CORRELATES OF JOB SATISFACTION AMONG TEACHERS IN SELF-FINANCED INSTITUTIONS

Synopsis
Submitted at
Department of Education
V.M.L.G. College, Ghaziabad
(Affiliated to C.C.S. University, Meerut)
For the Degree of Doctor of Philosophy in Education

Supervisor: Dr. Shashi Malik
Sr. Lecturer,
Deptt. Of Education
V.M.L.G. College, Ghaziabad

Researcher: Mrs. Vinita M.Chaudhary

DEPARTMENT OF EDUCATION
V.M.L.G. COLLEGE GHAZIABAD
2009
1.0.0 INTRODUCTION

Education has always been and continues to be one of the most important needs of mankind. It helps men to indoctrinate values and apply the technical know-how is real life situations. Traditionally, higher education has been considered to be the responsibility of the state towards its society, hence, it has been the function of the state to finance higher education, yet allow it considerable autonomy, at least as far as academic matters are concerned. Educational institutions have, therefore, been essentially governmental in character. The transformation in the nature of higher education, from elitist to egalitarian that took place in the second half of the twentieth century, placed considerable stress on governmental resources. The state, therefore, was left with no alternative but to allow private enterprise to enter the higher education scene. Today privately sponsored higher education is moving to the center-stage of the higher education scenario in most countries. In India, private initiatives in higher education date back to the closing years of the nineteenth century. During 1990’s with the gradual privatization of higher education, the budgetary allocation for higher education decreased. The government is thus obliged not only to strive towards providing access to higher education to all its citizens, but must also try and improve the quality of higher education in India. Webster, New Collegiate Dictionary (1983) describes privatization as the transfer of ownership from the public sector to the private sector and also as the withdrawal of the state from the production of goods and services.

Educational institutions in India could be classified into the following categories:

(a) **Aided Colleges:** Aided colleges are privately managed, but are funded by the government. *Section 3 (b)* of the Private professional educational institutions bill, 2005 defines an ‘aided institution’ as a private professional educational institution, receiving financial aid in whole or in part from the government.

(b) **Unaided Colleges:** Unaided colleges are privately managed and raise their own funds. The Honorable Supreme Court has announced that the right to admit students being an essential facet of the right to administer educational institutions of their choice, *(Article 30 of the constitution)*.

The aided institutions generally run traditional courses, viz Arts, Science, Commerce and Education. The Indian higher education landscape is present here in (figure 1 :)

2
<table>
<thead>
<tr>
<th>FORM OF PRESENCE</th>
<th>FIELD OF STUDY</th>
<th>MODE OF DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University and university level institutions*</td>
<td>General colleges*** 16,250</td>
<td>Classroom teaching**</td>
</tr>
<tr>
<td>Central Universities</td>
<td>Streams offered include: Arts, Science, Commerce, Education</td>
<td>Enrollment 74%</td>
</tr>
<tr>
<td>State Universities</td>
<td>Professional colleges*** 9,701</td>
<td>Distance education**</td>
</tr>
<tr>
<td>State Private Universities</td>
<td>Streams offered include: Engineering, Medical, Management, Law, Other professional and vocational-based courses such as hotel management, architecture, agriculture, etc.</td>
<td>Enrollment 20%</td>
</tr>
<tr>
<td>Deemed Universities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutes of National Importance</td>
<td></td>
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<tr>
<td>Colleges**</td>
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</tbody>
</table>

**Figure 1: Indian higher education landscape**  
(Sources: UGC; MHRD Annual Report 2009-10. 2010-11)

The self financing institutions generally run professional courses, viz Engineering, Pharmacy, Hotel management, Architecture, Teacher education, Computer technology, Human resource management, Medicines and Physiotherapy etc. Here in (figure 2:) graphical representation of the data regarding number of public and private institutions in different professional courses are presented, which shows there are more private colleges than public colleges with professional courses. This higher number of self-financing institutions shows growth of privatization in higher education in different professional courses.

