CHAPTER-3
RESEARCH METHODOLOGY

3.1 Introduction:

The human resource management is one of the most important functions carried out in any organisation. Employees of any organisation are considered as the invaluable assets to any organisation. Thus work environment needs to be maintained and is of utmost importance to an organisation for extracting the best efforts from their employees. Current scenario of the liberalised world, gives importance to the concepts of privatisation and cut throat competition between the different units of the businesses and industries. It is mandatory for every organisation to establish a standard for its working environment as its employees have an availability of numerous opportunities. Family, age, sex, experience, education, personal likes and dislikes, job conditions, emotions, welfare and privileges available to them, recognitions, wages and salaries, leadership, promotional opportunities, interaction with work group and above all job satisfaction and material reward and punishment they receive are some of the important social and psychological factors that influence the performance of a human being.

The concept of job satisfaction is directly related to the degree to which one’s personal needs are fulfilled in the workplace. Employees are most satisfied and highly productive when their job offers them security from economic strain, recognition of their effort, clean policy of dealing with grievances, openness towards the contribution of ideas and making suggestions, taking active part in the administrative decisions as well as stating clearly defined duties and responsibilities including good opportunities for preferment, facilities of welfare, secure payment structure, good incentive plans and sharing of profit activities, health security, social security, compensation, communication system and finally, atmosphere of mutual trust and respect.

College teachers are the vital pillars or a group of professionals who majorly contribute towards our nation’s future. Hence, it is astonishing to learn that till date, many of the college teachers are unhappy with their jobs. Job satisfaction of college teachers is very important for all stakeholders of educational system. It is not only good for themselves but also the society as a whole. It enhances the productivity and classroom performance at the college level. Wellbeing of any society strongly
depends upon the role played by the teacher. Teachers are the inspiring sources of
guidance towards all the crucial steps taken by the students in their academic life. Job
satisfaction of teachers would consequently lead to responsible work delivery and
devotion towards their jobs. In this world state, job satisfaction has been an important
issue. It has been very crucial in terms of growth of any educational system in the
long run on the global terms. Job satisfaction in this context is the ability of this
profession to meet the teachers’ needs and improvise on their performance on the job
front. Knowledge, skills and competencies occur when one feels satisfied in one’s
behaviour. Therefore, satisfaction is required to reflect in the behavior of a college
teacher while performing his productive activities in college.

Naturally, the objective of every education system is to build skilful citizens
who would contribute majorly to the political, social and economic development of
the country. These would be accomplished only when the components of the
educational systems are in good condition. Among several components of the
educational system viable, functional and productive maintenance of satisfied,
committed and motivated teaching force in the system is of dire importance. If the
teachers are not satisfied in their job, their morale would be poor and a lot of damage
would happen to the supply of skilled man power.

In the context of the above background, this chapter deals with the Importance
and Relevance of the Study, Objectives and Hypotheses of the study, scope and
coverage of the study, design of the study, sampling technique, sources of data
collection and the statistical tools adopted for analysis. It also describes the limitation
and chapter scheme of the study.

3.2 Statement of the Problem:

Higher education is one of the most important factors contributing towards
National Development. It provides skilled services through Engineers, Doctors,
Lawyers, and Businessman etc. to industries and businesses and the society as a
whole. The government has adopted the policy of privatisation of universities and
colleges. The number of Non-Grant colleges is increasing day by day. College
teachers have proved to be the most important group of professionals who contribute
sparingly to our nation’s future. Therefore, it is highly disturbing to find that many of
the teachers, currently working in the higher education are dissatisfied with their jobs.
Job satisfaction is good not only for teachers but also for the society as a whole. It
increases productivity and classroom performance in the colleges. These aspects are very important for the higher education system in India. The government of India is highly concerned in providing quality education at college level. But without job satisfaction, the behavior of the college teachers, the objective of providing quality education would not materialise. Therefore, job satisfaction has become vital among college teachers for the promotion of quality education. But nowadays it is observed that a large number of higher education teachers face many problems. They are dissatisfied about various factors such as; salary, welfare facilities, infrastructure, professional relation with colleagues and authorities of college, nature of job, workload and responsibility assigned to them, recognition, governance in the college, working conditions in the college, various monetary and non-monetary benefits such as salary, promotion opportunities, retirement benefits etc. Thus in order to promote quality education, job satisfaction of teachers has to be taken care of. There are two types of colleges based on their Grant receiving criteria i.e. Grant-in-aid Colleges and Non-Grant Colleges. Grant-in-aid Colleges receive grant from state government whereas Non-Grant Colleges means the colleges owned and run by trusts or societies and do not get any grant from the state government. The unaided status of Non-Grant colleges imposes several constraints in the process of teaching in the absence of government’s financial support. Non-Grant Colleges are conducted on self financing basis. Therefore the salary and other monetary factors of Non-Grant Colleges are decided by their college management. Therefore it is generally observed that the college teachers of Non-Grant colleges are dissatisfied. Teachers of Grant-in-aid Colleges are also dissatisfied for one or other reason. Various factors of job satisfaction affect the psychology of the college teacher which in turn decides their efficiency and loyalty towards the institution. Therefore it is required to study various factors of job satisfaction of teachers of Grant-in-aid and Non-Grant colleges.

Maharashtra is one of the important leading states in India for its providing quality education in various fields. Especially the Pune region of Maharashtra is particularly known for its quality education. Pune has become the educational hub in Maharashtra, as people from all over the country as well as the world come here for education. It is also known as an Oxford of the east. Savitribai Phule, Pune University is one of the dominant universities in India. It aims at fulfilling the objectives of higher education. There are many Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule, Pune University. The number of Non-Grant college teachers is
greater as compared to Grant-in-aid college teachers. It is observed that Grant in aid College teachers have a higher level of satisfaction as compared to Non-Grant College teachers. In this scenario it is beneficial not only for college teachers but also for college management, government and policy makers to understand the reasons of such comparative difference of job satisfaction among teachers of Grant-in-aid and Non-Grant colleges.

