

Analysing job satisfaction of engineering college teachers at Puducherry

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Abstract

This research paper discusses the job satisfaction of teachers in Engineering Colleges at Pudhucherry. Today, there is generally a widespread of engineering education has deteriorated because of mushroom growth of Engineering Colleges in India. A vast network of mediocre and substandard institutions has spring up due to unplanned and uncontrolled proliferation of ill equipped; ill provided and inadequately staffed colleges with less salary without concern for quality. At present, in spite of various plans and programmes to improve the conditions of teachers, serious attempts have not been made to identify the factors affecting the Job Satisfaction of teachers in Engineering Colleges for they have great impact on the youth to maximize the profession of Engineering. It becomes necessary to judge the Job Satisfaction of the Engineering College teachers, so as to develop the budding Engineers of the present scenario. To achieve the objectives of the present study, the normative survey method was used. In this study, “Job Satisfaction” is alone taken as the independent variable. Job Satisfaction is analyzed in terms of the present satisfactory conditions of the Engineering College Teachers at Pudhucherry. Based on the Statistical Research, the conclusion of the study says that the present role of Job Satisfaction forms a positively platykurtic distribution, which indicates that there is a greater satisfaction in the present job among the Teachers in Engineering Colleges.

1. Introduction

Job satisfaction is pleasant and positive attitude possessed by an employee towards his job-life. Job satisfaction has been characterized as the feeling of effective responses of a person towards his job. Job satisfaction is the result of various attitudes possessed by the teachers. The teacher has a powerful and abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual and technical skills and cultural tradition from one generation to the other. The responsibility of the teacher is very important and great. If the plans of the nation are to be fulfilled, it is the teacher who can make the most substantial contribution towards the achievement of the desired goals. Over the years, beginning in the early 1930's, psychologists have endeavored to determine the components of job satisfaction (Guion 1994). Though many studies were conducted on Job Satisfaction of teachers, yet these appear to be precious little that has been unequivocally established. The reasons for the difference in findings may be due to the fact that job satisfaction has many different points of variables (Ghiselli and Brown, 1955). Under the general studies, there were nine research findings on Job Satisfaction. These nine research findings stressed on the pleasant physical surroundings at work, freedom to do their work, job security and good pay, support and co-operation of the colleagues, job involvement, inter personal relationships, especially with the students and from their autonomy for their better Job Satisfaction. Dissatisfaction resulted mainly from the amount of paper work feeling of work overload and occupational stress. Birmingham (1985) made a study on “Need Achievement, job satisfaction, job involvement as a function of role stress of control and participation in academic climate: A study of college and secondary teachers” and he found that job involvement was significantly related to different aspects of Job Satisfaction. Lissmann and Gigerich (1987) made a study on “A changed school and Educational Culture” and concluded that West German teachers, in contrast to USA and UK teachers, consider job security and pay important. Ninomiya and Okato (1988) made a study on “A critical analysis of Job Satisfied teachers in Japan” and found that the terms, which are considered very important for job satisfactions by teachers, are pleasant physical surroundings at work freedom to do their work and support and cooperation of colleagues. Wisniewski (1988) made a study on “The job satisfaction of teachers in Poland” and noted that in teachers work the help offered by one's immediate superior favors high job satisfaction. He added that good conditions for introducing new programmes and methods contributed to their sense of high job satisfaction. Tim Hill – school of Education, University of Bristol (1993) made a study on “Primary head teachers: their job satisfaction and future career aspirations”. The result reveals that the heads were found to derive most of their job satisfaction from inter personal relationships, especially with the children and from their autonomy. And dissatisfaction resulted mainly from the amount of paper work, from the feeling of work overload and from the low status, which they felt, was accorded to their job. Arlene Gray Blix et al (1994) made a study on “Occupational stress among

University teachers". The findings indicate that one-half of the teachers felt satisfied with teaching as a career 90% of the time and teachers who reported less satisfaction with teaching as a career were more likely to feel burned out and ready to consider changing jobs to escape the stress at work. Filak and Shelden (2003) made a study on "Student psychological need satisfaction and college teacher-course evaluations" and showed that teachers are best off when their needs are satisfied and worst off when they are not satisfied. Ossai (2004) made a study on "Principals and teachers strategies for motivation teachers in secondary schools in Delta North Senatorial Districts" found that the individual feeling regarding job satisfaction may arise at the result of several factors such as salaries, fringe benefits, educational policies, working conditions, advancement opportunities, responsibilities within the job and recognition. Osunde, A. U., and Omoruyi, F. F. O. (2004) made a study on "An evaluation of the National Teachers institute's Manpower Training Program for Teaching Personnel in Midwestern Nigeria" found that professional teachers are regarded as the most important element in the school system because it is generally believed that no educational system can rise above the quality of its teachers.

