CHAPTER-7
FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter deals with Findings and Conclusions based on analysis of study, suggestions to College Management, Universities, Government and Policy makers.etc. The conclusion has also suggested areas for further research.

Findings and Conclusions:

7.1 Findings and Conclusions based on Demographic Profile of Respondent College Teachers:

This section involves findings about various demographic profiles of respondents i.e. Gender, Age, locality of college, Marital Status of the teaching faculty of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University.

1. Gender Segment of teachers:

In case of Grant-in-aid Colleges, 73.10% respondents were male and 26.90% respondents were female teachers whereas in case of Non-Grant Colleges 63.83% respondents were male and 36.17% respondents were female teachers. Thus it is found that the percentage of male teachers is more than female teachers in both types of colleges and percentage of female teachers is more in Non-Grant College than Grant-in-aid Colleges. It was observed that qualified female teachers were happy to work in Non-Grant Colleges, even though they were getting low salary in teaching field as compared to the private sector. This is because of the fact that the factor of work life balance is more favourable for them in teaching field than other private sector jobs.

2. Age Segment of teachers:

In case of Grant-in-aid Colleges, highest percentage of teachers i.e. 41 teachers belong to age group of 30-40years constituting 28.28%. The lowest number of respondents i.e. 11.03% college teachers belong to 50-60 years.

In case of Non-Grant College, maximum i.e.109 respondents were in the age group of below 30 years constituting 46.83%. The lowest number of respondents i.e. only 0.85% teachers of these colleges belongs to 50-60 years. In case of Non-Grant colleges, the number of young staff is more as compared to Grant-in-aid College.
Thus it is concluded that Non-Grant colleges provide wide opportunities for young teachers who were below 40 years.

3. Marital Status of teachers:

   In Grant-in-aid Colleges, majority of teachers i.e. 93.79% were married while remaining 6.21% were unmarried. In case of Non-Grant colleges 83.83% teachers were married while 16.17% were unmarried. Therefore it is interpreted that majority of the teachers in both type of colleges were married. However the percentage of married teachers is more in Grant-in-aid College teachers than Non-Grant college teachers. The reason behind this fact is the stability factor which is more favourable for Grant-in-aid College teachers than Non-Grant College teachers.

4. Location of College of teachers:

   In case of Grant-in-aid College total 102 respondents i.e. 70.34% teachers were from Urban Colleges and 43 respondents i.e. 29.66% teachers were from Rural Colleges. In case of Non-Grant Colleges, total 169 respondents i.e. 71.91% teachers were from Urban Colleges and 66 respondents i.e. 28.09% teachers were from Rural Colleges.

7.2 Findings based on Occupational Information of the respondent college teachers:

   This section deals with findings associated with the Occupational information of respondent teachers i.e. Experience, Nature of appointment, Pay Type, Salary Range, Benefits available to the teachers, reasons for choosing teaching profession and professional growth programmes attended by the teaching faculties of Grant-in-aid Colleges and Non-Grant Colleges affiliated to Savitribai Phule Pune University.

   1. Teaching Experience of respondent teachers:

      In case of Grant-in-aid Colleges, majority of teachers i.e. 38.62% teachers had teaching experience of 10-15 years. Very few percent of teachers i.e. 6.90% teachers had teaching experience of below 5 years. In case of Non Grant colleges majority of teachers i.e. 40% teachers had work experience of below 5 years. 2.13% teachers had teaching experience of 20-25 years and there was no teacher in teaching experience group of 25-30 years.

      Therefore it is concluded that the percentage of experienced teachers is more in Grant-in-aid Colleges as compared to Non-Grant Colleges. This fact depicts that
teachers of Non-Grant colleges leave their job from one college to another college because of low salary and lack of other monetary benefits.

2. Nature of Appointment of respondent teachers:

In Grant-in-aid Colleges, 145 teachers i.e.100% of the selected teachers were on full time permanent posts whereas in case of Non-Grant colleges only 86 i.e. 36.6% teachers were on full time permanent and approved posts and teachers appointed on Temporary Adhoc basis were 63.40%. It is observed that maximum number of Non-Grant Colleges especially Arts, Commerce and Science Colleges appoint teachers on Adhoc basis because these colleges were conducted on self financing basis and it is not affordable for them to grant payments to their teachers according to the scale.

3. Pay Type of teachers:

In case of Grant-in-aid colleges, 100% of selected teachers get their salary on scale basis as per 6th Pay Scale of UGC whereas in case of selected Non-Grant Colleges only 68 teachers i.e.28.94% teachers get their salary on scale basis and remaining 71.06% of the teachers get their pay on consolidated basis. It was found that some teachers of Non-Grant colleges, even though they were appointed on full time and approved posts, get payment on consolidated basis.

It is also found that the majority teachers of Non-Grant colleges, who were getting their payment on scale basis, get 5th pay scale of UGC. Very few teachers of these colleges get payment as per 6th Pay of UGC.

4. Gross Salary Range of respondent teachers:

In case of Grant-in-aid Colleges, majority of selected teachers i.e.70.35% of teachers were earning gross monthly salary between Rs. 60,000 to Rs. 1, 00,000. 18 Teachers i.e. 12.41% among these teachers were earning gross monthly salary between Rs..20,000 to Rs..60,000 and 25 teachers i.e. 17.24 % of Granted teachers were earning gross monthly salary of more than Rs. 1,00,000. No teacher from Grant-in-aid College was earning a salary below Rs. 20,000. This is because of the fact that all teachers from Grant-in-aid Colleges enjoy the benefits of 6th pay scale of UGC and their salary also increases as their experience increases. In case of Non-Grant College, majority of teachers i.e. 59.57% of selected teachers were earning gross monthly salary below Rs. 20,000. Only 37.45% of the Non-Grant College teachers were earning salary between Rs. 20,000 to Rs.60,000. Very few percent of the Non-Grant
teachers i.e.2.98 % of teachers were earning gross monthly salary between Rs. 60,000 to Rs.1, 00,000.

Thus it is concluded that the salary paid by Non-Grant colleges to their teachers is very less as compared to Grant-in-aid college teachers. This is because of the fact that teachers from Grant-in-aid College receive their pay as per government rules while Non-Grant college teachers get their salary by their college management which depends upon their own discretion. Thus it can be clear that the income of Non-Grant college teachers was found to be just sufficient to fulfil their basic needs. This can be termed as one of the major reasons for dissatisfaction of Non-Grant college teachers.

5. Reasons of respondent college teachers for choosing ‘Teaching’ as a profession:

95.17% teachers from Grant-in-aid Colleges and 93.19% teachers from Non-Grant colleges have selected teaching profession because of their interest in teaching. No teacher from Grant-in-aid and Non-Grant colleges have selected the option of less physical hardship, 82.07% and 12.34% teachers from Grant-in-aid and Non-Grant colleges respectively feel that teaching profession involves attractive salary and other benefits. Thus it is concluded that maximum teachers from Grant-in-aid and Non-Grant colleges have selected teaching profession because of their interest in teaching.