Therefore, the present study is an attempt to make comparative study of job satisfaction among teachers of Grant-in-aid and Non-Grant colleges which are affiliated to Savitribai Phule Pune University. The investigator is sure that the present study will certainly reveal various aspects of higher education and job satisfaction, the factors affecting teachers’ job satisfaction, the level of job satisfaction of college teachers of Grant-in-aid and Non-Grant Colleges and various remedies and recommendations to enhance the level of job satisfaction of college teachers.

Keeping in view of the fact analysed so far, the present investigator took up this project entitled “A comparative study of job satisfaction among teachers of Grant in Aid and Non-Grant Colleges."

3.3 Operational Definitions of some key terms related to study:

1. Job Satisfaction:

   In present study, Job Satisfaction is described as the tangible level of self appreciation and a positive feeling the college teacher has towards his or her job. It is the verbal expression of the feelings held by college teachers towards different aspects of their job. The teacher’s job satisfaction has been measured by Likert summative rating scale for the present study.

2. College Teacher:

   For the purpose of the study, College Teachers means the Professors, Associate Professors or Assistant Professors who have been appointed either on full-time approved post or on consolidated basis from any College affiliated to Savitribai Phule Pune University.

3. Grant-in-aid College:

   In the present study, Grant-in-aid College means the college affiliated to the Savitribai Phule University, which is established and governed by private management and funded by State Government. Teachers on granted posts in these
colleges are paid according to the state government and UGC norms. All financial assistance like staff and salary is sanctioned by UGC.

4. **Non-Grant College:**

Non-Grant College is the college which is affiliated to Savitribai Phule University and is owned and run by trusts or societies. They do not get any grant from the state government. The decision of salaries of teachers is taken by the management of the college.

5. **Affiliated College:**

Affiliated college is a college which has been granted affiliation by the Savitribai Phule Pune University, Pune.

6. **Intrinsic Factors of Job Satisfaction:**

Intrinsic Factors of Job Satisfaction refer to motivation that is driven by complete interest or enjoyment in the task itself. In other words, these factors exist within the individual and rarely does it rely on any external pressure. In this study, the following Intrinsic factors of job satisfaction have been studied; Achievement, Recognition, nature of work, workload and responsibility, and finally opportunities for Professional growth and development.

7. **Extrinsic Factors of Job Satisfaction:**

Extrinsic factors of job satisfaction are the factors which are determined by conditions that are beyond the control of the teachers or which are determined by the college management. In the present study, extrinsic factors of job satisfaction like Salary, Promotion Opportunities, Supervision and Governance of College, Infrastructure and Working Conditions, Welfare Facilities, Work Relation with Principal, Work Relation with Colleagues and Non-Teaching Staff, Social Status and Job Security, Personal life and Fair treatment towards teachers have been studied.

3.4 **Importance and Relevance of the Study:**

“A study of job satisfaction reveals the conditions and various factors that lead to job satisfaction or job dissatisfaction.” One could, therefore, alter policies and improve the conditions that lead to dissatisfaction. One could also reinforce the conditions to make one’s job more satisfying and fulfilling, rather than dull and disappointing. It is the same that applies to teachers. In the educational sphere, it has been found that there is an increasing awareness of teachers that has led to increase in the demands of teachers. Of course, schools, colleges and universities and their
infrastructure have a major role in the growth and development of the students, but the social well-being, advancement, and growth of pupils depends upon the effective guidance energy and motivational skills of the teachers. The qualitative ideals given by the teacher will have a direct effect on the progress and future of education and the way the education has been imparted by the teachers. Consequently, job satisfaction of teachers is of vital importance to administrators. They need to frame policies, take decisions and create conditions in which teachers are expected to enhance their potential and derive greater job satisfaction. Though true, it is a sorry state in the educational institutions when it is seen that a large number of teachers have a great lack of interest in their profession. They work here only to earn their daily bread. The facilities and incentives offered in this profession are so meager that many talented people do not think of becoming teachers but seek positions elsewhere. This is purely because of lack of recognition of the teachers in this country. They have not yet been granted an equal footing as a doctor, a lawyer or an I.A.S. officer, though the role they play is vital in terms of social upliftment.

Modern teacher has to face neglect, indifference and insecurity. Comparatively expectations in return are a lot. A teacher has very little power and alarmingly meagre facilities. Obviously, the result is the widespread dissatisfaction in the teaching profession as a whole. Many, if given a choice would jump to a more lucrative job. It is important to note that job dissatisfaction is bound to lead to stagnation, further leading to a huge loss to the society as a whole and spells disaster to the country’s future on the whole. It is vital to understand that dissatisfaction in the job is contagious. If a teacher is not satisfied with his job, he may produce dissatisfaction and maladjustment among the students. The teachers of the ancient Guru Kula system were completely satisfied with their jobs and took great pride in their occupation. But In the current scenario, teaching professions are taken up by people who have been denied jobs in other fields. Rarely is it taken up by choice. It is with this realisation that every Education Commission, without exception categorically pointed out the need for improving the teacher’s status, salary, working conditions and for provision of adequate facilities for the pursuit of knowledge and for performing his duties satisfactorily. Therefore, a better understanding of the causes for job satisfaction / dissatisfaction would definitely enable us the administrators to relieve those intense and adverse reasons of dissatisfaction which damage both the individual and the society as a whole. Researchers have neglected
the study of the job satisfaction of teacher’s in spite of the phenomenal role they play in influencing the youth and contributing to Nation Building. What is the level of teacher’s job satisfaction? What are the causes for the dissatisfaction? Does the gender factor have any influence on their job satisfaction? Do the rural and urban college teachers differ in their level of job satisfaction? Does the management have any crucial role to play here? Is there any difference between job satisfaction of teachers of Grant-in-aid and Non-Grant colleges? Do the college teachers working under different managements differ in their level of job satisfaction? Etc. Very few experiential studies have been carried out especially on Indian samples, to investigate into these aspects.”