Regarding sex as a factor in Job Satisfaction, there were seven research findings on Job Satisfaction. Two findings revealed that women teachers have better Job Satisfaction than male teachers. Another two findings revealed that men teachers have better Job Satisfaction than female teachers. Three findings revealed no significant difference between men and women teachers regarding their job. Englehardt (1974) made a study on "Teachers job satisfaction in schools of different levels" and found out that there was no difference in job satisfaction between men and women teachers in respect of their jobs. Smith (1982) made a study on "School teachers and job satisfaction." The findings reveal that women teachers have better job satisfaction than men teachers. Lee (1983) made a study on job satisfaction of selected parochial high school teachers in Kansas and found out that there was no significant difference between men and women teachers in their job satisfaction. Brimingham (1985) made a study on "Job satisfaction and burn out among Minnesota Teachers." The findings reveal that women teachers have better job satisfaction than men teachers. Lissmann and Gigerich (1987) made a study on "A changed school and educational culture" and found out that male teachers were significantly more satisfied with their jobs than female teachers. Ninomiya and Okato (1988) who made a study on "A critical analysis of job satisfied teachers in Japan" had found that male teachers were significantly more satisfied with their jobs than female teachers. Nongnim and Medalin (1992) made a study on "A study of job satisfaction of secondary school teaches in Shillong and leadership characteristics of the heads / principals". The result reveals that no significant differences were found in job satisfaction between male and female teachers. Nwachukwu Prince Ololube (2007) made a study on "Professionalism, Demographics, and Motivation: Predictors of Job Satisfaction among Nigerian Teachers" and showed the result as the male teachers tend to be more dissatisfied with their teaching jobs than female teachers. As a result, the male teachers tend to leave the teaching profession earlier than female teachers. Regarding the type of Institution, there were five research findings. One of the findings revealed that Government school teachers were more satisfied with their job. The other revealed that there was significant difference among teachers working in different schools. Two of the findings indicated that overall Job Satisfaction was high among the public and private schools and college teachers. One of the studies discovered that the factors contributing to Job Satisfaction is autocratic administration. Chen (1977) made a study on "Job satisfaction of school teachers in the Republic of China as related to personnel and organizational characteristics." The results indicate that public and private schools and college teachers had similar attitude regarding their levels of job satisfaction. Murrane and Philips (1977) made a study on "The school as a workplace; what matters to teachers" and found out that there was significant difference in their job satisfaction between teachers working in different schools. Pagel and Price (1980) made a study on "Strategies to alleviate teachers stress" and discovered that the factor contributing to job satisfaction is autocratic administration. Poppleton et al (1990) made a study on "Changes in administrative control and teacher satisfaction in England and USSR" and indicated that overall job satisfaction was high among the teachers of England and USSR. Nongnim and Medalin (1992) made a study on "A study of job satisfaction of secondary school teaches in Shillong and leadership characteristics of the heads / principals". The result reveals that the Government school teachers showed significantly more satisfaction in their job.

Regarding age as a factor in Job Satisfaction, there were two findings. One revealed that there was upward progression in Job Satisfaction with increasing age and the other over 55 years of age and less than 25 years were the most satisfied in their job. Lee (1983) made a study of job satisfaction of selected parochial high school teachers in Kansas and observed that there was upward progression in job satisfaction with increasing age. Brimingham (1985) made a study on "Job satisfaction and burn out among Minnesota Teachers" and found out those teachers over 55 years of age and less than 25 years were the most satisfied. Regarding the marital status as a factor in Job Satisfaction, there was only one finding, which revealed that married teachers seem to be more satisfied with their teaching positions than unmarried teachers. Smith (1982) made a study on "Teachers voluntary absenteeism and perception of the professional environment, job satisfaction, and impact of collective bargaining" and revealed that married teachers seem to be more satisfied with their teaching positions than unmarried teachers.

On the basis of teacher's salary as a factor of Job Satisfaction, there were two findings. One of the findings revealed that poor pay and inadequate chances for advancement were the greatest sources of dissatisfaction among teachers. Another finding revealed that the most important factor for Job Satisfaction by teachers in Japan is good pay. Nevels (1984) has made a study on "Study of the relationship between teachers' attitude towards professionalism and teacher's satisfaction / dissatisfaction with their job" and reported that poor pay and inadequate chances for advancement were the greatest sources of dissatisfaction among teachers. Ninomiya and Okato (1988) made a study on "A critical analysis of Job Satisfied teachers in Japan" and found that the terms, which are considered very important for job satisfaction by teachers, are good pay. Nwachukwu Prince Ololube (2007) made a study on "Professionalism, Demographics, and Motivation: Predictors of Job Satisfaction among Nigerian Teachers" and showed that male teachers tend to be more dissatisfied with their pay showed that they felt that they can not meet their family responsibilities compared to fellow employees like banking, manufacturing, etc. Regarding teaching experience, there were two findings. One of the findings concluded that the vast majority of teacher's experiences were more threatening, frustrating and challenging during the first few years of their professional career. Lanier and Little (1986) has made a study on "Research on teachers education" and concluded that the vast majority of teachers experience more significant threatening, frustrations and challenges during the first few years of their professional career. Nongnim and Medalin (1992) made a study on "A study of job satisfaction of secondary school teaches in Shillong and leadership characteristics of the heads / principals". The result reveals that job satisfaction varies between teachers with different lengths of experience. On the basis of Educational Qualification there were three findings. One of the findings reported that they do not put very much weight on extrinsic factors, such as income, but their decisions are influenced by intrinsic motives such as seeking opportunities for professional growth. Another finding revealed that satisfaction and in-service activities are not related. One more finding revealed that the educational qualifications appeared to be positively associated with Job Satisfaction. Finkelstein (1984) made a study on "The American profession, a synthesis of social inquiry since world war – II" and reported that when faculty change jobs, they do not conform to the rational economic labour market model, that is they do not put very much weight on extrinsic factors, such as income, but their decisions are influenced by intrinsic motives such as seeking opportunities for professional growth. Nongnim and Medalin (1992) made a study on "A study of job satisfaction of secondary school teaches in Shillong and leadership characteristics of the heads / principals". The result reveals that educational qualifications appeared to be positively associated with job satisfaction. Teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievements of goals and achievements. Debralyann (1992) made a study on "The relationship of staff development / in-service education and teachers' job satisfaction in selected middle schools" and found that satisfaction and in service activities are not related.

