



Organizational Authority and Job Satisfaction

*Dr. Mrs. R. Malini ** Dr. Mrs. Punithavathy Pandian

* Assistant Professor, PG Department of Commerce and Research Centre Sri Paraskathi College for Women, Courtallam -627802.

** Emeritus Professor, Department of Commerce, Madurai Kamaraj University, Madurai -625021

ABSTRACT

Satisfaction of the teachers is the prerequisite for establishing a healthy organisational structure in a college. The teachers can render job effectively and satisfactorily only if good management and leadership exist in their institutions. Therefore, in this context, the research work was undertaken to evaluate the teachers' opinions on organisational authority and to find out whether the different categories of the teachers significantly differ among themselves with reference to their authority. Primary data were obtained from 240 teachers by adopting multistage stratified random sampling technique. The analysis of the opinions of the teachers on the organizational authority reveals that the teachers have satisfied opinions on functional head but they did not have satisfied opinion on management. Hence, the management of the colleges should often organise get-together programmes and offer incentives to create good organizational climate in order to impart high quality education to the students' community by the satisfied teachers.

Keywords : Organization, Satisfaction, Teacher, Authority

INTRODUCTION

The growth and prosperity of a successful educational system depend on the job satisfaction of the teachers. Satisfaction of the teachers is the prerequisite for establishing a healthy organisational structure in a college. The healthy organisational structure depends upon the healthy interpersonal relationship between the functional authority and teachers. They can render job effectively only if good management and leadership exist in their institutions. The efforts of the teachers can be channelized when good management and leadership exist in their institutions. The vigorous organisational behaviour of teachers facilitates effective teaching and kindles the spark among the teachers to contribute more and more for the betterment of the students' community.

Parelius (1982),¹ Holder (1985),² MarkHildebrand *et al* (1996),³ Ramakrishnaiah *et al* (1978),⁴ Anjumehrotra (2001),⁵ Elena Stamouli *et al* (2001),⁶ Ronit Bogler (2001),⁷ and Shamshad Ali (2003)⁸ conducted the research on the influence of the factors such as principal leadership behaviour, leisure, organisational climate, students, infrastructure, and co-workers on job satisfaction. Therefore, in this context, the research work was undertaken to evaluate the teachers' opinions on organisational authority and to find out whether the different categories

of the teachers significantly differ among themselves with reference to their authority.

METHODOLOGY

Primary data were obtained from the teachers with the help of structured questionnaire. The sample consisted of 240 teachers working in the colleges offering self-financing courses which affiliated to the Madurai Kamaraj University, Madurai, South India. The sample respondents were selected by adopting multistage stratified random sampling technique.

FUNCTIONAL HEAD

A principal has to communicate the goals of an institution to all the faculty members in ways that enthrall them to make them a reality. The interaction between the principal and the teachers has been described as "sweeping back and forth energy" for the academic achievement of the institution.⁹ The head of the institution should be cordial, impartial, appreciative and an effective academic administrator for the well being of the teachers and the students. Daly (1981),¹⁰ Mokry (1981),¹¹ Hoder (1985),¹² and Ramakrishnaiah (1998)¹³ studied the effect of leadership style of the principal on the teachers' job satisfaction. Regarding these aspects, statements were given to the teachers to get their opinions with a five-point scale and the scores are given in Table 1

TABLE 1 Teachers' Opinions on Functional Head

Statements	SA	A	N	DA	SDA	Total Score	Rank
Principal is cordial and impartial	79 (32.92)	68 (28.33)	39 (16.25)	38 (15.83)	16 (6.67)	880	I
Principal doesn't appreciate staff	32 (13.33)	30 (12.50)	43 (17.92)	58 (24.17)	77 (32.08)	838	III
Principal is an effective academic administrator and a guide to all	65 (27.08)	72 (30.00)	26 (10.83)	58 (24.17)	19 (7.92)	826	IV
Principal understands the teachers' difficulty	78 (32.50)	61 (24.42)	41 (17.07)	39 (16.25)	21 (8.75)	863	II

Source: Primary data
(Figures in parentheses are percentages)

As per Table1, the highest score is given to the principal's cordial relationship and impartial treatment. The principal's understanding of the teachers' academic and personal diffi-

culties is in the next rank. Principal does not appreciate distinguished performance of staff is given the third rank. The lowest score is given to the statement "principal is an effective administrator and guide to all". Only one third of the teachers have disagreed and strongly disagreed the statement principal is an effective administrator and a guide to all. It is obvious

that the teachers' satisfaction is predominantly determined by the factor the principals' impartial treatment and the cordial relationship towards the teachers. The percentage of (32.92%) faculty members who strongly agreed this statement is higher than other statements.

The analysis indicates that the teachers are satisfied with the principal in general. 'Z' test is applied to find whether there is any significant difference in the means of the opinion scores of the different categories of the teachers and the result is given in Table 2.