6. Monetary benefits to respondent college teachers:

Various monetary benefits were given to college teachers as per norms of University. The eligible teachers receive various monetary benefits as follows;

a. Pension:

100% teachers from Grant-in-aid College were eligible for getting pension after their retirement whereas in case of Non-Grant College, no teacher is getting pension after their retirement.

b. Gratuity:

100% teachers from Grant-in-aid College were eligible for getting gratuity after their retirement whereas in case of Non-Grant College, only 2 teachers were getting gratuity after their retirement.

c. Provident Fund:

100% teachers from Grant-in-aid College were eligible for getting provident fund whereas in case of Non-Grant College, only 68.09% teachers were getting provident fund.
d. **Reimbursement of Medical Expenditure:**

100% teachers from Grant-in-aid College were receiving Reimbursement of medical expenditure whereas in case of Non-Grant College, only 1.28% teachers were receiving reimbursement of medical expenditure.

e. **House Rent Allowance:**

100% teachers from Grant-in-aid College were receiving House Rent Allowance whereas in case of Non-Grant College, only 25.96% teachers were receiving House Rent Allowance.

f. **Travelling Allowance:**

100% teachers from Grant-in-aid College were receiving Travelling Allowance whereas in case of Non-Grant College, only 28.94% teachers were receiving Travelling Allowance.

g. **Dearness Allowance:**

100% teachers from Grant-in-aid College were receiving Dearness Allowance whereas in case of Non-Grant College, this percentage was only 28.94.

h. **FIP Facility for completion of M.Phil/ Ph.D:**

Only 2.76% of teachers from Grant-in-aid Colleges have enjoyed or will enjoy this facility whereas no teacher from Non-Grant College has enjoyed this facility.

i. **Maintaining service book:**

Service book is maintained for 100% teachers from Grant-in-aid Colleges whereas in case of Non-Grant Colleges, service book is maintained for 28.94% teachers only.

j. **Yearly increment in salary:**

Yearly increment in salary is given to 100% teachers from Grant-in-aid Colleges whereas in case of Non-Grant Colleges, yearly increment in salary is given to only 26.81% teachers.

k. **Leaves as per Universities Norms**

95.86% teachers from Grant-in-aid Colleges agree that they get various kinds of leaves by their college management whereas in case of Non-Grant Colleges, 80.43% of the teachers agree that they get all kinds of leaves as per university norms.

Thus it is concluded from the above analysis that almost all teachers from Grant-in-aid College enjoy almost all monetary and non-monetary benefits as per University norms whereas majority of Non-Grant College teachers were deprived from all these benefits.
7. Participation in Professional Growth Programme:

Majority of teachers from Grant-in-aid and Non-Grant Colleges were motivated by their college management for Participation in Professional Growth Programme and their percentage in Grant-in-aid and Non-Grant Colleges was 78% and 71% respectively. Various types of Professional Growth Programme and participation of these college teachers in these programmes are shown below;

a. Papers/Articles Presentation/Publishing:

95.17% teachers of Grant-in-aid Colleges are engaged in paper/ articles presentation whereas this percentage is only 54.15% in case of teachers of Non-Grant Colleges.

b. Attendance in Seminars/Workshop/Conference:

A large number of teachers of Grant-in-aid colleges i.e. 97.24% teachers have attended various seminars /Workshops/Conferences. However this percentage is low in case of teachers of Non-Grant Colleges. This percentage is only 59.15%

c. Enrolment in M.Phil/Ph.D Programme:

61.38% teachers of Grant-in-aid Colleges have either completed or were pursuing their M.Phil/Ph.D programmes whereas only 44.68% teachers of Non-Grant Colleges were pursuing these programmes.

d. Organisation of Seminars/Workshops/Conferences:

Large number of teachers from Grant-in-aid Colleges i.e. 90.34% teachers of Grant-in-aid Colleges have engaged themselves in organising the programmes like Seminars, Workshops, Conferences etc. however only 75.74% teachers of Non-Grant Colleges have engaged themselves in organising these programmes.

e. Delivering Guest lecture:

Very few teachers of Grant-in-aid as well as Non-Grant Colleges have delivered guest lecturers so far. Their percentage is 20.69% and 12.34% for Grant-in-aid and Non-Grant Colleges respectively.

f. Orientation/Refresher/FDP Programme:

The percentage of teachers who have attended the programmes like Orientation, Refresher, and FDP is 82.07% and 34.47% for Grant-in-aid and Non-Grant Colleges respectively.
g. **Publication of Books:**

Very few teachers of Grant-in-aid as well as Non-Grant Colleges have written either text or reference books of their subjects. Their percentage is 13.1% and 4.26% for Grant-in-aid and Non-Grant Colleges respectively.

h. **Undertaking Minor/Major Research project:**

Only 4.14% teachers of Grant-in-aid Colleges were engaged in these projects and None of Non-Grant College teachers have engaged themselves in these projects.

Thus the overall observations reveal that teachers of Grant-in-aid colleges were more interested to engage themselves in Professional Growth Programmes than teachers of Non-Grant Colleges.

**7.3 Findings and Conclusions based on Job Satisfaction level of respondent college teachers towards Extrinsic and Intrinsic Factors of Job Satisfaction:**

This section deals with findings based on comparative analysis of job satisfaction level of teachers of Grant-in-aid and Non-Grant College Teachers. Various factors of job satisfaction are divided into two types i.e. Extrinsic and Intrinsic factors. Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the teachers. Intrinsic factors are related to psychological rewards such as the opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The finding based on job satisfaction level of respondent college teachers towards these various extrinsic and intrinsic factors of job satisfaction are discussed below;

**7.3.1 Extrinsic Factors of Job Satisfaction:**

1. **Salary:**

Almost all Grant-in-aid College teachers i.e. 99% strongly agree and agree that they get appropriate amount of salary according to their qualification, skills and knowledge. In case of Non-Grant Colleges, majority of teachers disagree with this and their percentage is 50.64% who disagree and 7.66% who strongly disagree with this statement. Out of total teachers of Grant-in-aid Colleges, 60.69% teachers strongly agree that their monthly salary is sufficient to satisfy their all important needs. However majority of teachers of Non-Grant colleges disagree with this statement. The highest i.e.94% percentages of the Grant-in-aid college teachers strongly agree while
in case of Non-Grant College teachers, only 28.08% of the respondents agree that they get an annual increment in their salary.

It is observed that the mean score of Grant-in-aid College teachers is 3.52 with a standard deviation of 0.61 which indicates that these teachers were fully satisfied about salary and in case of Non- Grant College teachers, the Overall mean score with S.D. which is 2.38 and 0.62 respectively. It means that Grant-in-aid College teachers were more satisfied with salary factor than Non-Grant College teachers.

2. Promotion Opportunities:

Among the total Grant-in-aid College teachers, 68.96 of the respondents agree that they were Satisfied with regard to chance of promotion whereas in case of Non-Grant college teachers, 78.29% of the respondents disagree with this. Out of total teachers of Grant-in-aid Colleges, 75.17% teachers agree and only 19.14% of the Non-Grant respondents teachers agree with the statement that there were adequate promotion opportunities available to them as compared to other professions. Out of total Grant-in-aid College teachers, 69.66% of the teachers agree and only 31.06% of the Non-Grant College teachers agree that promotion to higher post increases their moral.