Under the general studies, there were 16 research findings on Job Satisfaction. These 16 research findings stressed on the pleasant physical surroundings at work, organizational climate, and relationship with colleagues, teaching experience, mental health, teacher's attitude towards students, job expectations and performance, morale, sense of community, job security, commitment towards organization and they have significant relationship with Job Satisfaction. Level of job involvement, administrative effectiveness, teaching competency and job satisfaction did not have any effect on Job Satisfaction. In general, college teachers are more satisfied with their jobs. Ghosh and Shukla (1972) made a study on "Relationship of job satisfaction with different background factors" and found that pleasant physical surroundings at work have a significant relationship with teacher's job satisfaction. Rama krishnaiah (1980) made a study on "A study of job satisfaction, attitude towards teaching and job involvement of college teachers". The result reveals that the college teachers in general were satisfied with their jobs. Rama krishnaiah (1980) made a study on "A study of job satisfaction, attitude towards teaching and job involvement of college teachers". The result reveals that the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction. Pearson and Seiler (1983) made a study on "Environmental satisfiers in academics" and found that academics were generally more satisfied than dissatisfied with their work environment. Administrative effectiveness and its relationship with job satisfaction were studied by Shukla (1986) among the teachers. The result reveals that the Administrative effectiveness is found to have no relationship with job satisfaction among the teachers. Ismael (1990) made a study on "Organizational climate and Teachers' job satisfaction" and found that there was a significant relationship between organizational climate and job satisfaction. Manger and Eikeland (1990) made a study on "Factors predicting staff intentions to leave the University" and found that relationship with colleagues was the largest predictor of intention to leave a job. Sundararajan and Ashrafullah (1990) made a study on "Job satisfactions of the Harijan welfare school teachers in Tamil Nadu" and reported that 64.15 percent of teachers have high job satisfaction. Ray S. (1990) made a study on "A study of the attitude of teachers towards pupils and their job satisfaction". The findings show that the teaching experience, mental health, job satisfaction and teachers attitude towards children were significant and positively correlated with their age. Saxena and Nirmal (1990) made a study on "A study of some correlates of job satisfaction in the teaching profession". The findings indicate that positive but not significant

correlation was found between attitude and job satisfaction. Basi and Satpal Kaur (1991) made a study on “A study of the teaching competency of language teachers in relation to their job satisfaction, locus of control and professional burnout”. The findings show that there was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control. Urban school female language teachers were more externally controlled and satisfied with their jobs than the rural school language teachers.

Ray (1992) made a study on “A comparative study of teacher’s attitude towards pupils and their job satisfactions” and concluded that the mental health of teachers was positively correlated with job satisfaction and attitude towards pupils. Premalatha Singh and Singh (1993) made a study on “Job expectations, performance and job satisfaction of women scientists”. The results revealed that on the whole, the women scientists were just satisfied with their jobs. Lacy and Sheehan (1997) made a study on “Job satisfaction among academic staff ‘An international perspective’ and indicated that morale, sense of community and relationships with colleagues are the greatest predictors of job satisfaction. A study of organization, commitment attitude towards work and job satisfaction of post graduate teachers of Goa was done by Sharad Kumar & Sabita Patnaik (2002). The correlation existing between organization commitment and job satisfaction is moderate and this shows that the teachers who are more committed towards organization are more satisfied with their job and his findings indicate that security satisfaction is more for teachers having above 12 years of experience.

Regarding sex as a factor of Job Satisfaction, there were 18 research findings on Job Satisfaction. Nine findings revealed that women teachers have better Job Satisfaction than male teachers. Seven research findings revealed that there was no relationship between the male and female teachers. Two of the findings revealed that there were differences with respect to gender in Job Satisfaction. Price (1971) made a study on “Organizational stress and job satisfaction on public school teachers” and found out that women teachers have better job satisfaction than men teachers. Lavingia (1974) made a study on “A study of job satisfaction among school teachers.” The findings reveal that women teachers have better job satisfaction than men teachers. Bernard and Kulandaivel (1976) made a study on “A study of job satisfaction among graduate teachers in Coimbatore.” The findings reveal that women teachers have better job satisfaction than men teachers. Rajagopalan (1976) made a study on “Measurement of Teaching success” and reported that there is no relationship between teachers’ sense of satisfaction and their sex. Rama Krishnaiah (1980) made a study on “A study of job satisfaction, attitude towards teaching and job involvement of college teachers”. The result reveals that female teachers were found to be more satisfied than the male teachers. Sekar and Renganathan (1988) carried out a study on job satisfaction of graduate teachers in Coimbatore and concluded that no association exists between sex and high level of job satisfaction. Sundarajan and Rajasekar (1989) made a study on “Job satisfaction of Polytechnic teachers in Tamil Nadu.” The findings reveal that women teachers have better job satisfaction than men teachers. Reddy Balakrishna (1989) made a study on “Job satisfaction of primary school teachers”. The result reveals that considering overall (job satisfaction), women teachers were more satisfied with their job than men teachers. Naik (1990) made a study on “Job satisfaction of teaching assistants of the M.S. University of Baroda”. The results showed that most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of sex. The main intentions of joining as teaching assistants were a favorable attitude towards the teaching profession, facilities for further study and financial considerations. Sundarajan and Ashrafulla (1990) made a study on “Job satisfaction of the Harijan welfare school teachers in Tamil Nadu.” The results reveal that women teachers have better job satisfaction than men teachers. Saxena (1990) made “A study of some correlates of job satisfaction in teaching profession.” It is found that there was no significant difference between men and women teachers in job satisfaction. Sundarajan and Vivekanadan (1990) have made a study on “Job satisfaction of teachers working in some selected higher secondary schools in the city of Madras” and found that there was no difference between men and women teachers in respect of their job satisfaction. Sundarajan and Minnalkodi (1991) have made a study on “Job satisfaction of Teachers of Annamalai University” and found out that there was no significant difference between men and women teachers in respect of their job satisfaction. Pares Chandra Biswas and Tinku De (1994) made a study on “A study of job satisfaction of secondary teachers in relation to some background variables”. The findings showed that the sexes were related to either total or one or more components of job satisfaction of teachers. Lacy and Sheehan (1997) made a study on “Job satisfaction among academic staff: A international perspective.” The results reveal that women teachers have better job satisfaction than men teachers. To analyze the job satisfaction of teachers in respect of their sex, length of service, age, marital status, type of institution, Natarajan (2001) made a study on “School organizational climate with job satisfaction of teachers”. It reveals that female teachers have better satisfaction than their counter parts.

