CHAPTER - I

INTRODUCTION
A major part of man's life is spent in work. Men work to satisfy their needs and aspire or expect their work life to fulfil the needs. Job satisfaction is governed to a large extent, by perceptions and expectations. The extent of good fit between the perception of how much the job provides for the fulfilment of various needs and how much one aspires, determines the level of satisfaction. In other words, any discrepancy between aspirations and perceptions account for job dissatisfaction.

Job satisfaction and dissatisfaction are functions of the perceived relationship between what one expects and obtains from ones' job and how much importance or value one attributes to it. When people get what they aspire for, work will be regarded as a source of pleasure and satisfaction. But when people do not get what they aspire for, work ceases to be a source of pleasure and dissatisfaction creeps in. Job dissatisfaction deteriorates the efficiency of work organisation. On the other hand, high job satisfaction of employees is a happy sign for the employer as it is connected with the positive conditions, the management wants.

In order to achieve its objectives, an organisation has to recognise the importance of workers as human beings who enter the organisation with certain needs, wants, motives, expectations and aspirations. Thus, it is important for the organisation to create in its employees a continuing state of mind which leads them to sub-ordinate their personal objectives temporarily and within reason, to further the objectives of the organisation, of which they are members i.e., to generate high morale. Morale is related to the satisfaction that a worker derives from his job, the organisation he works for, and the people with whom he comes into contact, working conditions as well as his individual characteristics.
NEED FOR JOB SATISFACTION RESEARCH

Job satisfaction is an interesting concept which has received much attention in the past and deserves to receive more in the future. The recent interest in studying job satisfaction is particularly guided by the rising concern for improved quality of working life. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Instead, it is partly the outcome of affective reactions that people experience which is not always tied to economic or material accomplishments. Job satisfaction is one measure of the quality of life in organisations.

Job satisfaction is a complex phenomenon of immense importance. Satisfaction is related to various aspects of worker's behaviour which have important bearing upon absenteeism and turnover, both of which are very costly to organisations. Thus, there is a very practical economic reason for organisations to be concerned with job satisfaction, since it can influence organisational effectiveness. Low job satisfaction tends to lead to both turnover and absenteeism, while high job satisfaction often results in fewer on-the-job accidents and work grievances and less time needed to learn new job-related tasks. Quite obviously, positive job satisfaction has real and potential benefits for the organisation.

MEANING AND DEFINITIONS OF JOB SATISFACTION

Job satisfaction is the resultant feeling of satisfaction which the employee gains from the job following the fulfilment of his needs and desires. By working
on a job, most men gratify many of their needs. Work in this regard, is a potent source of need gratification of all types such as physical, security, social and ego needs.

The term 'need' is defined as a "condition marked by the feeling of lack or want of something or of requiring the performance of some action". The goals or purposes to which needs are directed are technically termed incentives. Needs are terminated by attainment of incentives. This termination accompanies a 'simple feeling-state' known as satisfaction. Drever considered satisfaction as the "end-state in feeling accompanying the attainment by an impulse of its objective."

Etymologically, job satisfaction is a combination of two words: Job and Satisfaction. According to Vroom, "Job" refers to "work role". It may refer either to worker's immediate work task and work role or to his employment in a particular organisation. "Satisfaction" is related to fulfilment of needs. The term job satisfaction covers the satisfaction derived from being engaged in work or in any pursuit of a higher order, it is essentially related to human needs and their fulfilment through work. It is generated by the individual's perception of how well his job satisfies his various needs.

In recent years, considerable research has been devoted to the study of job satisfaction. Though job satisfaction is a much researched topic, yet it is one of the most controversial subjects. However, the controversy has been useful in leading to sharper definitions of job satisfaction.
The concept of 'Job satisfaction' gained currency for the first time, in 1935, through the publication of a monograph by Hoppock on Job satisfaction.

Hoppock, in his monograph, defined job satisfaction as "any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'."

In the words of Bullock, "Job satisfaction is an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with the job."

Schaffer opined that "Job satisfaction is primarily based upon the satisfaction of needs. The stronger the need, the more closely will job satisfaction depend on its gratification".

