do you work in any other Institution	Yes	72	44
		No	93	56
		Total	165	100
10	If yes, how long it was	Below 5 years	32	44
		5 years-10 years	22	31
		10 years- 15 years	18	25
		Above 15 years	--	--
		Total	72	100
11	Total teaching experience	Below 10 years	58	35
		10 years-15 years	20	12
		15 years-20 years	54	33
		20 years- 25 years	18	11
		Above 25 years	15	09
		Total	165	100

12	Monthly Salary	Below Rs. 15,000	32	20
		Rs.15,000-Rs.20,000	46	28
		Rs. 20,000-Rs.25,000	53	32
		Rs.25,000-Rs.30,000	09	05
		Above Rs. 30,000	25	15
		Total	165	100

Source: Primary Data

The demographic profile of self-finance instructors in Kanyakumari District is displayed in Table 1.

Male respondents comprise 42% of the sample, while female respondents comprise 58%. According to the study's interpretation, women constitute the majority of respondents (58%).

Thirteen per cent of respondents are under the age of twenty-five, six per cent are under the age of twenty-five, thirty per cent are under the age group of forty-five to fifty-five, and fifteen per cent are under the age group of over fifty-five. Thirteen per cent of respondents are under the age group of twenty-five to thirty-five, and six per cent are under the age group of under twenty-five. According to the report, most respondents (36%) fall into the 35–45 age range.

According to the research, 43% of the respondents in the survey identify as Christians, followed by Hindus (33%), Muslims (24%), and other religions.

Only 10% of sample respondents have PG degrees with M.Phil, while 53% have PG degrees with M.Phil and Ph.D., 19% have PG degrees with Ph.D., 18% have PG degrees with SET/NET, and 10% have PG degrees with M.Phil. As a result, the survey concluded that 53% of the respondents had PG degrees and an M.Phil and Ph.D.

Just 6% of survey respondents fall into the Principal/Vice-Principal group; 55% of sample respondents have the title of Assistant Professor, 39% have the designation of Associate Professor, and 55% have neither. As a result, the study concludes that most respondents (55%) had the designation of assistant professor.

This study focuses on three communities: BC, SC, and MBC. Most respondents (53%) said that the BC community was their top choice, followed by the SC and MBC communities (32% and 15% of respondents, respectively).

Twenty-six per cent of respondents are single, and seventy-four per cent are married. As a result, most respondents (74%) are married. Of the responders, 36% had between 15 and 20 years of experience at their current institution. Only 8% of respondents are freshly appointed, whereas 21% have ten to fifteen years of experience, 14% have one to five years of experience, and 10% have five to ten years of experience.

Fifty-six per cent of the participants have prior experience working in an institution. Of the interviewees, 44% had never worked for another organization. Of the 72 responders, 32 had less than five years' experience, 22 had five to ten years' experience, and 18 had ten to fifteen years' experience.

Thirty-six per cent of respondents have less than ten years of teaching experience, thirty-three per cent have between ten and twenty-five years of experience, twelve per cent have between ten and fifteen years of experience, and the remaining eleven per cent and nine per cent have between twenty-five and twenty-five years of experience, respectively.

Thirty-two per cent of respondents' monthly income falls between Rs. 20000-Rs. 25000, twenty-eight percent fall between Rs. 15000 and Rs. 20,00000, and fifteen percent and five percent of respondents' total monthly income falls between Rs. 30000 and Rs. 25000–Rs. 30000 categories.

Calculation of Correlation

One statistical tool used to examine the relationship between two variables, such as job satisfaction and workload hours, is correlation. It involves several methodologies and approaches for determining the degree of relationship between two variables. The formula used to calculate it is as follows:

$$r = \frac{\sum dxdy}{\sqrt{\sum dx^2 \cdot \sum dy^2}}$$

Table 2 Difference between Job Satisfaction and Working Hours in the Institutions

Satisfaction of job (x)	44	75	24	20	02
Workload (hours) (y)	25	110	20	08	02

$$X = \sum x/n = 165/5 = 33$$

$$Y = \sum y/n = 165/5 = 33$$

Table 3 Calculation of Correlation

x	dx	dx ²	y	dy	dy ²	dxdy
44	11	121	25	-8	64	88
57	42	1764	110	77	5929	3234
24	-9	81	20	-13	169	117
20	-13	169	08	-25	625	325
02	-31	961	02	-31	961	961
		$\sum dx^2 = 3096$			$\sum dy^2 = 7748$	$\sum dxdy = 4725$