There were nine research findings regarding the type of Institution as a factor on Job Satisfaction. One of the findings concluded that the teachers of Government schools were more satisfied than those in privately managed schools. Another two findings

revealed that the teachers working in private colleges were more satisfied than those working in Government Colleges. Four of the findings revealed that the level of Job Satisfaction depends on the type of institution, changes in the administrative control, environment in which the academics work, and management of schools. Two of the findings concluded that there was no relationship between the teacher's sense of satisfaction and the type of institution. Rajagopalan (1976) made a study on "Measurement of Teaching success" and reported that there is no relationship between teacher's sense of satisfaction and the type of management. Porwal (1980) made a study on "Personality correlates of job satisfaction of higher secondary school teachers" and concluded that the teachers of Government schools were more satisfied than those in privately managed schools. Rama krishnaiah (1980) made a study on "A study of job satisfaction, attitude towards teaching and job involvement of college teachers". The result reveals that teachers working in private colleges were more satisfied than those working in Government colleges. Hill (1986) made a study on "A theoretical analysis of faculty job satisfaction / dissatisfaction" and concluded that job satisfaction of academic staff in universities and colleges is related to intrinsic factors (in particular, ministering to students and the work itself) and dissatisfaction is related to extrinsic factors and arises from factors external to the job. Sekar and Renganathan (1988) were carried out job satisfaction of graduate teachers in Coimbatore. The result reveals that the level of satisfaction depends on the type of institution. Sundararajan and Rajasekar (1989) made a study on "Job Satisfaction of Polytechnic Teachers in Tamil Nadu" and concluded that the private Polytechnic teachers have better job satisfaction than Government Polytechnic teachers. Pares Chandra Biswas and Tinku De (1994) made a study on "A study of job satisfaction of secondary teachers in relation to some background variables". The findings showed that the rural, urban settings of schools and management of schools were related to either total or one or more components of job satisfaction of teachers. Lacy and Sheehan (1997) made a study on "Job satisfaction among academic staff, 'An international perspective'" and indicated that factors related to the environment in which academics work, including University atmosphere. To analyze the job satisfaction of teachers in respect of their sex, length of service, age, marital status, type of institution, Natarajan (2001) made a study on "School organizational climate with job satisfaction of teachers". The conclusion reveals that the type of institution causes no significant difference in their job satisfaction. A study of organization commitment, attitude towards work and job satisfaction of postgraduate teachers of Goa was done by Sharad Kumar and Sabita Patnaik (2002). The findings reveal that there were differences with respect to gender. Thakira Khatoon (2000) studied job satisfaction of secondary school teachers in relation to sex, experience, professional training & salary. It is found that 70.41% of male teachers and 86.44% of female teachers were satisfied with their job satisfaction.

Regarding age as a factor in Job Satisfaction, there were eight research findings on Job Satisfaction. Three of the research findings concluded that age is more effectively correlated, appeared to exert an adverse impact, and positively correlated with Job Satisfaction. Two of the findings concluded that teachers of younger age had high level of Job Satisfaction. One of the findings reported that teachers who are 40 years of age have better Job Satisfaction. One of the findings revealed that the teachers do not differ in their level of Job Satisfaction in terms of age group and another finding resulted that there were differences with respect to age in their job. Neeraja Dwivedi and Pestonjee (1975) made a study on "Socio – Personnel correlates of Job satisfaction" and concluded that age was positively correlated with job satisfaction. Also they found out that age is more effective correlates of job satisfaction. Porwal (1980) made a study on "Personality correlates of job satisfaction of higher secondary school teachers" and concluded that age appeared to exert an adverse impact on job satisfaction. Amar Singh (1985) made a study on "Correlates of job satisfaction among different professionals" and concluded that age was positively correlated with job satisfaction. Sekar and Renganathan (1988) was carried out job satisfaction of graduate teachers in Coimbatore and concluded that the younger teachers were more satisfied with their jobs than their elders. Reddy Balakrishna (1989) made a study on "Job satisfaction of primary school teachers" and found that teachers younger in age had higher level of job satisfaction. Sundarajan and Ashrafulla (1990) made a study on "Job satisfaction of the Harijan welfare school teachers in Tamil Nadu" had reported that teachers who are above 40 years of age have better Job Satisfaction. Naik (1990) made a study on "Job satisfaction of teaching assistants of the M.S. University of Baroda". The results showed that most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of age group. A study of organization commitment, attitude towards work and job satisfaction of postgraduate teachers of Goa was done by Sharad Kumar and Sabita Patnaik (2002). The finding reveals that there were differences with respect to age. K. Chandraiah et al. (2003) made a study on "Occupational Stress and Job Satisfaction among Managers" and found that compared to the middle age that are more or less settled in their personals as well as work like young adults found their jobs much more satisfied. M Gautam et al. (2006) made a study on "Job satisfaction of faculty members of veterinary sciences: an analysis" and found that the younger faculty members are more satisfied as compared to those with a longer service period.

