CHAPTER-I

1.0.0 INTRODUCTION

“Education is the most powerful weapon which you can use to change the world”. The above mentioned line by Nelson Mandela exemplifies that education plays an essential role in the advancement of the fate of individuals as well as their society and finally escort to a nation’s development. When there was no university anywhere in Europe, Takshasila, Vikramasila, Pallavi and Nalanda vishvavidyalayas in India were radiating the heat of higher learning and were able to catch the attention of learners from home and abroad. Bengal had a particular role in the expansion of the possibility of higher education and the development of modern higher education in India, started with the establishment of Hindu College in Calcutta in 1817.

Before Independence, access to higher education was very limited and elitist, with enrollment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. The number of universities (as on 31st March 2006) has increased by 18 times, (from 27 in 1950-51 to 367 in 2005-06). The number of total colleges has increased by 35 times (i.e. from 578 in 1950-51 to 18064 in 2005-06). The colleges for general education has increased from 370 in 1950-51 to 14400 in 2005-06, while the colleges for professional education has increased from 208 in 1950-51 to 3664 in 2005-06. Over the last decade, the number of universities in the country has grown at a CAGR of 7.5% as against the 4.7% growth observed from 1951-2001. The number of colleges has grown at a CAGR of 11% in the period 2001-2011 as against 6.1% in the period 1951-2001. This type of increase in the number of institutions is due to public / private partnership in higher education.
1.8.1 REORIENTATION OF HIGHER EDUCATION IN A NEW FANGLED ERA

The practice of privatization began to materialize in the late 1900’s, as the Indian higher education system has undergone immense expansion in post-independent India with a national resolution to establish several Universities, Technical Institutes, Research Institutions and Professional / Non Professional Colleges all over the country, to generate and propagate knowledge coupled with the splendid intention of providing easy access to higher education to the common Indian. The civic initiatives played a leading and controlling role in this segment. Most of the Universities were Public institutions with powers to adjust academic activities on their campuses as well as their areas of jurisdiction through the affiliating system. Even the private institutions enjoyed extensive financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the grounds of higher education.

Private educational institutions in India could be classified into the following two categories:

**Aided Colleges:** Aided colleges are the colleges, privately managed but 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.

**Unaided Colleges:** Unaided colleges are privately managed and raise their own funds. These are called self financing colleges. 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).
In India, the private sector has, till now been influential in increasing infiltration and enrollment, especially in professional disciplines. The contribution of unaided private institutions in the higher education sector has increased noticeably over the last few years. The majority of institutions offering programs in professional disciplines such as engineering, pharmacy, and hotel management have been established by the private sector. As of 2006-07, private sector involvement ranged from 50% to 95% of the total number of institutions for different professional courses.

The self financing institutions usually run professional courses, viz, Engineering, Pharmacy, Hotel management, Architecture, Teacher education, Computer technology, Human resource management, Medicines and Physiotherapy etc. These higher numbers of self-financing institutions show growth of privatization in higher education in different professional courses.

<table>
<thead>
<tr>
<th>FORM OF PRESENCE</th>
<th>FIELD OF STUDY</th>
<th>MODE OF DELIVERY</th>
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<tbody>
<tr>
<td>University and university-level</td>
<td>General colleges**</td>
<td>Classroom teaching**</td>
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<tr>
<td>institutes*</td>
<td></td>
<td>Enrolment</td>
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<tr>
<td>Central Universities</td>
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<td>Distance education**</td>
</tr>
<tr>
<td>State Universities</td>
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<td>Enrolment</td>
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<tr>
<td>State Private Universities</td>
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<tr>
<td>Deemed Universities</td>
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<tr>
<td>Institutes of National Importance</td>
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<tr>
<td>Colleges**</td>
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*Streams offered include:*
- Arts
- Science
- Commerce
- Education

**Streams offered include:***
- Engineering
- Medical
- Management
- Law
- Other professional and vocation-based courses such as hotel management, architecture, agriculture, etc.