At this point some committees that were appointed to study the impact of privatization of education in India are:

(a) **The Punnayya Committee (1992-93)** mentioned that higher education is a basic determinant of our nation’s economic and technological progress.

(b) **Dr. Swami Nathan Panel (1992)** The Dr. Swami Nathan Panel, which was set up by the All India Council for Technical Education, also made important observations. The Panel has put forth the idea of collecting educational cess.
(c) The Birla Ambani Report (2000) makes specific recommendation. “A redefinition of government role in higher education would call for a major privatization of the university education system in India.”

![Figure 2: Relative share of Private and Public institutions for professional courses.](Source: Paper by Pawan Ag. ICRIER, New Delhi)

The term Privatization raises several issues in recent times:

1) Would it be feasible to satisfy the teachers of self-financial institutes?
2) Would the disadvantage of privatization out weight its advantages?
3) Would privatization in India lead to monopolization of higher education by the private Sector?

1.1.0 CHALLENGES AND OPPORTUNITIES IN AIDED AND SELF FINANCED HIGHER EDUCATION

To judge from the existing analyses of the situation; the accomplishment of the objective appears to require a combination of several different strategies, including many challenges and opportunities of privatization in higher education. Privatization provides academic and administrative sovereignty in one hand and the uncertain availability of sufficient resources as found in aided institutions in other hands.
Some challenges are:
- Maintaining and projecting constitutional ideals accessibility and equity.
- Problem of money seeking attitude.
- Threat of international interference.
- The challenge to provide quality education.
- Dignity of teachers will be in danger.
- Teacher retention in colleges.
- Create divide between haves and have-nots.

Opportunities of privatization are:
- Enrollment rate will be increased.
- Vocationalization of higher education will be carried out effectively.
- Minimal interference of local political and bureaucratic interference.
- Opportunity to introspect by the institution.
- Quality of education will be ensured due to competition in colleges.
- More use of ICT and practical exposure.
- Nature and quality of research work will be taken care.
- Revise in the decisive factor for academic recruitment and promotion,
- Significant improvements in the economic condition of the academic teaching profession.
- Very ambitious program for the identification, training, support and placement of young scholars, and
- Major effort at repatriating successful Indian scholars from abroad (NKC 2007).

Should the resolute plans of both the public and the private sector for the immense development of higher education in India have a chance to succeed, one of the key fundamentals is a large and highly capable group of scholars who can provide academic leadership in teaching and research. Therefore, it can be concluded that more opportunities meet, as the result of privatization and it is the need of an hour. Quality of education is both challenge and opportunity because it depends upon teachers’ professional qualification, responsibility, satisfaction and their retention in an institution. For retention in the college and responsibility feeling teacher satisfaction is necessary, which depends upon many institutional and other factors.
1.2.0 CONCEPT OF JOB SATISFACTION

Many educationists worked on job satisfaction and defined it in various ways:

- Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job, an affective reaction to one’s job and an attitude towards one’s job. According to Petter Drucker “Not a promotion, but accomplishment should be the aim of every person, to do the job, off the job and satisfaction”.
- Blum and Nylor (1968) “Job satisfaction is the result of various attitudes possessed by an employee.”
- According to Katzel (1964) “Job Satisfaction is the verbal expression of an incumbent’s evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the incumbent rates his job on the continuum of like dislike.”
- Job satisfaction is the feeling that one is securing from his work-environment.
  According to Alexander, (1997) “Lack of job satisfaction is a predictor of quitting a job.”

Thus the job satisfaction is an effective reaction of feeling, of employees with their current and future career progress. Job satisfaction has been mostly studied on industrial employees. Therefore, the present study is planned to conduct on teachers working in Self-financing Institutions, because a satisfied work force of teachers may provide greater support to the students.

1.3.0 THEORIES OF JOB SATISFACTION

2. Affect Theory

The theory is also known as value theory by Locke (1976). Satisfaction is a function of the extent to which one’s job is perceived as fulfilling important values: satisfaction is determined by the discrepancy between preferred levels of job factors (Pay, Autonomy, etc.) and the actual level.

