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**“A COMPARATIVE ANALYSIS OF JOB SATISFACTION
LEVEL OF MANAGEMENT TEACHERS OF MBA COLLEGES
IN GUJARAT STATE”**

A THESIS

**SUMMITTED TO THE
SAURASHTRA UNIVERSITY
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN MANAGEMENT
(FACULTY OF MANAGEMENT)**

SUBMITTED BY

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CERTIFICATE

It is certified that the thesis entitled “**A Comparative Analysis of Job Satisfaction Level of Management Teachers of MBA Colleges in Gujarat State**” is a record of research work done by **Mr. Nisar M. Munshi** during the period of study under my supervision and that the thesis has not formed the basis for the award of any degree, diploma, associateship, fellowship or similar title to the candidate and that the thesis represents independent work on the part of the candidate.

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DECLARATION

I declare that the thesis entitled “**A Comparative Analysis of Job Satisfaction Level of Management Teachers of MBA Colleges in Gujarat State**” is a record of independent research work carried out by me under the supervision and guidance of Dr. Pratapsinh L. Chauhan Professor & H.O.D, Department of Business Management Studies, (MBA Programme), Saurashtra University, Rajkot. This has not been previously submitted for the award of any diploma, degree, associatesship or other similar title.

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PREFACE

Job Satisfaction has become a favorite topic of discussion for businessmen, academicians, political leaders, social reformers and management students in India.

The study is organized into 6 Chapters. The first chapter gives the insight to the topic and theories which are related with Job-Satisfaction. The Second chapter is related with the past and present education system prevailing in India. The remaining four chapters provide a conceptual frame work and the statistical education of the different factors of job-Satisfaction.

It is a fond hope of the Researcher that all executives, Academicians, Researchers, Teachers and Students will appreciate this work and contribute to the progress of knowledge.

Date: -

Nisar Munshi

Place:-

CONTENTS

Particulars	Page No.
Acknowledgement	I
Preface	II
List of Tables	IV

Chapter No.	Chapters	Page No.
1	Review of The Related Literature	1
2	Education In India	54
3	Research Plan	130
4	Analysis And Interpretation of Degree of Job Satisfaction of Management Teachers Working In MBA Colleges of Gujarat State	155
5	Analysis And Interpretation of Degree of Job Satisfaction of Management Teachers Working In MBA Colleges of Gujarat State	198
6	Summary, Findings And Suggestions	220

List of Table and Graphs

Sr. No.	List of Tables and Graphs	Page No.
2.1	Education In India	57
2.3	Indian Education System	60
2.3.3	Non- Graduation Market	63
2.3.6	Graduation Market	67
2.4.1	Early Childhood Education	68
2.4.1	Development of Education In India	69
2.4.2	Growth of Recognized Educational Institutions	70
2.4.4.1	Growth In Secondary Education In India	73
2.4.5.2(T-1 and T-2)	Growth of Colleges For General Education, Colleges for Professional Education and University during 1950-51 to 2004-05	76
2.4.5.3	Enrolment By Levels and Major Disciplines	79
2.4.5.3	Higher Education Institutions and Enrolment	79
2.4.5.3	Enrolment by Stages in 2004-05	80
2.4.5.4	Enrolment Ratio by Alternative Sources	81
2.4.5.4	The Comparative Profile for Population Group (18-23 years)	82
2.4.5.4	Current and 11 th Plan Enrolment Rates Based on SES and Census Data	82
2.4.5.4.(A)	Graduate output During 2003	83
2.4.5.4.(B)	Post- Graduate output During 2003	83
2.4.5.6.	Total graduates and post graduates	84
2.4.5.7.	Number of teachers in intuitions of higher education 2004	85
2.4.5.7.	Distribution of students teacher ratio in the NAAC	85
2.4.5.7.	Qualification of teachers in various graduates colleges	86
2.4.5.9.	Sector wise plan and non plan budgeted expenditure	88
2.4.5.9.	Public expenditure per student	88

2.4.5.9.	Plan expenditure on higher education	89
2.4.5.9.	Central plan allocation and expenditure	90
2.4.5.9.	Distribution of total public expenditure per student	90
2.4.5.10.	Expenditure on education by different states	91
2.4.5.10.	Higher education	92
2.4.5.10.	Total expenditure on education and training under different level	93
2.4.5.11.(A)	Enrolment rate in higher education	94
2.4.5.11.(B)	Enrolment ratio under different group of population	95
2.4.5.11.(C-1)	Current quality status in college of higher education in India	96
2.4.5.11.(c-2)	Current quality status of university in India	96
2.4.5.11.(C-3)	NAAC ranking of colleges	97
2.4.5.11.(C-4)	Performance quality of selected accelerated colleges	98
2.4.5.11.(F-1)	Some selected UGC schemes and new initiatives	101
2.4.5.11.(F-2)	Selected schemes under MHRD/AICTE/ICAR and other agency	103
2.4.6.1.(A)	Indian institute of technology	107
2.16.3	Participating institutes	125
2.16.4.	Selection process	129
4.1 [1]	Designation of Teachers	157
4.1 [2]	Divisional Department	158
4.1 [3]	Age of Teachers	159
4.1 [4]	Experience of MBA Teachers	159
4.1 [5]	Academic Qualification of Management Teachers	161
4.1 [6]	Trainings, Seminars, Conferences, Workshops attended	162