(Source: UGC; MHRD Annual Report 2009-10, 2010-11)

*Figure 1.1.1 Indian Higher Education Landscape*
1.8.2 CHALLENGES AND OPPORTUNITIES IN PUBLIC AND PRIVATE HIGHER EDUCATION

At the dawn of India’s independence, there were 19 universities and 591 colleges while student enrollment at the tertiary level of education was 0.2 million. After 56 years of independence now, the number of universities, deemed universities and institutions of national importance have risen to 261, the number of degrees and above level general education colleges to 8,361, the number of professional colleges to 2,340 and total enrollment to 8.8 million. This undoubtedly is an enormous advancement.

Even though India claims to have the second largest higher education system in the world, in view of its infinite population, it is regarded as one of the rearward countries in respect of education, particularly in higher education. However, expenditure on higher education, as the percentage of gross national product (GNP), had fallen from 0.98 per cent in 1980-81 to 0.35 per cent in 1994-95.

Figure 1.1.2: Student Enrollment in Higher Education (Million)
The share of higher education in the united budget’s total provision for education has fallen from 28.19 per cent in 1990-91 to 17.7 per cent in 2003-04. Allocation for education in the first five-year plan was 7.2 percent of the total outlay. In the tenth five-year plan, it has further come down to 2.9 per cent. With this realization the 11th plan aims to increase the GER to 21 % by the end of Twelfth plan with an interim target of 15 % by 2012. Beside the Plan also recognized that the additional increase in enrollment necessarily will have to come from those regions where the enrollment is relatively low. Thus reduction of inter-regional disparities is apart the overall strategy of increasing the enrollment rate up to 15 % in 11th Plan and further up to 21% by the end of 2012. The realization of the 15 % target, as mentioned above, would require additional educational institutions. This is a difficult issue, which has not been empirically addressed so far.

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. Many of these scholars have already survived or are moving into the ranks of the professoriate at the enhanced Indian (and foreign) universities; several more will be needed to satisfy the growing demand and to take the place of the large numbers of college and university faculty who are not up to the standards of an internationally competitive system of higher education. Even the prestigious IITs is reported to face a faculty shortage of 20 to 35 percent (Sinha 2002). To judge from the existing analyses of the situation; the accomplishment of this 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 in other hands.
Some challenges are:

- Maintaining and projecting legitimate ideals accessibility and impartiality.
- Problem of money seeking approach.
- Risk of international interference.
- Challenge to offer quality education.
  - The decorum of teachers will be in trouble.
- Teacher retention in colleges.
  - Create split between haves and have-nots.

Some opportunities are:

- Enrollment rate will be greater than before.
  - Vocationalization of higher education will be carried out successfully.
- Least interference of local political and bureaucratic bodies.
  - Opportunity to introspect by the institution.
- Quality of education will be ensured due to competition in colleges.
  - More use of ICT and practical experience.
- Nature and quality of research effort 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).
An adequate amount of staffing may well be the critical segment in India’s ambitious plans for expansion and excellence. To muddle through with it will require a concentrated endeavor concerning the academic culture, and conditions.

1.8.3 IMPORTANCE OF A TEACHER AS A DECISIVE AGENT

*Indian Education Commission (1966)*, describes the teacher as one of the most significant factors causal to the national development. He is the axle around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., swivel. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. *National Policy on Education (1986)*, rightly states “*No people can rise above the level of its teachers*”. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of creation and fullest possible deployment of both human as well as material resources. Currently there is, however, a universal emotion that the teachers do not have the satisfaction in their job. There seems to be growing annoyance towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different policy and programs, which have been implemented to improve their job.

Teachers, being the most decisive agents of modernization, are responsible for growth, development and progress of the nation. They aren’t only propagating knowledge, but also create and generate new knowledge. It assumes that progressive, unconventional and empowered teachers lead *(NCTE 1998)*, communities and nations in their march towards better and higher quality of life. Teacher's knowledge and perception of environment and development issues and
level of commitment, attitude and devotion determine the development of future society. It must be noted at the origin, True education is a commanding force in bringing about most wanted change. It is only education that can single-handedly bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us.

The definitions of Education formulated by experts in the phrase book of education stressed important things in education as; education is a course of action, which should expand the requisite ability, attitude and other forms of behavior in the complete development of the personality. Indisputably any theorist can comment that the fundamental aim of any education is to craft, a man of good moral fiber and valuable citizen of the cosmos. We can achieve it through the quality of education, quality of teachers and quality of teaching learning process. Other things residual, the quality of education basically learning arrangement cannot be undertaken in emptiness, but it is positively directed action, in which teachers are to be attempted with satisfaction towards a job and the need of possessing the excellence. This is the precise time to highlight the consequence of Teacher Job Satisfaction in relation to different independent variables among the higher education Teachers.