3. Dispositional Theory

This theory is based on core self-evaluation model given by Timothy A. Judge (1998). There are four core self-evaluations that determine one’s disposition towards job satisfaction: Self-esteem, General self-efficacy, Locus of Control, & Neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one’s own competence) lead to higher work satisfaction. Have an internal locus of control (believing one has control over his/her own
life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

4. Two factor theory

Herzberg propounded this theory in late 1950’s. The theory is also known as a Motivator Hygiene theory. This theory states that satisfaction and dissatisfaction are driven by different factors motivation and hygiene. Motivation factors are those aspects of the job that make people want to perform and provide people with satisfaction; work recognition, promotion opportunities. Hygiene factors include aspects of the working environment; pay, company policies, supervisory practices & other working conditions.

5. Job Characteristics model

Hackman and Oldham (1976) developed this model. The model is widely used as a framework to study how particular job characteristics impact on job outcomes including job satisfaction. The model states that there are five core job characteristics: Skill variety, Task identity, Task significance, Autonomy and Feedback; which impact three critical psychological states as an Experience, Meaningfulness, Responsibility for outcomes and knowledge of the actual results, in turn influencing work outcomes as Job satisfaction, Absenteeism, Work motivations.

1.3.0 NEED AND JUSTIFICATION OF THE PROBLEM

‘The P.M.’s Council on Trade and Industry’ in a recent report (2000), has observed that education is universally recognized as an important investment in building human capital, which is a driver for technical innovation and economic growth. Providing education to one and all has been the constant endeavor, and one of the primary duties of the government. To be very fair, it is indeed impractical to expect the government in one of the most popular countries in the world, to solely shoulder the responsibility of providing education to its citizens. India has one of the largest systems of higher education in the world and according to the Department of Secondary and Higher education, Government of India, there is about 338 universities. With a vast majority of the student population having access to higher education the situation is quite satisfying in the developed countries yet, the percent of student population studying at universities in India is dismal when compared to some of the other developing countries. During second half of the last century most developing countries witnessed a massification of higher education, which was largely due to the positive approach of national policy makers. However, the capacity of almost all governments to further financially support higher education is now almost
exhausted. Further, in most of the developing countries, the population is increasing, in some case at an uncomfortably high rate. In case of developing nations, with growing populations and having, at present, relatively small enrollment ratios, the governments having limited resources will perforce have to depend upon the private sector to meet the demand for higher education. This is reflected in the fact that there are more than 3000 private institutions offering degree programmes in the professional disciplines of Medicine, Engineering and Technology, Management and Teacher education. Basically to ensure equal opportunities to all, to prevent widening of social divide and to ensure the quality of education imparted by private institutions, teachers are to be cared in present times. Because this is the trend generally that teachers serve for students, their practical orientations in commercial private institutions. These institutions rely on part time faculty and may be drawn from full-time faculty at public universities and hence do not add to further employment opportunities when employing full-time faculty, they are paid a meager salary perhaps many of them have neither practical nor academic expertise and lack training. Also the faculty is minimal and overloaded and in these conditions quality of education is questionable. While this is the trend in Indian private higher education, that the students are willing to pay high fees, if the quality of education is good. In these circumstances, faculty satisfaction is utmost important that can serve the purpose of qualitative education.

1.4.0 EMERGENCE OF THE PROBLEM
Teaching is one of the noblest professions in the world. Today retention rate have been dropping steadily for many reasons in this profession. The reasons include stress, job satisfaction, institutional environment and low salary, etc. Some people are also staying away from this profession because available jobs are sometimes located in bad neighborhoods and the students are generally harder to gain respect from them. A teacher profession has some positive benefits, but the negative aspects are enough to push people away from a career in this field. Other than teacher losing interest, the problem also comes up with students that they have no interest in what the teachers have for them to learn. This is especially hard for new teacher to deal with. The best kind of the teacher is a confident teacher. If a student sees the teacher without much confidence, the student will walk all over them. Confidence might be the single most important factor in becoming a successful teacher at any level. The retention of these teachers is hurting the educational community. Hundreds of thousands of teachers leave this field every year to
pursue another career, whether it is because of money, job dissatisfaction, stress or other causes. Even though many people do not want to pursue a career in the teaching, it is one of the only professions we can count on for being around for a long-time.

