INTERNATIONAL JOURNAL
FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

A Study on Influence of Personality Traits on Job Satisfaction among Self Financing College Teachers

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Abstract: Education is the important element in most of the nations. The need of improving the teaching profession, this study focuses on how teacher's personality may influence their teaching effectiveness. A focus on the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. By understanding the relationship between personality of teacher and teaching effectiveness, it would help to identify which personality that influence their teaching effectiveness, so that they may use or select the best teaching method that suits their personality to make their teaching become more effective. The suitability between personality and teaching method selection will lead to the achievement of teaching effectiveness

Keywords: Big five personality traits, job satisfaction, theories of personality

I. INTRODUCTION

S.R Maddi defined personality as "a set of characteristics and tendencies that determine those commonalities and differences in the behavior (thought, feeling, and actions) of people that have continuity in time and may not be easily understand as the sole result of the social and biological pressures of the moment." Gordon Allport defines "personality is the dynamic organization with in the individual of those psychological systems that determine his unique adjustment to his environment." According to E.R. Hilgard, R.C Atkinson band R.L Atkinson "personality may be understood as the characteristics patterns of behavior and modes of thinking that determine a person's adjustment to the environment."

The following are five personality traits which make one person different from other.

1) *Extroversion:* This trait includes characteristics such as excitability, sociability, a talkativeness, high emotional expressiveness, friendly like to work with others, not easily embarrassed etc.
2) *Agreeableness:* This includes attributes like kindness, affection, trust and other pro social behaviors
3) *Conscientiousness:* This includes high level of thoughtfulness with good impulse control and goal directed behaviors. They are organized and mindful of details
4) *Negative Emotionality/Neuroticism:* it includes emotional instability, anxiety, moodiness and sadness.
5) *Openness:* This trait features are such as imagination, insight. These trait persons have a broad range of interest.

A. Personality Theories

We can classify the personality theories into five groups:-

1) *Trait Theory:* The trait theory is based on three assumptions first one the traits are common to many individuals and vary in absolute amount between individual, second one traits are relatively stable and exert fairly universal effects on behavior regardless of the environmental situation, third one the traits can be inferred from the measurement of behavioral indicators.
2) *Freud Theory:* Freud theory was based on the concept of unconsciousness. According to Freud human mind is composed of three elements namely the preconscious, the conscious and the unconscious. Freud developed an organization of personality consisting of three structures within the human mind – the id, the ego, and the super ego.
3) *Adler And Jung Theory:* According to Adler the thrust of superiority is the drive which Motivates the individual. He developed the concepts like compensation and inferiority Complex based on the drive for power. He stressed on individual uniqueness, style of life And the creative. Jung stressed on unconscious aspect of psycho analysis.
4) *Social Learning Theory:* According to this theory situation is an important determinant of human behavior.
5) *Holistic Theories:* Kolasa has grouped several theorists under one group namely holistic theories. They include holistic , organism and field theorists. Maslow, Rogers Herzberg, Lewin and Festinger are the main contributors of these theories.

B. The Different Factors Related With Job Satisfactions Are

1) *Respect:* According to SHRM report respectful treatment of all employees as the most important factor in job satisfaction

2) *Security:* If you have ever had to go to work each day wondering whether your job is secure you know it can cause a great deal of anxiety. Organizations can provide absence of security through honest communication and transparency about the company health and long term viability.

3) *Healthy Environment:* workplaces that are free from stress, morale, issues, harassment and discriminatory practices can create a positive and healthy environment for everyone.

4) *Career Path:* No one wants a dead end job. Employees are more likely to excel when they can see an established upward path with the opportunity to earn a higher wage and take on greater responsibility.

5) *Trust:* perhaps because of workplace uncertainty in the years following the great recession, employees indicated that trust between themselves and senior management was another highly important satisfaction factor.

6) *Pay And Benefits:* good wages aren't the only reason employees find satisfaction in their jobs

II. REVIEW OF LITERATURE

In the study conducted by Naresh Gandhi, Ph.D(2017), " Comparative study of job satisfaction Teachers working in self financed colleges of Punjab and Rajasthan State", the aim of this study was to compare the job satisfaction self financed college teachers of Punjab and Rajasthan state. In this study sample from different colleges of Punjab and Rajasthan state. The findings of these studies are;

A. There is a significant difference in job satisfaction of teachers working in self finance   college of Punjab and Rajasthan.

