

Job Satisfaction of Self Financing Engineering College Teachers: Before and During COVID 19

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Abstract: *Job satisfaction is one of the most widely discussed issue in organizational behaviour and Human Resource Management. In present study the researcher investigated the present level of job satisfaction among the Self Financing Engineering College Teachers: Before And During COVID 19. Job satisfaction is an elusive, even mythical, concept that has been increasingly challenged and refined particularly since the Herzberg, Mauser and Synderman study in 1959. The most important information to have regarding an employee in an institution is a validated measure of his/her level of job satisfaction (Roznowski and Hulin, 1992). A better understanding of job satisfaction and factors associated with it helps top level management in educational institutions guide employees' activities in a desired direction. The morale of employees is a deciding factor in the institution's efficiency (Chaudhary and Banerjee, 2004). The affective component encompasses the good and bad feelings about a job, such as how people feel about their supervisors, co-workers, salaries, fringe benefits, office settings and commute to work. This information can be based on facts, conjecture and rumours. And a person's predisposition to respond in a favourable or unfavourable way to things on a job is the behavioural component. This aspect of an attitude determines the course of action a person chooses.*

Keywords: Job Satisfaction, Self Financing Engineering College, Covid 19

I. INTRODUCTION

Teachers are introspective, cooperative, directive and expressive. Education is successful when there is presence of an effective teacher. An effective syllabus and best curriculum became ineffective if there is absent of an effective teacher. The quality of teaching depends not only on the knowledge of the teacher but also how he/she is comfortable with the profession. There are various external factors which are responsible for the comfortless.

Job satisfaction simply means how content an individual is with his or her job. In simple words, job satisfaction is nothing but the degree or the extent to which one likes or dislikes the job. Job satisfaction may be of affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is related with the pleasurable emotional feelings of one towards the job. Whereas cognitive job satisfaction is related to different facets of job like pay, working hours, promotion process, career development, pension agreements and numerous other aspects of job. Job satisfaction is such a phenomenon which depends not only from the job or organisation but also it depends upon one's personal, social, psychological, academic & economic condition.

The term "Job Satisfaction" was first described by Hoppock (1935) who observed that Job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". While there have many debates on the concept of Job Satisfaction, in most studies it is described as how people feel about their jobs and its different aspects. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997). However a more direct description is provided by Saiyadain (2007) who defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending on the outcome of the task undertaken.

Job performance is defined as how the job is important to the employee, and how the employee mastered in the important skill required for the job if the employees have the authority to determine the way of his or her work. In other

words job performance is the observable behaviors that people are doing in their jobs that are relevant to the goals of the organization. It is observed from the literature review and report study that job satisfaction and performance is correlated.

Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction, as defined by Locke (Luthrans, 2002), is a "pleasurable or emotional state resulting from the appraisal of one's job experience". It is often a result of the perception of the employee as to whether his job provides him with the outcomes he views as important. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations. Some important factors influencing job satisfaction may be classified in two categories. A) Environmental factors: -Job content, Occupational level, Pay and Promotion, Work group and Supervision. B) Personal factors: - Age, Sex, Educational level, Marital status and Experience.