“Teachers are workers, teaching is work and the institution is a workplace” (Posits Connell-2005). Job satisfaction is one of the most researched topics in the field of industrial psychology. Many educators are contemplating early retirement or are leaving the field of education for different vocations. Job satisfaction should be given consideration because teachers deserve to be treated fairly and with respect; it can lead to certain behavior of employees. Its assessment is a common activity where management feels that employee’s well being is important. Job satisfaction is a primary concern in the workplace.

Highly satisfied teachers are less likely to change the institutions than those who are dissatisfied with many areas of their work life. Thus, there is a need to know their Job satisfaction and the conditions that may motivate them to stay on in their campus assignment by which students may get a continued and quality education.

To identify the correlates of Job satisfaction, researcher did a review of the relevant literature. This review reveals many factors related to job satisfaction, which are summarized in following Table 1: and 2:

Table 1: Correlates of Job Satisfaction as in Review of Indian Researchers

<table>
<thead>
<tr>
<th>Indian researchers</th>
<th>Correlates identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gupta (1987)</td>
<td>Age</td>
</tr>
<tr>
<td>Abraham, (1989)</td>
<td>Genes</td>
</tr>
<tr>
<td>Das &amp; Agrawal (1990)</td>
<td>Particular status</td>
</tr>
<tr>
<td>Reddy and Rajasekharan (1991)</td>
<td>Attitude</td>
</tr>
<tr>
<td>Padmavathi (1995)</td>
<td>Sex difference</td>
</tr>
<tr>
<td>Amruth. Kumar (2005)</td>
<td>Teaching competence</td>
</tr>
<tr>
<td>Raj &amp; Sahaya (2005)</td>
<td>Gender</td>
</tr>
<tr>
<td>Srivastava (1983)</td>
<td>Qualification</td>
</tr>
</tbody>
</table>

A large number of studies have been made worldwide to know the factors related to Job satisfaction or dissatisfaction of teachers at work in different educational levels. Researchers like Srivastava (1983), Gupta (1995), Abraham (1994) have made their
studies to find out the relationship of Job satisfaction with personal and socio demographic variables.

Table 2: Correlates of Job Satisfaction as in Review of International Researchers

<table>
<thead>
<tr>
<th>International researchers</th>
<th>Correlates identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staw &amp; Ross (1985)</td>
<td>Time intervals</td>
</tr>
<tr>
<td>Brockner (1988)</td>
<td>Individual level</td>
</tr>
<tr>
<td>Clark &amp; Oswald (1997)</td>
<td>Age</td>
</tr>
<tr>
<td>Burchell (1999)</td>
<td>Job security</td>
</tr>
<tr>
<td>Sloane &amp; Williams (2000)</td>
<td>Men verses woman</td>
</tr>
<tr>
<td>Wright (2002)</td>
<td>Job stress</td>
</tr>
<tr>
<td>Lydon &amp; Chevalier (2001)</td>
<td>Wages</td>
</tr>
<tr>
<td>Campbell (2001)</td>
<td>Job Insecurity</td>
</tr>
<tr>
<td>Moguerou (2002)</td>
<td>Gender</td>
</tr>
<tr>
<td>Kaiser (2002)</td>
<td>Gender</td>
</tr>
<tr>
<td>Kristin (2004)</td>
<td>Experience</td>
</tr>
</tbody>
</table>

After reviewing the researches, it may be concluded that major correlates of job satisfaction are age, gender, locale, attitude, interest, motivation, performance, relationships, expectations, etc.