B. Teachers working in self financed colleges of Rajasthan states are having more job satisfaction than teachers working in self financed colleges of Punjab states.

In the study of Manish Srivastava and Megha Rastogi (2017), a study on " Job Satisfaction of Teachers of Higher Educational Institutions with Special reference to India",   the main aim of this research paper is to summarize all the research work done by various researchers on the topic job satisfaction of teachers of higher educational institutions in India. This article covers what all different factors were taken into consideration by different researchers to measure job satisfaction of faculty members. It has also been found out that researchers have linked job satisfaction with job performance job commitment, motivation , turnover and much more.

According to Rituparna Basak and Anjali Ghosh (2014), " Personality Traits and Different career Stages a Study on Indian School teachers", the purpose of this study is to explore relationship at personality with career stages in different groups of school teachers selected from different school of Kolkata, India. 160 data were obtained from the school teachers of Kolkata. This study highlighted that teachers on different career stages are often characterized as having more positive personality traits like openness to change, agreeableness and conscientiousness and lesser negative traits like neuroticism. In the study of Somvir and Sudha Kaushik (2012), " Job satisfaction among library Professionals in Haryana State", examined those factors which are related in a high manner to job satisfaction among library workers.

Data were collected from sample of 100 library professionals from private engineering and management colleges in Haryana state. This study provides new knowledge concerning the job satisfaction factors of library professionals, and the new knowledge may help library and information managers to develop effective managerial approaches. John, O.P.and Srinivatava,.s. (1999), " The Big Five Trait Taxonomy: history, Measurement, and theoretical perspectives", personality research has experienced the greatest change with the acceptance of the Big Five Personality which places personality traits into five categories; Neuroticism (anxiety, self- consciousness), Extraversion(Positive emotion, sociability), openness to change (independent, curiosity), Agreeableness(compassionate, co-operative), and conscientiousness(self disciplined, dutiful) .

Allport (1937) explains it is very difficult to define personality because it is one of the most abstract words in the English language. He claims there is no single correct definition of personality but offers a definition that is cited frequently in the literature.

III. OBJECTIVES OF THE STUDY

A. To study the type of personality among respondents

B. To study the relationship between traits and job satisfaction

IV.   REARCH METHODOLOGY

Research methodology is an organized and systematic study of materials and sources in order to discover new things and establish facts and reach new conclusions. The purpose of the present study is to explore the factors influencing the personality traits and motivation on job satisfaction among self financing college teachers in Kerala. In this chapter includes primary data , secondary data , sampling design, test hypothesis , data processing , tools used for the study and research limitations are discussed. The collected data from the respondents were first edited and coded. The statistical analysis of data was done through computer application using SPSS version 2.0. Tools used for analysis is Percentage analysis and one way analysis.

V.   ANALYSIS & INTERPRETATION

A. Percentage Analysis

Table 1 : Percentage Analysis on Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	81	54.0	54.0	54.0
	Female	69	46.0	46.0	100.0
	Total	150	100.0	100.0	

Table.2: Percentage Analysis on Age of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 years	45	30.0	30.0	30.0
26 years to 30 years	66	44.0	44.0	74.0
31 years to 35 years	19	12.7	12.7	86.7
36 years to 40 years	15	10.0	10.0	96.7
41 years and above	5	3.3	3.3	100.0
Total	150	100.0	100.0	

(Valid)

B. One way-ANOVA Research Dimensions with selected Variables

Table.3: One way-ANOVA between the Gender of the Respondent and Job Satisfaction Dimensions

H_0: The Gender of the respondent is not influencing the Job Satisfaction Dimensions

