Administration of Higher Education: Satisfaction among the Teachers with the Working Environment: A Micro level Study in state of Haryana.

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ABSTRACT

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to job and an attitude towards a job. It describes how content an individual is with his or her job. It is a relatively recent term, as in previous centuries the jobs available to a particular person were often predetermined by the occupation of a person's parent. There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors include pay and allied benefits, the perceived fairness of the promotion system within the organization, quality of working conditions, leadership of the organization, social relationships and the job itself i.e. the variety of tasks involved, the interest and challenge the job generates and the clarity of the job description/requirements. The present paper explores the general concept of job satisfaction and conducts a study to find the satisfaction level among the teachers with the working environment.

Job Satisfaction

The people, who are happy with their job, are said to be more satisfied. Job designs aims to enhance job satisfaction. Other influences on job satisfaction are management style, culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations using rating scales.

Definitions

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to job and an attitude towards job.[i] Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objectives of cognitive evaluation which are affect (emotion), beliefs and behaviours.[ii] This definition suggests that we form

Genesis of the Concept of Job Satisfaction

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. School, sought to find the effects of various conditions (most notably illumination) on

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attitudes towards our jobs by taking into account our feelings, beliefs and behaviour.These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne

Effect). It was later found that this increase resulted, not from the new conditions, but from the effect of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management (aka Taylorism) also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's book, 'Principles of Scientific Management' (1911), argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work.

Some argue that Abhram Maslow's, 'Hierarchy of Needs theory', a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs and

self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

Models of Job Satisfaction

Affect Theory

Edwin A. Locke's Range of Affect Theory (1976) is inarguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is greatly affected both positively (when expectations are met) and negatively (when expectations are not met), compared to one who does not value that facet. To illustrate, if an Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Dispositional Theory

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

Two-Factor Theory (Motivation-Hygiene Theory)

Frederick Herzberg's two factor theory (also known as Motivation-Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by the different factors i.e. motivation and hygiene factors,

respectively. Motivating factors are those aspects of the job that makes people to perform and provide people with satisfaction. For example, achievement in work, recognition and promotion opportunities. These motivating factors are considered to be intrinsic to the job or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices and other working conditions.

While Herzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model. Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized as it does not specify how motivating/hygiene factors are to be measured.

Need Satisfaction

Concept of Need Satisfaction

Human beings want many things. All of us must have air, food and shelter. Other needs, which are just as real, include status, recognition for our efforts and feeling of belongingness, but these needs are often more difficult to satisfy.

The administrative point of view of organizational behaviour seeks to improve the people-organization relationship in such a way that effectively fulfils their needs and achieves organizational effectiveness. Organizational behaviour seeks to fulfill both employees' needs and organizational objectives. The organization's responsibility is to provide a behavioral climate in which people can gain need satisfaction while helping the organization to reach its objectives.

Classification of needs into two types:

- Physiological Needs: These are biological in nature and are involved in the fulfillment of bodily requirements. These needs are universal and the behaviour pattern connected with them is innate.

- Psychological Needs: These are not inborn, rather, these needs are learned or acquired and are not universal. These include the

security, dominance and group identification needs.

In the present chapter, attempt has been made to analyse the satisfaction of teachers with the facilities and working conditions provided to them by their college. The sample of teacher respondents has been drawn from eight co-educational colleges and their profile is as follow:

Table 1.1:Sample of Teacher Respondents in Colleges.

Attributes/ Responses	Ranks	No. of Teacher Respondents
Types of College	Govt	163
	Govt Aided	140
		Total-303
Age	20-30 Years	42
	31-40 Years	86
	41-50 Years	110
	51-58 Years	65
Gender	Male	175
	Female	128
Academic Qualification	Post Graduate	78
	M. Phil	109
	Ph.D	116
Teaching Experience	> 10 Years	93
	11-20 Years	94
	21-30 Years	96
	< 30 Years	20

Source:computed from Primary Data.

OBJECTIVE OF THE STUDY:

The main objective of the study is to analyze the administration of higher education by assessing the satisfaction among the teachers with the working environment.

