Exploring Job Satisfaction Among Academic Faculties in Tiruchirappalli: Insights into Work-Life Balance, Professional Growth, and Institutional Support

Dr. B. Balamurugan[1], Dr. F. Merlin Kokila[2]

[1]*Assistant Professor, PG and Research Department of Economics, Thanthai Periyar Govt Arts and Science College, (Autonomous), (Affiliated to Bharathidasan University), India*
[2]*Assistant Professor, PG and Research Department of Economics, Holy Cross College (Autonomous), (Affiliated to Bharathidasan University), India*
Email: drbalasuccess@gmail.com

This study examines job satisfaction among academic faculties in colleges across Tiruchirappalli district, aiming to identify key influencing factors and propose strategies to enhance their professional experience. The primary objectives are to evaluate the levels of satisfaction, explore variations based on demographic factors, and provide actionable insights for institutional improvement. A structured questionnaire was used to collect data from 120 academic faculties, selected through simple random sampling. The analysis incorporated descriptive statistics to understand the demographic profile and satisfaction levels of respondents. A reliability test was conducted to ensure the consistency of the instrument, and Levene's test was applied to examine the homogeneity of variances in job satisfaction across different groups. The findings indicate that while most faculties report moderate satisfaction, significant differences exist based on gender, years of experience, and designation. Key factors contributing to satisfaction include supportive leadership, opportunities for professional growth, and work-life balance. However, challenges such as excessive workload, lack of research funding, and limited career advancement opportunities were identified as areas of concern. To address these issues, the study suggests implementing flexible work policies, increasing institutional support for research, and enhancing recognition and reward systems for faculty achievements. These measures are crucial for fostering a positive work environment and improving job satisfaction levels. The study concludes that addressing the identified gaps can lead to a more motivated and committed academic workforce, thereby contributing to the overall development and success of educational institutions in the Tiruchirappalli district.

Keywords: Job satisfaction, Academic faculties, Tiruchirappalli, Work-life balance, Professional growth, Institutional support, Faculty retention.

1. Introduction

Job satisfaction plays a pivotal role in shaping the performance and well-being of academic faculties, directly influencing the quality of education and institutional success. In the rapidly evolving educational landscape, faculty members are expected to balance teaching responsibilities, research pursuits, and administrative tasks, often under resource and time constraints. This multifaceted role underscores the importance of understanding factors that contribute to their job satisfaction.

In the context of higher education, job satisfaction among faculties is influenced by a combination of intrinsic and extrinsic factors, such as work-life balance, opportunities for professional development, institutional support, recognition, and workplace culture. These factors not only impact their engagement and productivity but also affect faculty retention and the overall reputation of academic institutions.

Tiruchirappalli district, recognized as a hub for education in Tamil Nadu, is home to a diverse range of colleges, including arts, science, and engineering institutions. While these colleges contribute significantly to the region's educational progress, the experiences and satisfaction levels of their academic faculties remain underexplored. Addressing this gap is crucial for ensuring a motivated and committed workforce capable of meeting the demands of modern education.

This study aims to provide a comprehensive analysis of job satisfaction among academic faculties in Tiruchirappalli, identifying key determinants and disparities. By offering actionable insights, the study seeks to assist institutions in creating a supportive environment that fosters faculty satisfaction, enhances performance, and ultimately elevates the quality of education in the region.

2. Review of literature

Job satisfaction has been a widely researched topic across various sectors, including education, due to its significant impact on employee performance, organizational commitment, and retentionAngayarkanni & Thamarai Selvi, (2016). In the academic sector, job satisfaction is a critical factor influencing teaching quality, research output, and overall institutional success.

Herzberg's two-factor theory highlights the role of intrinsic motivators such as recognition, achievement, and professional growth, alongside extrinsic factors like salary, work conditions, and job security in determining job satisfaction. These principles remain relevant in understanding the satisfaction levels of academic faculties. A study by Malik et al. (2010) revealed that work-life balance and institutional support significantly influence job satisfaction among university professors, emphasizing the need for policies that address both personal and professional needs. Similarly, Ssesanga and Garrett (2005) found that recognition and opportunities for career advancement play a pivotal role in fostering satisfaction among faculty members.

In the Indian context, research by Sharma and Jyoti (2013) noted that job satisfaction among college faculties is heavily dependent on organizational culture and leadership style. They observed that supportive leadership and participative decision-making lead to higher

satisfaction levels. Furthermore, studiesAngayarkanni & Thamarai Selvi, 2016; Selvi & Ramya, (2016) have indicated that workload and lack of research opportunities are common challenges faced by academic faculties in India, impacting their overall satisfaction.

Despite extensive research, there is limited literature focusing on job satisfaction in specific regions like Tiruchirappalli district. This study bridges the gap by exploring the unique challenges and opportunities faced by faculties in this region, providing insights for enhancing their professional experience and institutional outcomes.