Dimensions	Gender	Mean	Standard Deviation	F	Sig
Nature of Salary	Male	3.65	.567	2.200	.140
	Female	3.51	.589		
Rewards and Awards	Male	4.10	.501	4.046	.046
	Female	3.92	.589		
Extra Benefits from the College	Male	3.84	.552	.553	.458
	Female	3.80	.547		
Behavior of Students with Faculty members	Male	3.11	.553	1.386	.241
	Female	3.22	.585		
Parent Support for the students	Male	2.57	.562	.864	.354
	Female	2.48	.606		
Feature of the Management	Male	3.20	.602	.696	.406
	Female	3.28	.612		
Working of Faculty Members	Male	2.98	.609	.890	.347
	Female	3.07	.581		
Work Distribution and Discussions	Male	3.15	.482	.251	.617
	Female	3.11	.625		
Conference and Seminars	Male	3.10	.518	4.728	.031
	Female	2.91	.521		
Developmental Programmes	Male	2.99	.505	3.970	.048
	Female	2.82	.496		
Development in Higher Studies	Male	3.10	.481	5.127	0.025
	Female	3.28	.479		
Project Works	Male	3.26	.571	.353	.553
	Female	3.21	.613		
Teaching Aids in College	Male	2.95	.567	.018	.895
	Female	2.94	.642		
Facilities Available on Campos	Male	3.03	.438	4.050	0.045
	Female	2.88	.479		
General Facilities	Male	3.05	.492	.493	.484
	Female	2.99	.502		
LAB/Library Facilities	Male	2.88	.452	.229	.633
	Female	2.92	.459		

1) *Interpretation:* From the above table we taken a study to find out is the Gender of the respondent influencing the Job Satisfaction Dimensions, we done a mean analysis where we could not able to make a statistical justification and we tried with Standard Deviations. But both the values show there is slight difference in five dimensions and still not given a fair justification. We have further proceeded with the F-test it has found out that our of 18 Job satisfaction Dimensions five Dimensions are influenced by Gender. Other 13 Dimensions are not influenced by Gender other than the following Dimensions we accept null hypothesis. The dimension Rewards and Wards got an F value of 4.046 and a significant value of .046, which is lesser than 0.05. The dimension Conference and Seminar got an F Value of 4.728 and a significant value of 0.031 which is lesser than 0.05. The dimension Development Progrramme an F Value of 3.970 and a significant value of 0.048 which is lesser than 0.05. The dimension Development in Higher Studies an F Value of 5.127and a significant value of 0.025 which is lesser than 0.05. The dimension Facilities Available on College an F Value of 4.050 and a significant value of 0.045 which is lesser than 0.05. Hence we reject the null hypothesis for these five dimensions at 95% confidence level with 148 degrees of freedom.

Table. 4. one way-ANOVA between the Age of the Respondent and Job Satisfaction Dimensions

H_0: The Gender of the respondent is not influencing the Job Satisfaction Dimensions

Dimensions	Age	Mean	Standard Deviation	F	Sig
Nature of Salary	Below 25 years	3.5422	.55370	2.766	.030
	26 years to 30 years	3.6576	.55444		
	31 years to 35 years	3.4632	.54590		
	36 years to 40 years	3.4133	.68647		
	41 years and above	4.2800	.54037		
Rewards and Awards	Below 25 years	4.0578	.48920	.432	.786
	26 years to 30 years	3.9879	.55567		
	31 years to 35 years	3.9474	.64925		
	36 years to 40 years	4.1600	.40848		
	41 years and above	4.0000	.97980		
Extra Benefits from the College	Below 25 years	3.6133	.56149	1.394	.239
	26 years to 30 years	3.6697	.55191		
	31 years to 35 years	3.4105	.57917		
	36 years to 40 years	3.8533	.62549		
	41 years and above	3.6400	.47749		
Behavior of Students with Faculty members	Below 25 years	3.8711	.55294	.607	.658
	26 years to 30 years	3.8333	.50667		
	31 years to 35 years	3.7368	.70254		
	36 years to 40 years	3.8667	.55377		
	41 years and above	3.5200	.46043		
Parent Support for the students	Below 25 years	3.1378	.58593	.929	.449
	26 years to 30 years	3.2212	.57553		
	31 years to 35 years	3.2421	.56008		
	36 years to 40 years	2.9733	.45898		
	41 years and above	2.9200	.67231		
Feature of the Management	Below 25 years	2.5289	.58645	.720	.579
	26 years to 30 years	2.5242	.59201		
	31 years to 35 years	2.4842	.64054		
	36 years to 40 years	2.4933	.54963		
	41 years and above	2.9600	.16733		
Working of Faculty Members	Below 25 years	3.1778	.61233	.510	.728
	26 years to 30 years	3.3121	.56474		
	31 years to 35 years	3.1474	.64581		
	36 years to 40 years	3.2143	.79407		
	41 years and above	3.3600	.43359		
Work Distribution and Discussions	Below 25 years	3.0533	.52639	.758	.555
	26 years to 30 years	3.0121	.66830		
	31 years to 35 years	3.0211	.57308		
	36 years to 40 years	3.1200	.56971		
	41 years and above	2.6000	.24495		
Conference and Seminars	Below 25 years	3.0000	.56569	1.328	.262
	26 years to 30 years	2.9939	.61266		
	31 years to 35 years	2.8842	.50910		