RESEARCH METHODOLOGY:

The study has been conducted in two districts of the state, namely, Hissar (including Hansi), Ambala (including City and Cantonment Areas) by drawing a sample of 303/417 teachers, using convenience sampling technique, both from Government and Private Colleges in Haryana. The sample size has been determined by keeping in view the absolute number of teachers.

METHODS OF DATA COLLECTION

The primary data has been collected by administering three Interview Schedules which included questions relating to the select parameters of the study. The interview schedules were served to the (a) teachers, (b) students. The interview schedule included the questions based on the 5 point Likert Scale and responses were given the score of 5, 4, 3, 2, and 1 for Strongly Agree, Agree, Undecided, and Disagree and Strongly Disagree responses respectively. The interview schedules were tested for data reliability and validity by using the Karl Pearson's Split-Half Method (reliability coefficient (r_{tt}) found above 0.50, considered as reliable).

DATA ANALYSIS

The data so collected was analyzed using various statistical techniques using the Statistical Package for Social Sciences (SPSS). The data was treated by collecting percentages, cross-tabulations, Chi-Square test and ANOVA to reach or support the findings.

Assumptions for the analysis of Primary Data

1. Proportion of response

Table 1.2: Proportion of Response

Range of Percentage	Proportion of Response
30-40	Fairly
40-50	Moderately
50-60	Near Majority
60-70	Fair Majority
70-80	High Majority
80-90	Significant Majority
90-100	Highly Significant Majority

Assumptions to analyze the primary data.

1.   Pearson's R and approximate Significance

Table 1.3: Approximate Significance

Value of R is positive	Approximate positive significance	Value of R is negative	Approximate negative significance
0.0	No	(-) 0.0	No relationship

	relationship		
Below 0.4	Low relationship	Below (-) 0.4	Low relationship
0.5-0.7	Moderate relationship	(-) 0.5 to (-) 0.7	Moderate relationship
0.8-0.9	High relationship	(-) 0.8 to (-) 0.9	High relationship
0.9-0.99	Significant high relationship	(-) 0.9 to (-) 0.99	Significant high relationship
1	Perfect positive relationship	(-) 1	Perfect negative relationship

Assumptions to be taken while analyzing the primary data. Positive and Negative values have been taken to indicate the direction of the relationship between the variables.

Following queries/ statements were posed to the teacher-respondents for analyzing their level of satisfaction with the facilities and working conditions provided to them by their college administration:

Table 1.4:Medical allowance is provided to the teachers.

Attributes/ Responses	Ranks	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	p
Types of college	Govt	63 (38.70)	62 (38.00)	26 (16.00)	5 (3.10)	7 (4.30)	.010
	Govt Aided	46 (32.90)	37 (26.40)	36 (25.70)	14 (10.00)	7 (5.00)	
Age	20-30 Years	9 (21.40)	12 (28.60)	18 (42.90)	1 (2.40)	2 (4.80)	.001
	31-40 Years	25 (29.10)	30 (34.90)	16 (18.60)	7 (8.10)	8 (9.30)	
	41-50 Years	44 (40.00)		21 (19.10)	7 (6.40)	0 (0.00)	
	51-58 Years	31 (47.70)	38 (34.50)	7 (10.80)	4 (6.20)	4 (6.20)	

			19 (29.20)				
Gender	Male	56 (32.00)	65 (37.10)	34 (19.40)	10 (5.70)	10 (5.70)	.211
	Female	53 (41.40)	34 (26.60)	28 (21.90)	9 (7.00)	4 (3.10)	
Academic Qualification	Post Graduate	27 (34.60)	27 (34.60)	18 (23.10)	3 (3.80)	3 (3.80)	.169
	M. Phil	42 (38.50)	32 (29.40)	27 (24.80)	3 (2.80)	5 (4.60)	
	Ph.D	40 (34.50)	40 (34.50)	17 (14.70)	13 (11.20)	6 (5.20)	
Teaching Experience	> 10 Years	26 (28.00)	29 (31.20)	26 (28.00)	6 (6.50)	6 (6.50)	.317
	11-20 Years	37 (39.40)	33 (35.10)	15 (16.00)	5 (5.30)	4 (4.30)	
	21-30 Years	34 (35.40)	31 (32.30)	19 (19.80)	8 (8.30)	4 (4.20)	
	< 30 Years	12 (60.00)	6 (30.00)	2 (10.00)	0 (0.00)	0 (0.00)	

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.005$.

