

A STUDY ON JOB PERFORMANCE OF WOMEN FACULTY MEMBERS IN PRIVATE COLLEGE IN TISAYANVILAI TALUK.

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ABSTRACT

The Indian government focused on education in its national policy which reflected upon the university education commission 1948 under the chairmanship of Dr. Radha Krishnan. It contained the aim and functions of higher education which provides people with opportunities to reflect on the critical social, economic, cultural, moral and spiritual issues relating to humanity. It contributed towards national development through dissemination of specialized knowledge and skills which ensured a critical factor for survival. Being the apex of the educational pyramid, knowledge and skills have a key role in producing both teachers and students with quality in the educational system. Developments in the Indian economy

brought about advancements in education while coping with technology changes in the current scenario of the nation. The quality of the education system had to undergo many transformations in technology on education which could bring about professional development in both students and teachers concerned. Education provides a way of life. It is related to 7R's i.e., reading, writing, arithmetic, rights, responsibility and their relationship and recreation. Lack of human qualities prevail with any person who possesses high literacy with sound degrees may be coined as educated. Education is concerned with the development of character and personality of an individual that may affect one's personal development. Educational institutions may be a miniature in society but they are recognized as the mirror of society. Teachers who are the link between education and the student thereby fetch in the development toward democratic citizenship, personality, art of living, professional skills, leadership and devotion to the country, if the linking system fails it affects the society.

Key words: Student community, Indian education system Government, skills and knowledge, Women's

INTRODUCTION

India took a significant turn on the fateful night of August 15, 1947. People had finally won independence and in the free air of independence, attention turned towards changes in economic development in which educational changes had a vital role in formulation of an educational policy. India needed to raise the educational level of the average citizen. In order to educate, Indian society itself had to resort to modernization. It was one of the major efforts made to create a class of educated individuals, participating from every part of society, whose beliefs and ambitions bore the deep inkling of Indianism. The major purpose of Indian education was to grant maximum possible opportunities for the fullest development of individual capabilities.

The problem of teachers also upsets the Indian education system. It is the teacher who forms the link between education and the student thereby bringing work life balance in the work environment along with work welfare which influence improvements in their standard of qualities, self actualization, skill ability and character of teachers for the contribution of the education system to continue self profession path ever for the development of the student community as well as further on for their personal development

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REVIEW

Ofoeqbu (2004) suggested that a teacher needs different resources and that is technology such as computers, projectors, multimedia, internet and must be facilitated with peons, financial aids, etc., for effective management of the class room and institutional improvement. Institutions which provide support for class aids and academic resources would be effective motivators for teachers' extreme efforts.

Sarital & Tomer (2004) pointed out that a dignified profession was teaching & our Education system's lifeblood and institutional locations, books and classrooms were meaningless without a teacher. Teachers performance is affected due to negativeness in their profession such as overload of work, low incentives, uncondusive classroom atmosphere, lack of facilities like library and technology aspects, social respect, economic status, professional attitude, moral standards, mental health, domestic responsibility, examination stress, political interference, distance from residence area, power of students, work realationship with colleagues & practices, lack in co-operation, work place environment, & discriminatory practices.

Smith and Rupp (2003) proposed that performance level was based on the role of individuals, their motivation, strategy, structure and resistance to change, were necessary roles which were related to motivation in the organization.

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Smither & Robbins (2003) determined that a heavy workload, attitude of students and low salary affect teachers motivation in a negative manner which imposes on their performance affecting overall learning. A motivated teacher determines a composed and balanced expression, presents himself in a positive vibe and tries to create a comfort zone in the work environment for the students.

OBJECTIVES

The research gap of reviews and issues promote the following objectives framed by the researcher for the present study. They are as follows:

1. To study the conceptual framework of stress of private college faculty.

2. To analyze the motivational factors of faculty members of the colleges especially in terms of Professional development, Personal development and Societal development.
3. To explore various issues in motivation faced by the faculty members of college.
4. To suggest implementable suggestions for improving the current scenario of faculty members of the college.