Thus statistical analysis of various statements regarding promotion opportunity factor shows that overall mean score of Grant-in-aid College teachers regarding this is 2.95 with a standard deviation of 0.57 which indicate that these teachers were satisfied about promotion opportunities and in case of Non- Grant College teachers, the Overall mean score with S.D. is 2.06 and 0.65 respectively which indicates that they were dissatisfied regarding this. It means that Grant-in-aid College teachers were more satisfied with promotion opportunity factor and Non-Grant College teachers were dissatisfied with this factor.

3. Supervision and Governance of College:

Majority of teachers from both Grant-in-aid and Non-Grant colleges were satisfied with this factor but the percentage of Grant-in-aid College teachers is more than Non-Grant College teachers. The statistical analysis of various statements regarding Supervision and Governance of College shows that overall mean score of Grant-in-aid College teachers is 2.62 with a standard deviation of 0.67 and in case of Non- Grant College teachers; the Overall mean score with S.D. is 2.57 and 0.63 respectively. It means that Grant-in-aid College teachers were more satisfied with Supervision and Governance of College.
4. Infrastructure and Working Conditions of College:

80.69% of the respondent teachers from Grant-in-aid Colleges agree that their College has decent infrastructure and learning resources while in case of Non-Grant colleges, out of total respondent teachers, maximum number of teachers i.e. 64.68% of the respondent teachers disagree with this. The highest i.e. 64.83% teachers of the Grant-in-aid college agree that their College has a good library and laboratory while in case of Non-Grant College teachers, only 38.72% of the respondents agree with this.

The statistical analysis of various statements regarding infrastructure and working conditions of College show that overall mean score of Grant-in-aid College teachers is 2.81 with a standard deviation of 1.021 and in case of Non-Grant College teachers; the Overall mean score with S.D. is 2.31 and 0.65 respectively. It means that Grant-in-aid College teachers were satisfied and Non-Grant College teachers were dissatisfied with Supervision and Governance of College. Thus it is concluded that infrastructure and working conditions of Grant-in-aid Colleges were better than Non-Grant Colleges.

5. Welfare Facilities to Staff:

Among the total Grant-in-aid College teachers, maximum number of teachers i.e. 88.97% of the respondents agrees that their College provides adequate Welfare schemes for staff in their college. There is exactly a reverse condition regarding this in case of Non-Grant College. Out of the total Non-Grant teachers, 58.72% of the respondents disagree with this. Maximum number of Grant-in-aid College teachers i.e. 87.59% teachers feel that welfare facilities provided by their college have enhanced their standard of living whereas in case of Non-Grant College teachers, 61.70% of the teachers disagree with this statement.

The statistical analysis of various statements regarding welfare facilities provided to the staff shows that; overall mean score of Grant-in-aid College teachers is 3.03 with a standard deviation of 0.44 and in case of Non-Grant College teachers; the Overall mean score with S.D. is 2.10 and 0.67 respectively. It means that Grant-in-aid College teachers were satisfied and Non-Grant College teachers were dissatisfied with welfare facilities provided to the staff in their College. Thus from the above analysis it is pointed out that Grant-in-aid College teachers get attractive welfare facilities and retirement benefits with which majority of Non-Grant College teachers were starved with.
6. **Work Relation with Principal:**

Maximum number of teachers i.e. 60.69% of the Grant-in-aid College teachers agree that their College Principal is democratic and supportive in nature. In case of Non-Grant colleges, out of total respondent teachers, maximum number of teachers i.e. 57.87% of the respondent teachers also agree with this. Out of total teachers of Grant-in-aid Colleges, 60% of the teachers agree with the statement that they like to work under the guidance of their college principal. In case of Non-Grant colleges, maximum numbers of teachers i.e. 59.15% teachers agree with this.

The statistical analysis of various statements regarding work relationship with principal of college shows that; overall mean score of Grant-in-aid College teachers is 2.58 with a standard deviation of 0.74 and in case of Non-Grant College teachers; the Overall mean score with S.D. is 2.50 and 0.76 respectively. It means that both Grant-in-aid College and Non-Grant College teachers were satisfied with work relationship with principal of their college. However Grant-in-aid College teachers were more satisfied than Non-Grant College teachers regarding this.

7. **Work Relation with Colleagues and Non-Teaching Staff of college:**

The statistical analysis of various statements regarding teacher’s work relation with their colleagues and the non teaching staff shows that; overall mean score of Grant-in-aid College teachers is 2.37 with a standard deviation of 0.68 and in case of Non-Grant College teachers; the Overall mean score with S.D. is 2.60 and 0.63 respectively. It means that Non-Grant College teachers were satisfied and Grant-in-aid College teachers were dissatisfied with the factor of work relation with their colleagues and non teaching staff in their respective Colleges. Thus it is concluded from the above analysis that Non-Grant college teachers were more satisfied about work relation with their colleagues and non teaching staff than the Grant-in-aid College teachers.

8. **Social Status and Job Security:**

89.66% of the Grant-in-aid college respondents agree that the status of their job in society is very good whereas out of total Non-Grant teachers, 57.87% of respondents agree with this. Thus Grant-in-aid College teachers were more satisfied with the status of their job than Non-Grant college teachers. 88.97% of the Grant-in-aid college respondents and only 54.89% of the Non-Grant teachers were satisfied with the job security.
The statistical analysis of various statements regarding social status and job security of teachers shows that; overall average score of Grant-in-aid College teachers is 3.02 with a standard deviation of 0.45 and in case of Non-Grant College teachers; the overall average score with S.D. is 2.42 and 0.67 respectively. It means that Grant-in-aid College teachers were satisfied and Non-Grant College teachers were dissatisfied with their social status and job security. Thus it is interpreted that Grant-in-aid College teachers enjoy better social status and job security than Non-Grant College teachers.

9. Personal Life:

The analysis of various statements related to the Personal life of teachers shows that; overall average score of Grant-in-aid College teachers is 3.00 with a standard deviation of 0.64 and in case of Non-Grant College teachers; the overall average score with S.D. is 2.75 and 0.74 respectively. It means that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied with their Personal life. Both type of colleges i.e. Grant-in-aid and Non-Grant Colleges agree that by accepting this job, they were happy about their personal life. However percentage of Grant-in-aid College teachers is more than Non-Grant College teachers.

10. Fair Treatment to teachers:

The statistical analysis of various statements regarding fair treatment to teachers shows that; overall mean score of Grant-in-aid College teachers is 2.60 with a standard deviation of 0.71 and in case of Non-Grant College teachers; the overall average score with S.D. is 2.70 and 0.72 respectively. It means that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied regarding the factor of fair treatment to teachers in their college. However Non-Grant College teachers were more satisfied than Grant-in-aid College teachers regarding this.