II. REVIEW OF LITERATURE

Nwachukwu Prince Oloube (2007) made a study on the job satisfaction of the Nigerian teachers and showed the result that male teachers are more dissatisfied with their profession in comparison to the female teachers. As a result of which turnover of male teacher is very high. A research study on job satisfaction of post graduation teachers was done by Sharad Kumar and SabitaPattnaik (2002). The study reveals that there is difference in job satisfaction between teaching staffs. Gender is the vital cause of that difference. Natarajan (2001) study related to organizational climate and job satisfaction found that there is no existence between job satisfaction and experience. Sundarajan and Minnelkodi (2001) evident teachers having more than 20 years of experience have less job satisfaction than those who are below 20 years of experience. Organ and Ryan (1995) viewed that job satisfaction is one of the significant indicator for different characteristics of work behavior such as organizational citizenship, absenteeism and turnover. It is also the predictor of employee's feeling towards the work. HusneDemirelaet.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. A study done by Blackburn and Robinson (2008) relating to self-efficacy of teachers of agricultural education states that teachers in their early career of teaching are more efficient classroom management. Pronay (2011) study on job satisfaction of non-government colleges of Bangladesh reveals that most of the teachers are dissatisfied due to unclear promotion policies and payment systems. Good working conditions, training and outcome of training are the factors which gave satisfaction to them. Leelavathy .K, (2012) "Job Satisfaction Of Women Teachers" in her study she describes that starting of „self financing" colleges has been implemented for the last three decades in Tamil Nadu state and other parts of India. The present study aims at studying job satisfaction among the women teachers of self financing engineering colleges in Chennai. The job dissatisfaction of women teachers may lead to less involvement in teaching. Data were collected from 120 women college teachers of different self-financing engineering colleges in and around Chennai by adopting random sampling technique with the prime objectives to assess the level of job satisfaction and to suggest appropriate measures to improve the level of job satisfaction. The study has found determinants of job satisfaction indicated that among different variables, satisfaction variables were positively related to teacher student relationship, job involvement and role change while, salary, discipline and work environment were negatively related with job satisfaction among women teachers. Tabassumazmi . F, Mohan sharma.G, (2012) "Job related dimensions and faculty members satisfaction at Indian business schools: an empirical study", in their study they describes the relationship between job related dimensions and job satisfaction of teaching staff of B-schools in India using Structure Equation Modeling . The study is based on a single cross-sectional survey. In all 310 responses were completed by the teachers of management institutes located in India. A self administered questionnaire with items related to the study dimensions was employed for the study. The study is unique in the sense that it is among the very few studies conducted in the context of management institutes in India. Improving job satisfaction is one of the most important ways to deal with attrition in organizations. Since there is an acute shortage of teaching staff in management institutes in India, the present study is both relevant and purposeful. The results provide insights into the dynamics of

job satisfaction. The findings also provide inputs to B schools on how to handle issues related to teachers' attrition which is a serious problem in India. Due to vast geographical expanse of India, the study was concentrated on a limited geographical region and limited sample. The findings of the study indicated that there is a positive relationship among pay satisfaction, satisfaction with supervision, satisfaction with work schedule flexibility and teachers' job satisfaction. Promotion opportunities were not found to be an influential factor leading to teachers' job satisfaction. Renuka S Nifadkar, & Dr. Anil P Dongre (2014) One of the major concerns of many employers and human resource management practitioners (HRMPs) is to make their employees highly satisfied in order to retain them as well as to make them productive and committed to their organization. Unfortunately, many cases of turnover and poor attitudes to work have been frequently reported by many surveys and news media. One significant reason that the cost of turnover in the secondary school remains high are due to the poor pay, limited promotion opportunities, poor supervision, poor communication among others. The objective of the study was to investigate the influence of job satisfaction and demographic characteristics on organizational commitment among teachers of Girls_ College, Pune, India. A cross-sectional survey was conducted on a sample of 52 teaching staff of Girls College, Pune, India. Correlation and regression analyses techniques were used to analyze the data collected. The study revealed that (1) there significant positive relationship between job satisfaction and organizational commitment (2) there was a significant positive relationship between age and organizational commitment; and (3) there was significant negative relationship between education and organizational commitment Based on the findings, it is recommended that in order to ensure a high level of job satisfaction of teachers there is a need to enhance their salary. This is needed to satisfy the pay need of the teachers and also improve the public image and self esteem of teachers. Teachers working conditions should also be improved also in order to ensure that highly qualified and very experienced teachers are retained in the schools. Nirav Dave, Dharmesh Raval(2014) in their study they found that there are several factors affecting job satisfaction of an employee. To study this they need to identify those factors and their influence on job satisfaction of an individual. Researchers have done a lot of work in this area to find out the real cause of job satisfaction or dissatisfaction. Many authors and researchers have given their theory and models after study on job satisfaction and factors influencing job satisfaction of an employee in the organization. This research work in this research paper is measuring the validity of various factors influencing job satisfaction. To conduct this research, researchers have selected MBA faculties working in various colleges and University departments across Gujarat. To carry out the study a sample of 82 faculty members from 25 MBA Colleges and University departments of Gujarat was interviewed. This is a focused study to check the validity and importance of job satisfaction factors for MBA faculties of Gujarat. The output of this study is known as a Job Satisfaction Factors (JSF) for management teachers of Gujarat.