1.8.4 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 Peter Drucker “Not a promotion, but accomplishment should be the aim of every person, to do the job, off the job and satisfaction”.
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.”

Job satisfaction is an attitude or emotional response to one’s job, work environment or according to Herzberg’s two-factor theory, the contents of the job, including achievement, responsibility, and recognition are the factors, which motivate the workers and cause high levels of job satisfaction (Tirmizi et al 2008).

Thus the job satisfaction is an effective reaction of feeling, of employees with their current and future career progress.

1.8.5 THEORIES OF JOB SATISFACTION

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature. The first is content theory, which suggests that job satisfaction occurs when one’s need for growth and self-actualization are met by the individual’s job. The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one’s expectations and values. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an individual’s personal characteristics interact or mesh with the organizational characteristics. Each of the three theoretical frameworks has been explored and reviewed by countless scholars and researchers, and the purpose of this chapter is not to provide an exhaustive review of job satisfaction theories. Instead, a highlight of the main theories and theorists from each framework will be offered, to provide clarity, relevance and direction to this study of job satisfaction.

(i) CONTENT THEORIES
When discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his “hierarchy of needs”. *Maslow’s (1943)*, traditionalist views of job satisfaction were based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs were identified. The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one’s peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.
It is noted that Maslow’s theory of hierarchy of needs was the first motivation theory that laid the foundation for ‘the theories of job satisfaction’. This theory serves as a good start from which researchers explore the problems of job satisfaction in different work situations (Wikipedia, 2009).

Building on the theories of Maslow, Frederick Hertzberg (1959), suggested that the work itself could serve as a principal source of job satisfaction. His approach led to the aforementioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on a second. Hertzberg’s theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as “motivators” and “hygiene”. The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition, and opportunity for growth. The hygiene factors are extrinsic variables that such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying. However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the motivators does not automatically lead to dissatisfaction. Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job’s ability to fulfill ones higher level needs of self-actualization.

Theory of Needs given by Mc Celelland and Associates (1961), postulated that some people have a compelling drive to succeed and therefore strive for personal achievement rather than the rewards of success themselves. They have the desire to perform better than before therefore they
like challenging jobs and behave as ‘high achievers’. This theory focuses on the achievement motive thus, called ‘achievement theory’ but it is founded on achievement, power and affiliation motives.

Clayton Alderfer (1969) explored the Maslow’s theory and linked it with practical research. He regrouped the Maslow’s list of needs into three classes of needs: Existence, Relatedness, and Growth, thereby calling it ERG theory. His classification absorbs the Maslow’s division of needs into: Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization). Alderfer suggested a continuum of needs rather than hierarchical levels or two factors of needs. Unlike Maslow and Herzberg, Alderfer does not suggest that a lower-level need must be fulfilled before a higher level need becomes motivating or that deprivation is the only way to activate a need.

(ii) PROCESS THEORIES

Process theories attempt to explain job satisfaction by looking at expectancies and values (Gruneberg 1979). This theory of job satisfaction suggests that workers select their behaviors in order to meet their needs. Within this framework, Adams’ (1963) and Vroom (1964 and 82) have become the most prominent theorists. Adams (1963) suggested that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity. The theory is based on the premise that job satisfaction is a direct result of individuals’ perceptions of how fairly they are treated in comparison to others. This “equity theory” proposes that people seek social equity in the rewards they expect for performance. In other words, people feel satisfied at work when the input or contribution to a job and the resulting outcome are commensurate to that of their coworkers.
Vroom’s (1964) theory of job satisfaction was looking at the interaction between personal and workplace variables; however, he also incorporated the element of workers’ expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur. Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of the outcome. Salary also has significance beyond monetary value and the potential to acquire material items.