Table 1.4(a): Pearson's correlation between the variables

		Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Interval by Interval	**Pearson's R**	.031	.058	.542	.588[c]
		.055	.056	.953	.341[c]
		.057	.057	.986	.325[c]
		.055	.058	.959	.338[c]
		.033	.056	.581	.562[c]

Source: Computed from Primary Data.

The data in relation to the query that medical allowance is provided to the teachers, is presented in the Table 1.4, show that majority of teacher respondents(above 50.00 per cent) were in agreement with the

assertion. Assessing the responses on the basis of type of college it was seen that high majority of teacher respondents (76.70 per cent) from government colleges and majority of teacher respondents (59.30 per cent) from government aided colleges provided the positive responses for the issue. On the basis age variable it was found that high majority of teacher respondents(above 70.00 per cent) in the age group of 41-58 years as compared to the fair majority of teacher respondents (64.00 per cent) in the age group of 31-40 years and majority of teacher respondents (50.00 per cent) in the age group of 20-30 years supported the facet. Analyzing the responses on the basis of gender variable it was seen that fair majority of male teacher respondents (69.10 per cent) and female teacher respondents (68.00 per cent) provided the favoring responses for the statement. On the basis of academic qualification it was noticed that fair majority of teacher respondents(above 60.00 per cent) irrespective of the education qualification provided the positive responses for the assertion. Assessing the responses on the basis of teaching experience it was seen that highly significant majority of teacher respondents (90.00 per cent) with teaching experience of above 30 years and high majority of teacher respondents (74.50 per cent) with teaching experience of 11-20 years in comparison to the fair majority of teacher respondents (67.70 per cent) with 21-30 years of teaching experience and majority of teacher respondents (59.20 per cent) with teaching experience of less than 10 years favored the point of view.

Statistically significant association was seen between the variables of type of college and the view point.

The coefficient of correlation between the variables has been presented in the Table 1.4 (a) which measured the linear relationship between the two variables. It revealed that the relationship between the variables and the responses of the teacher respondents was positive. On further analysis, it can be seen that the variables of type of college and

teaching experience was moderately related with the responses of the teacher respondents. However, the other variables had shown low relationship.

Table 1.5:Salary is according to the state and UGC norms

Attributes/ Responses	Ranks	Strongly Agree	Agree	Un-Decided	Dis-Agree	Strongly Disagree	p
Types of College	Govt	39 (23.90)	93 (57.10)	1 (0.60)	24 (14.70)	6 (3.70)	.107
	Govt Aided	32 (22.90)	79 (56.40)	0 (0.00)	14 (10.00)	15 (10.70)	
Age	20-30 Years	14 (33.30)	21 (50.00)	0 (0.00)	5 (11.90)	2 (4.80)	.601
	31-40 Years	19 (22.10)	48 (55.80)	1 (1.20)	12 (14.00)	6 (7.00)	
	41-50 Years	27 (24.50)	65 (59.10)	0 (0.00)	13 (11.8)	5 (4.50)	
	51-58 Years	11 (16.90)	38 (58.50)	0 (0.00)	8 (12.30)	8 (12.30)	
Gender	Male	31 (17.70)	105 (60.00)	1 (0.60)	24 (13.70)	14 (8.00)	.078
	Female	40 (31.20)	67 (52.30)	0 (0.00)	14 (10.90)	7 (5.50)	
Academic Qualification	Post Graduate	23 (29.25)	40 (51.30)	0 (0.00)	7 (9.00)	8 (10.30)	.521
	M. Phil	22 (20.20)	66 (60.66)	1 (0.90)	14 (12.80)	6 (5.5)	
	Ph.D	26 (22.40)	66 (56.90)	0 (0.00)	17 (14.70)	7 (6.00)	
Teaching Experience	> 10 Years	26 (28.00)	48 (51.60)	1 (1.10)	12 (12.90)	6 (6.50)	.285
	11-20 Years	25 (26.60)	52 (55.30)	0 (0.00)	13 (13.8)	4 (4.30)	
	21-30 Years	16	(55.30	0	10	7	