Correlation :

$$r = \frac{\sum dxdy}{\sqrt{\sum dx^2 \cdot \sum dy^2}}$$

$$= 4725 / 4897.73$$

$$r = 0.96 \text{ (positive correlation)}$$

Average Rank Analysis

The following table includes ten factors affecting the sample's job satisfaction: job security, welfare facilities, working conditions, wage satisfaction, incremental satisfaction, collaboration among coworkers, performance appraisal system, and career development system. The average rank analysis method calculates the elements impacting job satisfaction.

Table 4 Factors Influencing Job Satisfaction of the Sample Respondents

Factors	Rank	I	II	III	IV	V	VI	VII	VIII	IX	X	Total score	Mean	Rank
	Value	10	9	8	7	6	5	4	3	2	1			
Increment satisfaction		25	24	22	19	17	15	13	11	10	09	1066	6.46	7
Colleques co-operation		24	26	21	18	19	21	11	08	07	10	1079	6.54	6
Working environment		26	27	24	18	15	14	12	08	11	10	1085	6.57	5
Working facilities		15	18	27	24	10	12	14	26	08	11	988	5.99	10

Salary satisfaction	30	29	23	19	15	17	08	07	10	07	1133	6.87	1
Job Security	31	23	20	17	19	16	15	05	07	12	1091	6.61	3
Welfare facilities	28	22	25	18	16	15	14	11	06	10	1086	6.58	4
Performance Appraisal System	21	25	26	20	18	11	10	17	09	08	1063	6.44	8
Career development System	22	24	26	15	11	13	12	14	15	13	1013	6.13	9
Promotion System	26	25	22	21	20	17	13	10	08	03	1115	6.75	2

Source: Computed Data

According to the Average Rank Analysis approach, the factors impacting the sample respondents' job satisfaction are explained in the above table. The primary factors influencing the sample respondents are salary satisfaction and promotion system content, which rank first (score 1133) and second (score 1115). The working environment is ranked fifth (score 1085), welfare facilities are ranked fourth (score 1086), and job security is placed third (score 1091). Working facilities (score 988), career development system (1013), performance appraisal system (1063), increment satisfaction (1066), and colleague cooperation (1079) are ranked sixth, seventh, eighth, ninth, and tenth, respectively.

According to the study's interpretation, working facilities came in last and salary satisfaction came in first.

Findings of the Study

The key conclusions of the study, derived from the data analysis, are,

1. Women comprise the majority of respondents (58%) in this survey.
2. Most respondents (36%) fell into the 35–45 age range.
3. Christians make up 43% of the respondents' religious group.
4. The study concludes that 53% of the respondents have a postgraduate degree, such as an M.Phil or a Ph.D.
5. Assistant professors make up the majority of sample responses (55%) regarding designation.
6. The people followed the majority of responders (53%) in British Columbia.
7. Married people make up 74% of the sample.
8. 36% of respondents said they have worked at their institution for 15–20 years.
9. 56% of the participants have prior experience working in an institution, and 32 of the 72 respondents have fewer than five years of experience.
10. Of the responders, 35% had less than ten years of teaching experience.
11. The monthly income of 11.3% of the respondents falls between Rs. 20000-Rs. 25000.
12. The study calculated that the study's correlation is positive, or $r = 0.96$.
13. According to the report, working conditions and salary satisfaction came in first.

Suggestions of the Study

The analysis above leads to the following recommendations for enhancing the aspects of job satisfaction:

- Teachers should have access to more effective professional development opportunities and training.
- College administrations should support their faculty members and provide adequate facilities.

Conclusion

Workplace effectiveness can be significantly impacted by job satisfaction. The importance of job satisfaction extends to management and staff alike. A contented workforce aids managers in focusing better and taking an active role in institutional development. However, some are content with their jobs as they are. According to the survey, most workers are content with their jobs, while some are unhappy with specific aspects, such as pay and recognition. An attempt has been made to investigate the factors that affect job satisfaction. Most teachers are reported to be content with their particular institution's pay and advancement policies.

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