

A STUDY ON RECENT CHALLENGES FACED BY SELF-FINANCING COLLEGE TEACHERS ON JOB SECURITY SPECIAL SIGNIFICANCE TO PALAKKAD DISTRICT

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Abstract

In this paper through an empirical study an effort is made to find out the impact of emotions of self-financing college teachers regarding job security and work culture. An effort is also made to find out on cordial relationship between colleagues, HODs, Principal, Management and students in respect of work culture. And also to find out whether there is any significant difference.

Introduction

The progress of any nation depends upon the standards of its educational system and educational institutions. The successful running of any educational system depends mainly upon the teacher, the students, the curriculum and the infrastructure. But the teacher is the most important one and is the pivot on whom the entire educational structure rests. Teachers are not only required to deliver lectures but are also expected to provide professional consultations, conduct academic researchers and publish their findings. A teacher who is satisfied with his / her job can perform various duties very efficiently and effectively and has a positive attitude towards teaching. But if the teachers are under stress then they cannot work effectively. The teachers appointed in self-financing courses are deprived of many benefits as compared to a permanent/regular teacher. One of the most important factors that affect the performance of a teacher is working conditions. A good working condition is a primary requisite for any successful teaching, learning process. If the teachers are satisfied with working conditions, they will be in a position to fulfil the educational objectives and national goals. The focus of the present study is on the working conditions of the teachers in self-financing courses.

Self-financing institution

According to L.C. Singh and Sudarshan Mishra (2008), self-financing institution implies those institutions that are managed by private funds and private management without an apparent motive of commercialization.

A self-financed college in India is one which does not receive any financial aid from the Central Government or from the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enrol for the courses and may get private financing from other sources, such as a corporate house. (Swara, 2012)

Review of Literature

A sound and effective education system result in enhancement of learner's potentialities, enlargement of their competence and transformation of their interest, attitude and value. But for the last few decades education has become more complex due to social change and new insight in the field of pedagogy. Saraswati (2013) made a comparative study to investigate job satisfaction amongst lecturers of government

and private college in Delhi. A questionnaire was designed to get the feedback from the lecturers of various colleges. The questionnaires were given to 500 lecturers, out of which 250 lecturers from 25 government colleges and 250 lecturers from 25 private colleges. Respondents of the questionnaire were only lecturers of having more than five-year service. The participants completed the questionnaires, including working conditions, pay and promotion potential, work relationships, use of skills and abilities, work activities and other variables. This study concluded that lecturers of government colleges were more satisfied in comparison to lecturers of private colleges in Delhi in all the factors i.e. general working condition, pay and promotion potential, work relationships, use of skills and abilities and work activities.

Job satisfaction is a primary requisite for any successful organization. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Sankaran. P (2012) studied job satisfaction of women lecturers in self-financing colleges in Coimbatore. He has taken a micro level study to identify the various factors influencing job satisfaction of the respondent women lecturers working in self-financing colleges and also in colleges offering self-financed courses. The sample consisted of 150 women lecturers in colleges. This study concluded that measures need to be taken to increase the satisfaction level of the respondent lecturers in order to induce them to perform better.

Statement of the Problem

The majority of college teachers in Palakkad district belonging to unaided self-financing colleges. There is a general feeling of job insecurity among them. There is no specific or general acceptable rules and regulations for the appointment, pay scale, increments, and job termination. These factors may cause some dissatisfaction in the minds of college teachers. This may adversely affect our future generation of major part of students' community, therefore, in the mind of the researcher, the following questions arise regarding the job security of self-financing college teachers.

1. Proper appointments?
2. Standard pay scale?
3. Acceptable increments? and
4. Work satisfaction?

Based on the above questions the following objectives were set for the study.

Objectives

1. To study the appointments, pay scales, annual increment and job termination
2. To study the satisfaction level of work culture relationships with colleagues, HODs, principal management and students

Research methodology

The primary data was collected from 200 respondents from unaided self-financing college teachers in Palakkad district. The sample respondents were selected by adopting convenient sampling technique the statistical tools like percentage analysis, ANOVA and average satisfaction scores were used for analyzing the data.