7.3.2 Intrinsic Factors of Job Satisfaction:

1. Nature of Job and Profession:

Of the total sample respondents of Grant-in-aid Colleges, maximum number of teachers i.e. 69.66% teachers agree and 28.97% of them strongly agree whereas in case of Non-Grant College teachers, 81.7% of the teachers agree with this statement that they were satisfied to become a teacher. It means that the percentage of Grant-in-aid College teachers who are agree with the statement is more than Non-Grant College teachers.
The analysis of various statements regarding Nature of Job and Profession shows that; overall mean score of Grant-in-aid College teachers is 3.23 with a standard deviation of 0.45 and in case of Non-Grant College teachers; the overall mean score with S.D. is 3.11 and 0.50 respectively. It means that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied with their nature of job and profession. However Grant-in-aid College teachers were more satisfied than Non-Grant College teachers regarding this.

2. Achievements and Recognition:

In case of Grant-in-aid colleges, out of total respondent teachers, maximum number of teachers i.e. 49.66% of the respondent teachers agree with the statement that they were fairly recognised and praised for their best performance in their college and only 42.13% of the Non-Grant College teachers agree with this statement.

The overall statistical analysis regarding this factor reveals that overall mean score of Grant-in-aid College teachers is 2.49 with a standard deviation of 0.78 and in case of Non-Grant College teachers; the overall mean score with S.D. is 2.22 and 0.74 respectively. Thus it is concluded that both Grant-in-aid as well as Non-Grant college teachers were dissatisfied with this factor.

3. Job Responsibility and Workload:

The analysis of various statements regarding Job Responsibility and Workload shows that; overall mean score of Grant-in-aid College teachers is 2.68 with a standard deviation of 0.77 and in case of Non-Grant College teachers; the overall mean score with S.D. is 2.63 and 0.73 respectively. It means that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied with their Job Responsibility and Workload allotted to them in their college. However Grant-in-aid College teachers were more satisfied than Non-Grant College teachers regarding this.

4. Student Responsibility:

The statistical analysis of various statements regarding Student Responsibility shows that; overall mean score of Grant-in-aid College teachers is 2.95 with a standard deviation of 0.71 and in case of Non-Grant College teachers; the overall mean score with S.D. is 3.00 and 0.64 respectively. It means that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied with their Student Responsibility allotted to them in their college. However Non-Grant College teachers were more satisfied than Grant-in-aid College teachers regarding this.
5. Opportunities for Professional Development:

In case of Grant-in-aid colleges, out of total respondent teachers, maximum number of teachers i.e. 64.83% of the respondent teachers agree and 60% of the Non-Grant College teachers agree that they get proper motivation for participation in various Professional Development Programmes.

The statistical analysis of various statements regarding Opportunities for Professional Development available to teachers shows that; overall mean score of Grant-in-aid College teachers is 2.54 with a standard deviation of 0.70 and in case of Non-Grant College teachers; the overall mean score with S.D. is 2.19 and 0.78 respectively. It means that Grant-in-aid College teachers were satisfied and Non-Grant College teachers were dissatisfied with Opportunities for Professional Development available to them in their college. Thus it is interpreted from the above analysis that involvement of Grant-in-aid College teachers in Professional Development Programme is more than Non-Grant College teachers.

7.3.3 Conclusion about comparative analysis of Overall Mean Score and Standard Deviation of Extrinsic and Intrinsic Factors of Job Satisfaction of teachers:

Overall Mean Score and S.D of Extrinsic Factors of job satisfaction of Grant-in-aid College teachers were 2.85 and 0.6714 respectively and for Non-Grant College teachers it was 2.43 and 0.6756. This fact reveals that Grant-in-aid College teachers were satisfied with Extrinsic Factors of Job Satisfaction whereas Non-Grant College teachers were dissatisfied with External Factors of Job Satisfaction.

In case of Intrinsic Factors of Job Satisfaction, Overall Mean Score and S.D of Grant-in-aid College teachers were 2.77 and 0.6925 respectively and for Non-Grant College teachers it was 2.63 and 0.6853. This fact reveals that both Grant-in-aid College teachers and Non-Grant College teachers were satisfied with Intrinsic Factors of Job Satisfaction however Grant-in-aid College teachers were more satisfied than Non-Grant College teachers.

Thus the fact discloses that Grant-in-aid College Teachers were more satisfied for Extrinsic Factors than Intrinsic Factors of Job Satisfaction but there is exactly opposite condition for Non-Grant College Teachers. Non-Grant College teachers were more satisfied for Intrinsic Factors than Extrinsic Factors of Job Satisfaction.
7.4 Findings and Conclusions based on the testing of Hypotheses:

In this section researcher has tested various hypotheses under study by using Chi Square Test. In addition to that, various other statistical techniques such as tabulation with percentage, Mean and Standard Deviation are also used. The hypotheses were tested by using softwares like Excel and Graph Pad Prism 7.01 version.

Hypothesis No. 1

Null Hypothesis

H₀: There is no significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

Alternative Hypothesis

H₁: There is a significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

Table No.7.1: Overall Job Satisfaction Level of Grant-in-aid and Non-Grant College Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Fully Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Fully Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-in-aid College Teachers</td>
<td>0</td>
<td>6</td>
<td>29</td>
<td>110</td>
<td>145</td>
</tr>
<tr>
<td>Non-Grant College Teachers</td>
<td>19</td>
<td>114</td>
<td>98</td>
<td>4</td>
<td>235</td>
</tr>
</tbody>
</table>

Table No.7.2: Chi-Square Test for testing relationship between Grant Criterion of College and Overall Job Satisfaction Level of teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Calculated Chi-Square Value(X²)</th>
<th>P Value</th>
<th>Degree of Freedom</th>
<th>Statistically Significant (P&lt; 0.05)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction of teachers and Grant Criterion of College</td>
<td>244.7</td>
<td>P Value&lt;0.0001</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Findings:

The calculated value $X^2=244.7$ and the (P< 0.05), Hence the calculated value is less than the table value. Therefore, the Null Hypothesis is rejected and the
Alternative hypothesis is accepted. In addition to that following observations support the above fact. These facts are explained as follows;

- **Gender Criteria and Overall Job Satisfaction Level of teachers**
  Table No.6.15 reveal that in case of Grant-in-aid Colleges, out of total respondents, 95.28% male and 97.43% female were overall satisfied about their job (Mean Satisfaction-96.33%) whereas these percentages in case of Non-Grant college teachers were 40.66% and 48.23% respectively (Mean Satisfaction-44.44%). This fact reveals that from Gender point of view, teachers of Grant-in-aid Colleges were more satisfied than teachers of Non-Grant Colleges. It means that there is a significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

- **Location of College Criteria and Overall Job Satisfaction Level of teachers**
  Table No.6.16 depict that in case of Grant-in-aid Colleges, out of total respondents, 96.08% Urban College teachers and 95.35% Rural College teachers were overall satisfied about their job (Mean Satisfaction-95.71%) whereas these percentages in case of Non-Grant college teachers were 48.52% and 30.30% respectively (Mean Satisfaction-39.41%). This fact reveals that from the ‘Location of College’ point of view, teachers of Grant-in-aid Colleges were more satisfied than teachers of Non-Grant Colleges. It means that there is a significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