4.1 [7]	Salary Drawn	163
4.1 [8]	Number of Assistant Professor Working in College	163
4.1 [9]	Experience of Teaching In MBA	164
4.1 [10]	Numbers of Years in Working with Current Institute	165
4.1 [11]	Percentage of Time Spent with Students	166
4.1 [12]	Intake Capacity of Students	167
4.1 [13]	Accreditation Status of Colleges	168
4.2.	One Sample Statistics and One Sample (+) Test	171
4.3.	I am adequately paid for the post	175
4.4	Most of the time I have to force my self to go to work	179
4.5	Designation of Teachers	182
4.6	I feel fairly well satisfied with my present job (Age)	186
4.7	I feel fairly well satisfied with my present job (Current Institute)	188
4.8	I am satisfied with my Job for the time being	191
4.9	One Sample Statistics and (+) Test	193
5.1	My Pay and the Amount of Work I do	199
5.2	My Chances for Advancement	202
5.3	The Chances of to be of Others	206
5.4	Job is Interesting and Does Not Bore Me	209
5.5	I Definitely Dislike My Work	211
5.6	I am Disappointed That I Took This Job	214
5.7	Salary Drawn and Disliking of the Work	218

CHAPTER – 1: REVIEW OF THE RELATED LITERATURE

Sr. No.	Particular	Page No.
1.1	Introduction	4
1.2	History of Job Satisfaction	7
1.3	Meaning and Definition of Job Satisfaction	8
1.4	Importance of Job Satisfaction	11
1.5	Theories of Job Satisfaction	12
(1.5.1)	Content Theories	12
(1.5.2)	Motivator / Hygiene Theory	13
(1.5.3)	Process Theories	14
(1.5.4)	Expectations and Equity Theory	14
(1.5.5)	Reference Group Theory	15
(1.5.6)	Needs/Fulfillment Theory	15
(1.5.7)	Work Adjustment Theory	16
(1.5.8)	Job Characteristics Model	17
(1.5.9)	Dispositional Theory	18
(1.5.10)	Affect Theory	18
1.6	Measuring Job Satisfaction	19
1.7	Variables of Job Satisfaction	20
(1.7.1)	Age	20
(1.7.2)	Tenure	21
(1.7.3)	Education experience	22
(1.7.4)	Gender	22
(1.7.5)	Salary	23
(1.7.6)	Institution Size	23
(1.7.7)	Number of Teachers	24
(1.7.8)	Socio-Economic Position of the Institute	24
(1.7.9)	Percent of Time Spent with Students	24
(1.7.10)	College Accreditation Status	25
1.8	Dimension of Job Satisfaction	27

1.9	Factors Influencing Job Satisfaction	28
(1.9.1)	Organizational factor	28
	1.9.1.1 Reward	28
	1.9.1.2 Physical working Condition	28
	1.9.1.3 Co-operation	28
(1.9.2)	Personal Factor	28
	1.9.2.1 Interest	28
	1.9.2.2 Personal Trait	28
	1.9.2.3 Status and seniority	29
	1.9.2.4 Life Satisfaction	29
1.10	Management Teachers and Job Satisfaction	30
1.11	Management Teachers Roles in Job Satisfaction	35
(1.11.1)	Seek Opportunities To Demonstrate Skills And Talent	35
(1.11.2)	Develop Excellent Communication Skill	35
(1.11.3)	Knows More	35
(1.11.4)	Demonstrate Creativity And Initiative	35
(1.11.5)	Develop Teamwork And People Skills	35
(1.11.6)	Accept The Diversity In People	35
(1.11.7)	See The Value In Your Work	35
(1.11.8)	Learn To De-Stress	35
1.12	The Relationship of Job Satisfaction with some field of Organization Behavior	36
(1.12.1)	The relationship between leadership and job satisfaction	36
(1.12.2)	The relationship between organizational culture and job satisfaction of employees	36
(1.12.3)	The relationship between the operation of learning organization and job satisfaction of employees	37
(1.12.4)	Job satisfaction and emotions	38
	1.12.4.1 Emotional dissonance	38
	1.12.4.2 Social interaction model	38
1.13	How to get more than Satisfaction at Work	39
1.14	Relationships and Practical Implications of Job	40

