

A STUDY ON THE RELATIONSHIP BETWEEN JOB SATISFACTION AND THE ATTITUDE OF TEACHING STAFF IN SELF FINANCING ENGINEERING COLLEGES

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ABSTRACT

Education which has become the need of the hour helps in moulding a person into a knowledgeable and well mannered and talented individual. This positive outcome is possible only with the sincere and dedicated effort put in by the teaching faculty of the respective colleges. This sense of whole hearted teaching would emerge only when the educational institutions comprehend to the needs of the teaching faculty for their hard work. This kind of measures would augment the feel of Job satisfaction in this noble profession. The enhanced feeling of satisfaction in the job would make the teachers have a positive attitude towards the teaching profession.

A descriptive study has been undertaken to of this a study has been done to know how far the job satisfaction of the teaching staff influence their attitude and to know the level of association between job satisfaction and the attitude of the teaching faculty. For the Study Primary Data had been collected through a structured questionnaire. 600 teaching faculty from 20 of the self financing engineering colleges affiliated to Anna University of Technology have been selected. The samples were selected through stratified random sampling method. The data collected has been analysed through the application of percentage, chi square, Multiple Correlation and Regression. The study has revealed the fact that all the dimensions of job satisfaction have a positive association with the attitude of the teaching staff towards teaching. Hence the engineering colleges have to look forward to an improved sense job satisfaction among the teaching faculty to extract the best out of them.

Keywords: Dedicated, comprehend, enhanced, satisfaction

INTRODUCTION

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. Teaching jobs are regarded as the noblest of all the professions in the world. The quality of education in any educational institute hinges on the availability of good teachers. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teaching jobs not only offer an opportunity to earn one's living but also to engage in one of the oldest and noblest professions. Some people find teaching jobs appealing also because it entails engagement in various extracurricular and other activities of the institute. With Education becoming the need of the hour it is an essential fact that teachers work with high levels of satisfaction which would result in a positive attitude towards teaching.

Job Satisfaction

Job satisfaction may be viewed as the pleasurable and emotional state resulting from the perception of one's job as fulfilling or allowing the fulfilment of one's important job values, provided these job values are compatible with one's need. Job satisfaction may be referred to as overall feeling of satisfaction. Job satisfaction plays an important role as it has a positive impact on productivity, presence and performance. Satisfied workers perform more willingly and happily. Job satisfaction thus motivates employees for better results and achievement of the organizational goals. This has made job satisfaction as the centre of concentration for researchers over 3 decades.

Husne Demirela et.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" Moser, (1997) proclaimed that job satisfaction is very important and it's absence would lead to lethargy and reduced organisational commitment. Further Organ.D.W and Ryan.K (1995) have stated that Job satisfaction can be an important indicator of how employees feel about their works and a predictor of work behaviours such as organisational citizenship, absenteeism and turnover". Hence this proves how important job satisfaction of the teaching faculty is. Dissatisfaction in the job would lead to turnover, absenteeism, loss in productivity and also result in a negative attitude towards their profession.

Attitude of Teaching Staff

The word "attitude" is defined within the framework of social psychology as a Subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic, routine conduct. Furthermore, "attitude" means the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events) (Morris & Maisto, 2005). Attitudes can be positives (values) or negative (prejudices). According to Kreitner and Kinicki (2007), there are three components of attitudes: affective, cognitive and behavioural. The affective component is a feeling or an emotion one has about an object or situation. The cognitive

component is the beliefs or ideas one has about an object or situation, whereas the behavioural component of attitude reflects how one intends to act or behave towards someone or something (Kreitner & Kinicki, 2007).

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes.

In his observational theory, Bandura (1971) demonstrated that behaviours are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behaviour. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, however, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn, influenced by their culture and belief system. Teachers' attitudes towards their students in school must be favourable enough to carry students along. Teachers' attitudes towards teaching have an effect on their classroom performance. Ogunniyi (1982) found that students' positive attitude could be enhanced by the following teacher-related factors:

- Teachers' enthusiasm,
- Teachers' resourcefulness and helpful behaviour,
- Teachers' thorough knowledge of the subject-matter and their making the subject quite interesting.