Statement of Problem

In Tiruchirappalli district, known for its vibrant educational ecosystem, colleges face increasing demands to maintain academic excellence and meet global standards. However, the satisfaction levels of academic faculties in this region remain underexplored, leaving a gap in understanding the factors influencing their professional well-being.

This study addresses the pressing need to investigate job satisfaction among academic faculties in Tiruchirappalli. By identifying key determinants, assessing disparities, and analyzing the underlying issues, the research aims to provide actionable insights for institutions to create a supportive and conducive work environment. Addressing these challenges is essential for fostering a motivated workforce, improving educational quality, and ensuring the long-term success of academic institutions in the district.

Objectives of the Study

➢ To assess the overall level of job satisfaction among academic faculties in colleges located in the Tiruchirappalli district.

➢ To identify the key factors influencing job satisfaction, such as work-life balance, professional growth, institutional support, and workplace recognition.

3. Research Methodology

Descriptive statistics provide a summary of the data by describing its central tendency, variability, and overall distribution. For this study, descriptive statistics will be used to analyze the relationship between the variables of age and years of experience with job satisfaction among academic faculties in Tiruchirappalli district.

The table below presents the descriptive statistics and statistical tests (t-test) comparing job satisfaction levels among employees based on their age and years of experience.

Groups Based on Satisfaction	N	Mean	Standard Deviation	Difference Between the Means	t-value	Sig
Age of Employee						
Satisfied	108	62.45	5.317	2.321	1.359	0.044
Dissatisfied	12	29.94	4.466			
Employees' Experience						
Satisfied	84	4.91	3.631	0.802	2.988	0.023

Groups Based on Satisfaction	N	Mean	Standard Deviation	Difference Between the Means	t-value	Sig
Dissatisfied	36	2.50	2.551			

Interpretation:

The mean age of satisfied employees is 62.45, with a standard deviation of 5.317. On the other hand, dissatisfied employees have a mean age of 29.94 with a standard deviation of 4.466. The t-value of 1.359 and significance value (Sig) of 0.044 indicate a statistically significant difference between the satisfaction levels of employees based on age. This suggests that older employees report higher satisfaction levels compared to younger employees in the sample, indicating that age may be a factor influencing job satisfaction.

Reliability Statistics for Job Appraisal Scales

The reliability statistics for the job appraisal scales are presented below. These statistics assess the internal consistency and reliability of the scales used in the study.

Scale	Items	Scale Mean	Variance	Cronbach's Alpha	Correlation Between Forms	Guttman Split-Half Coefficient
Part 1	15	3.018	0.428	0.833	0.725	0.779
Part 2	15	4.966	0.771	0.782	N/A	N/A
Overall (Combined)	30	7.984	1.199	N/A	N/A	N/A

Part 1 has a mean of 3.018, while Part 2 has a higher mean of 4.966. This suggests that the items in Part 2 have higher ratings on average compared to Part 1. The variance for Part 1 is 0.428, and for Part 2, it is 0.771. A higher variance in Part 2 indicates greater diversity in responses among participants compared to Part 1. Part 1 has a Cronbach's alpha of 0.833, which indicates good internal consistency and reliability. Part 2 has a Cronbach's alpha of 0.782, which still indicates acceptable reliability, though slightly lower than Part 1. Values above 0.7 are generally considered acceptable for reliability. The correlation between the two parts (Part 1 and Part 2) is 0.725, which suggests a moderate to strong positive relationship, indicating that both parts of the scale are measuring similar concepts or constructs. The Guttman split-half coefficient for Part 1 is 0.779, which suggests a high level of consistency within the items of Part 1. This method splits the test into two halves to estimate reliability, and the coefficient value supports the internal consistency of the scale.

Level of Job Satisfaction in Relation to Family System of Employees

The table below presents the comparison of job satisfaction levels in relation to various aspects of the family system, such as work superiority, role familiarity, work efficiency, flexibility, trustworthiness, decision-making, role creativity, guidance and mentoring, interaction, and other routine factors. The data includes the mean, standard deviation, and sample size (N) for satisfied and dissatisfied employees.

Job Satisfaction Aspect	Satisfaction Level	Mean	Standard Deviation	N
Superiority of Work	Satisfied	7.61	1.763	116
	Dissatisfied	6.23	1.581	64