	Satisfaction	
1.15	Creating Job Satisfaction	41
1.16	Assuring Job Satisfaction	43
1.17	Ten ways to maintain Job Satisfaction	44
1.18	Facts of Job Satisfaction	45
(1.18.1)	Satisfaction With Overall Human Resource Policies And Strategies	46
(1.18.2)	Satisfaction With Supervisor	47
(1.18.3)	Satisfaction With Compensation Levels	47
(1.18.4)	Satisfaction With Task Clarity	48
(1.18.5)	Satisfaction With Career Development	48
1.19	Summary	50

1.1 INTRODUCTION:

The purpose of this study was to investigate predictors of Management Teachers Job Satisfaction including those that are personal and those that are job related. The purpose of this literature review was to look at literature on job satisfaction, job satisfaction theories, characteristics of job satisfaction, and previous studies of job satisfaction.

For decades, job satisfaction has been one of the most extensively researched concepts in work and organizational psychology. Job satisfaction is believed to reflect an individual's affective and/or cognitive assessment of his or her working conditions and job attributes (Weiss & Cropanzano, 1996); it has been traditionally used to confirm the effectiveness of job redesign and motivational conditions at work. Since the 1980s, however, an increasing number of studies indicated that job satisfaction is influenced by personality dispositions (e.g. Arvey, Bouchard, Segal, & Abraham, 1989; Staw & Ross, 1985). This provoked a new approach to job satisfaction, which involved particularly the pursuit of two questions: first, to what *extent* is job satisfaction determined by personality? A meta-analysis of the stability of job satisfaction concluded that up to 35 per cent of the variance in job satisfaction might reflect stable, unchangeable traits in contrast to changeable environmental conditions (Dormann & Zapf, 2001). The second question pursued relates to the *type* of personality variables that could be the building blocks of a trait-based part of job satisfaction. This research has primarily focused on affective traits such as negative affectivity (NA) and positive affectivity (PA; e.g. Brief & Roberson, 1989). Negative and positive affectivity are believed to underlie job satisfaction as they decrease the threshold to experience negative and positive emotions, respectively; and in fact, they do explain considerable variance in job satisfaction (e.g. Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). A recent dispositional approach to job satisfaction goes beyond affectivity: the model of core self-evaluations (CSE; Judge, Locke, Durham, & Kluger, 1998).

The industrial and business sectors of various countries specially developing countries including India (where per capita income is very low) are facing the problem of job dissatisfaction among the employees and high rate of turnover. **JOB SATISFACTION** is regard to one's feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by variety of factors such as kind of supervision, organization policies & administration, salary & quality of life etc.

Employers have a need to keep employee from leaving and going to work for other organizations. The best way of retaining employees is to provide the job satisfaction and opportunities to build up their careers. “The good hope is hard to find, is even truer these days than ever before because the job market is becoming increasingly tight”. **(Eskildesen, Hammer)**

Theresa gave the study to examine the job satisfaction and intent to turnover using the co relational design. He takes the sample (n = 107) consist of direct support professional who worked for non profit organization located in South Carolina that served People with disabilities development. Two instruments were utilized that measure the overall (Specter job satisfaction) and facet job satisfaction and intent to turnover (Michigan Organizational Assessment Questionnaire). Demographic information regarding age and tenure were examined. Data analysis includes descriptive and inferential statistics. The result from the study suggests that there is a significant and negative correlation between job satisfaction and intent to turnover. It was demonstrated that tenure is related to job satisfaction and having positive & low relation.

There was little evidence that suggest that age was significantly related to either job satisfaction or intent to turnover. Theresa take sample from single organization which in non profit organization. The non profit organizations are some extent running by the charity & donation and the remunerations for the employees in such organizations are low.¹ Bhatti & Qureshi collect the information regarding the Name of organization, Life of organization in years, Number of employee, Employee participation, Job satisfaction, Employee commitment & Employee Productivity from the first line managers and their immediate bosses. The Managers were given a questionnaire and were asked to give the answer at their best knowledge with reference to working conditions in their organization. Questionnaire was divided in to two portions. First line manager had to answer the question regarding name of organization, life of organization, number of employees, employee participation, job satisfaction and employee commitment. While the immediate bosses was to answer the question from the portion of employee productivity. The questionnaire consists on relationship among job satisfaction, employee commitment, and employee productivity. They used Likard scale questionnaire. They take sample from communication sector, banking sector and oil & gas sector of Pakistan. 34 organizations were selected for study. They measured job satisfaction by using the

variables, employee productivity, employee commitment and employee participation and their hypothetical research found strong and positive relationship between the job satisfaction and mentioned variables. The finding suggests that management of organization should increase the satisfaction among employees with compensation, policies and working conditions in order to attain high level of employee commitment and reduce turnover.