| | | (16.70) 4 |) 63 | (0.00) 0 | (10.40) 3 | (7.30) 4 | |
| | < 30 Years | (20.00) | (65.60) 9 (45.00) | (0.00) | (15.00) | (20.00) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. p<0.005.

Table 1.5 (a): Pearson's correlation between the variables

			Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Interval by Interval	Pearson's R		.120	.056	2.089	.038ᶜ
			.086	.057	1.494	.136ᶜ
			.054	.057	.934	.351ᶜ
			.040	.057	.701	.484ᶜ
			.107	.060	1.859	.064ᶜ

Source: Computed from Primary Data.

The data presented in the Table 1.5 regarding the issue that if salary of teachers is according to the state and UGC norms highlights that majority of teacher respondents agreed with the facet. On the basis of type of college variable, it was noticed that majority of teacher respondents from government colleges (57.10 per cent) and the teacher respondents (56.40 per cent) from government aided colleges disagreed with the poser. Analyzing the responses on the basis of age variable, it was seen that majority of teacher respondents (above 50.00 per cent) irrespective of the age disagreed with the poser. Further Assessing the responses on the basis of gender variable it was observed that fair majority of male teacher respondents (60.00 per cent) in comparison to the majority of female teacher respondents (52.30 per cent) did not favour the point of view. Examining the responses on the basis of academic qualification, it was found that fair majority of M.Phil teacher respondents (60.60 per cent) as against the majority of PG teacher respondents (51.30 per cent) and Ph.D teacher respondents (56.90 per

cent) disagreed with the statement. Analyzing the responses on the basis of teaching experience it was noticed that fair majority of teacher respondents (65.60 per cent) with 21-30 years of teaching experience as compared to the majority of teacher respondents(above 50.00 per cent) with less than 20 years of teaching experience and high proportion of teacher respondents (45.00 per cent) with above 30 years of teaching experience did not agree with the issue. No significant association was seen between the variables and the statement.

The coefficient of correlation between the variables has been presented in the Table 1.5 (a) which measured the linear relationship between the two variables. It revealed that the relationship between the variables and the responses of the teacher respondents was positive but low.

Table 1.6: Separate and Clean toilets are available for the teaching staff.

Attributes/ Responses	Ranks	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	P
Types of College	Govt	68 (41.70)	53 (32.50)	19 (11.70)	7 (4.30)	16 (9.80)	.000
	Govt Aided	22 (15.70)	70 (50.00)	23 (16.40)	21 (15.00)	4 (2.90)	
Age	20-30 Years	12 (28.60)	17 (40.50)	2 (4.80)	9 (21.40)	2 (4.80)	.109
	31-40 Years	28 (32.60)	29 (33.70)	12 (14.00)	8 (9.30)	9 (10.50)	
	41-50 Years	31 (28.20)	17 (15.50)	6 (5.50)	8 (7.30)		
	51-58 Years	19 (29.20)	48 (43.60)	11 (16.90)	5 (7.70)	1 (1.50)	
			29 (44.60				