Regarding the marital status as a factor of Job Satisfaction, there were five research findings on Job Satisfaction. One of the findings concluded that marital status is more effective correlates of Job Satisfaction. Another one finding reported that there was

some relationship between marital status and satisfaction with job. One of the findings revealed that young unmarried teachers were more satisfied than married teachers. One of the findings concluded that the female unmarried teachers were more satisfied than the married teachers of both sex. One of the findings revealed that with reference to the marital status of teachers, the marital status has no influence on Job Satisfaction. Lavingia (1974) made a study on “A study of job satisfaction among school teachers” and noted that young unmarried teachers were more satisfied than married teachers. Neeraja Dwivedi and Pestonjee (1975) made a study on “Socio – Personnel correlates of Job satisfaction” have found that marital status is more effectively correlated to job satisfaction. Rajagopalan (1976) made a study on “Measurement of teaching success” and reported that there was some relationship between marital status and satisfaction with job. Porwal (1980) made a study on “Personality correlates of job satisfaction of higher secondary school teachers” and concluded that the female unmarried teachers were more satisfied than the married teachers of both sexes. To analyze the job satisfaction of teachers in respect of their sex, length of service, age, marital status, type of institution, Natarajan (2001) made a study on “School organizational climate with job satisfaction of teachers”. It reveals that with reference to the marital status of teachers, the marital status has no influence on job satisfaction. There were eight research findings related to teachers’ salary and Job Satisfaction. One of the findings concluded that income was more effectively correlated to Job Satisfaction. One of the findings revealed that most of the teachers in Coimbatore were satisfied with their salary. One of the findings showed significant differences between the rural and urban groups with regard to their pay. One of the findings revealed that there were high levels of dissatisfaction with compensation – related elements of the job, example, and fringe benefits, pay. Three of the findings concluded that the teachers did not differ in their level of Job Satisfaction in terms of financial considerations; academics salary or economic resources as such did not appear to influence intentions to stay or leave a job in the University. One of the findings revealed that teachers drawing low salary are more satisfied than the more experienced teachers drawing higher salary. Fassum (1974) made a study on “Urban – rural differences in job satisfaction” and found out that there was significant differences between rural and urban groups with regard to task and pay satisfaction. Neeraja Dwivedi and Pestonjee (1975) made a study on “Socio – Personnel correlates of Job satisfaction” and found that income is more effectively correlated of job satisfaction. Pearson and Seiler (1983) made a study on “Environmental satisfiers in academics” and found that there were high levels of dissatisfaction with compensation – related elements of the job. For example, Fringe benefits, pay, performance criteria. Sekar and Renganathan (1988) carried out a study on job satisfaction of graduate teachers in Coimbatore and found that most of the teaches were satisfied with their salary. Manger and Eikeland (1990) made a study on “Factors predicting staff intentions to leave the University” and found that salary or economic resources did not appear to influence intensions to stay or go. Also they found that in the case of academics salary or economic resources as such did not appear to influence intentions to stay or leave a job in the University. Naik (1990) made a study on “Job satisfaction of teaching assistants of the M.S. University of Baroda”. The results showed that most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of financial considerations. Thakira Khatoon (2000) studied job satisfaction of secondary school teachers in relation to sex, experience, professional training & salary. It is found that teachers drawing less salary are more satisfied than those drawing higher salaries. And job satisfaction and salary are negatively correlated among the younger teachers. Majority of the female teachers have a greater degree of job satisfaction than male teachers. Teachers drawing low salary are more satisfied than the more experienced teachers drawing higher salaries.