The sample size was not enough to reflect image of the organizations functioning in Pakistan. Data collection method for research is very common. Other methods could have been used for this research study like group discussion / discussion forum.

The late 1920s one of the first studies of job satisfaction undertaken by Mayo & Hawthorne. This study referred to & focused on employee attitude and its impact on production levels. The study highlighted that employees & workers develop their own perceptions of the work situation and the social environment, which affects their attitudes towards their work. The findings of the study provided consistent results with the observations of Taylor in 1911, that individual workers wants economic incentives/monetary rewards and are willing to work harder for it. He used the global approach to measure job satisfaction.

The study found that 88% of the surveyed were classified as being satisfied, and there was a direct linear relationship between occupational level and job satisfaction.

1.2 HISTORY OF JOB SATISFACTION:

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on 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 knowledge 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 also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, 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 to answer 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 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.

1.3 MEANING AND DEFINITION OF JOB SATISFACTION:

Hoppock (1935) indicates that job satisfaction means the mental, physical and environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring employees about the job satisfaction extents. The academic definitions of job satisfaction can be divided into three types. Namely:

(1) **Integral definition:** This definition emphasizes workers' job attitude toward environment with focal attention on the mental change for individual job satisfaction of employee (**Locke, 1976; Fogarty, 1994; Robbins, 1996**).

(2) **Differential definition:** It emphasizes job satisfaction and the difference between the actually deserved reward and the expected reward from employees; the larger difference means the lower satisfaction (**Smith et al., 1969; Hodson, 1991**).

(3) **Reference structure theory:** It emphasizes the fact that the objective characteristics of organizations or jobs are the important factors to influence employees' working attitude and behaviors but the subjective sensibility and explanation of working employees about these objective characteristics; the said sensibility and explanation are also affected by self reference structures of individual employee (**Morse, 1953; Homans, 1961**).

Within this research, for the dimension of job satisfaction, we adopt the frequently applied Minnesota Satisfaction Questionnaire and divide the job satisfaction of employee into the external satisfaction and internal satisfaction for the subsequent researching investigation.

Although no uniform definition of job satisfaction exists (**Siegel & Lane, 1982**); job satisfaction is generally considered to be the overall feeling that a worker has about a job.

Young (1984) defined job satisfaction as "the affective reaction that employees have about their jobs" (p. 115). According to Young, job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job, and for society related to quantity and quality of life.

Job satisfaction was defined by **Lofquist and Dawis (1969)** as "the pleasurable emotional state resulting from the appraisal of the extent to which he work environment fulfills an individual's requirement" (p. 47).

Solly and Hohenshil (1986) stated “Job satisfaction is defined as an attitude individuals hold about their work consisting of a general or global factor of satisfaction as well as a collection of specific factors related to sources of work reinforcement” (p. 119).

According to **Hoppock (1977)**, job satisfaction can be defined as essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, “I am satisfied with my job”.

Business Definition for: Job Satisfaction

The sense of fulfillment and pride felt by people who enjoy their work and do it well. Various factors influence job satisfaction, and our understanding of the significance of these stems in part from Frederick Herzberg. He called elements such as remuneration, working relationships, status, and job security "hygiene factors" because they concern the context in which somebody works. Hygiene factors do not in themselves promote job satisfaction, but serve primarily to prevent job dissatisfaction. Motivators contribute to job satisfaction and include achievement, recognition, the work itself, responsibility, advancement, and growth. An absence of job satisfaction can lead to poor motivation, stress, absenteeism, and high labor turnover.

Some other definitions of job satisfaction

(a)

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an attitude towards one’s job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

(b)

"Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (**Spector, 1997, p. 2**). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction.

Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits." (Williams)

(c)

“Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill one's needs”. It is not always related with the money factor-because some people also work to satisfy their urge to work.

(d)

Following is the exact entry as defined by Dictionary.com.

–noun

1. An act of satisfying; fulfillment; gratification.
2. The state of being satisfied; contentment.
3. The cause or means of being satisfied.
4. Confident acceptance of something as satisfactory, dependable, true, etc.
5. Reparation or compensation, as for a wrong or injury.
6. The opportunity to redress or right a wrong, as by a duel.
7. Payment or discharge, as of a debt or obligation.
8. Ecclesiastical.