From the above we can say that the role of the teacher as facilitator of learning and the Contributions to students' achievement are enormous.

NEED FOR THE STUDY

The Job satisfaction of the Teaching Staff reveals how far they are satisfied with the teaching profession they are in. This primarily depends on the various facilities provided by the engineering colleges. This may include the working conditions, salary paid, welfare measures, work load and working hours, transport facilities, canteen facilities, performance appraisal, career development etc. These facilities when offered to the teaching faculty, would revolutionize their attitude towards their job and make them render their services to this profession with dedication. This transformation in their job would help educational institutions to render quality education to the student community. Hence a study was to be undertaken to find out to what extent the level job satisfaction of the teaching staff has influenced the attitude of the teaching staff towards teaching.

RESEARCH METHODOLOGY

A descriptive study was conducted to find out the association between job satisfaction of the self financing engineering college teachers and their attitude towards teaching. The study attempted to identify the extent to which job satisfaction and attitude were related. For the study 600 teaching faculty from 20 engineering colleges affiliated to Anna University of Technology, Tirunelveli were selected on a stratified random basis. Data for the survey was collected using a structured questionnaire. Data was analysed with the help of statistical tools, namely, Correlation, Multiple Regression and Chi-square test.

HYPOTHESIS

There is no association between the Teacher Attitude towards Teaching and level of Job satisfaction.

DATA ANALYSIS AND INTERPRETATION

Percentage Analysis

This has been undertaken to find out the distribution of the teaching faculty based on their personal factors. The study has revealed that that 45.33% of the respondents are male and 54.67% of the respondents are female and majority (52.5%) of the respondents lie between the age group of 21- 30, 36% of the respondents are between the age group of 31 – 40 and 3% of the respondents are above 50. Based on their qualification it shows that that majority (58.8 per cent) of the teaching faculty are ME qualified. This is followed by MCA qualified faculty which sums up to 17per cent. The least of all are the PhD qualified faculty that is just 10%. As the study concentrates on the self financing engineering colleges, major part of the respondents are ME qualified.

The designation of the teaching staff depicts the fact that most (64.80 per cent) of the respondents in the survey are in the designation of Assistant Professor, 24.70 per cent of the respondents are associate professors and only 10.50 per cent of the teaching staff are professors. As there are not many PhD holders in these colleges most of the respondents are in the designation of assistant professors and associate professors.

Experience indicates that majority (58.70 per cent) of the respondents have only below ten years of experience. 30.80 per cent of the respondents lie in the range of 10 to 20 years of experience. 10.50 per cent of the teaching faculty only have an experience above 20%.

Chi-Square Test

The chi- square test has been undertaken with a view of exploring the relationship between the attitude of the self financing engineering college teachers and their job satisfaction.

Table 1. Chi-Square Test for association between Teacher Attitude towards Teaching and level of Job satisfaction

Level of Teacher Attitude towards Teaching	Level of Job Satisfaction			Total	Chi square Value	P value
	Low	Moderate	High			
Low	89 (59.3%) [59.3%]	57 (38.0%) [19.7%]	4 (2.7%) [2.5%]	150	232.885	0.000**
Moderate	58 (20.4%) [38.7%]	171 (60.0%) [59.0%]	56 (19.6%) [35.0%]	285		
High	3 (1.8%) [2.0%]	62 (37.6%) [21.4%]	100 (60.6%) [62.5%]	165		
Total	150	290	160	600		

Source: Survey Data

Note: **denotes significance at 1% level

Since P value is lesser than 0.01 the null hypothesis is rejected at 1% level of significance. Hence there is significant relationship between the attitude of the teaching staff and the level of job satisfaction. Based on the row and column percentage the teaching staff with poor attitude towards the teaching profession have a low level of job satisfaction. Similarly those with a positive high attitude towards teaching have a high level of job satisfaction. This proves that the job satisfaction of the teaching faculty has a significant relationship with the attitude of teachers towards teaching.