Higher education has widely spread in India. The number of universities, colleges and teachers in India are multiplying on a large scale. Proper utilisation of manpower has become the need of the hour. A college teacher is expected to become a multi tasker. Apart from teaching activities, he is expected to perform extension activities and researches. This can be possible only if he is satisfied to a great extent. A satisfied teacher proves to be an asset of the college or university. It is a sad scenario to see that teachers are not committed to their roles because of their dissatisfaction. Various factors of job satisfaction affect their performance. We have qualified teachers but they lack dedication. Various measures and suggestions have been put forward by the educational commissions and committees. But unfortunately, the government has failed to implement these remedies.

The purpose of this study is to deeply understand the factors influencing job satisfaction among the teachers of Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule University, Pune. Most importantly, it may have a direct effect on students’ studying in the colleges. Past researches in the field of job satisfaction have visibly recognised the depth of the problem of job satisfaction with respect to teachers as essential as any other profession. The investigator has observed that past researches have dealt with various factors causing or affecting the nature and quantum of job satisfaction; but very little work has been done with respect to job satisfaction of college teachers working in Grant-in-aid and Non-Grant colleges. The quality of education rendered by the teacher is directly related to the level of job satisfaction.

On considering the possible correlation between teacher’s job satisfaction and quality of student instruction, it is important to understand the factors affecting job satisfaction. There are a number of Non-Grant colleges affiliated to Savitribai Phule University Pune.

“Till 1982, the state of Maharashtra had two types of higher educational institutions. One was government institutions whose entire funding was taken care of by the government and second was the institutions which were managed by the private educational societies and they received grant-in-aid which meant as 100 percent salary granted by the government. 15 percent of the salary expenditure as non-salary grant for colleges that had the science as one of the streams and 12 percent for arts/commerce colleges. In 1982, the government decided to permit private managements to start new professional colleges where the finance would be managed on their own i.e. without any grant-in-aid. After 2000, the government changed its policy and decided to permit new colleges only on a permanently Non-Grant basis. As a result of the above changes in policies here has been a unique growth in the number of private self-financing institutions.”

In current scenario, it is seen that teachers of Non-Grant colleges are less satisfied because of the lack of financial and other monetary benefits as compared to teachers of Grant-in-aid colleges. In addition to that the teachers of Grant-in-aid colleges have more demands and expectations. Hence it can be generally stated that the level of job satisfaction is not as per expectation in teachers of Grant-in-aid as well as Non-Grant colleges.

Most of the researches on job satisfaction are related to management of industrial, banking and business organisation. Few researchers have conducted studies on job satisfaction of college teachers. More research is required to be made on this topic in order to provide quality education to Indian students at the college level. This study aims to contribute to the same.

The contribution made by the present research study is discussed on the basis of the following points.

1. The study will be useful to all stakeholders of Higher Education to understand the present scenario of Higher Education and its problems in India and Maharashtra.

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2 Pradhan Ashok “NAAC analysis report, 2004”
2. The study will reveal the present scenario of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University.
3. The study helps in understanding the overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University.
4. The study will help the college management to adopt appropriate measures for increasing the job satisfaction level of college teachers.
5. The study will be helpful to government and policy makers to frame appropriate policies for Non-Grant Colleges in state.
6. The study will guide interested research scholars to undertake further researches in the area of Job Satisfaction of personnel working in educational as well as industrial field.

3.5 Objectives of the study:
1. To study the concept of Higher Education and its present scenario in India and Maharashtra.
2. To study the theoretical background of job satisfaction and various factors of job satisfaction of teachers.
3. To study the profile of Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule Pune University.
4. To assess and compare the overall job satisfaction level of teachers of Grant-in-aid and Non-Grant colleges.
5. To make comparative study of various benefits available to teachers of Grant-in-aid and Non-Grant colleges.
6. To suggest some meaningful suggestions and recommendations based on the analysis regarding enhancing the job satisfaction of college teachers.

3.6 Justification of Objectives of the study:
The justification for formulating above objectives can be stated as follows;

1. In this era of globalisation, Higher Education plays a crucial role in building the Nation. It is necessary for a nation to understand inevitability of education for the Nation’s progress. Genuine higher education will prove to be a stepping stone towards India becoming a superpower because the higher education will lead to an empowered youth. An empowered and resourceful youth will take our country to larger heights. Hence it is necessary to consider
all aspects of higher education in India such as the concept of higher education, its importance, the structure of higher education system in India and Maharashtra, the growth of Higher Education in India and Maharashtra, the problems and challenges of Higher Education in India as well as the present scenario of Higher Education System in India and Maharashtra etc. Hence the first objective reveals all these aspects of Higher Education in detail.

2. Job satisfaction is one of the most important and fundamental workplace attitudes of employees in any organisation. It is broad concept with various dimensions. Efficiency of a person is affected by various factors. The same is true with respect to college teachers. If the teacher is satisfied, the educational objectives can be fulfilled in the desired manner. The factors of job satisfaction can be classified into two types i.e. Extrinsic Factors and Intrinsic Factors of job satisfaction. Extrinsic factors are determined by conditions that are beyond the control of the teachers and those which are determined by college management. Intrinsic factors are driven by interests or enjoyment in the task itself and exist within the individual. It does not depend on any external pressure. Hence it is necessary to consider the theoretical background of job satisfaction as well as the factors of job satisfaction of college teachers.

