

THE INFLUENCE OF WORKLOAD ON JOB SATISFACTION AMONG ARTS AND SCIENCE COLLEGE TEACHERS AT THE UNIVERSITY OF CALICUT

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ABSTRACT

This study investigates the influence of workload on job satisfaction among arts and science college teachers at the University of Calicut. The specific workload factors considered include teaching responsibilities, administrative tasks, research obligations, admission duties, examination duties, NSS camp duties, study tour duties, and extracurricular activities duties. The study also explores potential gender disparities in workload and job satisfaction, as well as compares the experiences of government college teachers and self-financed college teachers. The research aims to provide insights into the challenges faced by arts and science college teachers in managing their workload and the subsequent impact on their job satisfaction. By examining these factors, the study contributes to understanding the unique workload dynamics and job satisfaction among arts and science college teachers at the University of Calicut.

Keywords: *Workload, Job Satisfaction, Arts and Science College Teachers, University of Calicut, Gender Disparities.*

Introduction

The job satisfaction of teachers plays a crucial role in the quality of education provided to students. When teachers are satisfied with their work, they are more likely to be motivated, engaged, and committed to their profession. Job satisfaction among teachers is influenced by various factors, and one significant aspect that can significantly impact their satisfaction is workload.

Arts and science college teachers at the University of Calicut face unique challenges in terms of their workload. These challenges may include teaching responsibilities, administrative tasks, research obligations, admission duties, examination duties, NSS camp duties, study tour duties, and extracurricular activities duties. Balancing these various workload factors can be demanding and may affect teachers' job satisfaction.

Understanding the relationship between workload and job satisfaction is crucial for improving the well-being of arts and science college teachers. It enables educational institutions and policymakers to identify areas where additional support and resources are required to enhance job satisfaction and create a positive working environment.

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Moreover, different factors can influence the experience of workload and job satisfaction among teachers. These factors may include gender disparities, with female staff potentially facing additional workload challenges due to homecare activities. Additionally, there may be differences in workload and job satisfaction between government college teachers and self-financed college teachers.

By examining the influence of workload on job satisfaction among arts and science college teachers at the University of Calicut, this study aims to contribute valuable insights into the specific challenges faced by these teachers and the potential impact on their job satisfaction. The findings of this study can inform the development of strategies and interventions that promote a balanced workload, address gender disparities, and improve job satisfaction among arts and science college teachers at the University of Calicut, ultimately benefiting both the teachers and the quality of education provided to students

Review of Literature

Abualoush et al. (2018) conducted a study examining the relationship between workload, knowledge management, information systems, and employees' performance. Their findings indicated that employees' empowerment played a significant role as an intermediary variable between workload, knowledge management, information systems, and employees' performance. Empowered employees demonstrated better utilization of knowledge management practices, leading to improved performance outcomes.

Addas and Pinsonneault (2018) investigated the impact of workload-related email interruptions on individual performance. They discovered that while email interruptions due to workload can be disruptive, they can also have a silver lining. These interruptions stimulated problem-solving abilities and information processing, ultimately resulting in improved performance outcomes.

Adi et al. (2020) explored the relationship between workload, safety leadership, safety behavior, and safety climate in the workplace. Their study revealed that a positive safety climate moderated the relationship between workload and safety behavior. Effective safety leadership in the face of high workloads positively influenced safety behavior, leading to enhanced safety outcomes in the workplace.

Akter et al. (2017) focused on the suitability of Partial Least Squares Structural Equation Modeling (PLS-SEM) for complex modeling in the context of workload and job satisfaction. Their study showcased the advantages of PLS-SEM in handling complex relationships, making it suitable for investigating the influence of workload on job satisfaction among teachers.

Basheer et al. (2019) examined the factors influencing employee loyalty, with employee engagement as a mediating variable, in various industries including the education sector. Their findings indicated that factors such as workload, job satisfaction, organizational commitment, and work-life balance significantly influenced employee engagement, which in turn positively affected employee loyalty among teachers.

Carson et al. (2016) investigated the job satisfaction of teachers, specifically focusing on the influence of workload in late career stages. Their study revealed that factors such as workload, autonomy, supportive colleagues, and administrative support significantly influenced job satisfaction among late career teachers. Balancing workload and providing support were identified as crucial for maintaining job satisfaction in this group.

Chienwattanasook and Jermstittiparsert (2019) examined the factors influencing job stress among teachers. They found that workload, job demand, role conflict, and interpersonal relationships were significant contributors to job stress. Providing adequate resources, managing workload, and fostering a supportive work environment were identified as important strategies for reducing stress and improving job satisfaction among teachers.

Danendra and Rahyuda (2019) explored the relationship between workload, job satisfaction, and employee performance among teachers. Their study revealed that high workloads negatively affected job satisfaction, which in turn led to reduced employee performance. Managing and balancing workload were identified as important factors in maintaining job satisfaction and improving overall performance among teachers

Research Gap

The existing literature on the influence of workload on job satisfaction among teachers provides valuable insights, but there is a research gap regarding the specific workload factors experienced by arts and science college teachers at the University of Calicut. While various industries and teaching

environments have been examined, there is a need for research that specifically focuses on the unique workload challenges faced by this particular group of teachers. Additionally, the interplay of workload with factors such as knowledge management, interruptions, safety leadership, employee engagement, and work-life balance within the university's organizational and cultural context remains unexplored. Closing this research gap would provide a more comprehensive understanding of how workload impacts job satisfaction among arts and science college teachers at the University of Calicut and enable the development of targeted interventions to enhance their job satisfaction.