According to Smith, "Job satisfaction is the employee's judgement of how well his job on the whole is satisfying his various needs."

Blum and Naylor considered job satisfaction as "a resultant of many attitudes possessed by a worker. It is a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationships outside the job."

Smith, et al. suggested job satisfaction as "feelings or affective responses to facets of the situation, associated with perceived differences between what is expected and what is experienced."
Sinha and Agarwal\textsuperscript{9} defined job satisfaction as "a persistent affective state which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference."

Sudhir Kakar\textsuperscript{10} used the term work satisfaction and referred to it as "an individual's subjective experience of his work situation- his responses, the level of feelings, towards different facets of his work role."

As per Locke,\textsuperscript{11} "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

Keith Davis\textsuperscript{12} considered job satisfaction as "the favourableness or unfavourableness with which employees view their work. It results when there is a fit between job characteristics and the wants of employees. It expresses the amount of congruence between one's expectations of the job and the rewards that the job provides."

Victor Vroom\textsuperscript{13} viewed job satisfaction as "the positive orientation of an individual towards all aspects of the worksituation."

Pestonjee\textsuperscript{14} defined job satisfaction as "summation of employees' feelings in four important areas-namely, job, management, personal adjustment and social relations. The first two areas encompass factors directly connected with the job (intrinsic factors) and the other two include factors not directly connected with the job but which are presumed to have a bearing on job satisfaction."
EDUCATION – HIGHER EDUCATION

One of the most important ingredients of socio-economic development that has attracted the attention of the planners, policy-makers and leaders in the recent past is 'education'. It is an established fact that education is an important catalyst of socio-economic transformation. It provides strength and resilience to people to respond to changing situations and enables them to cause and to contribute to societal development. Education is the main stay of all national endeavours and has the responsibility for transferring human beings into human resources. Development of human resources is the main function of education.

The term 'education' is derived from the Latin word 'educare', which means bringing up a child, both physically and mentally. Aderemi Olutola 15 describes education as "a process of socialization, of change and innovation, of preservation and dissemination of societal values and of the total development of an individual from birth to death."

Education influences the structural elements of the society and the living mode of the individuals. It has also a bearing on the thought and behaviour patterns and the personality structure of an individual. In the course of development of a society it is imperative that the cumulative knowledge and experience, necessary for the economic, social, cultural and political development of the society is passed on to the coming generations. Education is the process which makes this process of transhipment possible from one generation to the subsequent ones.
Education is an integrated system with a network of mutually reinforcing subsystems - primary education, secondary education and tertiary (higher) education. Although, all of them are important in their own way, the last one i.e., higher education is the most important. As the National Policy on Education – 1986 said "Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore, a crucial factor for survival." At a micro level, being the last stage of formal education, with diversified foci, it has a lasting and permanent influence on the personality of an individual.

Higher education refers to education in post-secondary institutions, colleges and universities. Tertiary or higher education is a vital constituent of the total education system. It represents a set of 'higher' values and 'new' functions. Higher education, as we have today, is the outcome of a long socio-historical process of evolution. It represents a combination of three functions, namely, development and perfection of the individual, dissemination of knowledge and its creation, preservation and progress of society.

UNIVERSITIES

Universities function as the focal centres of higher education. They have lofty goals and noble objectives like improving skills and developing personalities of individuals. In short, universities aim at human resource development. The greatest challenge before the institutions of higher learning in India is to synthesize technology with humanism and blending empirical reality with normative
concerns. The basic contribution of the university system is to raise and maintain the standards of excellence in all the fields of its functioning.

"A University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search of truth. It stands for onward march of the human race towards higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people."\(^{17}\)

"University is essentially a community of teachers and students who come together with the goal of learning and expanding the horizons of human knowledge."\(^{18}\)

**ROLE AND IMPORTANCE OF UNIVERSITIES**

It goes without saying that universities are not only centres for imparting knowledge, but they also occupy a key position in the development strategy of a nation. They produce trained manpower required for industry, agriculture, administration, services and all other sectors. A nation is moulded by its universities and centres of learning. Universities not only impart training, but also seek to create among students a thirst for knowledge and a desire to extend the frontiers of knowledge through research and experiment. We can build a strong and progressive nation only with a good university system.