- **Nature of Appointment of teachers and their Overall Job Satisfaction Level**
  Table No.6.18 depicts that in case of Grant-in-aid Colleges, out of the total respondents, 95.86% (Mean Satisfaction-95.86%) Full Time and Approved Teachers were overall satisfied about their job whereas in case of Non-Grant College, 60.46% Full Time and Approved teachers and 33.56% Adhoc teachers were overall satisfied about their job (Mean Satisfaction-47.01%). This fact reveals that from Nature of Appointment point of view, teachers of Grant-in-aid Colleges were more satisfied than teachers of Non-Grant Colleges. It means that there is significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.
- **Marital status of teachers and their Overall Job Satisfaction Level**

Table No.6.17 discloses the fact that in case of Grant-in-aid Colleges, out of total respondents, 96.33% married teachers and 88.89% unmarried teachers were overall satisfied about their job (Mean Satisfaction-92.61%) whereas these percentages in case of Non-Grant college teachers were 45.69% and 31.58% respectively (Mean Satisfaction-38.63%). This fact reveals that from ‘Marital Status of teacher’s’ point of view, teachers of Grant-in-aid Colleges were more satisfied than teachers of Non-Grant Colleges. It means that there is a significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

- **Extrinsic and Intrinsic Factors of job satisfaction and Overall Job Satisfaction Level of teachers**

Table no.6.36 reveal that Grant-in-aid College teachers were more satisfied regarding both Extrinsic and Intrinsic Factors of job satisfaction as the overall mean scores of these factors for Grant-in-aid College teachers were found as 2.85 and 2.77 respectively whereas in case of Non-Grant College teachers the overall mean score of these factors were found as 2.43 and 2.63 respectively. Thus teachers of Grant-in-aid Colleges were more satisfied than teachers of Non-Grant Colleges in both Extrinsic and Intrinsic Factors of Job Satisfaction. Thus there is a significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges.

**Conclusion:**

From above discussion it is clear that there is significant difference in overall job satisfaction level of teachers of Grant-in-aid and Non-Grant Colleges. Teachers of Grant-in-aid Colleges were found more satisfied than teachers of Non-Grant Colleges.

**Hypothesis No. 2**

**Null Hypothesis**

H₀: There is no significant relationship between the income and the level of job satisfaction of teachers of Non-Grant Colleges.

**Alternative Hypothesis**

H₁: There is significant relationship between the income and the level of job satisfaction of teachers of Non-Grant Colleges.
Table No.7.3: - Chi-Square Test for testing relationship between Income of Non-Grant College teachers and their overall job satisfaction level

<table>
<thead>
<tr>
<th>Variable</th>
<th>Calculated Chi-Square Value($X^2$)</th>
<th>P Value</th>
<th>Degree of Freedom</th>
<th>Statistically Significant ($P&lt; 0.05$)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income of Non-Grant College Teachers and Job Satisfaction</td>
<td>63.8</td>
<td>P Value&lt;0.0001</td>
<td>33</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Findings:

The calculated value $X^2$=63.8 and the ($P< 0.05$), Hence the calculated value is less than the table value. Therefore, the Null Hypothesis is rejected and the Alternative hypothesis is accepted. In addition to that following observations support the above fact. These facts are explained as follows

- Overall Job Satisfaction level of respondent college teachers according to their Teaching Stream

Table No.6.19 reveals that in case of Non-Grant Colleges, out of total respondents, 28.57% teachers from Gross Salary Range of Below Rs. 20,000 were overall satisfied, 62.51% teachers from Gross Salary Range of Rs. 20,000 to Rs. 60,000 were overall satisfied and 100.00% teachers from Gross Salary Range of Rs. 60,000 to Rs. 1, 00,000 were overall satisfied about their job. It means that there is a significant relationship between the income and the level of job satisfaction of teachers of Non-Grant Colleges. Thus it was proved that satisfaction of Non-Grant College teachers increases with the increase in their Income level.

Conclusion:

The above statistics clears that the relationship between income and the level of job satisfaction of teachers of Non-Grant Colleges is statistically significant. Therefore it is clear to say that job satisfaction of Non-Grant College teachers varies according to their Income Level. Increase in income results in the increase in Job Satisfaction Level of Non-Grant College teachers.
Hypothesis No. 3

Null Hypothesis

H$_0$: There is no significant association between teaching stream of teachers and their overall job satisfaction level

Alternative Hypothesis

H$_1$: There is significant association between teaching stream of teachers and their overall job satisfaction level

Table No.7.4: Chi-Square Test for testing association between teaching stream of teachers and their overall job satisfaction level

<table>
<thead>
<tr>
<th>Variable</th>
<th>Calculated Chi-Square Value($X^2$)</th>
<th>P Value</th>
<th>Degree of Freedom</th>
<th>Statistically Significant (P&lt; 0.05)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Stream of Teachers and Job Satisfaction</td>
<td>329.1</td>
<td>P Value&lt;0.0001</td>
<td>33</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Finding:
The calculated value $X^2=329.1$ and the (P< 0.05), Hence the calculated value is less than the table value. **Therefore, the Null Hypothesis is rejected and the Alternative hypothesis is accepted.**

Conclusion:
The above statistical analysis clears that the association between teaching stream of teachers and Overall job satisfaction level of teachers is statistically significant. **Therefore it is clear to say that there is a significant association between teaching stream of teachers and their overall job satisfaction level.**

7.5 Suggestions and Recommendations:
The following suggestions and recommendations have been made to the college managements, university, government and policy makers based on the findings of the present study. These suggestions and recommendations will definitely prove useful in increasing the job satisfaction of teachers of Grant-in-aid and Non-Grant colleges affiliated to Savitribai Phule Pune University. This would also be helpful in retaining good teaching faculty, increasing their quality of teaching and thereby increasing the national growth in order to make India the superpower in the upcoming period.
7.5.1 Suggestions to College Management:

7.5.1.1 Common Suggestions to College Management of Grant-in-Aid and Non-Grant Colleges for increasing teacher’s Job Satisfaction:

1. Adopting culture of Participative Management:

   There should be decentralisation of various college functions. A culture of participative management should be followed by the college. There should be enough scope for teaching faculty, non-teaching faculty and various other stakeholders in the decision making process of their college.

2. Motivation for participating in Orientation, Refreshers and teacher’s training programme:

   Teachers who have been appointed on full time basis and were approved by the university should be deputed for Orientation and Refreshers courses at proper time so that they can be benefited by the recent developments and skills in the teaching field. In addition to that, they should be deputed for FDP and various other teachers training programmes which will lead to their overall personality development. A special in house induction and training programme should be organised for newly recruited teachers in college. Experts from academics should be invited for interaction with the teachers. This will prepare them to perform their role in an efficient and positive manner with required confidence level. They should be granted leave for that and proper recognition should be given to them by college management which will boost their moral.