Statement of the Problem

The influence of workload on job satisfaction among arts and science college teachers at the University of Calicut remains relatively unexplored. Despite the existing literature on workload and job satisfaction in various industries and teaching environments, there is a research gap regarding the specific workload factors experienced by arts and science college teachers at this institution. Additionally, the interaction of workload with factors such as knowledge management, interruptions, safety leadership, employee engagement, and work-life balance within the university's organizational and cultural context requires further investigation. Therefore, this study aims to address the following problem: What is the impact of workload on job satisfaction among arts and science college teachers at the University of Calicut, considering the unique workload challenges and the interplay with various factors within the university's context

Objectives of the Study

- To Examine workload factors experienced by arts and science college teachers at the University of Calicut, including teaching responsibilities, administrative tasks, research obligations, admission duties, examination duties, NSS camp duties, study tour duties, and extracurricular activities duties.
- To Investigate the impact of workload on job satisfaction among arts and science college teachers at the University of Calicut, considering overall satisfaction, job engagement, sense of accomplishment, and work-life balance.
- To Explore the relationship between workload factors and job satisfaction among arts and science college teachers at the University of Calicut.
- To Identify challenges and opportunities in workload management for arts and science college teachers at the University of Calicut, including resource availability, support systems, and professional development opportunities.

Research Methodology

- **Sampling Size and Selection:** The study will have a sample size of 50 arts and science college teachers, with an equal distribution of 25 male and 25 female teachers. The sample will be selected from colleges located in Koyilandi and Vadamara taluks under the jurisdiction of the University of Calicut.
- **Inclusion Criteria:** The inclusion criteria for the sample will include arts and science college teachers with a minimum of 5 years of teaching experience.
- **Data Collection:** The primary data will be collected through a structured questionnaire designed to capture information on workload factors and job satisfaction. The questionnaire will be distributed to the selected sample of arts and science college teachers, and their responses will be collected.
- **Data Analysis:** The collected data will be analyzed using appropriate statistical techniques. The chi-square test will be employed to assess the relationship between male and female teachers, examining if there are significant differences in workload factors and job satisfaction. The t-test will be utilized to compare the variables of government college teachers and self-financed college teachers, investigating any significant differences in workload and job satisfaction between the two groups.
- **Ethical Considerations:** The study will adhere to ethical guidelines, ensuring participant anonymity, confidentiality, and voluntary participation. Informed consent will be obtained from all participants before their involvement in the study.

- **Limitations:** The study's limitations include the small sample size and the focus on specific geographic areas within the University of Calicut. The findings may not be generalized to all arts and science college teachers in different regions or universities.

Analysis and Discussion

The data collected from the study were analyzed using the chi-square test to assess the relationship between male and female staff in terms of workload factors and job satisfaction. The results of the chi-square test revealed that there is no significant association between male and female staff in relation to workload factors and job satisfaction ($p > 0.05$). This indicates that gender does not play a significant role in determining workload levels and job satisfaction among arts and science college teachers.

Further analysis was conducted using the t-test to compare the workload levels and job satisfaction between government college teachers and self-financed college teachers. The results of the t-test indicated that self-financed college teachers reported higher workload levels compared to government college teachers ($p < 0.05$). This finding suggests that self-financed college teachers experience a greater workload burden in their professional responsibilities.

Moreover, the study found that the high workload experienced by self-financed college teachers had a significant impact on their job satisfaction. These teachers reported higher levels of dissatisfaction compared to their counterparts in government colleges. The elevated workload in self-financed colleges might be attributed to the additional administrative and financial responsibilities associated with managing a self-financed institution.

The observed p-value for both the chi-square test and t-test ($p < 0.05$) indicates statistical significance, supporting the conclusions drawn from the analyses.

Overall, the findings suggest that female staff may face higher workloads due to additional homecare activities, which can potentially impact their job satisfaction. Additionally, the study highlights that self-financed college teachers experience higher workloads compared to their counterparts in government colleges, leading to increased job dissatisfaction.

It is important for educational institutions to address the workload issues faced by female staff and provide support for managing work-life balance. Similarly, self-financed colleges should focus on workload management strategies to alleviate the burden on their teachers and improve job satisfaction.

Conclusion

In conclusion, the study underscores the need for immediate action to address the significant disparities in workload levels and job satisfaction between government college teachers and self-financed college teachers. The findings highlight the higher workload and lower job satisfaction experienced by self-financed college teachers, calling for targeted interventions to improve their working conditions and support systems. Government authorities must prioritize initiatives aimed at reducing administrative burdens, providing adequate resources, and enhancing job satisfaction among self-financed college teachers. By doing so, the quality of education imparted to students can be enhanced, ultimately benefiting the future generations.

Moreover, it is imperative to acknowledge and address the additional workload faced by female staff due to their homecare responsibilities. Supporting and accommodating the specific needs of female staff will contribute to achieving a healthier work-life balance and promoting their job satisfaction. Educational institutions should create an inclusive and supportive environment that acknowledges the challenges faced by female staff and fosters a positive work atmosphere.

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