Vroom’s theory also goes one step further to incorporate an individual’s personal decision making within the workplace, when Vroom (1982) explained that employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. To illustrate and clarify his ideas, Vroom generated a three-variable equation for scientifically determining job satisfaction. Expectancy is the first variable, and this is the individual’s perception of how well he or she can carry out the given task. Instrumentality is the second variable of the equation, and this refers to the individual’s confidence that he or she will be compensated fairly for performing the task. Valence is the third variable, which considers the value of the expected reward to the employee. In Vroom’s formula each variable is given a probability value, and when all three factors are high, workers will be more satisfied and have more motivation. If any of the factors are low, work performance and employee motivation will decline.
Expectancy Model (1968), given by Porter and Lawler, is very popular explanation of the job satisfaction process. Porter and Lawler stress that ‘effort’ (force or strength of motivation) does not lead directly to ‘performance.’ It is rather moderated by the ‘abilities and traits’ and the ‘role perceptions’ of an employee. Furthermore, ‘satisfaction’ is not dependent on performance rather determined by the ‘probability of receiving fair rewards’. The Porter-Lawler model suggests that motivation is affected by several interrelated cognitive factors, such as motivation results from the ‘perceived effort-reward probability.’ However, before this effort translates into performance, the ‘abilities and traits’ and ‘role-perceptions’ of employee affect on the efforts used for performance. Furthermore, it is the ‘perceived equitable rewards’, which determine ‘job-satisfaction’ of the workforce.

Edwin Locke (1968), asserted that intentions can be a major source of motivation and satisfaction. Some specific goals (intentions) lead to increased performance, thus, he gave the Goal-Setting Theory. For example, difficult goals (when accepted) lead to higher performance than easy goals and that feedback triggers higher performance than no feedback. Likewise, ‘specific hard’ goals produce a higher level of output than ‘generalized’ goals of ‘do your best’. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals as feedback identifies discrepancies between what have they done and what they want to do.

Job characteristics are aspects of the individual employee’s job and tasks that shape how the individual perceives his or her particular role in the organization. Hackman and Oldham's original formulation of Job characteristics theory (1975-76) argued that the outcomes of job redesign were influenced by several moderators. More precisely, 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 (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc) (Wikipedia, 2009).

(iii) SITUATIONAL THEORIES

The Situational occurrences theory emerged in 1992, when Quarstein, McAfee, and Glassman stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job. The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained coworker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

<table>
<thead>
<tr>
<th>Table 1.1.1: Summarization of Theories on Job Satisfaction</th>
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<tbody>
<tr>
<td>Human Requirements</td>
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<tr>
<td>Needs</td>
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<tr>
<td>Physical, Cognitive &amp; Social Needs</td>
</tr>
</tbody>
</table>
| [Hierarchy of Needs Maslow 1943/54; Two-Factor Theory Herzberg - 1959; ERG Theory Alderfer 1969; Achievement Theory McClelland 1961] | Job Characteristics  
Job characteristics Theory, Hackman & Oldham | |
| Environmental Characteristic  
Hawthorne Studies Mayo | Organizational Characteristic  
Reinforcement Theory Skinner 1953/69; | |
Most of the motivation/satisfaction theories were developed in USA by natives for natives. So we need to be careful in assuming that these theoretical models are workable across the cultures in the same manner. For example, almost all the theories emphasize individualism and achievement, which are pro-American characteristic (Robbins, 2005).

Thus, the story of these theory changes from one culture to another due to several factors. For example, religion attaches varying values with diverse needs/motives thereby changing the importance of different needs in different religious beliefs (Luthans, 2005), which definitely modifies the hypotheses of the original theories.

1.9.0 NEED AND JUSTIFICATION OF THE PROBLEM

‘The P.M.’s Council on Trade and Industry’ in a report (2000), has observed that Education is universally acknowledged as an important positive feature in building human resources, which is a driver for technical innovation and economic growth. Providing education for each one has been the continuous venture and one of the prime duties of the government. To be very logical, it is undeniably impractical to anticipate the government in one of the most popular countries in the world, to exclusively bear the liability of providing education to its citizens. India has one of the largest systems of higher education in the world according to the Department of Secondary and Higher education, Government of India. During the 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. 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 programs 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.

The phrase Privatization raises numerous issues in recent times:

1. How many more universities and colleges in the country will be required?
2. Would it be possible to satisfy the teachers of self-financing institutes?
3. Would the drawback of privatization outweigh its advantages?