Analysis and interpretation

The information collected with the help of questionnaire have been tabulated and analyzed by using various statistical tools. They have been systematically arranged in such a way that a detailed analysis can be made has to present suitable interpretation with two sections, Sec. 1 & 2.

Section 1: deals with the descriptive analysis of data relating to the respondents

Section 2: deals with the statistical analysis of the data.

Section 1

Analysis and interpretation of the collected data are given for a sample size of 200 respondents using structured questionnaire covering personal and study information based on the analysis the interpretations are given below.

Table 1

Age	No. Of Respondents	Percentage
21-30	26	13%
31-40	48	24%
41-50	70	35%
51-60	36	18%
60 And Above	20	10%
Total	200	100%

The table 1 shows that majority 35% of the respondents in the age group of 41-50 years and 24% between 31-40 age group.

Table 2

Gender	No. Of Respondents	Percentage
Male	64	32%
Female	136	68%
Total	200	100%

The table 2 shows that majority 68% of the respondents are female and 32% of the respondents belonging male.

Table 3

Term of Employment	No. of Respondents	Percentage
Jun - March	28	14%
Jun - May	172	86%
Total	200	100%

The table 3 shows that 86% of the respondents having term of employment full year of 12 months (June - May), and 14% for academic year only that is (June _ March) for 10 months.

Table 4

Marital Status	No. Of Respondents	Percentage
Married	152	76%
Unmarried	48	24%
Total	200	100%

The table 4 shows that majority of the respondents 76% are married, and 24% belonging unmarried

Table 5

Level Of Education	No. Of Respondents	Percentage
Post Graduate	122	61%
Post Graduate With M.Phil.	52	26%
Post Graduate With PhD	26	13%
Total	200	100%

The table 5 shows that most of 61% respondents are postgraduate, 26% have post-graduation with M.Phil. And 13% post-Graduation with PhD.

Table 6

Nature of Appointment	No. of Respondents	Percentage
Permanent	112	56%
Temporary	56	28%
Contract (Guest)	32	16%
Total	200	100%

The table 6 shows that (56%) of the respondents are appointed on permanent basis, 28% temporary and 16% on contract (Guest) in nature.

Table 7

Appointment With Clear Job Agreement	No. Of Respondents	Percentage
Yes	172	86%
No	28	14%
Total	200	100%

The table 7 shows that (86%) of the respondents appointed with clear job agreement and 14% have no clear job agreement.

Table 8

Payment In Vacation (April & May)	No. Of Respondents	Percentage
Full	98	49%
Half	78	39%
Nothing	24	12%
Total	200	100%

The table 8 shows that 49% get full Payment during vacation (April & May), 39% get half payment and 12% of the respondents get nothing.

Table 9

Experience	No. Of Respondents	Percentage
Below 1 Year	38	19%
1 - 3 Year	78	39%
3- 5 Year	50	25%
And Above 5 Years	34	17%
Total	200	100%

The table 9 shows that majority of the respondents 39% had experience in between 1 to 3 years, 25% between 3 to 5 years 17% above 5 years and 19% are fresher having 1-year experience.

Table 10

Pay Scale	No. Of Respondents	Percentage
Below 120000	26	13%
120001-200000	64	32%
200001-300000	52	26%
300001-500000	36	18%
500001 And Above	22	11%
Total	200	100%

The table 10 shows that Majority of respondents 32% belonging to the pay scale of 120001 to 200000, 26% in between 200001 to 300000, 18% 300001 to 500000, 11% above 500001 and 13% below 120000.

Table 11

Termination With Prior Period Notice	No. Of Respondents	Percentage
Yes	86	43%
No	114	57%
Total	200	100%

The table 11 shows that 43% of respondents have the opinion by giving prior period notice before termination, and 57% not get prior notice before termination.