The intellectual dynamism, resourcefulness, and economic prosperity of a country is reflected in the quality of university education. The ideological climate
required for a better quality of life and pace of development is created by the universities and the intelligentia nurtured by them.

The place and role of universities have undergone major changes. The traditional approach regarded, teaching and research as the primary activities for universities. The teaching activity was expected to mould the students for higher challenges of life both on and off the job. Research is intended to create new knowledge in the emerging areas or clarifying existing dilemmas through reinterpretation or reanalyses of existing concepts and theories. The modern approach added extension as the third dimension of higher education. Extension is an educational process which seeks to bring about desirable changes in the behaviour not only of individual human beings but in the community as a whole. It is an educational activity which seeks to transmit knowledge, skill and wisdom to the community at a level which is easily understood and is practical.

Academic institutions form an important and major segment of the organisations contributing to economic, technological, human resources and cultural development of the society. Human resources occupy a place of pride and pre-eminence in the socio-economic development of a nation. The development of human resources is indeed both a means as well as an end in itself; and therefore, almost entire exercises pertaining to socio-economic policy formulation, and planning and implementation strategies thereof, focus essentially on attaining the goal of human resource development.

If a country is unable to develop the skills and knowledge of its people and to utilize them effectively in various socio-economic activities, it would be unable
to develop anything else. It is the development of human resources of a nation, that ultimately determine the character and pace of economic and social development which, in effect, influence the well being of people. Recognising the role of human resources, developing countries like India have initiated multipronged measures to promote the quality of human resources. Higher education has been acknowledged to be an instrument of human resource development. The role of universities in societal formation, nation building and scientific development is very big and all pervasive.

**GENESIS AND GROWTH OF UNIVERSITIES**

The Indian higher education system has undergone tremendous qualitative and quantitative changes. It would be worthwhile to review, in chronological order, the depth, spatial spread, diversity and the dimensions of our education system. We have had a long tradition of learning and scholarship from the ancient times.

**The Ancient Period**

In ancient India, there were centres of higher learning at places such as Takshashila in the North, Nalanda and Vikramshila in Bihar, Vallabhi in Kathiawad, Kanchi in the South and Nadia in Bengal etc. These centres acquired fame for their notable contribution to the body of knowledge. During the ancient times, the main purpose of higher education was "pure knowledge for its own sake" without any concern about its "utility for life".
Ancient educationists considered knowledge as the third eye of man, which gives him insight into all affairs and teaches him how to act. The very term 'Vidya', that the ancient used is derived from the root having multiple meanings - indicating knowledge, reality, attainment, discrimination and sublime emotion. Each of these has a deep significance in human life and development.

The Medieval Period

In the medieval period, Muslim rulers encouraged higher education through madarasas. Besides teaching theology, these imparted learning in the traditional areas of humanities, social sciences and sciences, as well as in the art of healing. Education in the medieval period was religion-centred. The educational system was saturated with religious ideals which influenced the aim, the contents of study and even the daily life of the students. Quite a good number of educational centres developed around the ideologies of Bhaktism and Sufism.

The British Period

During the colonial period, the main focus was to create an educated class which could act as an interpreter for the Britishers to help them govern India effectively. The main concern of the education policy of the British was to exploit India to the full without endangering its traditional modes of control and exploitation.

The year 1857 is a landmark in the history of our higher education since, foundation of a modern university was laid this year and the first university was
established in Calcutta. Soon after two more universities were established at Bombay and Madras. The Punjab and Allahabad universities were founded in 1882 and 1887 respectively, which were almost similar in character as the first three universities. The Government resolution on education in 1913 defined the concept of jurisdiction which helped in establishing the universities at Dhaka, Aligarh and Banaras, followed by those at Rangoon, Patna, Nagpur, Mysore and Hyderabad.