Some specific factors involved in job satisfaction are wages, conditions (mental and physical) of work, steadiness of job opportunities for advancement, inter personal relations among workers, grievance redressed structure, recognition of abilities and work approach (democratic or autocratic) of the employer, employee’s age, health, temperament, level of aspiration ,social status of job etc, which contribute a lot to job satisfaction. Therefore, on the basis of literature available and experiences, the researcher has taken three types of variables for the study- demographic, academic and organizational.

1.5.0 STATEMENT OF THE PROBLEM

This study aimed to provide information about:

CORRELATES OF JOB SATISFACTION AMONG TEACHERS IN AIDED AND SELF-FINANCED INSTITUTIONS
1.6.0 OPERATIONAL DEFINITIONS OF THE KEY TERMS
The present study is following specific key terms, which required further explanation in order to communicate their precise meaning:

1.6.1 CORRELATES
In the present research correlates are the variables which can be related to job satisfaction as:
- Work Load
  Tremendous pressure increase work load. It means this type of work demands peace of mind. So it is very important to make the environment free from pressures and tension to make a satisfied teacher.
- Work Conflict
  Teaching involves too many tasks related to academics, but not related to the teachers, when a teacher insisted to do those works, he felt conflicted to his work place.
- Job Involvement
  Job involvement is the involvement of the teachers in their job. Involvement is the expression of one’s’ preferred self in job behaviours. Teachers’ involvement with, commitment to, and satisfaction with work makes their teaching more effective and satisfied.
- Salary
  Pay, wage, salary and benefit etc. normally refer to one of human resources management executes. Salary is a fixed amount of money or compensation paid to the teacher in return for work performed. Salary is commonly paid at fixed intervals. A person’s salary is often linked to one’s level of achievement and success.
- Supervision
  The term supervision typically, is a management activity since the supervisors have extensive knowledge of job requirements and also adequate opportunity to observe their employee.
- Management Policies
  Management Policies are the policies framed by the management for college to proceed and run. It involves changes in job content, pay, responsibility, independence and status.
• Interpersonal Relations
Interpersonal relation means relations between the teachers in the college. A group of teachers with whom a teacher works together provides staff members opportunities for interaction with each other thus satisfying their need for social interaction.
• Academic Facilities
Academic facilities are the facilities provided by the institution to the teachers for academic purposes as, to allow them a reasonable amount of time, expenditure; opportunities and the rest for enhancing their academic growth, academic skills and to do quality work.
• Infrastructure Facilities
Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate tools and equipment are the features draw closer under the infrastructural facilities.
• Teaching Itself
Teacher motivation is helping individual’s believe that the work they are doing is important and that their tasks are meaningful.

1.6.2 Job Satisfaction
In the present research, job satisfaction is defined in terms of the verbal expression of an individual evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the individual rates his job on the continuum of like dislike. Job satisfaction is the result of various attitudes possessed by an employee. Some specific factors involved in job satisfaction are wages, conditions (mental and physical) of work, steadiness of job opportunities for advancement, interpersonal relations among workers, grievance redressed structure, recognition of abilities and work approach (democratic or autocratic) of the teacher, teacher’s age, health, temperament, level of aspiration, social status of job etc, which contribute a lot to job satisfaction.

1.6.3 Teachers
This study includes teachers teaching in under graduate and post graduate classes in self financed and government aided institutions:

1.6.4 Aided Institutions
A large number of institutions receive a substantial amount of aid from the Government in order to bear the operating costs, are called ‘aided colleges’.
1.6.5 Self-Financing Institutions:
Self-Financing institutions are the institutions which generate their funds themselves and do not depend on government for finances.

1.7.0 OBJECTIVES OF THE STUDY
1. To investigate the level of Job Satisfaction among college teachers.
2. To find out the difference in Job Satisfaction among college teachers in Government Aided and Self Financed Institutions.
3. To find out correlates of Job Satisfaction among college teachers.
   To achieve this objective, following sub objectives were framed:

3.1 Demographic Variables:
(i) To measure correlation between Job Satisfaction of college teachers and Age.
(ii) To measure correlation between Job Satisfaction of college teachers and Gender.
(iii) To measure correlation between Job Satisfaction of college teachers and Marital Status.

