

A Study on Job Satisfaction of Women Faculties in Self Financing Colleges

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ABSTRACT

The starting of 'self financing' colleges has been implemented for the last three decades in Uttar Pradesh and other parts of India. The Government does not financially support these colleges. The 'job satisfaction' of faculties working in such colleges is always questionable. The present study aims at studying job satisfaction among the women faculties of self-financing colleges in western part of Uttar Pradesh. The job dissatisfaction of women faculties may lead to less involvement in teaching. Data were collected from 120 women college faculties of different self-financing colleges in and around western Uttar Pradesh 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 the determinants of job satisfaction indicated that among different variables, satisfaction variables were positively related to faculty-student relationship, job involvement and role change while, salary, discipline and work environment were negatively related with job satisfaction among women faculties.

Keywords: Job Satisfaction, Self-Financing Colleges, Women Faculties, Job Related Factors.

INTRODUCTION

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).

Since job is a critical part of most peoples' lives, employees have various feeling about their job. It is these feelings also known as attitudes that determine job satisfaction. Work related attitudes are the vital aspect of job satisfaction because they determine how enjoyable or unenjoyable a person feels a job is or will be. 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 rumors. 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.

Flowers and Hughes (1973) developed the notion of the relationship between job satisfaction and environmental factors. Pearson and Seiler (1983) found that academics were generally more satisfied than dissatisfied with their work environment, but there were high levels of dissatisfaction with compensation-related elements of the job(e.g., fringe benefits, pay and performance criteria). Besides, the higher order needs tended to dominate in university settings, where academics generally have a high degree of control over content factors, including the

process of teaching and molding minds. By contrast, academics generally have limited control over context factors, such as the university or college environment in which the teaching and research processes take place. However, the closure of academic departments and institutions, what are characterised as "attacks" on tenure, and the institution of longer probation periods, have resulted in a fear of job loss for untenured academics and sense that their lower order needs for security are threatened.

The pattern of job changes also gives some weight to the thesis that job satisfaction levels, as likely to be reflected in decisions to change jobs, are more determined by the perceptions of a supportive 'culture'. When faculty change jobs, they do not conform to the rational economic labour market model (i.e., they do not put very much weight on extrinsic factors such as income) and that such decisions are influenced by intrinsic motives, such as seeking opportunities for professional growth through compatible work activities and colleagues. In short, academics who found their work less intrinsically satisfying than others, more commonly intended to leave the institutions. Salary or economic resources as did not appear to influence intentions to stay or go. Moreover, the 'climate' or 'culture' of the environment in which academics work has a large influence on their feelings of satisfaction with the job as a whole, and their commitment to stay in the job rather than seeking to fulfill intrinsic needs elsewhere.

OBJECTIVES OF THE STUDY

The motivation to investigate the degree of job satisfaction arises from the fact that a better understanding of faculties is desirable to achieve a higher level of motivation which is directly associated with student achievement. Since, women constitute 48.46 per cent of the population of India and play a very crucial role in the development of society and education at all levels, the present study was attempted to study on job satisfaction of women faculties in Self-Financing Colleges in Western Uttar Pradesh with the following specific objectives:

1. To identify the level of job satisfaction of women faculties working in self-financing colleges located in and around Western Uttar Pradesh.
2. To analyse the determinants of job satisfaction.
3. To suggest appropriate measures to improve the level of job satisfaction.

METHODOLOGY

Among the regions of Uttar Pradesh, the self-financing colleges in and around Western Uttar Pradesh is selected. The data and information were collected from the women faculties in self-financing colleges in and around Western Uttar Pradesh by adopting random sampling technique and the sample size is 120.

TOOLS APPLIED FOR THE STUDY

The descriptive statistics, correlation and multiple regression techniques are used to analyse the data and information collected from the respondents.

Descriptive statistics and frequency distribution were extensively used to detect the pattern of demographic and socio-economic conditions of the female faculties. The correlation analysis was carried out to describe the relationship between women faculties overall job satisfaction and the motivational and Socio-Economic factors.

RESULTS AND DISCUSSION

Table 1. Shows the educational qualification of Women Faculties

Educational Qualifications	No. Of Women Faculties	Percentage
B.E./ B.Tech. / B.Arch.	36	30.00
M.E. / M.Tech. / M.Arch.	49	40.80
M.Phil.	20	16.70
Ph. D.	10	8.30
M.B.A.	3	2.50
M.C.A.	2	1.70
Total	120	100

Source: Primary data

The result shows that out of 120 women faculties, about 41 percent of women faculties had the qualification of M.E./M.Tech/M.Arch graduates followed by B.E./B.Tech./B.Arch (30 percent) and M.Phil (16.70 percent). About 8.30 per cent of faculties were doctorates and less than three percent were M.B.A. and M.C.A. graduates. The results are indicated that the women faculties are having diversified in their education levels with different areas of specializations.