In the pre-independence days, the university system did not touch the people so extensively. When 19 universities and about 636 colleges used to have only about 1.06 lakh students on rolls, being a university student itself was a matter of distinction and graduates were able to secure white collar jobs. But with the rise in needs and aspirations of a free, fast-developing nation, the expectations from the university system also grew in magnitude and diversity. The university system was called upon to provide educated men and women who are not only well trained, but are also imbued with dedication and devotion to the service of their motherland, commitment to social justice and other eternal values. Consequently, there has been a phenomenal growth in the number of not only schools but also colleges and universities.

The Post Independence Period

The post independent India has witnessed a tremendous progress in the field of higher education. The Industrial policy announced in 1948, Indian Constitution adopted in 1950, the Five Year Plans implemented since 1951, the Kothari commission (1964) and the National Policy on Education (1986) have strongly underlined the vital role of higher education in promoting economic growth with
social justice in the country. As a result of policy directions, higher education has made rapid and remarkable progress in the last five decades. The growth of universities and colleges is presented in Table 1.1.

When we became independent in 1947, we had only 19 universities and 636 colleges with a student enrolment of about 1,06,000. In the year 1994, these figures had risen to 220 universities and university level institutions and 7500 colleges accounting for about 3,00,000 teachers and around 5 million students. Consequently, higher education is now accessible to a wider segment of the ever-increasing population.

In view of its varied significance, higher education was assigned a place of primacy in the educational pyramid of India in the post-independence era and the Government of India paid special attention to its growth. Both the Central and State Governments have greatly contributed to the development of higher education through diversified educational plans and the expenditure earmarked by them for higher education has been increasing year after year. Table 1.2 gives the pattern of expenditure on university education and education as a whole in the Five Year Plans.
TABLE - 1.1

GROWTH OF UNIVERSITIES AND COLLEGES

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities</th>
<th>Colleges</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947-48</td>
<td>19</td>
<td>636</td>
<td>1,06,000</td>
<td>N.A.</td>
</tr>
<tr>
<td>1950-51</td>
<td>28</td>
<td>695</td>
<td>1,74,000</td>
<td>21,264</td>
</tr>
<tr>
<td>1970-71</td>
<td>93</td>
<td>3600</td>
<td>19,50,000</td>
<td>1,29,000</td>
</tr>
<tr>
<td>1990-91</td>
<td>177</td>
<td>7000</td>
<td>44,25,000</td>
<td>2,63,000</td>
</tr>
<tr>
<td>1994-95</td>
<td>220</td>
<td>7500</td>
<td>50,00,000</td>
<td>3,00,000</td>
</tr>
</tbody>
</table>

Note: The figures of number of teachers for the year 1947-48 are not available

Source:
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Five Year Plan</th>
<th>University Education</th>
<th>Total Education</th>
<th>Total Plan</th>
<th>Education as % of total Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I Plan (1951-56)</td>
<td>14 (9)</td>
<td>153 (100)</td>
<td>1946</td>
<td>7.6</td>
</tr>
<tr>
<td>2.</td>
<td>II Plan (1956-61)</td>
<td>48 (18)</td>
<td>273 (100)</td>
<td>4680</td>
<td>5.8</td>
</tr>
<tr>
<td>3.</td>
<td>III Plan (1961-66)</td>
<td>87 (15)</td>
<td>589 (100)</td>
<td>8572</td>
<td>6.8</td>
</tr>
<tr>
<td>4.</td>
<td>Three Annual Plans (1966-69)</td>
<td>77 (24)</td>
<td>322 (100)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5.</td>
<td>IV Plan (1969-74)</td>
<td>195 (25)</td>
<td>786 (100)</td>
<td>15,224</td>
<td>5.0</td>
</tr>
<tr>
<td>6.</td>
<td>V Plan (1974-78)</td>
<td>292 (23)</td>
<td>1285 (100)</td>
<td>39,322</td>
<td>3.2</td>
</tr>
<tr>
<td>7.</td>
<td>VI Plan (1980-85)</td>
<td>486 (19)</td>
<td>2524 (100)</td>
<td>97,500</td>
<td>2.6</td>
</tr>
<tr>
<td>8.</td>
<td>VII Plan (1985-90)</td>
<td>878 (11.4)</td>
<td>7699 (100)</td>
<td>2,22,922</td>
<td>3.4</td>
</tr>
<tr>
<td>9.</td>
<td>VIII Plan (1992-97)</td>
<td>1313 (6.7)</td>
<td>19600 (100)</td>
<td>4,34,100</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Note:

a) Figures in the parentheses are the percentages on total plan outlay on education.

b) Figures of total plan expenditure for three annual plans i.e., (1966-69) are not available.

