



## Teachers Satisfaction in Arts and Science Colleges in Erode District : A Multi-Variate Analysis Approach

### KEYWORDS

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### ABSTRACT

*Teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in moulding a pupil towards education. So, teachers' satisfaction plays an important role in all the educational institutions, particularly arts and science colleges. The main of this study is to examine the satisfaction level of the teachers whose are working in arts and science colleges in Erode district of Tamilnadu. For this purpose, 125 teachers were selected randomly and collect their opinion towards their job through the well structured questionnaire. Their responses were subduced into tables with the help of percentage analysis, mean score analysis and multiple regression analysis by using MS-excel 2007 and SPSS 22.0. From the result of statistical tools, it is found that working experience of the respondents plays highly influenced to teachers job satisfaction.*

### INTRODUCTION

Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs.

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004). Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution. This condition in the recent years for the teacher has led to (1) very few growth opportunities (2) inadequate compensation structure. The condition is worse with disadvantaged students who require excellent teachers but have the least. Seigh and Mead in their suggestion for lifting performance of teachers have emphasized the need for periodical performance appraisal just as it is in the corporate or business organization. Teachers will have to be periodically evaluated and the compensation structure will have to be based

on performance. A stringent policy will have to be developed in order to modernize and enrich teacher quality for hiring, evaluating and compensating. Merit based rewards yielded the best performance. They have indicated how quality matters by comparing the performance of students of an average teacher with that of the performance of students of an excellent teacher.

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993).

### REVIEW OF RELATED LITERATURE

Gupta (1988) investigated the correlates of effectiveness and ineffectiveness in teacher's teaching. He found job satisfaction and financial support to be significantly influencing effective teaching. Bruhn (1989) carried out an investigation relating job stress, job satisfaction and professional growth with a sample encompassing all major professions and found that job satisfaction is a necessity for controlling job stress and enhancing career growth. Naseema (1994) studied the relation between job satisfaction and teaching competence and found job satisfaction to be significantly contributing to teacher effectiveness. Kulsun (1998) attempted to relate school climate with job satisfaction. The study of Jyothi and Reddy (1998) requires a special mention as a study of job satisfaction among teachers working in special schools.

Job satisfaction of teachers seems to be a popular area for researchers in the recent years. Yezzi and Lester (2000) examined job satisfaction among teachers and found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and

others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment.

### AIM OF THE STUDY

To examine the satisfaction level of the teachers whose are working in arts and science colleges in Erode district of Tamilnadu

### METHODOLOGY OF THE STUDY

The target population for the present study is the teachers whose are working in different Arts and Science Colleges in Erode district. The chosen sample comprised of 125 teachers from the colleges. The selected 125 sample respondents have been selected from various departments working and various disciplines in Erode District. Simple Percentage analysis, mean score analysis and Multiple Regression analysis has been used in this research.

### DATA ANALYSIS AND INTERPRETATION

The selected 125 respondents' responses towards their job organized and subduced into the following table.

**Table 1 : Socio-Economic Status of the Sample Respondents and Job Satisfaction**

No.	Variables	No. of Respondents	%	Mean Score
	Age			
1	Upto 25 yrs	21	16.8	3.6
2	26-30 yrs	56	44.8	4.1
3	31-35 yrs	29	23.2	3.5
4	>35 yrs	19	15.2	3.7
	Total	125	100.0	
	Educational Qualification			
1	PG (Arts / Science)	47	37.6	3.7
2	M.Phil.	56	44.8	4.2
3	Ph.D.	22	17.6	3.8
	Total	125	100.0	
	Designation			
1	Assistant Professor	73	58.4	4.2
2	Associate Professor	38	30.4	4.0
3	Professor	14	11.2	3.8
	Total	125	100	
	Working Experience			
1	Upto 5 years	88	70.4	4.1
2	6-10 years	8	6.4	3.7
3	11-15 years	10	8.0	3.8
4	Above 15 years	19	15.2	3.7
	Total	125	100.0	
	Monthly Income			
1	Upto Rs.15,000	49	39.2	4.2
2	Rs.15,001-Rs.20,000	44	35.2	4.3
3	Rs.20,001-Rs.25,000	23	18.4	3.8
4	Above Rs.25,000	9	7.2	3.4
	Total	125	100.0	

From the analysis, it is noted that 16.8 percent of the respondents belong to upto 25 years of age, 44.8 percent of the respondents belong to 26-30 years of age, 23.2

percent of the respondents belong to 31-35 years of age and remaining 15.2 percent of the respondents belong to above 35 years of age. Further, the four age categories of the respondents have the satisfaction mean score of 3.6, 4.1, 3.5 and 3.7 respectively.