Regarding teaching experience as a factor of Job Satisfaction, there were ten research findings on Job Satisfaction. One of the findings concluded that experience is more effective correlates of Job Satisfaction. Three of the findings revealed that Job Satisfaction is not associated with teaching experience. Two of the findings revealed that a significant difference existed between the non-Government rural and urban school lecturers having more than 10 years and less than 10 years of teaching experience. One of the findings revealed that Job Satisfaction increased with increasing experience for a period of 10 years and after that started declining. One of the findings concluded that teachers with less than 20 years of experience have better Job Satisfaction than those with more than 20 years of teaching experience. One of the findings revealed that there were differences with respect to teaching experience in Job Satisfaction. Neeraja Dwivedi and Pestonjee (1975) made a study on “Socio – Personnel correlates of Job satisfaction” have found that experience has more effective correlates with job satisfaction, and also found that job satisfaction increased with increasing experience for a period of ten years and after that it started declining. Rajagopalan (1976) made a study on “Measurement of teaching success” and reported that there is no relationship between teachers’ sense of satisfaction and their experience. Amar Singh (1985) made a study on “Correlates of job satisfaction among different professionals” and concluded that experience is more effective correlates of job satisfaction. Sekar and Renganathan (1988) carried out a study on job satisfaction of graduate teachers in Coimbatore and concluded that job satisfaction is not associated with teaching experience. Naik (1990) made a study on “Job satisfaction of teaching assistants of the M.S. University of Baroda”. The results showed that most of the teaching assistants were satisfied with

their job responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of experience. Saxena (1990) made a study on “A study of the elts which affect the job satisfaction of teachers working in higher secondary schools of M.P.”. The result reveals that a significant difference existed between non-Government rural and urban school lecturers having more than 10 years and less than 10 years teaching experience. Sundararajan and Minnelkodi (1991) have made a study on “Job satisfaction of teachers in Annamalai University” and found out that teachers of the Annamalai University with less than 20 years of experience have better job satisfaction than those with more than 20 years of teaching experience. To analyze the job satisfaction of teachers in respect of their sex, length of service, age, marital status, type of institution, Natarajan (2001) made a study on “School organizational climate with job satisfaction of teachers”. It is found that there exists no relationship between job satisfaction of teachers and their experience. A study of organization commitment, attitude towards work and job satisfaction of postgraduate teachers of Goa was done by Sharad Kumar and Sabita Patnaik (2002). The finding reveals that there were differences with respect to teaching experience with regard to job satisfaction. Thakira Khatoon (2000) studied job satisfaction of secondary school teachers in relation to sex, experience, professional training & salary. It is found that their exits differences between groups of teachers with regard to their teaching experience.

Regarding the educational qualification as one of the factors of Job Satisfaction, there were four research findings on Job Satisfaction. One of the findings concluded that most of the teachers were satisfied with their personnel achievement. One of the findings revealed that suitably qualified teachers were more satisfied with their job. One of the findings revealed that untrained teachers were more satisfied than the trained teachers in Job Satisfaction. One of the findings showed that the main intensions of joining as teaching assistants were favorable attitude towards the teaching profession. Sekar and Renganathan (1988) carried out a study on job satisfaction of graduate teachers in Coimbatore and concluded that most of the teachers were satisfied with their personal achievement. Reddy Balakrishna (1989) made a study on “Job satisfaction of primary school teachers”. The result reveals that suitably qualified teachers were more satisfied with their job, young teaches were more satisfied with their job than middle aged and aged teachers, this is true for overall job satisfaction. Naik G.C. (1990) made a study on “Job satisfaction of teaching assistants of the M.S. University of Baroda”. The results showed that most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of favorable attitude towards the teaching profession and facilities for further study. Thakira Khatoon (2000) studied job satisfaction of secondary school teachers in relation to sex, experience, professional training & salary. It is found that when the data was analyzed to see the difference between trained and untrained teachers it was found that untrained teachers were more satisfied than the trained teachers in job satisfaction. Regarding the subject of specialization as a factor of Job Satisfaction, there were two research findings on Job Satisfaction. One of the findings revealed that there was no significant difference between Science and Arts teachers on Job Satisfaction. The other finding concluded that the subject they taught do not cause any significant differences in their Job Satisfaction. Saxena (1990) made a study on “A study of the elements which affect the job satisfaction of teachers working in higher secondary schools of M.P.”. The result reveals that there was no significant difference between male and female and sincere and arts teachers in the job satisfaction. To analyze the job satisfaction of teachers in respect of their sex, length of service, age, marital status, type of institution, Natarajan (2001) made a study on “School organizational climate with job satisfaction of teachers”. The result reveals that subject they taught do not cause any significant differences in their job satisfaction.

Regarding the periods handled per week as a factor of Job Satisfaction, there were two research findings on Job Satisfaction. One of the findings discovered that the factors contributing to Job Satisfaction is lack of planning time. The other finding concluded that most of the teachers were satisfied with their working conditions. Pagel and Price (1980) made a study on “Strategies to alleviate teachers stress” and discovered that the factors contributing to job dissatisfaction is lack of planning time. Sekar and Renganathan (1988) was carried out job satisfaction of graduate teachers in Coimbatore and concluded that most of the teachers were satisfied with their working conditions. Regarding the timely promotion as a factor of Job Satisfaction, there was only one-research finding on Job Satisfaction. It concluded that well-paid employment provides satisfaction to the lower order needs where as prestigious and autonomous work enables academic staff to satisfy to a greater degree higher order needs for example, esteem needs, the need for self actualization. Moses (1986) made a study on “Promotion of academic staff” and concluded that tenured and well-paid employment provides satisfaction to the lower order needs whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher order needs for example, esteem needs, the need for self actualization.

2. Need for the study

Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

Today, there is generally a widespread feeling that teachers do not have satisfaction in their job at all levels of education. Teachers all over the country often manifest this as the protests. The growing discontentment among teachers has resulted in the fall of standards in education as a whole. At present, in spite of various plans and programmes to improve the conditions of teachers, serious attempts have not been made to identify the factors affecting the Job Satisfaction of teachers. It is therefore considered necessary to conduct an investigation concerning the factors associated with the Job Satisfaction of teachers in Engineering Colleges. Further there is no study available exclusively on Job Satisfaction of teachers in Engineering Colleges in Pondicherry. Hence there is an urgent need for the present study.