Source: Narsingh, "Indian Universities - Challenges and Opportunities", University News, 1994, 32 (13), p : 5.
The proportion of expenditure on total education to plan outlay decreased from 7.6 per cent in 1951-56 to 2.6 per cent in 1980-85, and thereafter increased to 4.5 per cent in 1992-97. As against this, the expenditure on university education increased from nine to 19 per cent during first to sixth plan but thereafter decreased to 6.7 per cent in eighth plan. In terms of absolute figures, the expenditure on total education increased from Rs 153 crores in 1951-56 to Rs 19,600 crores in 1992-97. The expenditure on university education increased from Rs 14 crores in 1951-56 to Rs 1313 crores in 1992-97. This is, however, not proportionate with the rise in price index and establishment of new university institutions.

India has now the third largest higher educational network in the world. Enrolment in Indian higher education accounts for about 43 per cent of the total enrolment in the developing countries. Every eighth student enrolled in higher education on the globe is an Indian\textsuperscript{19}.

**CLASSIFICATION OF UNIVERSITIES\textsuperscript{20}**

Universities can be classified from different angles -

a) From the sponsoring Govt. angle - Central universities and State universities

b) From the structural point of view - Unitary or Residential universities, Affiliating universities and Open universities.
c) From the status point of view - Deemed universities and Universities proper.
d) From the scope/role point of view - General universities and Specialised universities including National Institutes such as I.I.T., Indian Institute of Science, Medical universities, Women's universities, Language universities etc.

The above schemes of classification are not mutually exclusive. But such typification enables us to understand the structure/roles of different categories of universities from their own perspectives.

UNIVERSITY ADMINISTRATION

Universities have two types of functional authorities.  

a) University officials  
b) University authorities
a) **Officers of the University**: The following are the officers of the university -

1) The Chancellor
2) The Vice-chancellor
3) The Rector
4) The Principal/Dean of the university College
5) The Registrar
6) The Finance officer
7) Such other persons as the statute may declare to be officers of the university.

b) **Authorities and Bodies of the University**

   The Authorities and Bodies can be broadly divided into a) statutory and b) non-statutory. Among the statutory authorities, there are three major apex bodies -

1) The Senate (known as court in some universities)
2) The Syndicate (known as executive council in some universities) and
3) The Academic Council.

   These three bodies have been traditionally performing the functions of general policy-making (senate), decision-making and implementation (syndicate) and framing of academic regulations and related matters (Academic Council). The above statutory bodies are usually referred to as university authorities. Their composition/constitution, power/functions and inter-relationship among them are
determined by the Act of State Legislature or Parliament or left to be laid down by statutes. There are other statutory bodies such as Faculty and Board of studies, Finance committee, Selection committees etc., whose composition and authority are derived from the university statutes. While the university system does not have much built-in flexibility in the role and constitution of its authorities, it has some say over other statutory bodies. Besides the above statutory bodies, there are the committees appointed by the authorities and/or Vice-Chancellor. These are non-statutory in character and hence may or may not be permanent in nature.

The university is a significant human enterprise and the lights and shades of its life would affect the very foundations of human society. The person who is largely responsible for the fortunes of this enterprise is the teacher. For, the success of any programme of higher education would depend on him to a large extent.

Since the stone age, the human race has traversed very many facets and at present has stepped into computer age. This progress is the result of man's quest for and the step-by-step growth of knowledge. This knowledge has been offered to mankind either directly or indirectly in the best suited way of the day by the teachers of the day. In this respect, for all the development of the intellect - both past and future - the service of the teacher has been the foremost catalyst. The teacher is the backbone of the educational system, the maker of the mankind and the architect of the society.

The Education Commission (1964-66) has pointed out: "Of all the 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. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.  