3. Encouragement for participation in Professional Growth Programmes and support of financial aid:

   Teachers of both Grant-in-Aid and Non-Grant colleges should be encouraged for participation in various Professional Growth Programmes such as Seminars, Conferences, and Workshops at state, national and international level. They should be provided leave and reimbursement of workshop/seminar fees and TA/DA etc. for participation in such programmes. The faculty should also be encouraged for organising such Seminars, Conferences, and Workshops. All necessary resources should be made available by the college management. Faculty should be deputed for visiting various colleges to deliver guest lectures. This will increase their academic bio-data as well as lead towards their personality development. College should organise adequate number of programmes for academic as well as personality
development of teachers such as syllabus revision workshop, Guest lectures on recent trends in teaching field, soft skills, stress management etc.

4. **Developing research culture in college:**

   College should encourage the faculty for research activities. Research culture should be developed in college. To carry on the research activities, various resources such as library, computer and free internet facility should be made available for the faculty all through the day. College should provide special research software SPSS (Statistical Package for Social Sciences) specifically for the use of the faculty who are pursuing Ph.D. There should be a separate section for research books. The college library should avail institutional membership in renowned libraries such as British Library, NIBM etc. Faculty should be granted leave for their M.Phil/Ph.D. research work under FIP scheme. The faculties completing their M.Phil/Ph.D should be felicitated in annual prize distribution programme of college with proper recognition and rewards.

5. **Encouragement for undertaking major and minor research projects:**

   Staff should be encouraged to undertake major and minor research projects sponsored by UGC, BCUD and other agencies. They should be provided money to carry on these research projects. This would enhance their quality of teaching and professional capabilities.

6. **Fair Allocation of Workload and other responsibilities:**

   Workload and other responsibilities should be assigned among staff as per norms of the University. This should be followed in each college whether it is Grant-in-aid College or Non-Grant College. Generally it is found that in many of the Non-Grant Colleges, teachers are given extra workload and they have to work there for more time as compared to Grant-in-aid colleges which should be stopped and they should be given same workload and working hours like Grant-in-aid College teachers. Workload should be distributed in rotation, to avoid unequal distribution. While allocating responsibilities, the skills and abilities of respective teachers should be considered so that they may complete their task efficiently and effectively. There should be fair and equal distribution of responsibilities which should be without any bias. Sufficient authority should also be provided to teachers in order to complete their tasks. Every teacher of the college should be given proper participation in various committees of the college such as N.S.S, N.C.C., Placement, Student Welfare, etc. either as a member or as a chairman of that committee. The coordinator of a
committee should be given liberty to conduct activities. The committees should be rotated every year among all teaching faculty as far as possible so that every teacher could get the opportunity to participate in different committees of the college. In addition to that care should be taken that extracurricular activities of college do not adversely affect the teaching work. The principle of decentralisation should be followed to the maximum extent in college.

7. **Arranging ICT training programmes:**

   Adequate number of ICT training programmes should be arranged in the college to develop technical skills of the faculty. In this way they can be acquainted with the latest knowledge of the modern technology which can be applied in the teaching field. Teachers should be regularly encouraged to use modern teaching aids.

8. **Timely payment of salary:**

   Timely payment of salary is essential to improve the job satisfaction and morale of every teacher as it is the basic need of a teacher. The Grant-in-aid College should provide the staff the benefit of advance salary in case of an absence of the timely salary grant that comes from the government.

9. **Career Advancement Scheme (Promotion):**

   Career advancement scheme (Promotion) should be provided to Grant-in-Aid faculties after quality check through API score as stipulated by UGC. A judicious promotion policy should be followed by the college which is not based on bias and prejudices. Promotion to teaching faculties of Technical colleges such as Engineering, Pharmacy, and Architecture etc. should be given on the basis of AICTE rules.

10. **Provision of provident fund and retirement benefits to teachers:**

    The college should facilitate EPF, Contributory Pension Scheme for non-pensioner staff, PPF, Life Insurance, reimbursement of medical expenditure, Provident Fund, insurance, Pension, Gratuity, retirement benefits etc for faculty. Non-Grant teachers should be benefited by Employee Provident Fund (EPF) and every Granted teacher should be benefited by the Government Provident Fund (GPF).

11. **Fair and equal treatment to all teachers:**

    There should be fair and equal treatment to all teaching members irrespective of their gender, cast, creed or religion. Male and female teachers should be treated on equal basis in college. No partiality should be done by principal while allocation of workload and responsibility among staff.
12. Provision of welfare schemes and facilities:

Separate ‘Staff Welfare Committee’ should be established to organise various activities to enhance the interaction and togetherness of staff members in the college. The College should provide guarantee to the loan disbursing agency on behalf of the Teachers for the purpose of Home loans and other personal loans. The College should facilitate special welfare schemes for physically challenged teachers if any. The colleges should provide satisfactory Welfare schemes for staff in college e.g. Medical Reimbursement, Staff trip and excursion, Loan facility by the institution, etc. In addition to that the college should provide adequate facilities such as spacious vehicle parking space, transport facility for teachers, first aid box, clean drinking water and clean toilets, spacious staff room, Staff Common Room, free tea/coffee in the recess break, Group insurance scheme, Health Care Facilities, rest rooms, wash rooms, gymnasium etc. every college management should establish Employee’s Credit Cooperative Society by which financial requirements of teaching and non-teaching faculties can be fulfilled. The loan disbursement by this society should be made on concessive rates to the members. Wards of staff should get benefit as fee concession for studying in a school or college of same management. Tuition fees of these wards should be collected in equal monthly instalments (EMI) for wards of the staff, immediate medical aid to accident affected staff. Provision of staff quarters should be made by the college as far as it is possible. The college may also purchase a piece of land at specific convenient location for building apartments for the teaching and non-teaching staff for residential purpose. Social gatherings may be organised by the college for faculties. Tea should be provided on daily basis by the college to staff members.

13. Granting various types of leave as per University Norms:

Various types of leaves such as Casual leave, Medical Leave, Maternity/Paternity Leave, Duty Leave, Extraordinary Leave, Earned leave, Study Leave etc. should be granted to teachers of both types of colleges as per teachers statute of Savitribai Phule Pune University.

14. Adopting healthy and conducive work environment and culture in college:

A healthy and conducive work environment and culture should be created in the college for maintaining efficient and quality output from the teaching staff. The plan and policy of the college should be democratic which develops feelings of unity
and team spirit among the staff. The teachers should feel tension free in the college. There should be a well structured communication system in the college. Every teacher in college should feel that he/she is one of the important elements of college. Every teacher should be given proper treatment by their seniors and the Principal of the college. There should be an atmosphere of mutual trust among all staff members. There should be woman friendly and eco-friendly atmosphere in the college. There should be cooperative and friendly relation between all staff members of a college. The eligible and efficient teaching faculties should be nominated to various management committees and bodies. There should be a good support and praise of every colleague for all the good work done by them. Support of Non-teaching staff is very essential in the smooth functioning of any college and without them the college activities would get paralysed. Relation between the teaching faculty and the Principal should be that of cooperation and support. Every Principal should consider the dignity of every teacher in the college and treat him in a dignified manner. The principal should supervise and evaluate the work of every teacher in a democratic manner and without a bias. He should provide proper support for research work and all professional development work done by the teachers. He should always motivate the teacher for good work.