Regression Analysis

Regression is the determination of statistical relationship between two or more variables. In simple regression two variables are used. One variable (independent) is the cause of the behaviour of another one (dependent). When there are more than two independent variables the analysis concerning relationship is known as multiple correlations and the equation describing such relationship is called as the multiple regression equation.

In this study, the dependent variable is Teacher's attitude towards teaching; Independent variables are mentioned as follows:

Dependent variable : Teacher attitude towards teaching (Y)

Independent variables :

1. Workload and working hours (X_1)
2. Teaching Aid (X_2)
3. Salary and Methods of salary (X_3)
4. Working condition (X_4)

5. Job Security (X_5)
6. Superior subordinate relationship (X_6)
7. Communication (X_7)
8. Hygienic Condition (X_8)
9. Staff Student Relationship (X_9)
10. Leave Facility (X_{10})
11. Performance Appraisal (X_{11})
12. Career Development (X_{12})
13. Staff Selection and Promotion (X_{13})
14. Transport Facility (X_{14})
15. Welfare Measure (X_{15})

Multiple R value : 0.583

R Square value : 0.340

F value : 20.056

P value : 0.000*

Table 2. Multiple Regression Analysis with respect to the dimensions of job satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficients	t value	P value
	B	Std. Error	Beta		
Constant	35.481	4.937	-	7.187	0.000**
X_1	0.357	0.115	0.125	3.097	0.002**
X_2	0.203	0.203	0.043	1.003	0.316
X_3	0.210	0.096	0.100	2.187	0.029*
X_4	0.271	0.062	0.190	4.360	0.000**
X_5	0.244	0.402	0.033	0.607	0.544
X_6	0.027	0.163	0.013	0.169	0.866
X_7	1.837	0.328	0.427	5.607	0.000**
X_8	0.128	0.130	0.061	0.984	0.325
X_9	0.138	0.122	0.060	1.129	0.260
X_{10}	0.046	0.149	0.019	0.311	0.756
X_{11}	0.678	0.255	0.136	2.666	0.008**
X_{12}	0.550	0.210	0.161	2.620	0.009**
X_{13}	0.169	0.153	0.059	1.107	0.269
X_{14}	0.214	0.173	0.059	1.237	0.217
X_{15}	0.323	0.193	0.077	1.674	0.095

Source: Survey Data

Note: **denotes significance at 1% level; *denotes significance at 5% level

The multiple correlation coefficient is 0.583 measures the degree of relationship between the actual values and the predicted values of the teachers attitude towards teaching. Because the predicted values are obtained as a linear combination of Workload and working hours (X_1), Teaching Aid (X_2), Salary and Methods of salary (X_3), Working condition (X_4), Job Security (X_5), Superior subordinate relationship (X_6), Communication (X_7), Hygienic Condition (X_8), Staff Student Relationship (X_9), Leave Facility (X_{10}), Performance Appraisal (X_{11}), Career Development (X_{12}), Staff Selection and Promotion (X_{13}), Transport Facility (X_{14}) and Welfare Measure (X_{15}). The coefficient value of 0.583 indicates that the relationship between teacher's attitude towards teaching and the fifteen independent variables is quite strong and positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of **R square** is 0.340 simply means that about 34% of the variation in teachers attitude towards teaching is explained by the estimated SRP that uses fifteen factors that are taken as the independent variables and R square value is significant at 1 % level.

The multiple regression equation is

$$Y = 35.481 + 0.357X_1 + 0.203X_2 + 0.210X_3 + 0.271X_4 + 0.244X_5 + 0.027X_6 + 1.837X_7 + 0.128X_8 + 0.138X_9 + 0.046X_{10} + 0.678X_{11} + 0.550X_{12} + 0.169X_{13} + 0.214X_{14} + 0.323X_{15}$$

Here the coefficient of X_1 , 0.357 represents the partial effect of work load and working hours on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive and that the attitude of the teaching staff towards teaching would increase by 0.357 for every unit increase in satisfaction of work load and working hours and this coefficient value is significant at 1% level. The coefficient of X_2 , 0.203 represents the partial effect of teaching aid on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive and that the attitude of the teaching staff towards teaching would increase by 0.203 for every unit increase in satisfaction on teaching aid provided by the institution and this coefficient value is not significant at 5% level.