(e)

Paul Spector's refers to job satisfaction as “a cluster of evaluative feelings about the job” and identifies nine facets of job satisfaction that are measured by the Job satisfaction:

1. *Pay* - amount and fairness or equity of salary
2. *Promotion* - opportunities and fairness of promotions
3. *Supervision* - fairness and competence at managerial tasks by one's supervisor
4. *Benefits* - insurance, vacation, and other fringe benefits
5. *Contingent rewards* - sense of respect, recognition, and appreciation
6. *Operating procedures* - policies, procedures, rules, perceived red tape
7. *Coworkers* - perceived competence and pleasantness of one's colleagues
8. *Nature of work* - enjoyment of the actual tasks themselves
9. *Communication* - sharing of information within the organization.

1.4 IMPORTANCE OF JOB SATISFACTION:

After reading about job satisfaction and the factors related to it, you may want to know that why job satisfaction important is? The importance of job satisfaction plays a major role in our occupational life. It has relation with many aspects because it affects a person's

- (a) Mental health
- (b) Physical health
- (c) Increase in output

(a) Mental Health:

If a person remains continuously dissatisfied with the job it affects the mental health of the individual. The continuous tension leads to much maladjustment in the behavior.

(b) Physical Health:

Job Satisfaction affects the physical health of the person. If a person is under continuous stress, he/she will suffer from health problems like headaches, heart and digestion related diseases etc.

(c) Increase in output:

The output automatically increases with job satisfaction because when a person is happy with his job situation, he would like to put more effort in his work, which in turn will increase the output.

1.5 THEORIES OF JOB SATISFACTION:

Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Given the many definitions of job satisfaction, many scholars have proposed various theories of job satisfaction. These theories have been developed, then either supported or rejected by others in the field of work motivation and behavioral research. Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction.

In their book on theories of job satisfaction, Campbell, Dunnette, Lawler, and Weik (1970) divide the present-day theories of job satisfaction into two groups, content theories which give an account of the factors that influence job satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow's (1943) Needs Hierarchy Theory and its development by Herzberg into the two factor theory of job satisfaction are examples of content theory. Equity, fulfillment and Vroom's (1964) expectancy theory are examples of process theory.

1.5.1 Content Theories:

Content theories were concerned with the specific identity of what it is within an individual or his/her environment that energizes and sustains behavior. In other words, what specific things motivate people (Campbell et al, 1970)? Maslow (1954) suggested that people are driven by unsatisfied needs that shape their behavior. He theorized that after a person has moved from a lower to a higher level of need, the higher-level needs assume less prominence since they have been adequately met. Although lower level needs may at times increase in importance as a consequence of progressing through stages of psychological development, a person tends to develop a "personality structure" in which his various needs form a hierarchical system. Maslow

(1954) and Hoppock (1935) suggested that job satisfaction and dissatisfaction share a single continuum. They reasoned that both intrinsic and extrinsic factors have the capacity to create satisfaction and dissatisfaction. Maslow described one end of this continuum as a “growth” needs and, at the other end of the continuum “deficiency” needs. Pinder (1998) describes the first set of needs as basic survival needs, which can be looked at as those needs being concerned with the avoiding of pain and discomfort and as providing primary needs such as sex, thirst, and hunger. Pinder describes the second set of growth needs as those that express themselves in attempts by people to become all that they are capable of becoming.

1.5.2 Motivator/Hygiene Theory (Two-Factor Theory):

Herzberg (Herzberg, Mausner, Patterson, & Capwell, 1957; Herzberg, Mausner, Patterson, & Capwell, 2002) used Maslow’s needs hierarchy to formulate the motivator/hygiene theory of employee motivation. In 1968, Herzberg wrote about the two different needs of man. The first need is the one that comes from human’s animal nature – or the ingrained drive to avoid pain from the environment or the learned practices that arise as a response to the basic biological needs. The other set of needs relates to the unique characteristics of humans, the ability to achieve. It is through this achievement that a person experiences psychological growth (Gruneberg, 1976).

Herzberg also theorized that growth or motivation factors intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility, and growth for advancement (Gruneberg, 1979). He also theorized that the hygiene factors or those factors that produce dissatisfaction are: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security (Gruneberg).

Herzberg’s two-factor theory was tested by Schmidt (1976), when he conducted a study using 74 educational administrators in Chicago. Schmidt collected data using a modification of Herzberg’s interview technique and a questionnaire on characteristics of the job. Each principal was asked to think of an incident that made him feel exceptionally good or exceptionally bad about his job as an administrator, either in his present position or in previous administrative positions. Each participant was limited to four specific sequences of events: two positive and two negative. The written responses were then coded by a set of encoders.

Using an ANOVA to determine relationships, Schmidt found that achievement, recognition, and advancement, significant at the .01 level were perceived to be major determinants of his subjects' overall satisfaction. The author also reported that interpersonal relations with subordinates, policy and administration, interpersonal relations with superiors, and interpersonal relations with peers were perceived to be major determinants of overall dissatisfaction.

