

**THE ROLE OF DEMOGRAPHIC FACTORS ON AUTHORITY AND
RESPONSIBILITY HELD AMONG COLLEGE TEACHERS IN SALEM
DISTRICT, TAMILNADU**

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ABSTRACT

College Teachers are the most important group of professionals for our nation's future. But it is astonishing to know that even today many of the college teachers are over loaded with routine workings and more authority and responsibilities connected with their jobs. This might lead to stress and dissatisfaction. A satisfied faculty will increase productivity and classroom performance in the college. Wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are stress free with their jobs, they can perform their responsibilities with more concentration and devotion. This study is undertaken to study the role of demographic factors on authority and responsibility held among college teachers in Salem district, Tamilnadu

The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 150 college teachers selected from the private colleges in Salem. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. The result shows that the responsibility and authority on trivial matters may be concentrated up on highly designated faculties alone for better performance and efficiency.

KEYWORDS: College Teachers, Performance, Authority, Responsibility, Productivity

INTRODUCTION

Students are one of the important assets of any society. Well-being of society depends upon its students because these are the people who will take the responsibility of the success of the society in future and in achieving this goal teacher's role is extremely important. Teachers are the source of guidance in all the crucial steps in academic life of the students. An individual's experience of stress at work is to a large extent affected by the level of control they have over their working condition / pressures, the degree of support they receive from others in the workplace and the strategies they use to respond to work pressures.

REVIEW OF LITERATURE

Herzberg (1957) has shown that more satisfied workers will tend to add more value to an organization. Unhappy employees, who are motivated by fear of job loss, will not give 100 percent of their effort for very long. Ramkrishnaiah (1980) has found that 93 percent of the college teachers who were highly satisfied with their job expressed that they have cordial relationship with their colleagues.

Ting (1997), in his study shows that job characteristics such as salary, promotional opportunity, task clarity and significance, and skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction.

Mohamed Imran Rasheed (2010), found that the factors like job design, work environment, feedback, recognition, decision making participation are the potential factor for satisfying teachers in higher education.

STATEMENT OF THE PROBLEM

The Teaching Faculties of Colleges and Higher learning institutions are the main pillars in building the future nation. But inspite of their noble duty in disseminating the best knowledge to the students and training them they are also vested with Heavy workloads like bringing up good results, heavy responsibilities and also Authority in getting work done. Though it is good to hold Authority & Responsibility, at extreme cases it may lead to unwanted Stress. The Teaching sector is so defined the highly educated, highly designated are over burdened with more responsibilities and authorities, apart from their routine work.

OBJECTIVES

1. To assess the Demographic Factors of the Teaching faculties of colleges.
2. To analyze the relationship between demographic factors and the Work load, Authority and responsibility vested upon the teaching faculties of colleges.

METHODOLOGY

The research design chosen is Descriptive in nature. The Universe comprises of teaching faculties of colleges in Salem District of Tamilnadu. The total population for the study is 150 teaching faculties. The data source is mainly primary and collected through questionnaire from the faculties, and the secondary data is collected from Journals and websites. Convenience method of sampling is used to collect the data from the respondents. To make data analysis and interpretation tools like Simple percentage and Chi Square are been used.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: Demographic Factors of the Respondents

PARTICULARS	FREQUENCY	PERCENTAGE
GENDER		
Male	90	60
Female	60	40
AGE (in Years)		
20-25	30	20
26-30	45	30
31-35	30	20
36-40	25	16.67
40 and above	20	13.33

QUALIFICATION		
Ph.D	9	6
M.Phil	31	20.67
PG	79	52.67
UG	31	20.67
DESIGNATION		
Head of the Department	5	3.33
Professor	11	7.33
Associate Professor	28	18.67
Assistant Professor	77	51.33
Lecturer	29	19.33
SALARY (in Rupees)		
10,000 – 15,000	22	14.67
15,000 – 20,000	20	13.33
20,000 – 25,000	15	10
25,000 – 30,000	23	15.33
Above 30,000	70	46.67
EXPERIENCE (in Years)		
Less than a year	18	12
1 -3 year	40	26.67
3 – 5 years	27	18
More than 5 years	65	43.33

INTERPRETATION:

Table 1 classifies the respondents on the basis of Gender, Age, Qualification, Designation, Salary and Experience. The above table shows that out of 150 respondents 60% were male and 40% were only female respondents. The table also shows that 20% of the respondents were between age group 20 – 30, 30 % were between 26 – 30, and again 20% were between 31 – 35 and the remaining were above that category. Only 6% of the respondents are Ph.D Qualified and 20.67% have done M.Phil and others are only PG and UG Qualified. Out of the 150 respondents, only 5 are Head of the Departments, 11 are Professors, 28 are Associate Professors, 77 are Assistant Professors and the remaining 29 are Lecturers. 46.67% of the respondents are drawing salary more than Rs.30, 000/- pm and almost 43.33% of them are having experience more than 5 years.