Table 2. Showing the Designation of Women Faculties

Designation	No. of Women Faculties	Percentage
Lecturer	97	80.80
Assistant Professor	19	15.80
Professor	2	1.70
Others	2	1.70
Total	120	100

Source: Primary data

The above table indicates that about 81 percent of women faculties were Lecturer and followed by Assistant Professor (15.80 percent) and Professor (1.70 percent). It is evident that there are few women faculties in professor and other high level positions in teaching in self-financing colleges.

Table 3. Shows the marital Status of Women Faculties

Marital Status	No. of Women Faculties	Percentage
Married	68	56.7
Unmarried	52	43.3
Total	120	100

Source: Primary data

The marital status of women faculties in Table 3 indicates that about 56.70 percent of women faculties were married and the rest were unmarried (43.30 percent). The result indicates that the women in teaching profession have more chances to get married.

Table 4. Showing the Monthly Income of Women Faculties

Income Level	No. of Women Faculties	Percentage
Less than Rs.10000	41	34.20
Rs. 10001 to Rs.20000	56	46.70
Rs. 20001 to Rs.30000	22	18.30
Rs. 30001 to Rs.40000	1	0.80
Total	120	100

Source: Primary data

The income levels of respondents are presented in Table 4. It reveals that majority of the women faculties (46.70 percent) earns income between Rs 10001 to Rs.20000 followed by less than Rs.10000 (34.20 percent). Less than one per cent of women faculties have the monthly income level of Rs. 30001 to 40000.

Table 5. Shows teaching experience of the women faculties

Experience (Years)	No. Of Women Faculties	Percentage
Less than 15 Years	90	75.00
16-25 Years	6	5.00
More than 25 Years	24	20.00
Total	120	100

Source: Primary data

The teaching experience of women faculties are presented in Table 5 and it shows that 90 percent of women faculties had the teaching experience of less than 15 years and only five percent had the experience of 16-25 years. It is predominant that most of the women faculties who have less experience in teaching are mid-aged.

Table 6. Shows the distance between College and Residence of women faculties

Distance (Km)	No. of Women Faculties	Percentage
Less than 10	86	72.00
11-20	10	8.00
More than 21	24	20.00
Total	120	100

Source: Primary data

The distance between the college and residence are presented in Table 6 and the result shows that majority of women faculties (72.00 percent) resides within 10 Km distance. The rest of 20.00 percent had to travel more than 21 Km daily.

Table 7. Shows the Mode of Conveyance using by women faculties

Mode Of Conveyance	No. Of Women Faculties	Percentage
Train/Bus	17	14.20
Own Vehicle	17	14.20
College Vehicle	85	70.80
Others	1	0.80

Total	120	100
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Source: Primary data

It shows that 71 percent of women faculties came to college through college vehicles, followed by both train/bus and own vehicle (14.20 percent). It clearly indicates that the college vehicle is more convenient to women faculties for their travelling during the working days.

Table 8. Showing the Overall Job Satisfaction of Women Faculties

Opinion	No. Of Women Faculties	Percentage
Very Good	23	19.20
Good	76	63.30
Poor	16	13.30
Very Poor	3	2.50
No Opinion	2	1.70
Total	120	100

Source: Primary data

The frequency distribution of overall job satisfaction of women faculties are presented in Table 8. It is evident that about 63 percent of women faculties are feels good about their current jobs followed by very good (19.20 percent) and poor (13.30 percent). Only 2.5 percent of women faculties are expressing dissatisfaction about their jobs.

Measurement of Job Satisfaction

The correlation analysis was carried out to describe the relationship between women teacher's overall job satisfaction and the motivational and Socio-Economic factors and the results are presented in Table 9.

Table 9. Relationship between Overall Job Satisfaction with Motivational and SocioEconomic Factors

Motivational Factors	Correlation Co-Efficient (R)	Socio-Economic Factors	Correlation Co-Efficient (R)
Career Opportunity	0.38**	Age	-0.21**
Leadership	0.24**	Education	0.49
Interpersonal Relationship	0.58	Designation	0.47**
Communication	0.45**	Income	0.57**
Job Responsibility	-0.24**	Marital Status	-0.54**
Professional Development	0.27	Teaching Experience	-0.22**
Teacher-Student Relationship	0.42	Work Load	-0.20**

Note: ** indicates significant at 1% level.

The result shows that career opportunity, communication were positively, moderately correlated with the level of job satisfaction at 1% percent level of significance while job responsibility is negatively and significantly associated with the level of satisfaction.