3.2 Academic Variables:
(i) To measure correlation between Job Satisfaction of college teachers and Educational Qualification.
(ii) To measure correlation between Job Satisfaction of college teachers and Experience.

3.3 Organizational Variables:
(i) To find out the correlation between Job Satisfaction of college teachers and Work Load.
(ii) To find out the correlation between Job Satisfaction of college teachers and Work Conflict.
(iii) To find out the correlation between Job Satisfaction of college teachers and Job Involvement.
(iv) To find out the correlation between Job Satisfaction of college teachers and Supervision.
(v) To find out the correlation between Job Satisfaction of college teachers and Management Policies.
(vi) To find out the correlation between Job Satisfaction of college teachers and Inter Personal Relations.
(vii) To find out the correlation between Job Satisfaction of college teachers and Academic Facilities.
(viii) To find out the correlation between Job Satisfaction of college teachers and Infrastructural Facilities.
(ix) To find out the correlation between Job Satisfaction of college teachers and Teaching Itself.
(x) To find out the correlation between Job Satisfaction of college and Salary.

4. To find out the predictor variables of Job Satisfaction among college teachers.
5. To find out the difference in Job Satisfaction, between governments aided and self financed institution teachers with reference to predictor variables.

1.8.0 HYPOTHESES IN THE STUDY
Since available empirical evidences were sufficient to frame, non-directional research hypothesis, the following null hypotheses are formulated for testing:

(H₁) There exists no significant difference in Job Satisfaction of teachers teaching in Self Financing Institutions and Government Aided Institutions.
(H₂) There exists no relationship in Job Satisfaction of college teachers with Age.
(H₃) There exists no relationship in Job Satisfaction of college teachers with Gender.
(H₄) There exists no relationship in Job Satisfaction of college teachers with Marital Status.
(H₅) There exists no relationship in Job Satisfaction of college teachers with Educational Qualifications.
(H₆) There exists no relationship in Job Satisfaction of college teachers with Experience.
(H₇) There exists no relationship in Job Satisfaction of college teachers and Work Load.
(H₈) There exists no relationship in Job Satisfaction of college teachers and Work Conflict.
(H₉) There exists no relationship in Job Satisfaction of college teachers and Job Involvement.
(H₁₀) There exists no relationship in Job Satisfaction of college teachers and Supervision.
(H₁₁) There exists no relationship in Job Satisfaction of college teachers and Management Policies.
(H₁₂) There exists no relationship in Job Satisfaction of college teachers and Inter Personal Relationship.
(H₁₃) There exists no relationship in Job Satisfaction of college teachers and Academic Facilities.

(H₁₄) There exists no relationship in Job Satisfaction of college teachers and Infrastructural Facilities.

(H₁₅) There exists no relationship in Job Satisfaction of college teachers and Teaching Itself.

(H₁₆) There exists no relationship in Job Satisfaction of college teachers and Salary.

(H₁₇) There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to the predictor variables. To verify this hypothesis, sub hypotheses will frame during research study.

1.9.0 RESEARCH DESIGN

In this research study, we will be using Descriptive Survey cum Correlation method.

