

JOB SATISFACTION OF WOMEN TEACHERS

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ABSTRACT

The starting of 'self financing' colleges has been implemented for the last three decades in Tamil Nadu state and other parts of India. The Government does not financially support these colleges. The 'job satisfaction' of teachers working in such colleges is always questionable. 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 the 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.

Keywords: Job Satisfaction, Self-Financing Engineering Colleges, Women Teachers, 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 teachers 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 teachers in Self-Financing Engineering Colleges in Chennai with the following specific objectives:

- To identify the level of job satisfaction of women teachers working in self-financing engineering colleges located in and around Chennai.
- To analyse the determinants of job satisfaction.
- To suggest appropriate measures to improve the level of job satisfaction.

METHODOLOGY

Among the regions of Tamil Nadu, the self-financing engineering colleges in and around Chennai is selected. The data and information were collected from the women teachers in

self-financing engineering colleges in and around Chennai 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 teachers. The correlation analysis was carried out to describe the relationship between women teacher's overall job satisfaction and the motivational and Socio-Economic factors.

RESULTS AND DISCUSSION

Table 1. Shows the educational qualification of Women Teachers

| Educational Qualifications | No. Of Women Teachers | 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 teachers, about 41 percent of women teachers 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 teachers were doctorates and less than three percent were M.B.A. and M.C.A. graduates. The results are indicated that the women teachers are having diversified in their education levels with different areas of specializations.

Table 2. Showing the Designation of Women Teachers

| Designation | No. of Women Teachers | 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 teachers were Lecturer and followed by Assistant Professor (15.80 percent) and Professor (1.70 percent). It is evident

that there are few women teachers in professor and other high level positions in teaching in self-financing engineering colleges.

Table 3. Shows the marital Status of Women Teachers

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

Source: Primary data

The marital status of women teachers in Table 3 indicates that about 56.70 percent of women teachers 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 Teachers

| Income Level | No. of Women Teachers | 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 teachers (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 teachers have the monthly income level of Rs. 30001 to 40000.

Table 5. Shows teaching experience of the women teachers

| Experience (Years) | No. Of Women Teachers | 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 teachers are presented in Table 5 and it shows that 90 percent of women teachers 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 teachers who have less experience in teaching are mid-aged.

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

| Distance (Km) | No. of Women Teachers | 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 teachers (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 teachers

| Mode Of Conveyance | No. Of Women Teachers | Percentage |
|--------------------|-----------------------|------------|
| Train/Bus | 17 | 14.20 |
| Own Vehicle | 17 | 14.20 |
| College Vehicle | 85 | 70.80 |
| Others | 1 | 0.80 |
| Total | 120 | 100 |

Source: Primary data

It shows that 71 percent of women teachers 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 teachers for their travelling during the working days.

Table 8. Showing the Overall Job Satisfaction of Women Teachers

| Opinion | No. Of Women Teachers | 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 teachers are presented in Table 8. It is evident that about 63 percent of women teachers 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 teachers 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 Socio-Economic 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.

Among socio-economic factors, designation and income are positively significantly associated with the level of job satisfaction while marital status, age, teaching experience and work load are negatively correlated with job satisfaction of women teachers.

Determinants of Job Satisfaction

In order to analyse the determinant of level of job satisfaction among the women teachers in self-financing engineering colleges, the ordinal regression analysis was carried out. The ordinal regression model may be written in the form as follows if the logit link is applied. $f [g_j (X)] = \log \{ g_j (X) / [1 - g_j (X)] \} = \log \{ [P(Y \leq y_j | X)] / [P(Y > y_j | X)] \} = a_j + \beta X$, $j = 1, 2, \dots, k - 1$, and $g_j (x) = e^{(a_j + \beta X)} / [1 + e^{(a_j + \beta X)}]$, where j indices the cut-off points for all categories (k) of the outcome variable. If multiple explanatory variables are applied to the ordinal regression model, BX is replaced by the linear combination of $\beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p$ (Bender and Benner, 2000). The function of $f [g_j (X)]$ is called the link function that connects the systematic components (i.e. $a_j + \beta X$) of the linear model (Gill, 2001). The alpha a_j represents a separate intercept or threshold for each cumulative probability. The threshold (a_j) and the regression coefficient (β) are unknown parameters to be estimated by means of the maximum likelihood method.