TABLE 2: Relationship between gender and Heavy work load allotted to faculties

Null Hypothesis (H₀) : There is no significant relationship between Gender and Heavy work load

Alternate Hypothesis (H₁) : There is significant relationship between Gender and Heavy work load

Gender	Heavy Work Load					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Male	13	16	27	18	16	90
Female	19	15	18	6	2	60
Total	32	31	45	24	18	150

Factor	Calculated X ² Value	Degree of Freedom	Table Value	Remarks
Gender of faculties & Heavy Work Load	18.77	4	9.49	Calculated X ² value is more than the Table value.

Interpretation:

Table 2 shows the calculated value (18.77) is more than the table value (9.49) at 5% level of significance. So the null hypothesis is rejected. Hence there is a significant relationship between Gender of Faculties and the Heavy work load allotted to them. From the data from primary sources data ratio, it is seen that the female staff are allotted with heavy workloads.

TABLE3:

Relationship between Educational Qualification of Faculties and their Work responsibilities

Null Hypothesis (H₀) : There is no significant relationship between Educational Qualification and Work responsibilities assigned

Alternate Hypothesis (H₁) : There is significant relationship between Educational Qualification and Work responsibilities assigned

Qualification	WORK RESPONSIBILITIES			
	Heavy	Medium	Low	Total
Ph.D	7	2	0	9
M.Phil	11	12	8	31
PG	27	36	16	79
UG	15	6	10	31
Total	60	56	34	150

EXPERIENCE	AUTHORITY		
	YES	NO	TOTAL
Less than a year	6	12	18
1-3 years	20	20	40
3-5 years	17	10	27
More than 5 years	43	22	65
TOTAL	86	64	150

Factor	Calculated X ² Value	Degree of Freedom	Table Value	Remarks
Educational Qualification of Faculties and Work responsibilities	13.284	6	12.59	Calculated X ² value is more than the Table value.

Factor	Calculated X ² Value	Degree of Freedom	Table Value	Remarks
Experience of the faculty and the Authority	7.366	3	7.82	Calculated X ² value is less than the Table value.

Interpretation:

Table 3 shows the calculated value (13.284) is more than the table value (12.59) at 5% level of significance. So the null hypothesis is rejected. Hence there is a significant relationship between Educational Qualification of Faculties and the Work responsibilities allotted to them.

TABLE 4:

Relationship between Years of Experience of the faculty and the Authority held

Null Hypothesis (H₀) : There is no significant relationship between Years of Experience of the faculty and the Authority held.

Alternate Hypothesis (H₁) : There is significant relationship between Years of Experience of the faculty and the Authority held.

Interpretation:

Table 4 shows the calculated value (7.366) is less than the table value (7.82) at 5% level of significance. So the null hypothesis is accepted. Hence there is no significant relationship between the Years of Experience of the faculty and the Authority held by them.

TABLE 5: Showing the Association between Designation of the faculty and the Authority held by them:

Null Hypothesis (H₀) : There is no significant relationship between Designation of the faculty and the Authority held by them

Alternate Hypothesis (H₁) : There is significant relationship between Designation of the faculty and the Authority held by them.

DESIGNATION	AUTHORITY		
	YES	NO	TOTAL
HOD	5	0	5
Professor	9	2	11
Associate professor	19	9	28
Assistant Professor	34	43	77
Lecturer	9	20	29
TOTAL	76	74	150

Factor	Calculated X ² Value	Degree of Freedom	Table Value	Remarks
Designation of the faculty and the Authority held	18.21	4	9.49	Calculated X ² value is more than the Table value.

Interpretation:

Table 5 shows the calculated value (18.21) is more than the table value (9.49) at 5% level of significance. So the null hypothesis is rejected. Hence there is a significant relationship between the Designation of the faculty and the Authority held by them.

Findings of the study

The findings of the study are presented on the basis of different tools of analysis made such as Simple percentage and Chi square analysis.

It is observed that there is a significant relationship between relationship between Gender of Faculties and the Heavy work load allotted to them. Mostly female faculties are over stuffed with heavy works than the male faculties. There is also a significant relationship between Educational Qualification of Faculties and the Work responsibilities vested up on them. Though there is no relationship between the Years of Experience of the faculty and the Authority held, there is a significant relationship between the Designation of the faculty and the Authority held by them. So there is more

authority and responsibility concentrated up on senior faculties than the junior faculties.

Conclusion and Recommendations

The Teaching faculties of colleges are considered as the valuable assets in bringing up the future nation. But they are over done with heavy workloads and more of responsibilities and authorities apart from their routine work of disseminating knowledge to the students and bringing up results. The concentration of heavy work load and authority and responsibility vested only up on highly designated and qualified faculties may over burden them and hinder their efficiency and also at the same time lead to stress. It may also leave the potentials of the junior faculties unused. So the colleges and the management can disseminate responsibilities to all categories of faculties, so that the heavy work load may not get concentrated on the highly designated faculties alone. The responsibility and authority on trivial matters may be concentrated up on highly designated faculties for better performance and efficiency.

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