TABLE 2
"Z" Test on Opinions Scores of Teachers on Functional Head

Factors	Categories	N	Mean	SD	Z
Gender	Male	120	13.267	1.340	4.89*
	Female	120	14.142	1.434	
Discipline	Arts	120	13.575	1.344	0.33
	Science	120	13.517	1.361	
Nature of College	Government aided colleges	120	13.283	1.483	4.37*
	Self-financing colleges	120	14.067	1.287	

Source: Primary data

* Z Value is significant at 5% level

It is observed from Table 2 that the mean opinion score (14.142) of the female teachers is greater than the mean opinion score of the male teachers (13.267). The significant "Z" value (4.89) indicates that there is a significant difference between the mean values of the male and the female teachers regarding their opinion on principal. The analysis

shows that the female teachers are more satisfied than the male teachers. There is a minor variation in the means of the opinion scores of the arts (13.575) and the science teachers (13.517). The 'Z' value indicates that there is no significant difference between the means of the opinion scores of the arts and the science teachers.

Further, Table 2 shows that the mean opinion score of the teachers working in the self-financing course of self-financing colleges (14.067) is more than that of those working in the self-financing course of government-aided colleges (13.283). The 'Z' value of 4.37 shows that there is a significant difference within the mean values of these two groups. The study indicates that the teachers working in the self-financing course of self-financing colleges are more satisfied with their principal than their counterparts in the government aided colleges.

MANAGEMENT

As per the government's policy, higher education in India has been increasingly becoming self-financing. These self-financing colleges are managed and controlled by the reputed private bodies directly. The private bodies invest heavy capital in self-financing courses and frequently interact and interfere with their faculty members to earn more monetary and non-monetary yields. The academic policies, staffing, control, infrastructure facilities, remuneration, promotion and job security of the faculty members entirely lie in the hands of the management. The attitude of the management is consistent with the teachers' expectation and this has a significant influence on the level of job satisfaction.¹⁴

The following statements have thus obtained the teachers' opinions on the management. This is given in Table 3

TABLE 3 Teachers' Opinions on Management

Statements	SA	A	N	DA	SDA	Total Score	Rank
Management has high reputation	54(22.50)	38 (15.83)	66 (27.50)	43 (17.92)	39 (16.25)	745	II
Management is frequently interfering in college affairs	72 (30.00)	48 (20.00)	57 (23.75)	40 (16.67)	23 (9.58)	826	I
Management permit teachers to give suggestion	40 (16.67)	26 (10.83)	65 (27.08)	65 (27.08)	44 (18.33)	673	III

Source: Primary data

(Figures in parentheses are percentages)

From Table 3, it is obvious that frequent interference got the first rank. The percentage analysis shows that 50 per cent of the teachers felt that management interferes in day-to-day affairs. This is in line with the result reported by Anjaneyulu (1970)¹⁵. He reported that the teachers were dissatisfied due to too much of domination by the management. The teachers have given second rank to the reputation of their management. The last rank is given to the participative management in the organisation. Only 10.83 per cent and 16.67 per cent of the teachers have agreed and strongly agreed respectively that they have participative management. It indicates the prevalence of lack of participative management. The study reveals that the teachers are not satisfied with their management. The means, standard deviations and 'Z' values of different categories of sample respondents are presented in Table 4.

TABLE 4
"Z" Test on Opinions Scores of Teachers on Management

Factor	Categories	N	Mean	SD	Z
Gender	Male	120	7.792	1.374	3.63*
	Female	120	8.441	1.388	
Discipline	Arts	120	8.608	1.495	0.00
	Science	120	8.608	1.417	
Nature of College	Government aided colleges	120	8.575	1.402	4.98*
	Self-financing colleges	120	7.658	1.479	

Source: Primary data

* Z Value is significant at 5% level

Table 4 reveals that the female teachers' mean opinion score (8.441) is more than the male teachers' mean opinion scores (7.792). The calculated "Z" value of 3.63 indicates that there is a significant difference between the mean values of these two categories regarding their opinion on management. It shows that the female teachers are more satisfied with their management than the male teachers. The arts and the science teachers have the same mean opinion score. The "Z" value shows that irrespective of the discipline, the teachers have same opinion on their management.

The mean opinion score of the teachers (8.575) working in the self-finance course of government-aided colleges is higher than the opinion score of the teachers of self-financing course (7.658). It shows that the teachers in aided colleges are more satisfied with their management than the teachers in the self-financing colleges. The significant "Z" value (4.98) indicates that the means of the opinion scores differ significantly between the teachers who are working in the self-financing course of self-financing colleges and the government aided colleges regarding their management. This is in line with the result reported by Bernard *et al* (1976).¹⁶ They found that the teachers working under different managements had different levels of satisfaction.

CONCLUSION

The analysis of the opinions of the teachers on organisational authority reveals that the teachers have satisfied opinions on functional head but they did not have satisfied opinion on management. Z' test shows that there was a significant difference

in the means of the opinion scores of the different categories of the teachers. The female teachers were more satisfied with their principal and management than their counterparts. The arts and the science teachers have the same mean opinion score. It indicates that irrespective of the discipline, the teachers had the same opinion on their management and principal. Besides, the teachers working in the self-financing course of self-financing colleges were more satisfied with their principal than their counterparts in self-financing course of the govern-

ment aided colleges, but the opinion of the teacher on their management is contrary. The management of the colleges should often organise get-together programmes and offer incentives to create good organisational climate in order to improve the opinions of the teachers on their management because they are the apex authority in the educational institution organogram. If it is adhered to, the self-financing courses will certainly bloom and impart high quality education to the students' community by the satisfied teachers.

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