The name of the logit link can be traced back to the logistic regression function where the odds of event occurrence is defined as a ratio of the probability of event occurrence to the probability of event non-occurrence, e.g., $g(X) / [1 - g(X)] = e^{(a + \beta X)}$. The log (odds), e.g., $\log \{g(X) / [1 - g(X)]\}$ is called the logit, which equals the linear form of $a + \beta X$ (Hosmer and

Lemeshow, 1989). Notice that the ordinal regression model is called the cumulative logit model because the model is built based on the cumulative response probabilities $g_j(X)$ of being in category (j) or lower given the known explanatory variable (Walters, et al. 2001). The ordinal regression model with the logit link is also known as the proportional odds model because the regression coefficient (e.g., log odds) is independent of the category (Bender and Benner, 2000). A part of Table 1 below shows that the cumulative response probabilities were calculated for ordinal regression equations in the logit link.

In constructing the ordinal regression model, an alternative choice to the logit link is the cloglog link function. The ordinal regression model may be written in the following form if the cloglog link is used to create the model. $f[g_j(X)] = \log \{ -\log [1 - g_j(X)] \} = \log \{ -\log [P(Y = y_j | X) / P(Y > y_j | X)] \} = a_j + \beta X$, and $g_j(X) = 1 - e^{-e^{(a_j + \beta X)}}$, where $j = 1, 2, \dots, k - 1$ and j indexes the cut-off points for all categories of the outcome variable. Again, if multiple explanatory variables are involved in the ordinal regression model, the linear combination of $\beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p$ is substituted for βX (Bender and Benner, 2000). The term of the complementary function comes from $[1 - g_j(X)]$. Thus, the name of the complementary log-log link function is derived from $\log \{ -\log [1 - g_j(X)] \}$ which equals to the linear form of $a_j + \beta X$. The ordinal regression model with the cloglog link is called the continuation ratio model because it is a ratio of the two conditional probabilities, e.g., $P(Y = y_j | X)$ to $P(Y > y_j | X)$. The model with the cloglog link is also called the proportional hazard model because the relationship between the explanatory variables and the ordinal outcome is independent of the category (Bender and Benner, 2000).

The ordinal regression method was used to model the relationship between ordinary dependent variable and the independent variables. The major decisions involved in the model building for ordinal regression were deciding which independent variables should be included in the model and choosing the link function that demonstrated the model appropriateness. It is impossible to assume the normality and homogeneity of variance for ordered dependent when the ordinal dependent contains merely a small number of discrete categories. Thus, the ordinal regression model becomes a preferable modeling tool that does not assume the normality and constant variance, but require assumption of parallel lines across all levels of the categorical dependent, were essentially assessed for selecting the best model. The test of parallel lines designed to make judgement concerning the model adequacy and results are presented in Table 10.

Table 10. Determinants of Job Satisfaction of Women Teachers

| Variables | Regression Co-efficient | P Value |
|--------------------------|-------------------------|---------|
| Best Salary | -.2620 | .029** |
| Equality in Work Load | -.0410 | .774 |
| Working Hours | -.1680 | .215 |
| Promotion | .1330 | .412 |
| Role Change | .0840 | .015** |
| Fringe Benefits | .1750 | .163 |
| Professional Development | -.1430 | .390 |
| Leadership | -.1400 | .428 |

Table 10. Determinants of Job Satisfaction of Women Teachers (Contd...)