The coefficient of X_3 , 0.210 represents the partial effect of salary and methods of salary on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive and that the attitude of the teaching staff towards teaching would increase by 0.210 for every unit increase in satisfaction on salary and methods of salary and this coefficient value is significant at 5% level. The coefficient of X_4 , 0.271 represents the partial effect of working conditions on the attitude of the teaching staff towards teaching, holding the other factors constant.. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.488 for every unit increase in the satisfaction on working conditions and this coefficient value is significant at 1% level.

The coefficient of X_5 , 0.244 represents the partial effect of job security on the attitude of the teaching staff towards teaching, holding the other factors constant.. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.244 for every unit increase in the satisfaction on job security and this

coefficient value is not significant at 5% level. The coefficient of X_6 , 0.027 represents the partial effect of superior subordinate relationship on the attitude of the teaching staff towards teaching, holding the other factors constant.. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.027 for every unit increase in the satisfaction on superior subordinate relationship and this coefficient value is not significant at 5% level. The coefficient of X_7 , 1.837 represents the partial effect of communication on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 1.837 for every unit increase in the satisfaction on communication and this coefficient value is significant at 1% level.

The coefficient of X_8 , 0.128 represents the partial effect of hygienic conditions on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.128 for every unit increase in the satisfaction on hygienic conditions and this coefficient value is not significant at 5% level. The coefficient of X_9 , 0.138 represents the partial effect of staff student relationship on the attitude of the teaching staff towards teaching, holding the other factors constant.. The estimated positive sign implies that such effect is positive and the attitude of the teaching staff towards teaching would increase by 0.138 for every unit increase in the satisfaction on staff student relationship and this coefficient value is not significant at 5% level. The coefficient of X_{10} , 0.046 represents the partial effect of leave facilities on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.046 for every unit increase in the satisfaction on leave facilities and this coefficient value is not significant at 5% level.

The coefficient of X_{11} , 0.678 represents the partial effect of performance appraisal on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.678 for every unit increase in the satisfaction on performance appraisal and this coefficient value is significant at 1% level. The coefficient of X_{12} , 0.550 represents the partial effect of career development on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.550 for every unit increase in the satisfaction on career development and this coefficient value is significant at 1% level.

The coefficient of X_{13} , 0.169 represents the partial effect of staff selection and promotion on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.169 for every unit increase in the satisfaction on staff selection and promotion and this coefficient value is not significant at 5% level. The coefficient of X_{14} , 0.214 represents the partial effect of transport facility on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive and the attitude of the teaching staff towards teaching

would increase by 0.214 for every unit increase in the satisfaction on transport facility and this coefficient value is not significant at 5% level. The coefficient of X_{15} , 0.323 represents the partial effect of welfare measures on the attitude of the teaching staff towards teaching, holding the other factors constant. The estimated positive sign implies that such effect is positive that the attitude of the teaching staff towards teaching would increase by 0.323 for every unit increase in the satisfaction on welfare measures and this coefficient value is not significant at 5% level.

Correlation

This tool has been utilised to determine the correlation coefficient that denotes the extent to which the dimensions of job satisfaction are correlated to the attitude of the teaching staff.

Table 3. Correlation Coefficient between the Dimensions of Job Satisfaction and Teacher attitude towards teaching

Dimensions of Job Satisfaction	Teacher Attitude towards Teaching	
	Correlation Coefficient	P value
Workload and working hours	0.308	0.000**
Teaching Aid	0.250	0.000**
Salary and Methods of salary	0.185	0.000**
Working condition	0.368	0.000**
Job Security	0.309	0.000**
Superior subordinate relationship	0.425	0.000**
Communication	0.493	0.000**
Hygenic Condition	0.245	0.000**
Staff Student Relationship	0.431	0.000**
Leave Facility	0.364	0.000**
Performance Appraisal	0.283	0.000**
Career Development	0.272	0.000**
Staff Selection and Promotion	0.325	0.000**
Transport Facility	0.237	0.000**
Welfare Measure	0.153	0.000**
Overall Job Satisfaction	0.475	0.000**