15. Modern infrastructure and learning resources:

Both Rural and Urban Colleges should provide modern infrastructure and learning resources for the teaching staff e.g. ventilated and spacious classrooms, furniture, good canteen facility, library, laboratory, seminar hall, computer and internet facilities etc. In addition to that modern teaching aids like LCD projectors, Smart boards, LCD TV, Laptops, virtual classrooms etc. should also be provided to increase the effectivity of teachers. Scanning, downloading, printing facilities should be provided to teachers free of cost in the college timings. The college campus should be eco-friendly and that which creates a positive impact on the psychology of teachers. Sufficient number of CCTV cameras should be installed in college at every important location in the college for constant vigilance. College library should be developed with latest books, journals, magazines, research facilities etc.

16. Organisation of adequate number of meetings:

There should be sufficient number of staff meetings and Local Management committees (L.M.C.) meetings in the college. All important decisions regarding governance, Teaching Methods, Timetable, Evaluation Methods, accreditation work
etc. should be taken in staff meetings whereas in L.M.C meetings, the policy decisions of college such as Human Resource Management of college, fund utilisation for well being of staff etc. should be taken. Every member of the meeting should be given an equal opportunity to express his / her views and opinions freely.

17. Grievance Redressal mechanism for teachers:

There should be a proper system of Grievance Redressal mechanism in every college. The complaints and suggestions of all the teachers should be properly entertained by the principal and college management. Every good suggestion should also be taken into account by them. There should also be Women’s Grievance Cell for redressing the grievances of the girl students and female teaching staff.

18. Proper System of Students Feedback:

Informal and personal online feedback should be collected from their students so that teachers’ performance can be evaluated properly. There should be a mentoring system in the college for taking guardianship of certain group of students. Teaching diaries, which records semester wise teaching plan and day to day syllabus covered, should also be reviewed for evaluation of teachers. In addition to that, teacher’s self appraisal report, principal’s surprise visit, the results of students in the university exam, performance in co-curricular and extracurricular activities, and performance in research activities should also be considered for teacher’s evaluation. The teachers obtaining good score in feedback should be properly appreciated and teachers who have obtained below average score in the feedback should be consulted by the principal or vice principal in a mild language so that they can improve their performance in the upcoming period. The work of each faculty should be constantly supervised by the Principal and Vice-Principal.

19. Maintaining rules, regulations and disciplines of college:

Rules, regulations and disciplines of every college should be properly defined by the college management and displayed in the college premises at an appropriate place. Faculty information should be displayed on the website of the college. There should be transparency in decision making and its implementation. Proper discipline should be maintained in the college among the students. Students should be obedient and should give due respect to their teachers.

20. Proper Recognition and Rewards for notable achievements of teachers:

The teachers rendering notable performance and possessing formidable achievements should be properly awarded and recognised by the principal and the
college management. The faculty performing well in their responsibilities should be properly felicitated and praised in the annual prize distribution programme of the college or in L.M.C. meeting. The teachers who are contributing to the reputation of the college should be forwarded with congratulatory letters for their achievements. The college should give proper publicity to such teachers and their achievements in local newspapers and college magazines.

21. **Provision of adequate amount of budget allocation for staff development:**

   The College Management should ensure enough academic freedom to the faculty members in the teaching process and research. The college should support and ensure the professional development of the faculty through adequate amount of budget allocation for staff development.

7.5.1.2 **Specific suggestions to College Management of Non-Grant Colleges for increasing teacher’s Job Satisfaction:**

   The following specific suggestions have been made to the college management of Non-Grant colleges as these are self financing colleges. The financial management of these colleges is different from Grant-in-aid colleges. Therefore these suggestions will be helpful to these colleges for increasing the job satisfaction of the teaching faculty, retaining the good teaching faculty, increasing the quality of the teachers and higher education and thereby achieving the national prosperity.

   1. **Defining the employment policies to the interested candidates in advance:**

      Many times the teachers of Non-Grant colleges are unaware of the terms and conditions of their service. Therefore, the college management while recruiting the teaching staff, clearly indicates the terms and conditions of service, salary and other monetary benefits, working hours, leave rules etc. in their appointment order. These advance instructions would clear all their doubts and then they can contribute their whole hearted efforts for the development of their college. This would also increase their job satisfaction.

   2. **Autonomy to Principal for use of funds for college activities:**

      After receiving funds from various funding agencies and college management, Principal of the college should be given autonomy to use the funds for various activities of the college as he is well aware of the requirements of the college. The management should not interfere consistently as it lowers the morale of the principal. The governing body of the college should only pay attention towards the policy
decisions. The remaining work should be entrusted to the principal for the development of the college.

3. **Increasing the financial resources of college:**

   The college management of Non-Grant Colleges should make available the funds and resources at proper time which should be utilised for development of the College as well as teaching staff which will boost their job satisfaction. There should not be a delay in the release of funds. In addition to that, attempts should be made by the college to increase the financial resources especially by Non-Grant colleges. Funds may also be generated in the following ways.

   - Acquiring Donations from alumni and renowned personalities in that particular area
   - Sponsorships for conferences and seminars by business men and industries
   - Collection of funds by starting various short term courses and ICT Training Programmes
   - Funds from NGO,s

4. **Adequate infrastructure and human resources:**

   The college management should provide adequate physical classroom facilities, infrastructure and human resources in order to carry out various functions of the college in a smooth way. Absence of the proper infrastructure and human resources in the college will lead to paralysing the college. All the posts of teachers and the non teaching staff should be filled whenever required.

5. **Time-off, reduced teaching load, special leaves etc. to teachers:**

   Principal should provide time-off, reduced teaching load and special leaves to teachers for research activity. Faculty should be motivated to attend the research related trainings, workshops, seminars, conferences etc. by sanctioning duty leaves. This will definitely boost their moral and satisfaction as well as it will create good image about the college management.

6. **Providing attractive salary and other monetary and non-monetary benefits:**

   Salary and other monetary benefits are the basic needs of human beings and as per Herzberg, this is a very important factor responsible for reducing the
dissatisfaction of any employee. College management should provide attractive salary and other monetary benefits to their teachers like the Grant-in-aid College teachers. Although it is not totally possible, attempts should be made to reach the optimum level of those benefits. In case of Non-Grant technical colleges, i.e. Engineering, Pharmacy, Architecture where large amount of funds are generated through students’ fees, the teachers should be given a pay scale as per Granted teachers. In case of Self financing general education college i.e. Arts/Commerce/Science, Law, education etc., the sources of funding should be increased as discussed above. In addition to monetary benefits, colleges may also provide non-monetary benefits based on the performance of teachers e.g. teachers obtaining maximum scores, producing top results in his teaching subjects, acquiring notable achievement should be promoted by higher authorities on higher posts. Such teachers should also be praised and rewarded in front of the representatives of college management in the annual programmes of the college.