| Variables | Regression Co-efficient | P Value |
|------------------------------|-------------------------|---------|
| Job Security | -.1460 | .483 |
| Interpersonal Relationship | .1640 | .373 |
| Communication | .0040 | .979 |
| Job Responsibility | -.2630 | .145 |
| Teacher-Student Relationship | .1050 | .026** |
| Discipline | -.1270 | .012** |
| Motivation | .1460 | .375 |
| Work Environment | -.4230 | .010** |
| Recognition | -.0110 | .945 |
| Morale | -.1410 | .360 |
| Convenience | .0660 | .714 |
| Job Involvement | .4620 | .020** |

Note: ** indicates significance at 1% level

The result indicates 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. Furthermore, none of the satisfaction variables were not significantly associated with the overall satisfaction level of women teachers.

Table 11. Model Fitting Information

| Model | -2 Log Likelihood | Chi-Square | df | Sig. |
|----------------|-------------------|------------|----|------|
| Intercept only | 244.248 | | | |
| Final | 203.786 | 40.462 | 21 | .007 |

The model fitting information presented in Table 11 and it indicates that the -2LL of the model with only intercept is 244.248 while the -2LL of the model with intercept and independent variable is 203.786. That is the difference (Chi-Square Statistics) is 40.462 which is significant at 0.05. We can conclude that there is association between the dependent and independent variables.

Table 12. Pseudo R-Square

| | |
|---------------|------|
| Cox and Snell | .786 |
| Nagelkerke | .628 |
| McFadden | .563 |

The model fitting statistic, namely pseudo R-square, measured the success of the model in explaining the variations in the data and is presented in Table 12. The larger the pseudo R square was, better the model fitting was. The pseudo R square for McFadden (0.56), Cox and Snell (0.79) and Nagelkerke (0.55) in the model with the complementary log-log link.

Table 13. Goodness of Fit

| | Chi-square | df | Sig. |
|----------|-------------------|-----------|-------------|
| Deviance | 199.627 | 431 | 1.000 |

The additional model fitting statistic (Table 13), the Deviance =199.627 for the model with the complementary log-log link indicated that the observed data were not consistent with the estimated values in the fitted model.

Table 14. Test of Parallel Lines

| Model | -2 Log Likelihood | Chi-Square | df | Sig. |
|-----------------|--------------------------|-------------------|-----------|-------------|
| Null Hypothesis | 203.786 | | | |
| General | .000(a) | 203.786 | 63 | .0064 |

The test of parallel lines showed that chi-square with df. 63 indicated in Table 14 that there was no significant difference for the corresponding regression co- efficient across the response categories, suggesting that the model assumption of parallel lines was not violated in the model with the complementary Log-log link.

CONCLUSION AND POLICY IMPLICATIONS

The foregoing analysis on job satisfaction among women teachers in self-financing engineering colleges indicated that there are few women teachers in professor and other high level positions in teaching in self-financing engineering colleges and the college vehicle is more convenient to women teachers for their travelling during the working days. The analysis also showed that career opportunity, communication was positively, moderately correlated with the level of job satisfaction at one percent level of significance while job responsibility is negatively and significantly associated with the level of satisfaction.

The results of the 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. Furthermore, none of the satisfaction variables were not significantly associated with the overall satisfaction level of women teachers. Besides, in order to improve the job satisfaction at sustained manner, the promotion, professional development programmes, job security, inter-personal relationship and recognition are the areas of concern and these should be improved and given proper priorities in a systematic manner.

One of the major implications that a study of this nature raises the manner in which administrators monitor the work climate, observe and identify factors that may increase or decrease job satisfaction and work commitment of classified employees. The cost associated with leaving is high. Women teachers have identified behaviours and conditions that promote job satisfaction, organisational support, and organisational commitment. They are more likely to be more committed to the colleges when they are provided a proportionate amount of job autonomy and equitable workloads. The perception that the college also focus on competitive salaries may also contribute to job commitment.

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