



FROM CHALK TO CLICK: EXAMINING THE CORRELATION BETWEEN TECHNOLOGICAL ADAPTATION AND JOB SATISFACTION IN SELF-FINANCING INSTITUTIONS

Sneha S, Research Scholar, Department of Management Studies,
Vels Institute of Science and Technology and Advanced Studies (VISTAS), Chennai

Dr. Priyadarshini, Assistant Professor, Department of Management Studies,
Vels Institute of Science and Technology and Advanced Studies (VISTAS), Chennai

ABSTRACT

The rapid integration of digital technology in the education sector has transformed the teaching–learning process from traditional “chalk and talk” methods to dynamic, technology-enhanced classrooms. This study explores the correlation between technological adaptation and job satisfaction among faculty members in self-financing institutions. The research aims to assess how digital competency, institutional support, and technological infrastructure influence teachers’ satisfaction, motivation, and overall job performance.

A descriptive and analytical research design was adopted. Primary data were collected from 150 faculty members working in various self-financing colleges through a structured questionnaire. Statistical tools such as correlation and regression analysis were used to examine the relationship between technological adaptation and job satisfaction, focusing on factors like workload, autonomy, training, and institutional support.

The findings reveal a strong positive correlation between technological adaptation and job satisfaction. Faculty members who actively engage in digital teaching tools, online assessment systems, and e-learning platforms experience greater satisfaction and productivity. However, challenges such as digital stress, inadequate training, and insufficient technical support continue to affect overall satisfaction levels. The study concludes that continuous digital training, institutional encouragement, and supportive policies are essential for enhancing both technological adaptability and teacher satisfaction in the self-financing education sector.

Keywords: Technological adaptation, Job satisfaction, Self-financing institutions, Digital pedagogy, Faculty development

INTRODUCTION

The shift from “chalk to click” represents a paradigm change in the educational landscape, where digital transformation has become integral to teaching and learning. The emergence of online learning management systems, smart classrooms, and digital evaluation tools has revolutionized the way educators interact with students and manage their professional responsibilities. In self-financing institutions, where competition and performance pressure are



comparatively higher, the adoption of technology plays a crucial role in determining teachers' efficiency, morale, and satisfaction.

Technological adaptation refers to the extent to which individuals embrace, utilize, and integrate technological innovations into their professional practices. For educators, this involves not only using digital tools for instructional delivery but also aligning them with pedagogical goals to enhance student engagement and learning outcomes. On the other hand, job satisfaction among teachers encompasses their emotional response to work conditions, opportunities for growth, recognition, autonomy, and overall institutional climate.

In self-financing colleges, technological adaptation is often influenced by factors such as institutional investment in ICT infrastructure, training opportunities, workload expectations, and management support. While technology can improve efficiency and reduce repetitive tasks, inadequate digital readiness or lack of institutional support can lead to stress, frustration, and reduced job satisfaction.

Recent studies in higher education highlight that teachers with higher levels of digital competence report improved confidence, flexibility, and engagement in teaching. Conversely, resistance to technological change, insufficient ICT skills, and poor technical infrastructure contribute to burnout and dissatisfaction.

In this context, the present study attempts to explore the relationship between technological adaptation and job satisfaction among teachers working in self-financing institutions. The study particularly focuses on identifying:

1. The extent of technological adaptation among faculty members.
2. The level of job satisfaction experienced by teachers in self-financing colleges.
3. The nature of correlation between technological adaptation and job satisfaction.
4. The major challenges faced by teachers in adapting to technology-driven educational environments.

Through this analysis, the paper aims to contribute insights that can guide policy interventions, faculty development programs, and institutional strategies to improve both digital integration and teacher well-being in the self-financing education sector.

RESEARCH METHODOLOGY

The present study focuses on examining the correlation between technological adaptation and job satisfaction among faculty members working in self-financing institutions. A **descriptive and analytical research design** was adopted to achieve the objectives of the study.