1.9.1 Population and Sample

In the present study, the sample will be selected through Random Cluster Sampling. First of all, the researcher will prepare a list of self–financed and aided institutions separately. Then from this list of institutions, 40 institutions will be selected with help of cluster sampling. From all these 40 institutions, 300 teachers will be selected through a lottery technique (random selection). The proposed research study sample to be given as in Figure 3:

```
Study Population as all teachers teaching in Government Aided and Self Financed teachers in NCR areas

Traditional Courses

All Government Aided Colleges

Random Sampling

No. of Colleges = 10

Cluster Sampling

N = 130 through

Professional courses

All Self - Financed Colleges

Random Sampling

No. of Colleges = 30

Cluster Sampling

N = 170 through Random Selection (Lottery)
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1.10.0 VARIABLES

The dependent variable is Job Satisfaction. There are three types of variable, will be used to measure the Job Satisfaction. The following variable will be used in the empirical analysis: (figure 4)

1. Demographic variable: (a) Age (b) Gender (c) Marital Status.
2. Academic variable: (a) Experience (b) Education- (PhDs/Non PhDs)
3. Organizational variable: (a) Work demand, (b) Work conflict (c) Job- Involvement (d) Salary (e) Supervision (f) Management policies (g) Interpersonal relationship (h) Academic facilities (I) Infrastructure facilities and (j) Teaching itself.

Figure 4: variables in the research

1.11.0 TOOLS

To find out the research objectives and sub objective following tools will administer to the subjects:

1. Teacher’s Job Satisfaction Scale (TJSS) by Mudgil, Muhur, and Bhatia’s (1991).
2. Job Satisfaction Characteristics Scale (Self Constructed).

The Job Satisfaction Characteristics Scale (JSCS) will include all personal and academic information of teachers. It will help in knowing organizational atmosphere, particularly with reference to the variables taken in the study.

1.12.0 STATISTICAL TECHNIQUES

Keeping in view the objective of the study, Mean, SD, t-test, ANNOVA, Regression, Biserial, Point Biserial and Correlation test (Pearson Product Moment Method) will be used. Moreover, as per the requirements of the data, suitable statistical techniques will be employed.

1.13.0 DELIMITATIONS

The field of the study is wide and complex. So it needs a planned research to find the truth, which may stand for a greater area and a longer time to come. On the basis of which we may predict something for the future. So the researcher has a delimited present study in the following manner:

1. The study consists of only the teachers of self-financing institutions of Ghaziabad city and NCR areas.
2. The investigation is confined to only Self Financing and Government Aided Institutions.
3. The study is delimited only to (a) Demographic (b) Academic and (c) Organizational variables.

1.14.0 SIGNIFICANCE OF THE STUDY

According to the International Commission on education *(UNESCO 1996)* ‘The demands of teachers’ competence and professionalism and dedication impose on them is an enormous responsibility. Expectations are high, and needs are seemingly limitless. Teaching profession is one of the most highly organized one in the world and teachers’ organization come and do play powerful roles in a variety of fields’. The planning and implementation of reforms should be with their consent and no reform can succeed without their participation. The teacher is an essential catalyst and has immense capacity for innovations and experiments.

Opportunities should be created for teachers to carry out periods of work and cooperation activities outside the classroom, so that the institute becomes more closely related to the world of work for which the teacher is to be preparing the students.
According to the Indian culture a child receives his first physical birth from the parents and the second birth at the hands of the teacher. The American Commission of Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their education. The quality of their education depends upon the quality of their teacher. The quality of teachers depends on their job satisfaction”.

The present study, seeks to determine the levels of job satisfaction of Self-financing institutions’ teachers and to find a relationship with demographic, academic and Organizational variable. No research can be said to be worthwhile if it does not emanate any of the important educational implications. The significance of the present piece of research is stated as follows:

- The teachers of higher education played the most significant role in the development of the quality of life of human beings and the betterment of the society. So, the success of any educational system and its effectiveness depends largely on the quality, commitment and the job satisfaction of the teachers. Hence, the teacher’s Job satisfaction is clearly a very important factor to know for educational organizations.

- Job satisfaction typically refers to the attitudes of a particular teacher, but assessments of individuals’ satisfaction can be averaged over all teachers of an organization.

- The job of a teacher affects every aspect of his life and living conditions. Therefore present study will help to know the conditions in which teacher feels satisfaction.

- Job satisfaction also increases the quality of the work done. Satisfied employees tend to be more productive and creative to their institution.

This study has important implication for both institutions and faculty, as it has the potential to benefit both of them. So, the main aim of this study is an effort to find out new horizons for the faculty of Government Aided Institutions and the Self Financing Institutions.
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