	36 years to 40 years	2.7733	.70048		
	41 years and above	2.4800	.60992		
Developmental Programmes	Below 25 years	3.1422	.56023	.540	.707
	26 years to 30 years	3.1030	.50626		
	31 years to 35 years	3.1368	.61843		
	36 years to 40 years	3.3067	.63185		
	41 years and above	2.9600	.65422		
Development in Higher Studies	Below 25 years	2.9911	.44712	1.596	.178
	26 years to 30 years	3.1091	.54821		
	31 years to 35 years	3.0000	.56569		
	36 years to 40 years	2.8000	.53984		
	41 years and above	2.7200	.59330		
Project Works	Below 25 years	2.9156	.52482	.565	.689
	26 years to 30 years	2.8758	.49956		
	31 years to 35 years	3.0737	.42797		
	36 years to 40 years	2.9200	.61319		
	41 years and above	2.8800	.41473		
Teaching Aids in College	Below 25 years	3.1156	.48522	1.013	.403
	26 years to 30 years	3.1758	.50659		
	31 years to 35 years	3.3474	.50262		
	36 years to 40 years	3.2133	.38889		
	41 years and above	3.4000	.42426		
Facilities Available on Campos	Below 25 years	3.0089	.46896	.963	.430
	26 years to 30 years	2.9727	.44499		
	31 years to 35 years	2.8211	.51594		
	36 years to 40 years	2.9600	.46721		
	41 years and above	2.9600	.49800		
General Facilities	Below 25 years	3.0978	.48920	1.668	.161
	26 years to 30 years	2.9909	.51492		
	31 years to 35 years	2.9158	.45370		
	36 years to 40 years	3.2267	.39182		
	41 years and above	2.7200	.60992		
LAB/Library Facilities	Below 25 years	2.8756	.44780	1.551	.191
	26 years to 30 years	2.9394	.47970		
	31 years to 35 years	2.9368	.37150		
	36 years to 40 years	2.9600	.40848		
	41 years and above	2.4400	.47749		

2) *Interpretation:* From the above table we taken a study to find out is the Age of the respondent influencing the Job Satisfaction Dimensions, we done a mean analysis where we could not able to make a statistical justification and we tried with Standard Deviations. But both the values show there are slight differences in one dimension and still not given a fair justification. We have further proceeded with the F-test it has found out that our of 18 Job satisfaction Dimensions only one Dimensions is influenced by Age. Other 17 Dimensions are not influenced by Age other than the Nature of salary dimensions we accept null hypothesis. The dimension Nature of Salary got an F value of 2.766 and a significant value of .030, which is lesser than 0.05. Only for this dimension we reject the null hypothesis at 95% confidence level with 149 degrees of freedom.

VI. DISCUSSION

The teaching profession will helps to increasing the expectations of the parents towards their children education and the development of their personalities. So, it is directly related to job satisfaction. The teachers play a central role in the learning process of the students. Without good teachers it is not possible to improve education the job satisfaction is required for effective teaching in the schools and colleges.

VII. CONCLUSION

This study concludes that several factors play important role in enhancement of job satisfaction of teachers. The major factor is connected with finance. Professional colleges and other colleges will throw more light on different issues related with job satisfaction. **"**Poor and ineffective professional development hurts teachers. It hurts their students. It hurts their community and it hurts their nation". Since, quality education is so highly correlated with economic growth.

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