1.5.3 Process Theories:

Process theories try to explain and describe the process of how behavior is energized, directed, sustained, and stopped. To explain and describe behavior these theories try to define the major variables that are important for explaining motivated people (Campbell et al, 1970).

Process theorists see job satisfaction as being determined not only by the nature of the job and its context within the organization, but also by the needs, values and expectations that the individuals have in relation to their job (Gruneberg, 1979). For example some individuals have a greater need for pay and achievement than others and where a job gives no opportunity for increased pay or achievement; such individuals are likely to be more frustrated than those whose need for higher pay and achievement is less. Three sub-theories of process theory have been developed: theory based on discrepancy between what the job offers and what is expected, theory based on what an individual needs, and theory based on what the individual values.

1.5.4 Expectations and Equity Theory

Equity theory was most heavily influenced by James Adams and originated around 1965 (Pinder, 1998). Equity theory was based upon three main assumptions. First, that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs.

Secondly, equity theory assumes that people tend to compare what they perceive to be the exchange they have with their employers to that which they perceive co-workers have with their employers. Thirdly, equity theory holds that when people believe that their own treatment is not equitable, relative to the exchange they perceive others to be making, and they will be motivated to do something about the inequity (Pinder, 1998). For example, one employee believes that another employee makes twice as much as they do. Whether that belief results in

dissatisfaction depends on their beliefs about the value of contributions they make as compared to their coworker.

People can tolerate seeing others earn more in pay and benefits if they do believe that others are contributing more in the way of inputs (Pinder, 1998).

One main criticism of equity theory is that issues of fairness and justice can be a matter of “the eye of the beholder”. There is always the possibility that what one thinks or believes is not congruent with what is actually happening. Another limitation to this theory is that it can be hard to compare one organization to another, thus this theory is localized for the person.

1.5.5 Reference Group Theory:

Reference group theory gave rise to the thought that employees compare their inputs and outputs from his/her job to others, such as his/her friends, co-workers, and others in the industry. One can easily see this is prevalent in the field of education as teachers and administrators often compare salary and benefits between districts and states. Theorists, such as Hulin and Blood (1968) have argued that the understanding of the groups to whom the individuals relate is critical to understanding job satisfaction.

1.5.6 Needs/Fulfillment Theory:

Fulfillment theorists believed that people’s satisfaction is a function of how much of a reward or outcome they are receiving for their work. Theorists simply viewed satisfaction depending on how much of a given outcome or group of outcomes a person receives (Lawler, 1994). The weakness of this theory was that in the researchers failing to take into account the individual-difference factors of a person. The individual-difference factor is how people feel about what they receive and what outcomes they feel they should receive for their work. A person who expects to be paid more for their work is more likely to be dissatisfied than someone who feels that he is paid adequately for his work. “Individual-difference factors suggest that the fulfillment-theory approach to job satisfaction is not valid, since this approach fails to take into account differences in people’s feelings about what the outcomes they should receive” (Lawler, p.83).

Theorists believed that satisfaction is determined by the differences between the actual outcomes a person receives and some other outcome level. They would say

that what is received should be compared with another outcome level, and when the outcome level is below the other outcome level, dissatisfaction results (Lawler, 1994). This theory is clearly evident in teacher salaries. Teachers who feel their salaries or benefits are below the state or regional level become dissatisfied with their employer. Vroom (1964) developed two forms of need fulfillment theory. The first model was the subtractive model which states that job satisfaction is negatively related to the degree of discrepancy between what the worker needs and the extent to which the job meets those needs. His second model is the multiplicative model in which the need for importance is taken into account by multiplying the perceived amount of need fulfillment offered by the job by the importance of the individual of that need (Gruneberg, 1979).

1.5.7 Work Adjustment Theory:

In 1964, the first version of work adjustment theory was published by Dawis, England, and Lofquist. The theory was revised in 1968, and extended forms of the theory were published in book form in 1969 (Lofquist & Dawis, 1969). The theory of work adjustment is based on the concept of correspondence between the individual and environment (Davis & Lofquist, 1984).

This theory includes a basic assumption that the individual seeks to achieve and to maintain correspondence with the environment. While many kinds of environments exist for an individual – home, school, work, church – to which an individual must relate, achieving and maintaining correspondence with one environment may affect the correspondence with other environments.

Work then represents one such environment in which one must relate. Satisfaction then indicates the correspondence between the individual and the work environment (Davis & Lofquist, 1984).