If service is taken as a mark of profession then teaching profession could be rated as one of the most important professions since its social value lies in its significant contribution to the betterment of people and society at large. While each profession has its own place in the national welfare, no one can deny the fact that achievement of all people ultimately depends upon how efficiently the teaching community performs its functions towards this end. Teachers can trigger off the required impetus for the development and progress of the nation.

**ROLE AND FUNCTIONS OF TEACHERS**

``The future of a country, particularly of a developing country like ours depends in no small measure, upon the role played by the members of the teaching community. The values which they instil and the knowledge which they impart leave an indelible imprint upon the students and thus on the unfolding tomorrow''.

A nation grows with the teachers and with the education imparted to the children. It is in this respect, the role of teachers acquires significance in shaping the society and in bringing revolutionary changes in the development of a country. The teacher's pleasant privilege is to shape the children of the nation into useful
citizens of tomorrow. To do this, he is expected to be a good person, competent in his subject, full of enthusiasm and a pace-setter of standards with meaningful human relationship.

Part IX of National Policy on Education (1986) deals with the teacher and his important role in bringing about desirable changes in education. It says that:

"The Government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community".25.

The role of the teacher is extremely crucial in the context of education being the best instrument of change and nation building. While society should recognize how potent the teacher is in engineering social change and provide him with the requisite status, encouragement and resources for the purpose, the teachers should in turn, on their part discharge this important responsibility with sincerity and devotion to duty. They should diffuse the indestructible wealth of learning and guide children more by example than by precept. A true teacher is supposed to possess certain characteristics. They are - dedication and devotion to the profession, mastery of the subject and ideal character.

In traditional society, the teacher played a conservative role by inculcating in the younger generation the values and norms of the dominant culture. However,
in a developing society, the teacher has to play the role of a change-agent since education is regarded as an instrument of social change and modernisation. In other words, teachers, especially in higher education, are expected not merely to transmit knowledge, but also to inculcate the values of science and technology, democracy, secularism, dignity of labour, individualism and nationalism. To be specific, a teacher is supposed to teach the syllabus not mechanically as a lesson, but in the context of the changing relationship between tradition and modernity.

Teachers have an important role to play in developing an outlook of tolerance and the scientific temper, both of which are necessary for the nation's harmony and progress. They must look upon themselves as professionals entrusted with the transformation of our whole society besides laying the foundation of the individual's evolution.

To play their role more effectively, the teacher faces a greater challenge today than at any time in history. As an interpreter, the teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be a good mediator, he has to understand a great deal about the way in which people at various ages and stages of development perceive the world around them. As a guide, he has to teach the student 'how to learn' rather than stuff his mind with factual information.

The nature of teacher's profession may be discernible by considering, for instance, the functions performed by the teachers. The first and foremost function
of teachers is to teach. However, alongside, the teachers of higher education are expected to do research as well. Recently, another function has been emphasised for the teachers, i.e., their participation in the community work. Teaching, research and extension are, thus three integral functions of teachers in the institutions of higher learning.

**Teaching**

Teachers at the stage of higher education transmit knowledge of different disciplines to students of higher learning. The accumulated knowledge that the teacher is required to impart to the student is in a continuous flux, growing exponentially with time. Self-study by the teacher on a continuing basis is, therefore, a necessary condition for updating one's intellectual base and keeping pace with advancements not only in the field of one's special interest but in proximate areas as well.

Evaluation of student's performance is an integral part of teacher's function of teaching. The emphasis on learning-oriented teaching has enhanced the role of this function. Evaluation has to be viewed as being intertwined with instruction and not as a separated discrete unit at its culmination.
Research

The research function of the faculty is its distinguishing characteristic and provides the basis of differentiating the tertiary from the other stages of the educational pyramid. The generation of further knowledge through research is of crucial significance for intellectual self-reliance.

The research function is performed by teachers in many ways:

First, a faculty member, usually at the commencement of his career, is engaged in his own doctoral research, as an apprentice, so to say, learning the trade from a master craftsman.

Second, as a university teacher gains adequate experience, he proceeds forward to his own post-doctoral work, on the one hand, and to the supervision of the research of younger scholars, on the other.