Quality of education is both a challenge and an opportunity because it depends upon teachers’ proficient qualification, responsibility, satisfaction and their retention in the organization. For retention in the college and responsibility feeling, teacher satisfaction is indispensable, which
depends upon many institutional and other factors. It is hoped that the stakeholders of higher education all over the country, will entertain all the sincerity it deserves and become partners in creating a Higher Education System in the country, comparable to the best in the World. Therefore, it can be concluded that more opportunities will arise, as the result of privatization and it is the need of an hour.

Job satisfaction is significant because a person's attitude and beliefs may affect his or her behavior. Attitudes and beliefs may cause a person to work harder, or, the opposite may occur, and he or she may work less. Job satisfaction also affects a person's general well-being for the reason that people spend a good part of the day at work. Consequently, if a person is dissatisfied with their work, this could lead to dissatisfaction in other areas of their life. A common idea of the research has been that, to some degree, the expressive state of an individual is affected by communications with their work environment. People identify themselves by their line of work, such as a doctor, lawyer or teacher. A person’s individual well-being at work, thus, is a very considerable aspect of research.

The teaching-learning process cannot be undertaken in a vacuum, but it is a positively directed action, in which teachers are to be gifted with teaching proficiency.

A lot of research efforts have been directed at teaching, but unfortunately much attention of research is not drawn to related things with Teacher Job Satisfaction. Rao (1989) says that ‘the quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values’. Fontana (1986), regarded that ‘if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of anyone who disagrees with him are wrong, then he will be depriving his children of a range of possible
learning experiences, to their disadvantage and to his own'. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he is satisfied in his profession.

Considering, the possible correlation between teacher job satisfaction and the quality of teaching. Hence it is important to study the job satisfaction and related variables.

1.10.0 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 1.1.2: 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; Aggrawal (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>
</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 social demographic variables.

Table 1.1.3: Correlates of Job Satisfaction as in Review of International Researchers

<table>
<thead>
<tr>
<th>International researchers</th>
<th>Correlates identified</th>
</tr>
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<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>
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<tr>
<td>Lydon &amp; Chevalier (2001)</td>
<td>Wages</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, interpersonal 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.

1.11.0 STATEMENT OF THE PROBLEM

The problem in the hands of the researcher can be stated as “CORRELATES OF JOB SATISFACTION AMONG TEACHERS IN AIDED AND SELF-FINANCED INSTITUTIONS”.

1.12.0 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:

1.12.1 CORRELATES

In the present research correlates are the variables which can be related to job satisfaction as:

<table>
<thead>
<tr>
<th>Reference</th>
<th>Variable</th>
</tr>
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<td>Campbell (2001)</td>
<td>Job Insecurity</td>
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<td>Moguerou (2002)</td>
<td>Gender</td>
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<td>Kaiser (2002)</td>
<td>Gender</td>
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<td>Kristin (2004)</td>
<td>Experience</td>
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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.

### 1.12.2 JOB SATISFACTION

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. In the present research, ‘job satisfaction’ refers to the perceived feelings of an employee towards his job. It is necessary for a good academic environment that teachers who imparting education must enjoy at least a reasonable amount of job satisfaction *Mudgil et al (1991)*

### 1.12.3 TEACHERS
In the present research, the teachers are teachers teaching to graduate or post graduate classes in self financed institutions or aided institutions.

1.12.4 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 institutions’.

1.12.5 SELF-FINANCING INSTITUTIONS

Self-Financing institutions are the institutions which generate their funds themselves and do not depend on government for finances.

1.13.0 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 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:

3.1.1 To measure correlation between Job Satisfaction of college teachers and Age.

3.1.2 To measure correlation between Job Satisfaction of college teachers and Gender.

3.1.3 To measure correlation between Job Satisfaction of college teachers and Marital Status.

3.2 Academic Variables:

3.2.1 To measure correlation between Job Satisfaction of college teachers and Educational Qualification.
3.2.2 To measure correlation between Job Satisfaction of college teachers and Experience.