Davis, England and Lofquist (1964) formulated a theory of vocational psychology that was based on the idea that the individual is a responding organism. As individuals respond to their environment, their responding becomes associated with reinforces in the environment. Davis et al. (1964) summarized the theory of work adjustment in the following statements:

1. Work is conceptualized as an interaction between an individual and a work environment.

2. The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks.
3. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.
4. The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.
5. Work adjustment is the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individual with the work environment and by the satisfaction of the work environment with the individual, by the individual's satisfaction.
6. Satisfaction and satisfactoriness result in tenure, the principal indicator of work adjustment.
7. Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions (p. 9-10).

Looking at these seven summary statements of work adjustment it is easy to see why many researchers use this instrument when exploring aspects of job satisfaction (Chen, 2000; Genzen, 1993; Sutter, 1994; Waskiewicz, 1999). Each of the seven statements adds to the concept that individuals act, react, and come to terms with their work environment thus adjusting to the work environment.

1.5.8 Job Characteristics Model:

Hackman & Oldham proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.). The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors----. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the JCM.

1.5.9 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. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

1.5.10 Affect Theory:

Edwin A. Locke's Range of Affect Theory (1976) is arguably 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) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if 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.

1.6 MEASURING JOB SATISFACTION:

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the **Likert Scale** (named after Rensis Likert). Other less common methods of for gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists, and forced choice answers. This data is typically collected using an **Enterprise Feedback Management** (EFM) system.

The **Job Descriptive Index** (JDI), created by Smith, Kendall, & Hulin (1969), is a specific questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and promotion opportunities, coworkers, supervision, and the work itself. The scale is simple, participants answer either yes, no, or can't decide (indicated by '?') in response to whether given statements accurately describe one's job.

The **Job in General Index** is an overall measurement of job satisfaction. It is an improvement to the Job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general.

Other job satisfaction questionnaires include: the **Minnesota Satisfaction Questionnaire** (MSQ), the **Job Satisfaction Survey** (JSS), and the **Faces Scale**. The MSQ measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet). The JSS is a 36 item questionnaire that measures nine facets of job satisfaction. Finally, the Faces Scale of job satisfaction, one of the first scales used widely, measured overall job satisfaction with just one item which participants respond to by choosing a face.

1.7 VARIABLES OF JOB SATISFACTION:

Some research has been completed on principals' job satisfaction and the relationship to specific characteristics. Throughout the research, little consistency is apparent in the findings. The characteristics most often examined include: age, gender, salary, number of assistant principals, experience, tenure, school socio-economic level, school size, and school accreditation status.

In 1966, Klien and Maher use Herzberg's theories to complete a study of educational level, pay, and job satisfaction. Using an attitude questionnaire, Klien and Maher, surveyed 727 first-level managers of an electronics manufacturing population. Using a simple *t* test, they found that there was a negative relationship between education and job satisfaction ($M=2.64$, $SD=.94$), $p<.001$. One of the studies in education, using Herzberg's theory, was conducted by Friesen, Holdaway and Rice (1983). They surveyed 410 principals from Alberta, Canada. The principals were given a questionnaire that asked them two main questions: (a) what two factors contribute most to your overall satisfaction with the principalship? And (b) which two factors contribute most to your overall dissatisfaction with the principalship? They reported that the major characteristics of satisfaction for the principals they studied were: (a) interpersonal relationships; (b) achievement; and (c) responsibility/job autonomy. They also reported that student attitudes and performance, job challenge, recognition and status, and job importance had secondary significance in terms of satisfaction. Frisen, Holdaway and Rice also reported the highest characteristics of job dissatisfaction as: (a) relationships with parents; (b) amount of work; (c) overall constraints; (d) attitudes of society; and (e) working conditions.

1.7.1 Age:

Age is an important variable because employees of any organization usually vary in ages thus age is often studied by researchers looking at job satisfaction. Herzberg et al. (1957) studied age relative to job satisfaction and found that job satisfaction for a younger worker starts high at the beginning of the career, declines, and then starts to rise again with increased age. The Unshaped curve result that shows the relationship between job satisfaction and age starting high, declining, and then starting to improve again were also found in a study by Kacmar and Ferris (1989) In 1985, Penn studied selected black school administrators in Virginia using Herzberg's

Motivation Hygiene Theory to identify satisfiers and dissatisfiers of their job. Penn also attempted to determine if there was a relationship between age, tenure, size of pupil enrollment, and other demographic variables and job satisfaction or dissatisfaction among black administrators. Penn used a taped phone interview to survey forty-one of the 53 possible black administrators identified for the study. He found that black school administrators identified achievement, recognition, work itself, and responsibility as significant motivators and school district policy and administration as a significant hygiene factor. Penn also found that none of the demographic factors used in the study were significantly related to the identification of motivators and hygiene factors of black administrators in Virginia. For example, salary resulted in a chi square of .188 and to be significant, a chi square of 3.84 was required. The results were similar for all demographic factors. Other classic studies have looked at age and job satisfaction (Saleh & Otis, 1964); however more recently, Lim (1985) studied job satisfaction among educators and found that older, more experienced school administrators and teachers were more satisfied than younger, less experienced administrators and teachers. Brush, Moch, and Pooyan (1987) analyzed 19 studies that found a correlation between age and job satisfaction. Their syntheses indicated that age and job satisfaction are related and that job satisfaction increases with age.