3. Savitribai Phule Pune University is one of the prominent universities in India and Maharashtra. There are a number of Grant-in-aid and Non-Grant colleges affiliated to this university. These colleges are spread all around the districts of Pune, Ahmednagar and Nashik. There is a great difference in the socio-economic background and educational progress of these districts. Even though all these educational institutes have a common foundation of Educational Objectives, they differ in terms of their Management Strategies. Grant-in-aid College means the colleges are recognised by Government and University norms; teachers are paid according to government norms. While the Non-Grant Colleges are owned and run by trusts or societies; they do not get any grant from state government and teacher’s salary related decisions are taken by college management. It is also observed that the progress of Grant-in-aid Colleges is superior to Non-Grant Colleges. Various factors are responsible for this. Various regulatory bodies regulate the smooth functioning of these Grant-in-aid and Non-Grant Colleges. There are various technical education
colleges affiliated to this university which are regulated by various regulatory bodies such as UGC, AICTE, PCI, NCTE, COA, and Bar Council of India. Therefore the functioning of different types of Grant-in-aid and Non-Grant Colleges is different. Hence the third objective serves this purpose in detail.

4. The efficiency and effectiveness of any college depends upon the job satisfaction of teachers working in it. Hence it is necessary that these teachers should be satisfied in all aspects. However it is general observation that there is difference in job satisfaction level of teachers of Grant-in-aid and Non-Grant College. Hence, a detailed comparative study of overall job satisfaction level of teachers of Grant-in-aid and Non-Grant colleges have been undertaken. In addition to that comparative study of various Extrinsic and Intrinsic factors of job satisfaction have been undertaken in order to find out which factor is more favourable to Grant-in-aid and Non-Grant College teachers.

5. As per statute of Savitribai Phule Pune University every college teacher should get various benefits. However it is seen that Monetary and Non-Monetary benefits availed by teachers of Grant-in-aid and Non-Grant colleges are different. The teachers of Grant-in-aid get the salary as well as all other benefits such as pension, gratuity, provident fund, various kinds of allowances, leaves, service book maintenance, increment in salary etc. as per State Government and University norms whereas the salary and other aspects of service of the teachers working in Non-Grant colleges is mainly regulated by the management of these colleges. Hence the fifth objective covers this aspect by making a comparison of various benefits available to Grant-in-aid and Non-Grant college teachers.

6. Teachers of Grant-in-aid and Non-Grant colleges get different benefits and therefore there is difference in the level of job satisfaction. In order to achieve the objective of Higher Education, it is necessary to satisfy the needs of teachers working in both types of colleges. Therefore it is the responsibility of College Management, University, government as well as the policy makers to adopt certain measure for increasing the job satisfaction of college teachers. Hence based on the overall study, the necessary suggestions have been made for increasing the job satisfaction of college teachers.
3.7 **Hypotheses:**

1. There is no significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.
2. There is no significant relationship between the income and the level of job satisfaction of teachers of Non-Grant Colleges.
3. There is no significant association between teaching stream of teachers and their overall job satisfaction level.

3.8 **Scope and Coverage of the Study:**

1. The present research conducts a comparative study of job satisfaction of 380 teachers of Grant in Aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University only. The area for the study includes selected sample colleges and selected sample teachers from these colleges from the Districts of Pune, Ahmadnagar and Nasik.
2. Full time permanent and approved teachers on granted post were selected from Grant in Aid colleges and in case of Non-Grant Colleges, full time permanent and approved teachers or temporary adhoc teachers, according to their availability were selected for the study.
3. Government Colleges affiliated to Savitribai Phule Pune University do not constitute the part of the study.
4. Teachers appointed on Non-Granted post on self financing course of Grant-in-aid Colleges were not considered.
5. The study is limited only to specific types of colleges based on their teaching stream i.e. 1) Arts, Commerce and Science colleges 2) Law colleges, 3) Education colleges 4) Engineering colleges 5) Pharmacy colleges 6) Architecture colleges.
6. The period of the study is From Year 2012 to 2015.
7. The study is limited to selective factors of job satisfaction i.e. Extrinsic Factors and Intrinsic Factors. Extrinsic Factors selected for the study are; Salary, Promotion Opportunities, Supervision and Governance of College, Infrastructure and Working Conditions, Welfare Facilities, Work Relation with Principal, Work Relation with Colleagues and Non-Teaching Staff, Social Status and Job Security, Personal life and Fair treatment to teachers and Intrinsic Factors selected for the study are; nature of work, Achievement and
Recognition, workload and responsibility, Student Responsibility, Opportunities for Professional growth and development.

3.9 Methodology:

“Research in common language refers to the pursuit of knowledge. Research can also be defined as a scientific and systematic search for relative information on a specific topic.” D. Slesinger and M. Stephenson in define research as “the manipulation of things, concepts or symbols for the purpose of generalization to extend, correct and verify knowledge, whether that knowledge helps in construction of a theory or in the practice of art.” Research is, thus, an original contribution to the existing knowledge leading it towards its advancement. It is the search of truth with the help of study, observation, comparison and experimentation. In other words, research may be defined as, “the pursuit of knowledge with an objective which involves a systematic methodology of looking for the solution to a problem is known as research.” This systematic approach that involves generalisation and the formulation of a theory is also termed as research. Thus it can be concluded that the term ‘research’ refers to the organised method that involves articulating the problem, forming a hypothesis, collection of the relative data and facts, analysing the facts and reaching certain conclusions either through the solutions for the related problem or in certain generalisations for some theoretical formulation.”