It could be found from the analysis that 37.6 percent of the respondents are having PG qualification, 44.8 percent of the respondents have M.Phil qualification and the respondents have Ph.D. qualification by 17.6 percent. Further, their corresponding satisfaction scores are 3.7, 4.2 and 3.8 respectively.

It brings from the analysis that 58.4 percent of the respondents are working as Assistant professor, 30.4 percent of the respondents are working as Associate professor and 11.2 percent of the respondents are working as professors. Further, they got satisfaction score as 4.2, 4.0 and 3.8 respectively.

The study noticed that 70.4 percent of the respondents are having upto 5 years of working experience, 6.4 percent of the respondents are having 6-10 years of working experience, 8.0 percent of the respondents are having 11-15 years of working experience and remaining 15.2 percent of the respondents are having above 15 years of working experience. Further, their corresponding satisfaction mean score are 4.1, 3.7, 3.8 and 3.7 respectively.

It is found from the analysis that 39.2 percent of the respondents are earning upto Rs.15000 in a month, 35.2 percent of the respondents are earning Rs.15,001 to Rs.20,000, 18.4 percent of the respondents are earning Rs.20,001 to 25,000 and remaining 7.2 percent of the respondents are earning above Rs.25,000. Further, their mean satisfaction score is 4.2, 4.3, 3.8 and 3.4 respectively.

Relationship between selected independent variables and level of job satisfaction – Multiple Regression Analysis

The result of the multiple regression analysis between the independent and dependent variables is discussed in the following table.

**Table 2 : Relationship between selected independent variables and level of job satisfaction – Multiple Regression Analysis**

No.	Independent Variables	Coefficient	SE	't' value	'p' value
	(Constant)	4.452			
1.	Age	0.309	0.120	9.565	0.011*
2.	Educational Qualification	0.259	0.141	4.836	0.067*
3.	Designation	0.844	0.123	6.862	0.000*
4.	Working Experience	0.476	0.112	4.250	0.000*
5.	Monthly Income	1.847	0.365	5.066	0.000*
	R Value	0.975			
	R <sup>2</sup> Value	0.951			
	F Value	87.104*			

**Note : \* - Significant at 1% level**

The resulted equation is formulated as follows :

Teachers' Satisfaction towards Job

$$= 4.452 + 0.309 (\text{Age}) + 0.259 (\text{Educational Qualification}) + 0.844 (\text{Designation}) + 0.476 (\text{Working Experience}) + 1.847 (\text{Monthly Income})$$

From the analysis it is noticed that the multiple linear regression co-efficient is found to be statistically fit as  $R^2$  is 0.951 for level of satisfaction towards job. It shows that the independent variables contribute about 95.1 percent of the variation in the level of satisfaction towards job and this is statistically significant at 1 percent level. It is found from the analysis that the variables age, educational qualification, designation, working experience and monthly income are having positive significant association.

### Findings

It is analysed from the analysis that majority of the teachers belongs to 26-30 years aged, qualified with M.Phil. education, working as assistant professor cadre, having upto 5 years of working experience and getting upto Rs.15000 monthly salary.

It is found from the analysis that majority of the respondents have perceived maximum level of satisfaction towards their job who belongs to 26-30 years aged, qualified with M.Phil degree, working as Assistant Professor, having upto 5 years of working experience and earning Rs.15001 to Rs.25000 in a month.

It is found from the multiple regression analysis that the variables age, educational qualification, designation, working experience and monthly income are having positive significant association.

### Suggestions

From the study, it is found that 26-30 years aged respondents have perceived high level of satisfaction than the other counterparts of the college teachers. So, it is recommended to the college management that they should give personal development and training, fair benefits and incentives, constructive continuous support, fair and equitable promotion, in the area of professional responsibility.

From the study, M.Phil. qualified teachers have more satisfaction than other qualified teachers. Hence, it is suggested to the college principals and management teams should raise positive work competition among within teachers' by ranking performance of teachers' weekly / monthly or semester based notice levels of performance of teachers' by fair and equitable monetary or other initiatives rewards with their effort.

### Conclusion

The study mainly focussed on teachers satisfaction towards their job whose were working in Arts and Science Colleges in Erode district of Tamilnadu. From the study, assistant professors have more satisfaction than other counterparts of the teachers. So, the college management should concentrate the issue for increase of the job satisfaction of their teachers, they should give more attention for increase the satisfaction level through various faculty training programme, increase the remuneration and promotional activities.

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