3.3 Organizational Variables:

3.3.1 To find out the correlation between Job Satisfaction of college teachers and Work Load.

3.3.2 To find out the correlation between Job Satisfaction of college teachers and Work Conflict.

3.3.3 To find out the correlation between Job Satisfaction of college teachers and Job Involvement.

3.3.4 To find out the correlation between Job Satisfaction of college teachers and Supervision.

3.3.5 To find out the correlation between Job Satisfaction of college teachers and Management Policies.

3.3.6 To find out the correlation between Job Satisfaction of college teachers and Inter Personal Relations.

3.3.7 To find out the correlation between Job Satisfaction of college teachers and Academic Facilities.

3.3.8 To find out the correlation between Job Satisfaction of college teachers and Infrastructural Facilities.

3.3.9 To find out the correlation between Job Satisfaction of college teachers and Teaching Itself.

3.3.10 To find out the correlation between Job Satisfaction of college and Salary.

4 To find out 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.

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

**H$_1$**: There exists no significant difference in Job Satisfaction of teachers teaching in Self Financing Institutions and Government Aided Institutions.

**H$_2$**: There exists no relationship in Job Satisfaction of college teachers with Age.

**H$_3$**: There exists no relationship in Job Satisfaction of college teachers with Gender.

**H$_4$**: There exists no relationship in Job Satisfaction of college teachers with Marital Status.

**H$_5$**: There exists no relationship in Job Satisfaction of college teachers with Educational Qualifications.

**H$_6$**: There exists no relationship in Job Satisfaction of college teachers with Experience.

**H$_7$**: There exists no relationship in Job Satisfaction of college teachers and Work Load.

**H$_8$**: There exists no relationship in Job Satisfaction of college teachers and Work Conflict.

**H$_9$**: There exists no relationship in Job Satisfaction of college teachers and Job Involvement.

**H$_{10}$**: There exists no relationship in Job Satisfaction of college teachers and Supervision.

**H$_{11}$**: There exists no relationship in Job Satisfaction of college teachers and Management Policies.

**H$_{12}$**: There exists no relationship in Job Satisfaction of college teachers and Inter Personal Relationship.

**H$_{13}$**: There exists no relationship in Job Satisfaction of college teachers and Academic Facilities.
H_{14}: There exists no relationship in Job Satisfaction of college teachers and Infrastructural Facilities.

H_{15}: There exists no relationship in Job Satisfaction of college teachers and Teaching Itself.

H_{16}: There exists no relationship in Job Satisfaction of college teachers and Salary.

H_{17}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to the predictor variables.

To verify this hypothesis, following sub hypotheses were framed:

H_{17.1}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Educational Qualifications.

H_{17.2}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Experience.

H_{17.3}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Job Involvement.

H_{17.4}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Supervisions.

H_{17.5}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Management Policies.

H_{17.6}: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to an Inter Personal Relationship.
There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Teaching Itself.

1.15.0 SIGNIFICANCE OF THE STUDY

“Expectations are high, and needs are seemingly limitless”. Teaching profession is one of the most highly organized one in the world and “teacher’s 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 improvement can succeed without their involvement. The teacher is an essential mechanism and has enormous capability for innovations and experiments. ‘If India plays its cards right, it can become by 2020 the world's number-one knowledge production center, creating not only valuable private goods, but also much needed public goods that will help the growing global population suffer less and live better’ (Mashelkar 2005). Opportunities should be formed for teachers to carry out periods of work and accommodating 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 foremost physical birth from the parents and the next 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 teachers. The quality of teachers depends on their job satisfaction”.

The present study, seeks to establish the levels of job satisfaction of the aided and self-financing institutions’ teachers and to find their relationship with demographic, academic and organizational variables. No research can be said to be valuable if it does not radiate any of the
important educational significance. The significance of the present fraction of research is acknowledged as follows:

The teachers of higher education played the most noteworthy role in the development of the quality of life of human beings and the betterment of the society. So, the accomplishment of any educational system and its efficiency depends fundamentally on the quality, dedication and the job satisfaction of the teachers. Therefore, the teacher’s Job satisfaction is obviously a very imperative factor to know for educational organizations.

- Job satisfaction characteristically refers to the attitudes of a particular teacher, but an appraisal of individuals’ satisfaction can be averaged over all teachers of an association.

The job of a teacher affects every facet of his life and livelihood surroundings. Therefore present study will help to know the environment in which teacher feels satisfaction.

- Job satisfaction furthermore increases the quality of the work completed. Satisfied employees are inclined to be more fruitful and innovative to their institution.