Third, having acquired an adequate degree of competence in the area of his specialist interest, the faculty member takes up research projects sponsored by national as well as international institutions and plays the leadership role in a group engaged in problem-solving.

Extension

The functions of teachers in the domain of extension work in the community are comparatively more recent. The teachers have to extend the benefits of its academic work to the people at large and use it in the service of the
community particularly its deprived sections. Higher education entails enormous costs. With increasing demands on higher education, a larger share of public funds is being devoted to this crucial area of national life. If society is willing to channelise a considerable amount of its resources into higher education, it is only fair that higher education in turn should serve societal needs. It should be noted that extension activity is not merely one more function of the teacher. It is through his participation in extension work that the performance of the teacher in his research and teaching functions also becomes more meaningful.

University teachers can do much to raise the tone of the universities. The performance of teachers largely influences the effectiveness of the organisation. The Ministry of Education document challenge of education: A policy perspective (1985) observes:

"Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning process". 26.

Teachers can perform their duties well, if they are satisfied with their jobs. Job satisfaction among the teachers in the university is necessary for effectively and properly making use of the large resources poured in directly and indirectly through U.G.C. by the State and Central Governments and for rendering maximum service to the society through building up of future human resources of the nation.
The present study focusses attention on job satisfaction of the faculty in universities. By way of clarification, I wish to state that the term 'Faculty' used in the study refers to the whole teaching staff of a university. Further, the study is concerned with the university teachers and not with the college teachers. In the study, faculty views on various managerial aspects related to job satisfaction alone are considered and not all aspects of management. It is hoped that, the present study will have some useful implications for the management of the universities.

OBJECTIVES OF THE STUDY

i) General Objective

The broad and main objective is to study job satisfaction of the faculty in the universities of Andhra Pradesh.

ii) Specific Objectives

The specific objectives of the study are

1) To study the extent and dimensions of job satisfaction of the teaching staff of the universities.

2) To examine the relation between faculty needs and job satisfaction.
3) To study the impact of certain personal variables such as age, sex, marital status, type of family, length of service, designation etc on job satisfaction of the university faculty.

4) To find out if there is a difference between the levels of job satisfaction of the faculty in two different universities.

5) To find the causes of job satisfaction and job dissatisfaction among the university faculty.

6) To ascertain the views of the faculty on certain managerial aspects like - faculty 'say' and 'participation' in academic matters, management styles, representation of faculty in management bodies - and relate them to job satisfaction.

**HYPOTHESES**

On the basis of participant informal observation, the following hypotheses are set. They give direction to the study -

1) There is no relation between needs fulfilment and job satisfaction of the faculty.

2) To the faculty, higher order needs rank high in priority as compared to lower order needs.
3) Job satisfaction is independent of personal variables such as age, sex, marital status, length of service, designation etc.

4) There is no significant difference between the levels of job satisfaction of the faculty in the two universities.

5) Job satisfiers and dissatisfiers are common to the faculty in the two universities.

6) There is no relation between faculty 'say' (participation of faculty in academic matters and their representation in management bodies) and job satisfaction.

CHAPTER SCHEME

A brief outline of the chapter scheme of the present study is as follows:

Chapter 1: introduces the subject, stresses on the need for the study, gives the conceptual explanation of the term 'job satisfaction', discusses the scope of the subject and lays down objectives, hypotheses etc.

Chapter 2: reviews the relevant literature on the subject and also describes the methodology adopted in the study.
Chapter 3: provides profiles of the two universities studied and presents the socio-economic profile of the respondents.

Chapter 4: elaborates the theories and factors of job satisfaction.

Chapter 5: indicates the magnitude and dimensions of faculty job satisfaction.

Chapter 6: analyses the correlates of job satisfaction.

Chapter 7: discusses faculty views on various managerial aspects related to job satisfaction.

Chapter 8: being the last chapter, gives a summary of the work done, conclusions drawn basing upon the analysis and provides a statement of suggestions for improving upon the situation.
REFERENCES


17. Nehru, J., "The Universities Have Much to Teach us", *Speeches of Jawaharlal Nehru*, Publication Division, Govt. of India, New Delhi.