The research methodology adopted for the present study is outlined as follows;

3.9.1 Pilot Study:

The researcher has done pilot study by collecting data through questionnaire. Initially the questionnaires were given to some college teachers for reviews and recommendations. The teachers were requested to fill the questionnaires and suggest some meaningful suggestions for improvement in questionnaire. The respondents gave some useful suggestions which are summarised through the following points:

a) The length of the questionnaire should be reduced to enable the respondent to fill the questionnaire in less time.

b) The ambiguity in certain questions needs to be corrected.

c) Some uncertain questions should be eliminated.

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The above feedback enabled the researcher to estimate and anticipate the completion time and also give clear picture on questions that contained the ambiguity and vagueness. Then actions were taken on its improvisation and affectivity. The questionnaire was shortened so that it could be finished in 15 minutes.

3.9.2 Research Design:

“The formidable problem that follows the task of defining the problem of the research is in preparing the design of the research project. It is popularly known as the “research design”. Decisions regarding what, in which area, at what time, how much, by what means concerning an inquiry or a research study makes up a research design. “A research design is an arrangement of conditions for the purpose of collection and analysis of the collected data in such a manner that it aims to combine relevance of the research purpose with procedural economy.” Descriptive studies may not be restricted to one method of data collection. Several other methods like observations, framing questionnaires, taking interviews and scaling the different techniques that are implemented by social scientists. In such studies the data is collected with the help of opinion surveys.

There are various types of research designs like descriptive, historical, experimental, etc. The present study is a descriptive research. This descriptive study is quantitative in nature as it enables a large sample size. It further has an advantage of collecting objective and standardised data through a highly structured sampling.

3.9.3 Selection of study area:

For the purpose of the study, the Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule Pune University have been selected. Thus the area includes selected colleges and teachers from the districts of Pune, Ahmednagar and Nasik. The researcher is also an assistant professor in a reputed Grant-in-aid College affiliated to Savitribai Phule Pune University. Therefore, it was convenient for him to study the above area for research.

3.9.4 Sampling Procedure:

3.9.4.1 Population/Universe

The jurisdiction of Savitribai Phule Pune University consists of three districts i.e., Ahmednagar, Nashik, Pune City, and Pune District, for its administration purpose. All the affiliated colleges in these zones are distributed according to the geographical jurisdiction of the concerned districts of Ahmednagar, Nashik, Pune
City, and Pune District zones. Following table shows the total number of colleges affiliated to Savitribai Phule Pune University

**Table No.3.1: - District wise and Teaching Stream wise total number of colleges (Universe) affiliated to Savitribai Phule Pune University**

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<th>Sr. No.</th>
<th>Teaching Stream of Colleges</th>
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<th>Ahmednagar District</th>
<th>Nashik District</th>
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</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>3</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>12</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>86</strong></td>
<td><strong>236</strong></td>
<td><strong>322</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>40</strong></td>
<td><strong>57</strong></td>
<td><strong>97</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>47</strong></td>
<td><strong>79</strong></td>
<td><strong>126</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>173</strong></td>
<td><strong>372</strong></td>
<td><strong>545</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Sources:** - 1) http://www.unipune.ac.in 2) Directorate of Higher Education, Pune 3) Directorate of Technical Education, Pune

Note: - G= Grant-in-aid Colleges, NG= Non-Grant Colleges

**3.9.4.2 Sampling Technique:**

The sampling method used for the study was “Stratified Non-Probability Convenience Sampling.” The sampling frame for the present study was selected college teachers from Savitribai Phule Pune University. First of all, list of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University was prepared with the help of Website of Savitribai Phule Pune University and personal visit to offices of Directorate of Higher Education, Pune and Directorate of Technical Education, Pune. The types of colleges include General Education colleges i.e. Arts, Commerce and Science Colleges, Law Colleges, Education Colleges and Technical Education colleges i.e., Engineering, Pharmacy and Architecture colleges. The Colleges were classified district wise into Pune, Ahmednagar and Nashik Districts. The colleges that were selected from each district were according to the convenience of the investigator. Efforts were taken to include both rural and urban colleges according to their location. Further, irrespective of the total staff of the selected colleges, the faculty available was selected purposefully as second and ultimate unit of sample for this study.
3.9.4.3 Sample Size and its justification:

➢ Selection of Colleges and its justification:

While selecting colleges for the study, care has been taken that all types of colleges with respect to that particular district have been included. Minimum 2 Colleges or 10% of colleges, whichever is higher number of colleges have constituted the sample college number. Thus 31 Grant-in-aid Colleges (i.e.17.92%) were selected out of the total Grant-in-aid Colleges and 51 Non-Grant Colleges (i.e.13.71%) out of total Non-Grant Colleges have been selected as sample colleges for the study. Thus an attempt has been made to select a reasonable number of sample colleges for the study so that all types of colleges would be included in the study. The details of the selected colleges that were used for the study are as shown in the following table;

Table No.3.2: - Distribution of selected colleges (Sample Colleges)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Stream of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Districts</td>
</tr>
<tr>
<td></td>
<td>Pune District</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td>Arts, Science &amp; Commerce</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
</tr>
<tr>
<td>3</td>
<td>Law</td>
</tr>
<tr>
<td>4</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
</tr>
<tr>
<td>6</td>
<td>Architecture</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Universe</td>
<td>86</td>
</tr>
<tr>
<td>Sample %</td>
<td>17%</td>
</tr>
</tbody>
</table>