3. Statement of the problem

Today there exists a general feeling that the professionals do not have satisfaction in their respective job at various levels of education. Hence there is a fall of standards in education as a whole. In order to identify, which factor favors the satisfaction in the Job and which components of Job Satisfaction influence the working environment are to be analyzed for the betterment of standards of education and simultaneously improve the working conditions. Hence the problem is identified as Job Satisfaction of Teachers in various educational Institutions. Particularly, Engineering Colleges have great impact on the youth to maximize the profession of Engineering. It becomes necessary to judge the Job Satisfaction of Engineering College Teachers, so as to develop the budding Engineers of the present scenario. Hence the problem is identified as “Job Satisfaction of Teachers in Engineering Colleges”.

4. Objectives of the study

The objectives of the study are as follows:

To study the Present Role of Job Satisfaction of Teachers in Engineering Colleges. To find out the significant differences if any among the sub samples Sex, Age, Marital status, Educational Qualification, Subject Specialization, Salary, Number of Periods per Week, Timely Promotion, Teaching Experience in the Present Role of Job Satisfaction of Teachers in Engineering Colleges.

5. Statement of hypotheses

The following hypotheses are framed for the study.

The distribution of Present Role of Job Satisfaction of Teachers in Engineering Colleges is not normal. There is no significant difference between the sub samples of Sex, Age, Marital status, Educational Qualification, Subject Specialization, Salary, Number of Periods per Week, Timely Promotion, Teaching Experience in the Present Role of Job Satisfaction of Teachers in Engineering Colleges.

6. Research method

To achieve the objectives of the present study the normative survey method was used. In this study, ‘Job Satisfaction’ is alone taken as the independent (Uni-dimensional) variable. The variables selected for the present investigation are Job Satisfaction taken as the independent variable and Sex, Age, Marital status, Educational qualification, Subject of specialization, Type of college, Number of periods per week, Promotion received or not received, Teaching experience and Salary per month as background variables.

7. Sampling procedure

The population of the study is the Engineering College Teachers at Pondicherry. The population consists of nearly 250 teachers from Engineering College managed by Central Government and Colleges managed by the private bodies at Pondicherry. The stratified random sampling technique was used, to select the sample of Engineering College Teachers. Two strata, namely, Engineering College Teachers from Central Government College (Pondicherry Engineering College (PEC)) and Managed by private bodies (Sri Manakula Vinayagar Engineering College (SMVEC) & Rajiv Gandhi College of Engineering & Technology (RG CET)). From the population, 150 Engineering College Teachers from three different Engineering Colleges were selected. The sample selected is also diagrammed and is shown in Fig. 1.

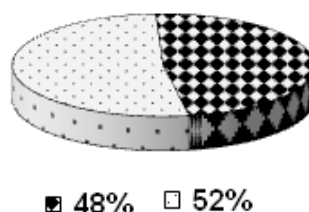


Fig.1: Pie diagram showing the stratification of the sample

Table 1: Sample selected for the present study

S. No.	Strata	Name of the College	Sample selected	Total	Percentage of Sample
1	Central Government College	PEC	78	78	52%
2	Managed by private bodies	SMVEC	37	72	48%
		RGCET	35		
Total				150	100

It is easy to infer that the sample selected for the present study is almost stratified. The selected sample comprises nearly 60% of the population. Also the sample selected is further distributed on the sub sample based on Sex, Age, Marital status, Educational qualification, Subject of specialization, Type of college, Number of periods per week, Promotion received or not received, Teaching experience and Salary per month.

8. Tools and techniques

The tool used for the present study is Job Satisfaction Inventory. It is for finding the Job Satisfaction of Teachers. The present sample is taken from the Colleges of Engineering at Pondicherry. The investigator adopted Job Satisfaction inventory (JSI) developed by Jayalakshmi Indiresan (1973) of IIT, New Delhi. Also the investigator uses the 'Personnel data sheet' for finding out the effect of the background variables namely Sex, Age, Marital status, Educational qualification, Subject of specialization, Type of college, Number of periods per week, Promotion received or not received, Teaching experience, Salary per month.

9. Statistical techniques used

The statistical design adopted in the present study comprises the following techniques.

- (i) Descriptive analysis, (ii) Differential analysis

In Descriptive analysis, the investigator is intended to find out the distribution of job satisfaction scores among the Engineering College teachers. In Differential analysis, the significant differences if any were studied in the sub samples sex, age, marital status, type of institution, educational qualification, subject of specialization, periods per week, salary per month, teaching experience, timely promotion in the Job Satisfaction present inventory.

Table 2: Distribution of Sub Samples

Sl.No.	Category	Type	Total
1	Sex	Male	95
		Female	55
2	Age	Below 31	80
		Above 31	70
3	Marital Status	Married	106
		Unmarried	44
4	Type of Institution	Central Government College	78
		Managed by Private Bodies	72
5	Educational Qualification	B.E., B.Tech., M.A., M.Sc., M.B.A., M.C.A.	50
		M.E., M.Tech.	64
		M.Phil., Ph.D.	36
6	Subject Specialization	Engineering	111
		Science	39
7	Periods / Week	Less than 17	72
		More than 17	78
8	Salary / Month	Below 10000	84
		Above 10000	66
9	Timely Promotion	Received	61
		Not Received	89
10	Teaching Experience	Less than 10	98
		More than 10	52

9.1 Descriptive analysis

The scores of “Job Satisfaction” (Present Satisfactory Conditions) are found to form a normal distribution with a mean of 66.73 and a standard deviation of 13.73. The median and mode of distribution are formed to be 66.00 and 59.00 respectively.