STATEMENT OF THE PROBLEM

Education provides a way of life. It is related to 7R's i.e., reading, writing, arithmetic, rights, responsibility and their relationship and recreation. Lack of human qualities prevail with any person who possesses high literacy with sound degrees may be coined as educated. Education is concerned with the development of character and personality of an individual that may affect one's personal development. Educational institutions may be a miniature in society but they are recognized as the mirror of society. Teachers who are the link between education and the student thereby fetch in the development toward democratic citizenship, personality, art of living, professional skills, leadership and devotion to the country, if the linking system fails it affects the society.

Research Methodology

Designing suitable methodology and selection of analytical tools is important for a meaningful analysis of any research problems. This selection is denoted to the statement of the methodology, Data were collected from both primary data and secondary data were collected from the annual credit plan of the lead bank scheme, sampling procedure, Method of analysis and tools for an analysis. Sampling Design: There are taluks. For the purpose of collecting primary data from the beneficiaries, The 100 beneficiaries are selected under a convenient sampling method.

Sample design:

The research has selected the convenience sampling methods. The researcher has chosen 100 laborers and one of the female staff members of private college were from the population as per the convenience of the researcher.

Discipline and level of satisfaction based on Motivational factors: In the higher education stream there are various disciplines divided to encourage the students to choose their own interest specialization to develop their skill and knowledge towards their goal path. The sample denotes the major discipline faculties working are 82 respondents from Arts, 200 respondents from Science, 19 respondents from Commerce, 4 respondents from Management and 161 respondents from Social science. The distribution of sample respondents according to Discipline and the level of satisfaction on motivational factors are shown

Discipline and level of satisfaction on Motivational factors

Discipline	N	Mean	Std. Deviation	ANOVA	p
Arts	82	3.8902	0.31451	42.662	0.000
Science	200	3.1750	0.38092		
Commerce	19	3.3158	0.47757		
Management	4	3.5000	0.57735		
Social Science	161	3.4161	0.49446		
Total	466				

It could be inferred from table 4.4.14 that the satisfaction on motivational factors of discipline selected by the respondents are 82 from Arts with an average 3.8902, 200 respondents from Science with an average 3.1750, 19 respondents from Commerce with an average 3.3158, 4 respondents from Management with an average 3.5000 and 161 respondents from Social science with an average 3.4161. Thus, it is inferred from the above analysis that the p value (0.000) is greater than the α value (0.05) and is found significant. Hence, the discipline level of satisfaction on motivational factors was found more in the Arts category. Discipline level of satisfaction on motivational factors was found highest in the Arts category.

Teaching experience and level of satisfaction based on Motivational factors:

The fundamental importance of teaching is found in the service provided to humanity. The teaching experience denotes the passion towards their profession. The sample denotes the teaching working experience of the college faculties as 02 respondents less than 1 year, 204 respondents between 2 – 5 years, 44 respondents between 5 – 10 years, 164 respondents between 11 – 15 years and 52 respondents more than 15 years. The distribution of sample respondents according to the teaching experience of college faculties and the level of satisfaction on motivational factors are shown.

Teaching experience and level of satisfaction on Motivational factors

Teaching experience	N	Mean	Std. Deviation	ANOVA	P
Less than 1 year	2	3.0000	0.00000	10.411	0.0000
2 – 5 year	204	3.2696	0.44485		
5 – 10 years	44	3.2500	0.43802		
11 – 15 years	164	3.5549	0.49850		
More than 15 years	52	3.5000	0.50488		
Total	466				

It could be from the table 4.4.17 that the satisfaction on motivational factors of teaching experience of faculties selected by the respondents are 02 respondent less than 1 year with an average 3.0000, 204 respondents between 2 – 5 years with an average 3.2696, 44 respondents between 5 – 10 years with an average 3.2500, 164 respondents between 11 – 15 years with an average 3.5549 and 52 respondents more than 15 years with an average 3.5000. Thus, it is inferred from the above analysis that the p value (0.000) is greater than the α value (0.05) and is found significant. Hence, the teaching experience level of satisfaction on motivational factors was found to be between 11 – 15 years.