The above table shows the district wise distribution of selected colleges according to Teaching Stream and the Grant criteria of college (i.e. Grant-in-aid and Non-Grant College). A total number of 82 Colleges affiliated to Savitribai Phule Pune University from Pune, Ahmednagar and Nashik Districts have been selected for the study among which 31 are Grant-in-aid Colleges while remaining 51 colleges are Non-Grant Colleges. The number of Non-Grant colleges affiliated to Savitribai Phule Pune University is more than Grant-in-aid Colleges. Therefore the number of selected Non-Grant colleges is more than Grant-in-aid Colleges. As the table shows, total 30
Arts, Science and Commerce colleges are selected which consist of 15 Grant-in-aid Colleges and the same number of Non-Grant Colleges. These total 30 Arts, Science and Commerce colleges have been selected as 17, 6 and 7 from Pune, Ahmednagar and Nashik Districts respectively. Total Education Colleges i.e. B.Ed/M.Ed colleges selected for the study are 15 which consist of 5 Grant-in-aid and 10 Non-Grant Colleges. Thus total 15 B.Ed colleges have been selected as 7, 4 and 4 from Pune, Ahmednagar and Nashik Districts respectively. Total 10 Law colleges have been selected for the study amongst which 5 are on Grant basis while remaining 5 colleges are on Non-Grant basis. Thus total 10 Law colleges have been selected as 4, 3 and 3 from Pune, Ahmednagar and Nashik Districts respectively.

The study also involves selected Technical Education Colleges such as Engineering, Pharmacy and Architecture colleges affiliated to Savitribai Phule Pune University. Total 8 Pharmacy colleges have been selected for the study amongst which 1 is on Grant basis while remaining 7 are on Non-Grant basis. These total 8 Pharmacy colleges have been selected as 3, 2 and 3 from Pune, Ahmednagar and Nashik Districts respectively. Total 11 Engineering colleges have been selected for the study amongst which 3 are on Grant basis while remaining 8 are on Non-Grant basis. Thus total 11 Engineering colleges have been selected as 6, 3 and 2 from Pune, Ahmednagar and Nashik Districts respectively. Total 8 Architecture colleges have been selected for the study amongst which 2 are on Grant basis while remaining 6 are on Non-Grant basis. Thus total 8 Architecture colleges have been selected as 4, 2 and 2 from Pune, Ahmednagar and Nashik Districts respectively.

- **Teaching Stream wise Number and Percentage of Selected Sample Colleges:**

  Following table shows the Teaching Stream wise total number of colleges (Universe) affiliated to Savitribai Phule Pune University and selected colleges (Sample Colleges) for the study.
Table No.3.3: - Teaching Stream wise Number and Percentage of Sample Colleges

<table>
<thead>
<tr>
<th>Teaching Stream of Selected Colleges</th>
<th>Grant in Aid Colleges</th>
<th>Non-Grant Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Universe</td>
<td>Sample</td>
</tr>
<tr>
<td>Arts, Science &amp; Commerce</td>
<td>148</td>
<td>15 (10.14%)</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
<td>5 (55.56%)</td>
</tr>
<tr>
<td>Law</td>
<td>9</td>
<td>5 (55.56%)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>Architecture</td>
<td>2</td>
<td>2 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>31 (17.92%)</td>
</tr>
</tbody>
</table>

Note: - Figures in brackets indicate value of percentage

Selection of Teachers and its justification:

In the initial stage, 5 teachers each were selected conveniently from selected 31Grant-in-aid and 51Non-Grant Colleges. Thus initially 410 questionnaires were filled by the teachers of selected colleges. However initially 30 questionnaires were either incomplete or wrongly filled. Hence these 30 questionnaires were eliminated from the total sample and thus total final sample came up to 380 College teachers distributed as 145 teachers of Grant-in-aid Colleges and 235 teachers of Non-Grant Colleges. Thus an attempt has been made to select sufficiently large number of sample teachers. The distribution of these selected college teachers and its justification has been explained below with the following table;

Table No.3.4: - Distribution of selected college teachers (Sample Teachers)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Stream of Colleges</th>
<th>Pune District</th>
<th>Ahmednagar District</th>
<th>Nashik District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G</td>
<td>NG</td>
<td>Total</td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td>Arts, Science &amp; Commerce</td>
<td>35</td>
<td>50</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>10</td>
<td>25</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Law</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Pharmacy</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Architecture</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>73</td>
<td>125</td>
<td>198</td>
<td>36</td>
</tr>
</tbody>
</table>

Note: - G= Grant-in-aid College Teachers, NG= Non-Grant College Teachers
The above table shows the district wise distribution of selected college teachers according to their Teaching Stream and the grant criteria of college i.e. Grant-in-aid and Non-Grant College. Total 380 College teachers were selected from selected colleges which are affiliated to Savitribai Phule Pune University from Pune, Ahmednagar and Nashik Districts. Among these teachers, total 145 were from Grant-in-aid colleges while remaining 235 teachers were from Non-Grant colleges. The number of selected Non-Grant colleges affiliated to Savitribai Phule Pune University was more than Grant-in-aid Colleges. Therefore the number of selected Non-Grant college teachers was more than Grant-in-aid college teachers. As the table shows, total 150 teachers were selected from Arts, Science and Commerce colleges which consist of 75 Grant-in-aid college teachers and the same number of Non-Grant college teachers. These total 150 teachers from Arts, Science and Commerce colleges were selected as 75, 30 and 45 from Pune, Ahmednagar and Nashik Districts respectively. Total Education i.e.B.Ed/M.Ed college teachers selected for the study are 75 which consist of 25 Grant-in-aid and 50 Non-Grant college teachers. These total 75 B.Ed college teachers were selected as 35, 20 and 20 from Pune, Ahmednagar and Nashik Districts respectively. Total 41 Law College teachers were selected for the study among which 21 were on Grant basis while remaining 20 teachers were on Non-Grant basis. These total 41 Law College teachers were selected as 20, 9 and 12 from Pune, Ahmednagar and Nashik Districts respectively.