			)				
Gender	Male	45 (25.70)	80 (45.70)	23 (13.10)	14 (8.00)	13 (7.40)	.187
	Female	45 (35.20)	43 (33.60)	19 (14.80)	14 (10.90)	7 (5.50)	
Academic Qualificatio n	Post Graduate	27 (34.60)	29 (37.20)	6 (7.70)	7 (9.00)	9 (11.50)	.094
	M. Phil	38 (34.90)	39 (35.80)	17 (15.60)	9 (8.30)	6 (5.50)	
	Ph.D	25 (21.60)	55 (47.40)	19 (16.40)	12 (10.30)	5 (4.30)	
Teaching Experience	> 10 Years	31 (33.30)	30 (32.30)	14 (15.10)	12 (12.90)	6 (6.50)	.310
	11-20 Years	29 (30.90)	39 (41.50)	8 (8.50)	8 (8.50)	10 (10.60)	
	21-30 Years	25 (26.00)	43 (44.80)	17 (17.70)	7 (7.30)	4 (4.20)	
	< 30 Years	5 (25.00)	11 (55.00)	3 (15.00)	1 (5.00)	0 (0.00)	

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.005$.

Table 1.6 (a): Pearson's correlation between the variables

		Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Interval by Interval	**Pearson's R**	.343	.051	6.341	.000[c]
		.006	.058	.105	.917[c]
		.051	.058	.882	.378[c]
		.145	.058	2.550	.011[c]
		.068	.055	1.187	.236[c]

Source: Computed from Primary Data.

The data presented in the table 1.6 highlighting the issue that if separate and clean toilets are available for the teacher respondents show that fair majority of teacher respondents(above 60.00 per cent) provided the favoring responses for the issue. Assessing the responses On the basis of type of college variable, it was seen that high majority teacher

respondents (74.20 per cent) from government colleges and fair majority of teacher respondents (65.70 per cent) from government aided colleges provided the favoring responses for the assertion. On the basis of age variable, it was ascertained that high majority of teacher respondents(above 70.00 per cent) in the age group of 41-58 years as compared to the fair majority of teacher respondents(above 60.00 per cent) in the age group of 20-40 years supported the poser. Analyzing the responses in the basis of gender variable it was noticed that high majority of male teacher respondents (71.40 per cent) as compared to the fair majority of female teacher respondents (68.80 per cent) provided the positive responses for the point of view. Examining the responses on the basis of academic qualification, it was seen that high majority of PG teacher respondents (71.80 per cent) and M.Phil teacher respondents (70.70 per cent) in comparison to the fair majority of Ph.D teacher respondents (69.00 per cent) favored the issue. Assessing the responses on the basis of teaching experience it was seen that significant majority of teacher respondents (80.00 per cent) with teaching experience of more than 30 years and high majority of teacher respondents(above 70.00 per cent) with teaching experience of 11-30 years as against the fair majority of teacher respondents (65.60 per cent) with teaching experience of less than 10 years supported the view point.

Statistically significant association was seen between the variable of type of college and the query.

The coefficient of correlation between the variables has been presented in the Table 1.6(a) which measured the linear relationship between the two variables. It revealed that the relationship between the variables and the responses of the teacher respondents was positive. On further analysis, it can be seen that the variables of type of college demonstrated no relationship with the responses of teacher respondents whereas the variable of age represented significantly high relationship with the responses of the teacher respondents. However, the other variables had shown low relationship.

Table1.7: Computer facility is provided to the teachers.

Attributes/ Responses	Ranks	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	P
Types of College	Govt Govt Aided	112 (68.70) 70 (50.00)	28 (17.20) 53 (37.90)	10 (6.10) 7 (5.00)	1 (0.60) 0 (0.00)	12 (7.40) 10 (7.10)	.002
Age	20-30 Years 31-40 Years 41-50 Years 51-58 Years	20 (47.60) 45 (52.30) 75 (68.20) 42 (64.60)	14 (33.30) 26 (30.20) 21 (19.10) 20 (30.80)	4 (9.50) 7 (8.10) 5 (4.50) 1 (1.50)	1 (2.40) 0 (0.00) 0 (0.00) 0 (0.00)	3 (7.10) 8 (9.30) 9 (8.20) 2 (3.10)	.069
Gender	Male Female	99 (56.60) 83 (64.80)	50 (28.60) 31 (24.20)	10 (5.70) 7 (5.50)	0 (0.00) 1 (0.80)	16 (9.10) 6 (4.70)	.313
Academic Qualification	Post Graduate M. Phil Ph.D	49 (62.80) 67 (61.50) 66 (56.90)	20 (25.60) 26 (23.90) 35 (30.20)	7 (9.00) 6 (5.50) 4 (3.40)	0 (0.00) 0 (0.00) 1 (0.90)	2 (2.60) 10 (9.20) 10 (8.60)	.379
Teaching Experience	> 10 Years 11-20 Years 21-30 Years < 30 Years	52 (55.90) 56 (59.60) 64 (66.70) 10	29 (31.20) 24 (25.50) 20	6 (6.50) 7 (7.40) 4 (4.20) 0	1 (1.10) 0 (0.00) 0 (0.00) 0	5 (5.40) 7 (7.40) 4 (4.20) 0	.629