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College Establishment Years and level of satisfaction based on Motivational factors:

The College establishment years denote the satisfaction of the society towards the education service lent to the students to succeed in their life. The sample denoting the College Establishment years of the college where the faculty are working are 59 respondents between 5 – 10 years, 293 respondents between 11 – 15 years, 24 respondents between 16 – 20 years and 90 respondents more than 20 years. The distribution of sample respondents according to college establishment years and the level of satisfaction on motivational factors are shown

Teaching experience	N	Mean	Std. Deviation	ANOVA	P
Less than 1 year	2	3.0000	0.00000	10.411	0.0000
2 – 5 year	204	3.2696	0.44485		
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The most important factor which explained 22.225% of the variation. The factors as the weaknesses are taken in a positive way and then strive to overcome them (0.803), Giving respect to senior colleague (0.802), Hard work & sincerity is not recognized in case of any careless mistakes in the curriculum (0.775), Existing work derives job satisfaction (0.773), and Utilize class hours without wasting the time (0.647) are highly correlated with each other. These variables reflect the job satisfaction towards the existing work culture in the present institution. Hence, the researcher names this segment respondents as 'Job Satisfaction'.

Findings :

The factors as Additional responsibility aspired to me apart from teaching (0.840), Co-operation attitude towards other colleagues (0.763), and Accept and obey superior always(0.729) are highly correlated with each other. These variables reflect the responsibility towards existing work culture in the present institution. Hence, the researcher names this segment respondent as 'Responsibility'.

The factors as Work during vacation creates stress and de-motivates me (0.833), Chain of hierarchy in the administration level brings the confusion in the work performance (0.735), Cause of High staff turnover in the department affects the working culture (0.719), and Department heads supports me to excel in the classroom (0.329) are highly correlated with each other. These variables reflect the work performance towards existing work culture in the present institution. Hence, the researcher names this segment respondent as 'Work Performance'

The factors as Work with full interest (0.673), and Colleagues show their cooperation (0.558). These variables reflect the work interest towards the existing work culture in the present institution. Hence, the researcher names this segment respondents as 'Work Interest'

Suggestion

1. The study reveals that the self finance colleges are more and the male respondents working in self finance colleges are less than female respondents. This shows that female respondents working in self-financing colleges preferred their choice of teaching as a safe & secure job by maintaining the status-quo in the society and having a supportable income for their family. This prerequisite thus, does not suit in case of male and the female those who run their family alone because prevailing salary is inadequate to meet the basic needs of the family. Further, the survival period of the job is less than 5 years. Hence, it is suggested that the government should monitor the basic salary of self financing colleges thus providing salary as per norms of UGC.

2. The study predicts that retaining the experienced staff in the self financing colleges are few because the salary given to one experienced staff may be dispersed to two or three inexperienced staff to obtain the workload of the profession. This leads to the quality of passed-out students ratio which falls between 60% and 80% with countable rank holders of the academic year in self financing colleges. On the contrary shortage of staff prolonged in the government and government aided colleges due to impediment in the recruitment process of government norms. So the government has to systematize the teachers student ratio in government colleges as well as staff turnover ratio in self financing colleges.

CONCLUSION:

Common goals of faculty are advanced through their institutions where they worked, and similarly the common goals of students are advanced through their institutions where they studied. Future of the nation depends on the quality and the quantity of educated students who bloom in the institutions of higher education. The educational institutions bridge the gap between higher education of the student and professional development of the faculty. In the course of the study the researcher observed that these faculties were highly motivated by professional development, personal development and societal development virtually but not actually by being in the government, government aided and self-finance colleges.

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