III. OBJECTIVES

1. To compare the job satisfaction of Self Financing Engineering College Teachers: Before and During COVID 19.
2. To know the relation between job satisfaction and Performance of Self Financing Engineering College Teachers.

IV. RESEARCH METHODOLOGY

Answer to the scientific problem or research problem can be achieved through proper formulation of research methodology. Research methodology is nothing but systematic observation or otherwise obtaining data, evidence or information as part of research study. The sample of the study consisted of the teachers working in self financing engineering college restricted to Ernakulam District. A sample of 200 teachers from self financing engineering college restricted to Ernakulam District. Convenient sampling was used for the present study. Chi-square test and five point Likert scale were used for data analysis. For the present study data was collected with the help of structured questionnaire. Secondary data have been collected from the books, journals and websites. Descriptive statistics were used to measure the level of job satisfaction. The Data was analysed by calculating percentage and frequency. Mean scores were calculated by allocating values of 1, 2, 3, 4, 5 respectively to the responses Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

V. DATA ANALYSIS AND INTERPRETATION
Table 1: Comparative Study of Job Satisfaction

Particulars	Before Covid 19					During Covid 19				
	(5)	(4)	(3)	(2)	(1)	(5)	(4)	(3)	(2)	(1)
Interpersonal Relationship	188	12	111	111	111	-	7	13	130	50
	940	48	-	-	-	-	28	39	260	50
	988					377				
Career Opportunities	172	26	2	-	-	-	-	-	14	186
	860	104	6	-	-	-	-	-	28	186
	970					214				
Teacher- Student Relation	164	22	12	2	-	48	66	82	4	-
	820	88	36	4	-	240	264	240	4	-
	948					748				
Motivation	153	41	6	-	-	98	62	38	2	-
	765	164	18	-	-	490	248	114	4	-
	947					856				
Quality Work Life	-	16	29	109	46	152	41	5	2	-
	-	64	8	218	46	760	164	15	4	-
	336					943				

(Source: Survey Data)

Table 1 shows that most of the teachers highly satisfy before covid 19 than during covid 19. Especially the satisfying factors like inter personal relationship, career opportunity, teacher student relationship and motivation. But in the case of quality work life is a highly satisfied during covid 19.

5.1 Chi-Square Test of Association

Table-2: Level of Job Satisfaction and Performance of Self Financing Engineering College Teachers.

Performance	Level of Job Satisfaction			Total
	Low	Medium	High	
Average	66	28	16	110
Good	32	12	8	52
Very Good	18	10	10	38
Total	116	50	34	200

Source: Compiled from Primary Source Data

Null Hypothesis (H_0)-Job satisfaction is associated with performance.

Alternative Hypothesis (H_1)-Job satisfaction is not associated with performance.

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

O = the frequencies observed

E = the frequencies expected

5.2 Interpretation

The calculated value of the chi-square (χ^2) of the Table-A is 1.7252" which is less than tabulated value 9.488" at 5% level of significance. However, the null hypothesis is accepted that is there is association between job satisfaction and performance.

5.3 Findings

Most of the self-financing engineering college teachers highly satisfy before covid 19 than during covid 19. Especially the satisfying factors like inter personal relationship, career opportunity, teacher student relationship and motivation. But in the case of quality work life is a highly satisfied during covid 19. There is association between job satisfaction and performance. Which could be found from chi-square test.

VI. CONCLUSION

Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. An unsatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunity for promotion, prompt removal of grievance, opportunity for participation in decision making and other fringe benefits.

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