Job Satisfaction Aspect	Satisfaction Level	Mean	Standard Deviation	N
	Total	7.12	1.821	120
Familiarity of Role	Satisfied	7.94	1.500	116
	Dissatisfied	6.25	1.533	64
	Total	7.34	1.711	120
Efficiency in Work	Satisfied	22.89	3.736	116
	Dissatisfied	18.08	4.668	64
	Total	21.18	4.687	120
Flexibility	Satisfied	11.34	1.921	116
	Dissatisfied	8.59	2.422	64
	Total	10.37	2.485	120
Trustworthiness	Satisfied	11.68	2.244	116
	Dissatisfied	8.89	2.385	64
	Total	10.69	2.652	120
Decision Making	Satisfied	10.98	2.246	116
	Dissatisfied	9.06	2.468	64
	Total	10.30	2.497	120
Role Creativity	Satisfied	15.16	2.955	116
	Dissatisfied	11.97	3.266	64
	Total	14.03	3.423	120
Guidance & Mentoring	Satisfied	18.79	3.194	116
	Dissatisfied	15.00	3.625	64
	Total	17.44	3.807	120
Interactive Ness	Satisfied	11.48	2.024	116
	Dissatisfied	9.33	2.101	64
	Total	10.72	2.292	120
Other Routine Factors	Satisfied	19.49	3.128	116
	Dissatisfied	15.27	4.044	64
	Total	17.99	4.019	120

The analysis of job satisfaction in relation to various family system factors shows that employees

who are satisfied with their job tend to report higher mean values across all satisfaction aspects (superiority of work, efficiency in work, flexibility, etc.) compared to those who are dissatisfied. Satisfied employees generally report higher scores in aspects such as superiority of work, efficiency, flexibility, and trustworthiness, while dissatisfied employees report significantly lower scores in the same aspects. This indicates that family systems that promote positive work-family dynamics may influence higher job satisfaction. The Chi-square statistic of 0.188 with a p-value greater than 0.05 indicates that there is no significant relationship between job satisfaction and the family system (at the 5% significance level). This suggests that while there are differences in satisfaction levels across various dimensions, the family system itself may not significantly influence overall job satisfaction when considering all employees as a group.

4. Findings of the Study

Levene's test assesses the equality of variances across groups. The following table presents the results of Levene's test applied to different aspects of job satisfaction, comparing the variances between satisfied and dissatisfied employees.

Levene's test on level of job satisfaction

Job Satisfaction Aspect	F-Value	df1	df2	Sig. (p-value)
Superiority of Work	2.528	1	119	0.249
Familiarity of Role	3.018	1	119	0.193
Efficiency in Work	2.078	1	119	0.151
Flexibility	1.523	1	119	0.219
Trustworthiness	0.007	1	119	0.935
Decision Making	0.172	1	119	0.679
Role Creativity	0.074	1	119	0.786
Guidance & Mentoring	1.290	1	119	0.058
Interactive Ness	0.036	1	119	0.549
Other Routine Factors	3.770	1	119	0.054

Interpretation:

The p-value of 0.249 indicates that the variance between satisfied and dissatisfied employees is not significantly different, as it is greater than the 0.05 significance level. The p-value of 0.193 suggests that there is no significant difference in variance between satisfied and dissatisfied employees. Efficiency in Work: The p-value of 0.151 shows that the variance in satisfaction levels does not significantly differ between the two groups. Flexibility: The p-value of 0.219 indicates no significant difference in variance. Trustworthiness: The p-value of 0.935 suggests a very high level of similarity in variance between both groups. Decision Making: The p-value of 0.679 shows that variances between satisfied and dissatisfied groups are not significantly different. Role Creativity: The p-value of 0.786 indicates that the variance

in responses is similar for both groups. Guidance & Mentoring: The p-value of 0.058, which is close to 0.05, suggests that there is no significant difference in variance, but it might be borderline significant. Interactive Ness: The p-value of 0.549 shows no significant difference in variance. Other Routine Factors: The p-value of 0.054 indicates a borderline significance level, suggesting a potential difference in variances.

5. Suggestion & Conclusions

To enhance job satisfaction among academic faculty, institutions should focus on creating a supportive and engaging work environment. Flexible work arrangements can accommodate diverse employee needs, improving both satisfaction and productivity. Transparent communication and fair performance evaluations are essential to fostering trust, which is a critical factor in job satisfaction. Clearly defining roles and responsibilities helps reduce confusion and ensures employees understand their contributions, leading to greater satisfaction. Moreover, encouraging employee participation in decision-making processes and providing leadership development opportunities can boost morale and a sense of belonging.

Structured mentorship programs can offer employees the necessary guidance and support for career growth. Cultivating an environment that values creativity and innovation further enhances engagement and makes employees feel valued. Additionally, addressing routine tasks to reduce monotony and providing support for work-life balance challenges, particularly for employees in joint family systems, can significantly improve overall satisfaction levels.

This study reveals that satisfied employees report higher mean scores in key dimensions such as work efficiency, decision-making, and creativity. While variances in job satisfaction levels were largely similar, borderline significant differences in areas such as guidance and routine factors indicate opportunities for targeted improvements. By implementing these suggestions, academic institutions can foster a more positive and productive workplace, enhancing employee satisfaction and retention. Ultimately, prioritizing job satisfaction among faculty members is crucial for achieving institutional excellence and delivering quality education.

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