7. Appointment of qualified faculty:

Efforts should be made to appoint the qualified faculty i.e. SET/NET or Ph.D. qualified candidates should be appointed. Less difference in the academic qualification will create strong inter-personal relations among the teachers and this will also be useful for college management to maintain uniformity in salary fixation of teachers.

8. Encouragement in formation of Staff associations /committees:

College management should encourage staff members in the formation of their staff association/ committee. This would provide the staff the platform for raising their questions regarding their service. The complaints and grievances of the staff can be solved by this committee through discussion with the management representative. In addition to that the faculties should be given participation in decision making. This will also increase the unity among the staff members. This committee will work like Local Management Committee which is similar to Grant-in-aid Colleges.

9. Maintaining discipline and good governance among teachers and students:

College management should maintain discipline and good governance in college. There should be a cordial relation among teaching and non-teaching staff. There should be a proper control on the student’s behaviour. Students should be
obedient and punctual. This will improve the work environment in college and thereby increase the job satisfaction of teachers.

10. Adequate opportunity to participate in extra-curricular activities of college:

Every teacher should be given an equal and fair opportunity to participate in extra-curricular activities of the college. This will increase their confidence, boost their moral and develop their personality in all aspects. They should be given full charge and autonomy to conduct various programmes. Proper guidance and fund should be provided to them for this. They should be given recognition and praise for this.

11. Providing job Security:

This is a very important factor which needs to be given attention by college management. Especially teachers appointed on Adhoc basis should be made for full time if they are qualified and eligible for that particular post. These teachers should be made regular and permanent.

12. Improving the social status of teachers:

Some Non-Grant college teachers feel that they are ignored factors in the society and have a low status as compared to Grant-in-aid College teachers. This negative view of these teachers should be eliminated by increasing their social recognition, exposing their good qualities in the society by way of publicity in newspapers, college website, college magazine etc. and involving them in important decision making processes of the college.

13. Adopting service motive by college management as well as teachers:

It is generally observed that majority of Non-Grant colleges are opened with a profit motive and the service motive is neglected. Especially, in case of Technical colleges, it is found that these colleges are opened by business minded people who have very less interest in educational progress of students and teachers. Therefore teacher’s welfare is neglected in these types of colleges. The trustees of these colleges concentrate on only income which is generated through fees and donations collected from students. Teacher’s views and their requirements are not considered and therefore his role becomes like that of a casual worker. He is paid compensation at the discretion of college management. Therefore the psychologies of these teachers become negative. They work only for salary and not for students. They have no other option without working in that college. As there is tremendous saturation in the
employment sector, they have no other alternative except to stay in this field. Somewhat similar condition is found in case of Non-Grant general education colleges i.e. Arts/Commerce/Science colleges. Teachers in these colleges are mostly appointed on adhoc basis. Full time and approved teachers are very rarely found in these colleges. It is also found that most of the qualified teachers i.e. teachers with SET/NET/Ph.D. degrees work on adhoc basis on very low payment. Infrastructure and working conditions in these colleges are very inferior. This situation should be changed. This can be changed only if college management and teachers voluntarily accept service motive.

14. Regular Increments:

Increments should be given to all Non-Grant teachers regularly. In addition to that the performance of these teachers should be properly evaluated every year and eligible teachers should be given additional increments on their performance review. Additional incentives/increments are provided to experienced and qualified Ad-hoc faculty.

7.5.2 Suggestions to Savitribai Phule Pune University (SPPU):

There are a large number of both General and Technical Education Non-Grant colleges affiliated to SPPU. Therefore special attention should be given to the development of these Non-Grant colleges and teachers working in it. Following are a few suggestions based on the overall study. The suggestions that have been made from the point of view of the researcher will be useful for increasing the quality of higher education.

Formation of special committee for review of Non-Grant colleges and welfare of teachers working in these colleges:

SPPU may form a special committee to take review of educational development in Non-Grant colleges. The committee should see that the norms and procedures are properly followed by these colleges or not. It should also see that the minimum standards of employment conditions, infrastructure, salary and other factors are properly followed in these colleges as per the University norms. This will lead towards maximum job satisfaction of teachers in these types of colleges.

7.5.3 Suggestions to Government:

Nowadays it is seen that Non-Grant College teachers are dissatisfied on a vast scale which is affecting the quality of higher education. They work in the colleges like
causal workers. Therefore this study has thrown light on the important aspects of job satisfaction of teachers which will be useful for the government and the policy makers for framing appropriate educational policies. It is prevalent that Government has adopted the policy of reducing its share in educational institutions even though the following measures can be taken by the government for increasing job satisfaction of teachers.

1. **Providing Grant to Non-Grant college and release of Grants in time to Grant-in-aid Colleges**

   This is a very common suggestion and demand made by most of the teachers of Non-Grant colleges. The government has adopted the policy to permit the new colleges strictly on Permanent non-grant basis from the year 2000 and for technical colleges from the year 1983. Although it is true that government is reducing its financial burden, some flexibility can be adopted by the government. It is a common demand from all stakeholders of Non-Grant Colleges that the word “Permanent” before the word Non-Grant should be eliminated and eligible Non-Grant colleges after completing their accreditation process should get grant. As financial aspects matter the most for job satisfaction of the Non-Grant College teachers, this suggestion should be considered by the government. Government should release their share of Grant-in-aid regularly and without any delay. Because of the delay in release of such grants, the teachers of Grant-in-aid colleges get their salary late which creates dissatisfaction among them. Government should also increase the amount of grants for various schemes in the era of inflation.

2. **Formation of Welfare Committee:**

   Government should form a separate Welfare Committee on the basis of USA which will monitor the welfare of college teachers especially in case of Non-Grant Colleges.

7.6 **Suggested Areas for further research:**

   Following are the some areas for further research.

1. This study consists of a sample of 380 college teachers from Grant-in-aid and Non-Grant colleges affiliated to SPPU. The study may be further extended to a larger sample and to other universities in India.
2. Similar study may be conducted by comparing the job satisfaction of teachers from affiliated general degree colleges from two or more different universities in a state.

3. Similar study may be conducted by comparing the job satisfaction of teachers from affiliated technical education colleges from two or more different universities in a state.

4. A comparative study of job satisfaction among Principals of Grant-in-aid and Non-Grant colleges affiliated to SPPU or other university may be undertaken.

5. A comparative study of job satisfaction among Full time approved teachers of colleges affiliated to a particular university and university teachers may be undertaken.

6. Similar study on these dimensions of job satisfaction can be made between junior college teachers and senior college teachers

7. Cross cultural studies of these factors of job satisfaction among Indian colleges or university teachers and teachers from foreign colleges or universities may be undertaken.

8. A comparative study of job satisfaction among Principal and Teaching staff may be undertaken.

9. A comparative analysis of various factors of job satisfaction of Male and female teachers of colleges affiliated to a particular university may be done.