		(50.00)	(20.80)	(0.00)	(0.00)	(0.00)	
			8				
			(40.00)				

Source: Computed from Primary Data. Figures in parentheses are percentages. $p<0.005$.

Table 1.7 (a): Pearson's correlation between the variables

		Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Interval by Interval	**Pearson's R**	.150	.057	2.634	.009[c]
		.068	.058	1.180	.239[c]
		.015	.056	.263	.792[c]
		.016	.055	.284	.777[c]
		.020	.059	.339	.735[c]

Source: Computed from Primary Data.

Table 1.7 presents the responses for the assertion that if the computer facility is provided to the teacher respondents. On analyzing the responses it was found that significant majority of teacher respondents(above 80.00 per cent) were in agreement with the statement. On the basis of type of college it was found that significant majority of teacher respondents from government colleges (85.90 per cent) and teacher respondents from government aided colleges (87.90 per cent) favored the poser. Examining the responses on the basis of age variable, it was seen that highly significant majority of teacher respondents (95.40 per cent) in the age group of above 51 years as against the significant majority of teacher respondents(above 80.00 per cent) in the remaining three age groups supported the view point. Further Assessing the responses on the basis of gender variable it was ascertained that significant majority of male teacher respondents (85.20 per cent) and female teacher respondents (89.00 per cent) were in agreement with the poser. Analyzing the responses on the basis of academic qualification variable it was observed that significant majority of teacher respondents(above 80.00 per cent) irrespective of their academic qualifications provided positive responses for the facet. On the basis of

teaching experience it was found that highly significant majority of teacher respondents (90.00 per cent) with more than 30 years of teaching experience as compared to the significant majority of teacher respondents(above 80.00 per cent) with less than 30 years of teaching experience were in agreement with the issue.

Statistically significant association was found between the variable of type of college and the facet.

The coefficient of correlation between the variables has been presented in the Table 1.7 (a) which measured the linear relationship between the two variables. It revealed that the relationship between the variables and the responses of the teacher respondents was positive. On further analysis, it can be seen that the variables of gender, academic qualifications, and teaching experience were highly related with the responses of the teacher respondents. However, the other variables had shown low relationship.

Table1.8: Teachers are provided with the well-furnished staff room.

Attributes/ Responses	Ranks	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	P
Types of College	Govt	98 (60.10)	37 (22.70)	12 (7.40)	0 (0.00)	16 (9.80)	.020
	Govt Aided	68 (48.60)	36 (25.70)	20 (14.30)	5 (13.60)	11 (7.90)	
Age	20-30 Years	19 (45.20)	7 (16.70)	12 (28.60)	3 (7.10)	1 (2.40)	.001
	31-40 Years	51 (59.30)	21 (24.40)	5 (5.80)	2 (2.30)	7 (8.10)	
	41-50 Years	59 (53.60)	11 (10.00)	0 (0.00)	10 (9.10)		
	51-58 Years	37 (56.90)	30 (27.30)	4 (6.20)	0 (0.00)	9 (13.80)	
			15				

