## CONTENTS

**Prelude:**

<table>
<thead>
<tr>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i - v</td>
</tr>
</tbody>
</table>

**Introduction:**

<table>
<thead>
<tr>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
</tr>
</tbody>
</table>

Chapter One:

**Education in India:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Education - its concept and definition</td>
<td>6</td>
</tr>
<tr>
<td>1.2</td>
<td>Different views about Education</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>System of Higher Education</td>
<td>9</td>
</tr>
<tr>
<td>1.3.1</td>
<td>University Grants Commission</td>
<td>9</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Academic Structure</td>
<td>10</td>
</tr>
</tbody>
</table>

Chapter Two:

**Recruitment and Service Conditions of University Teachers - 12 - 27**

A Retrospective Overview of Different Education Commissions' Report

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Context</td>
<td>12</td>
</tr>
<tr>
<td>2.2</td>
<td>Qualifications of Teachers</td>
<td>12</td>
</tr>
<tr>
<td>2.3</td>
<td>Process of Recruitment</td>
<td>14</td>
</tr>
<tr>
<td>2.4</td>
<td>Career and Professional Development:</td>
<td>15</td>
</tr>
<tr>
<td>2.5</td>
<td>Quality of Education</td>
<td>17</td>
</tr>
<tr>
<td>2.6</td>
<td>Summary of the Principal Recommendations of the Mehrotra Committee</td>
<td>17</td>
</tr>
<tr>
<td>2.7</td>
<td>The recommendations of the Mehrotra Committee as accepted by the Government of India:</td>
<td>19</td>
</tr>
<tr>
<td>2.8</td>
<td>Recruitment and qualifications</td>
<td>20</td>
</tr>
</tbody>
</table>
## Chapter Three:

**OCCUPATIONAL LOCKING-IN AND ORGANIZATIONAL STRESS**

**AN OVERVIEW OF THE FINDINGS.**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Occupational locking-in</td>
<td>28</td>
</tr>
<tr>
<td>3.2</td>
<td>Organizational Stress</td>
<td>30</td>
</tr>
<tr>
<td>3.2.1</td>
<td>Positive and Negative forms of Stress</td>
<td>30</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Type-A Personality</td>
<td>31</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Different kinds of Stress</td>
<td>32</td>
</tr>
<tr>
<td>3.3</td>
<td>Causes of Stress</td>
<td>33</td>
</tr>
<tr>
<td>3.4</td>
<td>Role in Organization</td>
<td>34</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Role Ambiguity</td>
<td>34</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Role Conflict</td>
<td>34</td>
</tr>
<tr>
<td>3.4.3</td>
<td>Role Overload</td>
<td>35</td>
</tr>
<tr>
<td>3.4.4</td>
<td>Role Underload</td>
<td>35</td>
</tr>
<tr>
<td>3.4.5</td>
<td>A Sense of Powerlessness</td>
<td>36</td>
</tr>
<tr>
<td>3.4.6</td>
<td>Responsibility for People</td>
<td>36</td>
</tr>
<tr>
<td>3.4.7</td>
<td>Role Insufficiency</td>
<td>36</td>
</tr>
</tbody>
</table>
3.4.8 Measurement of Role Stress 36
3.4.9 Interpersonal Work Relationship 37
3.5 Organizational Structure and Climate 38
3.6 Job Characteristics 38
3.6.1 Work Pace 39
3.6.2 Repetition of Work 39
3.6.3 Shift Work 39
3.6.4 Task Attribute 39
3.6.5 Long Hours 40
3.6.6 Risk and Danger 40
3.6.7 New Technology 40
3.6.8 Job Description 40
3.6.9 Work Setting 41
3.7 Career Development 41
3.7.1 Job insecurity and poor pay 41
3.7.2 Status Incongruity 42
3.7.3 Decision Latitude and Control 42
3.7.4 Participation 42
3.8 Stress and Job Performance 42
3.9 Stress and Productivity 43
3.10 Stress and Job Satisfaction 45
3.11 Coping with Stress 46
3.12 Personal Coping Resources 46
3.13 Appraisal and Coping processes 47
3.14 Determinants of Coping processes 48
3.14.1 Demographic and Personal factors 48
3.14.2 The Social Context of Coping 48
3.14.3 Work Resource and Coping 49
3.14.4 Personal and Social factors 49
Chapter Four:

METHOD

4.1 Title of the research problem 50
4.2 Aim of the study 50
4.3 Concepts and operational definitions 50
4.3.1 Occupational locking-in 50
4.3.2 Organizational stress 51
4.3.3 Psychological Strains 53
4.4 Hypotheses 54
4.5 Sample 54
4.6 Tools used 55
4.6.1 Occupational locking-in questionnaire 55
4.6.2 Organizational Role Stress Scale 56
4.6.3 Ways of coping questionnaire 57
4.6.4 Type A- Type B self test 59
4.6.5 General Health Questionnaire 59
4.6.6 Job satisfaction scale 59
4.6.7 General information questionnaire 60
4.7 Test administration 60
4.7.1 Pilot study 60
4.7.2 Full scale study 60
4.8 Scoring and tabulation 61
4.9 Statistical treatment of data 62
Chapter Five:
RESULTS AND DISCUSSION
5.1 Pilot study
5.2 Full scale study

Chapter Six:
SUMMARY AND CONCLUSION
6.1 Summary
6.2 Conclusion
6.3 Suggestions

BIBLIOGRAPHY

LIST OF TABLES
Table - 1 Reliability and validity Coefficients of the different sets of scales and questionnaires: Occupational locking-in Scale, Organizational Role Stress Scale, Ways of Coping Questionnaire, Type A - Type B Self - Test, Job Satisfaction Scale and General Health Questionnaire.

Table - 2 General information of the Readers (N=134) and Professors (N= 120) in terms of their age, sex, teaching experience (in the present position), family size and family type.

Table - 3 Mean, Standard Deviation and Standard Error of Mean of Occupational locking-in scores for Readers and Professors and Comparison between them.

Table - 4 Organizational Role Stress levels of Readers and Professors as well as their comparisons.
Table — 5 Relationship between Occupational Locking—in Scores and Organizational Role Stress (Component Scale) Scores.

Table — 6 Coping strategies adopted by Professors (N=120) and Readers (N=134).

Table — 7 Comparison between Readers (locked-in group) and Professors (non-locked-in group) with respect to their Personality Type.

Table — 8 Relationship between Occupational locking-in and Personality Type Scores.

Table — 9 Comparison between Readers (locked-in group) and Professors (non-locked-in group) with respect to their Health Status.

Table — 10 Relationship between Occupational locking-in, and Health Status scores, Job Satisfaction scores.

Table — 11 Comparison between Readers (locked-in group) and Professors (non-locked-in group) with respect to Job Satisfaction.

Table — 12 Consolidated Picture of Qualitative facts revealed by the Test Data of University Teachers (Stagnated Readers: 134; Non-stagnated Professors: 120).

LIST OF FIGURES

Figure — 1 Distribution of Occupational locking-in Scores, Of Readers and Professors.

Figure — 2 Organizational Role Stress Profiles Of Readers and Professors.

Figure — 3 Coping strategies adopted by Readers and Professors.
Figure - 4 Personality Types of Readers and Professors 75
Figure - 5 Distribution of Health Status Scores of Professors and Readers 78
Figure - 6 Distribution of Job Satisfaction Scores of Readers and Professors 81

APPENDICES (I – VII)
Appendix – I Summary of Recommendations of Rastogi Committee
Appendix – II General Information Questionnaire and Copy of the Occupational Locking-in Questionnaire
Appendix – III Copy of the Organizational Role Stress Scale
Appendix – IV Copy of the Ways of Coping Questionnaire
Appendix – V Copy of the Type A – Type B Self Test
Appendix – VI Copy of General Health Questionnaire
Appendix – VII Copy of the Job Satisfaction Scale