Source: Survey Data

Note: ** denotes Correlation is significant at the 1% level

The above table denotes the correlation coefficient between the dimensions of job satisfaction and the teacher attitude towards teaching. From the analysis it has been found out that the dimensions of job satisfaction that are highly correlated to teacher attitude towards teaching are, communication, overall Job satisfaction, staff student relationship, superior subordinate relationship, working conditions, leave facilities, staff selection and promotion.

The correlation coefficient between communication and teacher attitude towards teaching is 0.493 which indicates nearly 49 per cent positive relationship between communication and teacher attitude towards teaching and is significant at 1% level. The correlation coefficient between overall job satisfaction and teacher attitude towards teaching is 0.475 which indicates nearly 47.5 per cent positive relationship between overall job satisfaction and teacher attitude towards teaching and is significant at 1% level. The correlation coefficient between staff student relationship and teacher attitude towards teaching is 0.43.1 which indicates nearly 43 per cent positive relationship between staff student relationship and teacher attitude towards teaching and is significant at 1% level.

The correlation coefficient between superior subordinate relationship and teacher attitude towards teaching is 0.425 which indicates nearly 42.5 per cent positive relationship between superior subordinate relationship and teacher attitude towards teaching and is significant at 1% level. The correlation coefficient between working conditions and teacher attitude towards teaching is 0.368 which indicates nearly 37 per cent positive relationship between working conditions and teacher attitude towards teaching and is significant at 1% level.

The correlation coefficient between leave facilities and teacher attitude towards teaching is 0.364 which indicates nearly 36 per cent positive relationship between leave facilities and teacher attitude towards teaching and is significant at 1% level. The correlation coefficient between staff selection and promotion and teacher attitude towards teaching is 0.325 which indicates nearly 32.5 per cent positive relationship between staff selection and promotion and teacher attitude towards teaching and is significant at 1% level.

FINDINGS AND RECOMMENDATIONS

The study has revealed that majority of the respondents are female and most of them belong to the age group of 21- 30. Since the study has considered respondents from engineering colleges most of the respondents are ME faculty. The chi-square analysis has proved that there is an association between the attitude of the teaching faculty and their level of job satisfaction. It shows that higher the satisfaction, higher their attitude to teaching. The Multiple Regression tool has proved that the coefficient value of 0.583 indicates a relationship between teacher's attitude towards teaching and the fifteen independent variables which is quite strong and positive. From correlation also the positive relationship between attitude and job satisfaction has been proven. All the dimensions of job satisfaction have a positive relationship with the attitude of the teaching staff only that the extent of relationship differs.

Bearing in mind the positive relationship between the attitude of teaching staff and their job satisfaction, the self financing engineering colleges could pave way for meeting the basic amenities required by the teaching staff in engineering colleges. A revised pay, good working conditions, not much of work load, canteen and transport facilities and infrastructure facilities could bring about an alteration in the attitude of the teaching staff towards the job they do. This transformation would in turn induce the faculty to perform their best and produce good results by moulding the students into skilled and knowledgeable ones and passing on expertise knowledge to outshine the others in this competitive global arena.

CONCLUSION

Thus, bringing a sense of high job satisfaction among the teaching faculty would result in a positive attitude towards the teaching profession. Nowadays Teaching as a profession has attracted quite a good numbers of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the world. As the educational institutes are vying for the best faculty, teaching jobs have become attractive more than ever before as the salaries of teachers are also rising. This could bring about a drastic revolution in the teaching community thus creating quality students. Teachers are introspective, cooperative, directive, and expressive. They tend to look for the best and to expect it from those around them. Teachers communicate a belief that everyone has the potential to succeed, and Teachers often seek to help others express this inner potential. In doing so, they may motivate others to meet the Teacher's positive expectations. However, Teachers may unintentionally overpower others with their idealized vision.

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