Section 2

The collected data have been classified and tabulated by mean satisfaction score and one way ANOVA

On the base of mean score

- Below Table 12 represents the overall job security feelings of unaided self-financing college teachers regarding the means scores of various factors the score is measured out of five. Appointments got 3.41, pay scale 3.205, termination 3.37 annual increments 2.82. The least among them is regarding annual increments that are majority shows dissatisfaction in annual

increments in overall no factors have scored more than 3.5 so overall satisfaction cannot be say very good.

Table 12

Overall Feeling Of Job Security	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total	Mean Score
Appointments	32	52	82	34	0	200	3.41
Scale Of Pay	12	57	102	18	11	200	3.205
Annual Increments	15	32	83	42	28	200	2.82
Termination	27	86	40	28	19	200	3.37

- Below Table 13 represents the mean scores of work culture and relationships with colleagues, HODs, principal, management and students. The means score is higher with students (3.215) and least with colleagues (2.615). Management relationship score (2.885), principal (2.9) and HODs (3.06), so here also satisfaction mean score cannot say very well.

Table 13

Work Atmosphere With	Excellent	Very Good	Good /bad	Very Bad	Wrest	Total	Mean Score
Colleagues	11	18	86	53	32	200	2.615
HODs	27	28	93	34	18	200	3.06
Principal	19	30	86	42	23	200	2.9
Management	14	26	102	39	19	200	2.885
Students	29	37	94	28	12	200	3.215

One way ANOVA

One way ANOVA has been applied to find out whether there is the significant difference in the satisfaction of the respondents grouped according to different personal factors.

Personal factors.

- age
- educational qualification
- year of experience
- gender

Table 14

Operational factors	
appointments	Colleagues
scale of pay	HODs
annual increments	Principal
termination	Management
	Students

All the test are carried out at 1% level of significance

1. hypothesis

H_0 : There is no significant difference in the average satisfaction scores on the job security such as appointments, scale of pay, annual increments and termination respondents belonging to different age group, education qualification, year of experience and gender

Table 15

Sl. No	Personal Factors	F Value	Table Value	S/Ns
1	Age	0.837	2.658	Ns
2	Educational Qualification	5.723	2.433	S
3	Year Of Experience	8.632	3.129	S
4	Gender	2.429	3.9	Ns

***S significant, Ns not significant**

It is understood from the above table 15 that the hypothesis in two cases there is no significant difference among the respondent's age group and gender in the average satisfaction score.

There is a significant difference in the average satisfaction scores of the respondents in educational qualification and year of experience

2. hypothesis

H_0 : there is no significant difference in the average satisfaction scores of work atmospheres such as with Colleagues, HODs, Principal, Management and Students. And personal factors such as age group, qualification, year of experience, gender and marital status.

Table 16

Sl. No	Personal Factors	F Value	Table Value	S/Ns
1	Age	6.243	2.679	S
2	Educational Qualification	4.623	3.478	S
3	Year Of Experience	5.163	3.173	S
4	Gender	3.261	3.478	S
5	Marital Status	1.494	2.679	Ns

***S significant, Ns not significant**

It is understood from the above table 16 there is significant difference in age group, educational qualification, year of experience and gender and no significant difference in marital status, with mean scores of satisfaction.

Suggestions

- Satisfaction mean score is much lower in annual increments and pay scales, so more acceptable norms are to be initiated.

- Payments of vacation salary are to be introduced for all permanent teachers.
- Work agreement to be executed for the full year of 12 months.
- Permanent appointment to be given to all teachers after one year of their service.
- Something lacking within the relationship with colleagues, management and principal so have to improve the approaches bilateral
- The behavioral attitudes of students are also to be improved, because they are the beneficiaries of effective teaching.
- Steps to be taken to improve overall work culture and attitudes since overall mean score is below 3.5

Conclusion

The study reveals that overall satisfaction score regarding job security below 3.5 so steps to be taken to promote job security feeling among unaided self-financing college teachers by providing better pay scales and annual increments. From the study it also shows that work culture leads to cordial relationship with colleagues, seniors, management and students lacking among the college teachers so urgent steps to be taken to improve overall job security and work culture among all unaided self-financing college teachers because they are involved in a vital part of transforming our younger generation of students community.

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