The study also involved selected College teachers from Technical Education Colleges such as Engineering, Pharmacy and Architecture colleges affiliated to Savitribai Phule Pune University. Total 31 Pharmacy college teachers were selected for the study among which 3 were on Grant basis while remaining 28 were Non-Grant College teachers. These total 31 Pharmacy college teachers were selected as 12, 8 and 11 from Pune, Ahmednagar and Nashik Districts respectively. Total 51 engineering college teachers were selected for the study among which 13 were on Grant basis while remaining 38 were Non-Grant teachers. These total 51 engineering college teachers have been selected as 30, 13 and 8 were from Pune, Ahmednagar and Nashik Districts respectively. Total 32 Architecture college teachers had been selected for the study among which 8 were on Grant basis while remaining 24 were on Non-Grant basis. These total 32 Architecture college teachers had been selected as 16, 8 and 8 from Pune, Ahmednagar and Nashik Districts respectively.
3.9.5 Sources of Data Collection:

The Researcher selected the following tools depending upon various factors such as the study undertaken, the amount of time at the disposal of surveyor and availability of suitable tests. The tools selected for the collection of data in the present study were as follows:

3.9.5.1 Primary Data:

This study is mainly based on the data collected through primary sources. The primary data was collected through following sources;

1. Questionnaire:

This method of data collection is very popular particularly in case of big enquiries. A questionnaire comprises of a number of questions printed or typed and organised in a definite order, in the format of a cyclostyle form. The questionnaire is a mode of communication when we desire a response from people but are not in a position to contact them personally, or there may not be any particular reason to contact them personally. Questionnaire proved to be the most important tool in the researcher’s hand for the purpose of data collection within a short period of time. The questionnaire was framed with meticulous planning and could derive all the required information, which was needed for the study. The questionnaire was prepared with the continuous help and the able guidance of the research guide.

Development of Questionnaire:

The study was related to the job satisfaction of teachers of Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule Pune University. After undergoing the review and study of literature on the related subject, various questions were formulated for the questionnaire. A common set of questionnaire was framed for the two different categories of teachers i.e. teachers from Grant-in-aid colleges and teachers from Non-Grant colleges. Meticulous work was done while planning the questionnaire so as to eliminate any kind of ambiguity or vagueness. Great efforts were taken to maintain the simplicity of the questionnaire by giving all possible options that might be required for the situations. Most of the questions were framed in such a way that the responses to them would only be in "Yes" or "No" format, “Fill in the blanks” format or in the format of multiple choice questions. Some of the questions were in a tabulated form to facilitate easy tracking of the appropriate response. Questionnaire also included open ended as well as close ended items with
an aim to collect quantitative and qualitative data from teachers. The final draft of the questionnaire was prepared with thorough discussion of the same with the research guide.

The questionnaire was categorised in four parts. The first part included the teacher’s personal information, such as: name, gender, age, marital status etc. The second part contained the occupational information of the respondents such as name, address and location of college, teaching stream, teaching experience, designation of teacher, nature of appointment, workload, Gross Salary Range, approval status of teacher, Reasons for choosing teaching profession, types of Professional Growth Programmes attended by respondents, monetary benefits given to teachers etc. The third part of the questionnaire happened to be the longest part which involved the rating of various job satisfaction factors which are classified into Extrinsic and Intrinsic factors. This part basically involved the rating of Extrinsic and Intrinsic factors of job satisfaction by using the Likert’s scale. Fourth part of the questionnaire involved the open ended or free style questions which required the respondent’s detailed explanation on a particular question.

The closed ended items were prepared by using Likert scales model by which the researcher has the chance to bring about a kind of uniformity to responses of the respondents which proves to be helpful to process the data. The value of the scale was in between one and four. Thus weighed scored scores were given ranging from 1 to 4 as very dissatisfied to very satisfied. In this scale, the attitude of the respondent was measured on a scale from very dissatisfied to very satisfied with an equal number of positive and negative response possibilities. A participant indicates being very dissatisfied with an item if that job aspect provides much less than expected and vice versa. At the same time, few open ended questions were used in order to give an opportunity to the respondents to express their feelings, perceptions, problems and intentions related to the teacher’s job satisfaction and commitment. While collecting the information through questionnaire some ethical points were taken into account regarding the privacy of the information collected from the respondent. The respondents were given the confidence that the information shared by them would be kept confidential and would be used purely for study purpose.

2. Interview:

An informal and unstructured interview was conducted in order to get the detailed information from some teachers as per the requirement and convenience. The
interview technique was used for collection of data from professional colleges regarding their functioning and human resource management in their colleges.

3. **Spot Observation:**

   In addition to the questionnaire and interview, the researcher also collected information through certain spot observations. Under this method, the information was collected by researcher’s own direct observation without asking any questions to the respondents. This was done to collect authentic information regarding the infrastructure and working conditions in the respective colleges, the inter-personal relations of teachers with their colleagues.

3.9.5.2 **Secondary Data:**

   Some secondary data was also collected for study purpose through the following sources;

1. **Text Books and Reference Books:**

   The researcher referred to various text books and reference books for the collection of information required for the study purpose. The text books and reference books related to topics like Higher Education, Job Satisfaction, and Research Methodology proved highly useful for getting all the necessary information.

2. **Journals:**

   Along with reference books, the researcher referred to various journals which further helped in collecting useful, qualitative and statistical information. Review of Literature, was the topic that required information from the journals. All the ready reference material proved to be very useful.

3. **Reports:**

   Various Reports such as UGC Reports, NAAC report, Socio-Economic Surveys of Pune, Ahmednagar, Nashik Districts were used for the study purpose. In addition to that the information was collected through Joint Director of Higher and Technical Education Department, Pune for collecting all the relevant information related to Grant-in-aid and Non Grant Colleges affiliated to Savitribai Phule Pune University.