			(23.10)				
Gender	Male	97 (55.40)	38 (21.70)	17 (9.70)	5 (2.90)	18 (10.30)	.213
	Female	69 (53.90)	35 (27.30)	15 (11.70)	0 (0.00)	9 (7.00)	
Academic Qualification	Post Graduate	45 (57.70)	18 (23.10)	9 (11.50)	2 (2.60)	4 (5.10)	.145
	M. Phil	60 (55.00)	19 (17.40)	15 (13.80)	3 (2.80)	12 (11.00)	
	Ph.D	61 (52.60)	36 (31.00)	8 (6.90)	0 (0.00)	11 (9.50)	
Teaching Experience	> 10 Years	50 (53.80)	20 (21.50)	13 (14.00)	5 (5.40)	5 (5.40)	.114
	11-20 Years	52 (55.30)	25 (26.60)	8 (8.50)	0 (0.00)	9 (9.60)	
	21-30 Years	54 (56.20)	23 (24.00)	10 (10.40)	0 (0.00)	9 (9.40)	
	< 30 Years	10 (50.00)	5 (25.00)	1 (5.00)	0 (0.00)	4 (20.00)	

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.005$.

Table 1.8 (a): Pearson's correlation between the variables

		Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Interval by Interval	**Pearson's R**	.058	.058	1.010	.313[c]
		.072	.060	1.249	.213[c]
		.101	.054	1.755	.080[c]
		.066	.055	1.148	.252[c]
		.035	.061	.601	.548[c]

Source: Computed from Primary Data.

The data highlighted in the table 1.8 show that fair majority of teacher respondents(above 60.00 per cent) provided the favoring responses for the assertion that teachers are provided with the well furnished staff room. Interestingly majority of teacher respondents(above50.00 per cent) irrespective of the variables strongly agreed with the statement. Analyzing the responses On the basis of type of college variable,, it was found that significant majority of teacher respondents (82.80 per cent) from the government colleges and the fair majority of teacher respondents (64.30 per cent) from the government aided colleges provided the positive responses for the statement. On the basis of age variable, it was seen that fair majority of teacher respondents (61.90 per cent) in the age group of 20-30 years and the significant majority of teacher respondents(above80.00 per cent) in the remaining three age groups favored the assertion. Assessing the responses on the basis of gender variable it was found that significant majority of female teacher respondents (81.20 per cent) and the high majority of male teacher respondents (77.10 per cent) were in agreement with the point of view. Examining the responses on the basis of academic qualification, variable it was noticed that significant majority of PG teacher respondents (80.80 per cent) and the Ph.D teacher respondents (83.60 per cent) in comparison to the high majority of M.Phil teacher respondents (72.40 per cent) supported the facet. Further on the basis of teaching experience it was noticed that significant majority of teacher respondents(above80.00 per cent) with the teaching experience of 11-30 years in comparison to the high majority of teacher respondents(above 70.00 per cent) in the remaining two categories of this variable supported the point of view.

Statistically significant association was found between the variables of type of college, age and the poser.

The coefficient of correlation between the variables has been presented in the Table 1.8 (a) which measured the linear relationship between the two variables. It revealed that the relationship between the

variables and the responses of the teacher respondents was positive. On further analysis, it can be seen that the variable of teachingexperience was moderately related with the responses of the teacher respondents. However, the other variables had shown low relationship.

FINDINGS

- Medical allowance was provided to the teachers, it was supported by the majority of teacher respondents (above 50.00 per cent).
- Majority of teacher respondents agreed with the assertion that salary of teachers was according to the state and UGC norms.
- Separate and clean toilets were available for the teachers; it was supported by the fair majority of teacher respondents (above 60.00 per cent).
- The computer facility was provided to the teacher respondents; it was found by the significant majority of teacher respondents (above 80.00 per cent).
- Fair majority of teacher respondents (above 60.00 per cent) provided the favoring responses for the assertion that teachers were provided with the well-furnished staff room.

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[i]   H.M.Weiss, "Deconstructing Job Satisfaction: Separating Evaluations, Beliefs and Affective Experiences", <u>Human Resource Management Review</u>, 2002, 12, pp. 174.

[ii]   Ibid, pp. 173-194.