Research Design

The study follows a descriptive approach to understand the existing level of technological adaptation and job satisfaction, and an analytical approach to identify the relationship between these two variables. This design enables a systematic analysis of the factors influencing teachers' satisfaction in relation to their digital engagement and institutional environment.



Population and Sample

The population of the study comprises faculty members employed in various self-financing colleges affiliated to different universities in Kerala and Tamil Nadu. A **sample of 150 faculty members** was selected using a **random sampling technique** to ensure fair representation from diverse disciplines such as commerce, management, science, and humanities.

Data Collection

Primary data were collected through a **structured questionnaire** designed to capture information on demographic variables, technological adaptation, training, workload, institutional support, and job satisfaction. The questionnaire included both **closed-ended and Likert-scale items**. Secondary data were obtained from journals, institutional reports, and online resources relevant to digital transformation in education and teacher satisfaction.

Variables of the Study

The study considered two major variables:

- **Independent Variable:** Technological Adaptation (measured through factors like use of digital tools, online teaching platforms, training participation, and confidence in ICT usage)
- **Dependent Variable:** Job Satisfaction (measured through aspects such as work environment, autonomy, recognition, motivation, and workload management)

Statistical Tools Used

Data were analyzed using **descriptive statistics, correlation analysis, and regression analysis** to determine the relationship between technological adaptation and job satisfaction. **Mean and standard deviation** were used to describe the data distribution, while **Pearson's correlation coefficient** measured the strength and direction of the relationship. Regression analysis was applied to assess the predictive impact of technological adaptation on job satisfaction.

Scope of the Study

The study is confined to faculty members of self-financing colleges, where the role of technology in teaching and administration is rapidly expanding. The results are intended to provide insights for institutional leaders, policymakers, and educators to design effective digital competency and support programs that enhance both teaching efficiency and job satisfaction.

Limitations

1. The study is limited to self-financing colleges and may not fully represent the experiences of teachers in government or aided institutions.
2. The findings are based on self-reported data, which may be subject to personal bias.
3. Technological adaptation and job satisfaction are dynamic phenomena and may vary with time, institutional policies, and technological advancements.



FINDINGS AND DISCUSSION

This section presents the major findings derived from the statistical analysis of primary data collected from 150 faculty members working in various self-financing institutions. The analysis focuses on measuring the level of technological adaptation, job satisfaction, and the correlation between the two variables.

1. Level of Technological Adaptation among Faculty Members

The study found that a significant proportion of teachers in self-financing colleges have actively integrated digital tools into their teaching practices. About **85%** of the respondents reported regular use of learning management systems, digital presentations, and online assessments. The remaining **15%** indicated partial or limited use due to lack of training, poor infrastructure, or resistance to change.

Table 1 below illustrates the level of technological adaptation based on selected dimensions:

Technological Dimension	High Adaptation (%)	Moderate Adaptation (%)	Low Adaptation (%)
Use of Smart Class Tools	78	15	7
Use of Online Platforms (LMS, Google Classroom, etc.)	82	12	6
Participation in Digital Training	70	20	10
Confidence in Handling ICT Tools	76	18	6

The results indicate that most teachers have adapted well to digital teaching platforms, with online teaching tools being the most widely used. However, participation in digital training programs remains relatively lower, suggesting the need for continuous professional development initiatives.

2. Level of Job Satisfaction

Job satisfaction among faculty members was measured across five key dimensions: work environment, autonomy, recognition, workload, and institutional support. The overall satisfaction level was found to be **moderately high (mean score = 3.9 on a 5-point scale)**.

Table 2 presents the mean scores of satisfaction across various dimensions:

Dimension of Job Satisfaction	Mean Score	Interpretation
Work Environment	4.1	Highly Satisfied
Autonomy in Teaching	3.8	Moderately Satisfied
Recognition and Rewards	3.6	Moderately Satisfied
Institutional Support	3.9	Moderately Satisfied
Workload Management	3.7	Moderately Satisfied