4. **Internet Websites:**

   This source was basically used for collection of statistical data regarding the current scenario of higher education system in India and Maharashtra.
5. Ph.D Theses and M.Phil Dissertations:

Various Ph.D theses and M.Phil Dissertations of various research scholars from different universities were reviewed for the purpose of framing the topics.

3.9.6 Data Analysis Tools:

The collected data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews, and spot observations. The quantitative data collected from different sources was summarized, categorized and coded to suit the analysis. The quantitative data collected from teachers using the questionnaire format, was processed and analyzed by making use of softwares like Excel and Graph Pad Prism 7.01 version. On the other hand, the data that was obtained from open items and interviews was analyzed qualitatively by transcribing the respondent’s ideas and views through narrations, descriptions and discussions. Various statistical tools like percentage, mean, standard deviation etc. were used. The hypotheses were tested by using statistical tools such as Mean, S.D. and statistical test such as Chi-Square Test. Tables and Graphs were drawn for the interpretation of the data to draw meaningful conclusions.

3.10 Limitations of the Study:

The present study has certain limitations which have been discussed below.

1. The study is mainly based on primary data. The study is mainly focused on job satisfaction of teachers of Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule Pune University. Reliability of the study is completely dependent on the honesty and accuracy of the responses of the respondents.

2. The period taken for the entire study is from year 2012 to 2015.(A span of three years)

3. The results drawn from the study may not represent the entire teaching population.

4. Certain questions in the questionnaire may remain unattempted. Thus a high non-response rate on particular questions may cause discrepancies in interpreting the data.

5. The study is limited only to particular teaching streams. The colleges have been distributed as I) General Education Colleges which include teaching streams such as; Arts, Commerce and Science colleges, Education and Law II)
Technical Education Colleges which include teaching streams such as; Engineering, Pharmacy, Architecture.

6. The scope of the study is limited to colleges affiliated to Savitribai Phule Pune University. The results may not be exactly and completely applicable to other universities in India.

3.11 Chapter Scheme:

The chapter scheme adopted for the study is as follows;

Chapter 1: Higher Education:

This chapter deals with the concept of Education and Higher Education, significance of Education and Higher Education in India, Significance of Educational Administration, Governing Goals of Higher Education, Higher Education System at the global level, Higher Education System in India, Structure of Higher Education in India, Growth of Higher Education in India in various Five Year Plans, Growth of Higher Education in India: Some Statistics, Present Status and Progress of Higher Education in India, Status of Higher Education in Maharashtra, Problems Associated with Higher Education in India, Challenges of Higher Education in India and Meeting the challenges of Higher Education in India.

Chapter 2: Review of Literature:

This chapter takes review of various literature studied by the researcher. It includes Nature, Role and Objectives of Teaching, Code of Professional Ethics for College Teachers, Role and Importance of Teacher and his Job Satisfaction, Factors affecting Teacher’s Job Satisfaction, Research Studies Related to Teacher’s Job Satisfaction and summary of Review of Literature.

Chapter 3: Research Methodology:

This chapter deals with research methodology adopted for the study. It includes the Statement of the problem, Operational Definition of some key terms related to the study, Importance and Relevance of the study, Objectives of the study, justification of the objectives of the study, Hypotheses, Scope and Coverage of Study, Pilot Study, Research Design, Selection of Study Area, Sampling Procedure, Sources of Data Collection, Data Analysis Tools, Limitations of the study and Chapter Scheme of the study.

Chapter 4: Theoretical Background of Job Satisfaction:

This chapter deals with Concept and Definitions of Job Satisfaction, Importance of Job Satisfaction, Importance of Job Satisfaction Study, Benefits of Job
Satisfaction Study, Dimensions of Job Satisfaction, Factors affecting Job Satisfaction, Sources of Job Satisfaction, Theories of Job Satisfaction, Techniques of measuring level of Job Satisfaction, Effects of low Job Satisfaction, Job Satisfaction as a predictor variable and Response to Job Satisfaction.

Chapter 5:- Profile of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University:

This chapter is about the profile of various Grant-in-aid and Non-Grant Colleges in affiliation to Savitribai Phule Pune University. It involves the subtopics such as: Profile of Savitribai Phule Pune University, Profile of Pune District, Profile of Nashik District, Profile of Ahmednagar District, Profile of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University, Major Regulatory and Statutory Bodies for Higher Education, Quality Assurance Mechanism of Higher Education Institutions, Important Provisions regarding Affiliation, Recognition and Eligibility of Colleges to receive Grants from UGC as per UGC Act, 1956 and Terms and Conditions for College Teachers as per Teacher’s Statues of Savitribai Phule Pune University.

Chapter 6:- Analysis and Interpretation of Data:

This chapter deals with detailed Analysis and Interpretation of Data collected from questionnaire and testing of hypotheses formulated for the study. This chapter involves; Analysis of Demographic Profile of respondent college teachers, Analysis of Occupational Information of the respondent college teachers, Analysis of Overall Job Satisfaction Level of college teachers and Analysis of various factors of Job Satisfaction of respondent college teachers.

Chapter 7:- Findings, Conclusions and Suggestions:

The last chapter deals with findings and conclusions drawn from the entire study. This includes findings based on Demographic Profile of respondent college teachers, Findings based on Occupational Information of the respondent teachers, Findings based on Job Satisfaction level of respondent college teachers towards Extrinsic and Intrinsic Factors of Job Satisfaction and Findings based on testing of hypotheses. It also involves meaningful suggestions to College Management, Savitribai Phule Pune University and Government based on the overall study. This topic also involves suggested areas for further research.