Table 3: Descriptive Analysis for Present Satisfactory Conditions on Job Satisfaction

Sl. No.	Statistical Meaning	Present Satisfactory Conditions
1	Mean	66.73
2	Median	66.00
3	Mode	59.00
4	SD	13.73
5	QD	8.88
6	SE _M	1.12
7	SE σ	0.79
8	Skewness	0.12
9	Kurtosis	0.28
10	Fiduciary limits of Mean	63.84 & 69.62
11	Fiduciary limits of SD	11.69 & 15.77

Table.4: Present Satisfactory Conditions on Job Satisfaction

Sl. No.	Variable	Sub sample	N	Mean	SD	MD	df	T	Level of significance
1	Sex	Male	95	66.71	13.61	0.49	148	0.2081	NS
		Female	55	66.22	14.06				
2	Age	Below 31	80	66.90	14.53	0.80	148	0.3578	NS
		Above 31	70	66.10	12.85				
3	Marital Status	Married	106	66.58	12.83	0.17	148	0.063	NS
		Unmarried	44	66.41	15.85				
4	Type of Institution	Government	78	65.83	11.49	0.55	148	0.6370	NS
		Private	72	67.28	15.85				
5	Educational Qualification	Bachelor of Engineering or Master of Arts & Science	50	64.18	14.96	4.40	112	1.7447	NS
		Master of Engineering or Master of Technology	64	68.58	10.98				
6	Educational Qualification	Master of Engineering or Master of Technology	64	68.58	10.98	2.44	98	0.8132	NS
		Master of Philosophy or Doctor of Philosophy	36	66.14	16.01				
7	Educational Qualification	Master of Philosophy or Doctor of Philosophy	36	66.14	16.01	1.96	84	0.5756	NS
		Bachelor of Engineering or Master of Arts & Science	50	64.18	14.96				
8	Subject Specialization	Engineering	111	66.80	12.81	1.06	148	0.3696	NS
		Arts & Science	39	65.74	16.22				
9	Periods / Week	Below 17	72	66.76	13.31	0.45	148	0.2005	NS
		Above 17	78	66.31	14.18				

10	Salary / Month	Below 10000	84	64.69	13.38	3.91	148	1.7377	NS
		Above 10000	66	68.60	13.91				
11	Timely Promotion	Received	61	67.36	14.93	1.40	148	0.5957	NS
		Not Received	89	65.96	12.90				
12	Teaching Experience	Below 10	98	66.81	13.76	0.81	148	0.3425	NS
		Above 10	52	66.00	13.80				

9.2 Differential analysis

Differential Analysis for the Present Satisfactory Conditions on Job Satisfaction is shown in Table 4.

10. Conclusion

The statistical research reveals the following conclusions.

The scores of Job Satisfaction (present satisfactory conditions) form a positively skewed platykurtic distribution. It is concluded that there is no significant difference between the male and the female teachers in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers at the age of 31 and below, and teachers at the age above 31 in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the married and unmarried teachers in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the Government and Private Engineering College teachers in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significance difference between the low and medium qualifications of teachers in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the medium and high in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers who posses M.Phil., Ph.D., and the teachers with B.E., B.Tech., M.A., M.Sc., M.B.A., M.C.A., in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the Engineering teachers and the teachers of Arts and Science in Engineering College s in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers who handle less than 17 hours and more than 17 hours per week in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers who receive the salary below Rs 10000/- and above Rs 10000/-, in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers who have received timely promotion and who have not received timely promotion in Job Satisfaction (present satisfactory conditions). It is concluded that there is no significant difference between the teachers who have teaching experience below 10 years and above 10 years in Job Satisfaction (present satisfactory conditions).

11. Discussion

Based on Conclusions of the study, we easily see that the present role of Job Satisfaction forms a positively skewed platykurtic distribution, which indicates that there is a greater satisfaction in the present job among the Teachers in Engineering Colleges. The related studies indicate that there exist similar results and as well dissimilar results when compared with the results of the present study. The studies done by Poppleton et al (1990), Ismael. A (1990), Manger and Eikeland (1990), Sundararajan and Ashrafullah (1990), Ray S. (1990), Saxena and Nirmal (1990), Naik G.C. (1990), Saxena (1990), Sundarajan and Vivekanadan (1990), Saxena P.L. (1990), Basi and Satpal Kaur (1991), Sundarajan and Minalkodi (1991), Nongnim and Medalin (1992), Debralyann B. (1992), Ray S. (1992), Tim Hill (1993), Premalatha Singh and R.P.Singh (1993), Arlene Gray Blix (1994), Pares Chandra Biswas and Tinku De (1994), Lacy and Sheehan (1997), Natarajan (December 2001), Sharad Kumar & Sabita Patnaik (2002), Filak and Shelden (2003), Ossai (2004), Osunde, A. U., and Omoruyi, F. F. O. (2004), M Gautam, K Mandal and R S Dalal (2006), Nwachukwu Prince Ololube (2007) gives evidences for the findings of present study.

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