For any higher education institution aspirant for quality is Good Faculty. This could assure continuous infusion of young blood into the teaching cadre; which is not happening at the moment. With some restrictions on faculty appointments, the present malevolence of inbreeding can be eliminated.

- Those who shall endeavor investment in this area properly scrutinized and if commercial interests dominating over the well being and ethics of higher education shall be eliminated. Private Universities are a truth now and, as such, strong regulatory mechanisms are to be put in place without delay to monitor and control their activities with the objective of ensuring
quality and social responsibility. Higher education is a Public Good and cannot be left to the market forces to manage.

For a healthy Public/Private partnership by way of exchanging good practices a thorough reform can do much. A leading management system, lean but professional, making use of contemporary communication and information technologies is required to facilitate quality higher education. There shall be a dominant role of authentic academics in the governing structure of higher education institutions. It needs practice to the present outmoded administration.

- To make sure the quality and standard of the teachers at higher educational institutions the appraisal has to be continuous and the process has to be transparent to gain the acceptance of the society at large. The regulatory mechanism shall have instruments to ensure that accessibility and quality upgradation are inseparable dimensions of higher education. Overemphasis on one at the cost of the other would be counterproductive.

- To get better quality of higher education the system needs to be expanded to a much greater scale to serve the needs of the Indian youth. Emphasis on quality parameters becomes all the more necessary in the light of mushrooming of private institutions with the opening up of the Indian economy.

Many institutions of higher education in the country are excellent in the sense that their infrastructure, resources, faculty, programs of teaching and research are almost as good as the best in the advanced countries. But, the same cannot be said of the average institutions of higher education in the country. They do not come anywhere near the level of average institutions of higher education in the advanced countries. This vast gap in standards and facilities has been a
cause of constant anxiety and concern to the policy planners of higher education in India. Along with the necessary and inevitable quantitative expansion of higher education, it is equally important to improve the quality of higher education. Institutions of higher education would find it difficult to meet the challenges of globalization of higher education if one fails on this front.

A challenge of major dimensions considering both the multitude and the magnitude of the difficulties that Indian higher education faces, it would be natural to be overwhelmed by the problems and to the desolation of finding solutions. At the same time, given the incredible potential of India’s blooming industry and technology and the substantial progress made in higher education and research in recent decades, it would also be easy to reach a state of enthusiasm and expect that, somehow, India will overcome these difficulties. Neither of these two reactions appears defensible on the basis of a sober estimation of the circumstances. The problems India faces in higher education and research are, as this paper and other analyses illustrate, very true and very serious; they will not go away by themselves, nor are they acquiescent to easy and regular solutions. For them to be overcome seems to require not only massive rearrangements in both the provision and the consumption of aiding as well as self financed resources, but also philosophical and sturdy changes in institutional cultures inside and outside higher education.

At the same time, the gains to be consequent from overcoming these problems and from moving courageously in the direction of an internationally competitive system of higher education and research are remarkable. Dr. Mashelkar’s vision of India is becoming “the world’s number one knowledge production center” is extremely ambitious, but by no means beyond reach; for this vision to be achieved will necessitate an extraordinary effort on the part of everybody concerned, especially if it is to be reached by as early as 2020. Analogous views were voiced by the Indian
Education Commission (1964 – 66), on the topic of the role of the teacher. The commission opined that ‘of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’. For the modernization of knowledge we require teachers and to employ good teachers, we have to develop Job Satisfaction in them.

A study of job satisfaction classifies and categorizes the circumstances and factors that lead to job satisfaction or dissatisfaction. Besides, one could strengthen conditions that make work more satisfying and fulfilling instead of uninteresting and disappointing. This study has imperative significance for both institutions and faculty, as it has the prospective to advantage both of them. So, the focal desire of this study is an effort to discover out newfangled horizons in the form of their job satisfaction for the faculty of Aided and Self Financing Institutions.

1.16.0 DELIMITATIONS OF THE STUDY

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 the researchers 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 Aided and Self-financing Institutions of Ghaziabad city and NCR areas.

2. The investigation is confined to only Government Aided and Self Financing Institutions.

3. The study does not include temporary teachers of Government aided and teachers working in a self financed section of Government aided institutions.
4. The study is delimited only to (a) Demographic (b) Academic and (c) Organizational variables.

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