1.7.2 Tenure:

Tenure and age are often similar from a research perspective. If a principal has a long tenure in a district they tend to be older. Putting age aside it would be interesting to see if job satisfaction increases or decreases with length of service in one district. Very little research has been developed that explores the relationship of tenure in a school district and job satisfaction. Brady (2001) found in her study of California principals that the length of years in current position relates to principals perceived job performance and overall job satisfaction. Brady theorized that principals who stayed in their current position the longest most likely stayed due to high job satisfaction and perceived job performance. While Brady's study did not prove this theory the study left open the possible discussion of the tenure as it relates to job satisfaction. It would be an interesting component of the proposed research to use tenure in the current position as a criterion variable as a predictor of job satisfaction.

1.7.3 Education Experience:

Education experience is interesting as one looks at the job satisfaction of newer principals versus the job satisfaction of more experienced principals. Sutter (1994) studied secondary assistant principals, in Ohio, to determine the relationship between job satisfaction and administrative experience. He found no significant relationship between job satisfaction and experience. Bridges (1995) conducted a similar study using assistant principals and also found no relationship between experience and job satisfaction. Newby (1999) also found no significance between job satisfaction and experience level in her study of middle school principals in Virginia. The studies that have shown a significant difference between education level and job satisfaction have not been done in an education setting (Klien & Maher, 1966; Quinn, Graham, & McCullough, 1974).

1.7.4 Gender:

Many people take for granted the idea that most people, male and female, will hold down a job for much of their lives. Gender however has long been a factor in many aspects of human existence such as child rearing, voting rights, military participation and in the workforce. Recently, technological and industrial change has played a major role in what kinds of jobs are available to both men and women. (Figart, Mutari, and Power, 2002) Gender issues in education administration have only recently come to the forefront of research due to the increases in females in administrative positions. Virginia high schools still have a large majority of male principals at the high school level; still it would be interesting to investigate the differences between the levels of job satisfaction among male and female principals to determine which variables contribute to the job satisfaction of male and female principals. Eckhman (2002) conducted a study that suggests that in order for schools to recruit and to retain female principals, the schools must give consideration to the role conflict, role commitment, and job satisfaction of high school female principals. Looking at this variable in Virginia will give insight to the levels of job satisfaction among Virginia female high school principals.

There have been a number of studies investigating gender differences and job satisfaction (Hulin & Smith, 1964; Poole, 1992; Vaughn-Wiles, 1987). While most studies use gender as a predictor variable, they report little or no significance as related to job satisfaction (McCann, 2002; Newby, 1999).

1.7.5 Salary:

A person's salary is often linked to one's level of achievement and success. Hoppock (1977) suggested that a significant difference exists in the average salaries of the most satisfied and the least satisfied teachers. Those teachers who earn higher salaries were more satisfied than those who had low-income earnings. The findings of Hoppock were supported by a study conducted by Porter and Lawler (1968). They concluded that job satisfaction reflects the rewards (salary) the employees get for the type of work they do. Other classic studies suggest a positive correlation between job satisfactions and pay (Blanchflower, Oswald, & Warr, 1993; Schwab & Wallace, 1974). More recently Kim & Loadman (1994) conducted a study of 2054 practicing classroom teachers. They found that job satisfaction and pay satisfaction were significantly related. Tablature (2002) in his dissertation study found that urban, suburban, and rural principals were not satisfied with how well they are compensated, thus salary was determined to be a factor in job satisfaction. Barry (2002) reported that among 173 Michigan high school principals surveyed during the 2000-2001 school year, those principals who were paid more, were more satisfied with their work.

1.7.6 Institution Size:

School size refers to the number of students enrolled in the identified school location. With an increase in school size comes more extra and co-curricular activities and thus more supervisory responsibilities and more activities to monitor. In his dissertation, Armstrong (2001) hypothesized that as school size increases, levels of job satisfaction among principals decreases. For his study, Armstrong used a questionnaire, which he distributed to a random sample of 20 high school principals from each of four size classifications in Missouri. Bradley found that the principals of schools with student populations from 188 to 1,026 were the most satisfied with their jobs and the principals of the schools in the largest class size (1,027 and above), were the least satisfied. For these reasons, the researcher felt that it would be an interesting component of the study to look at this topic of school size as a predictor variable for job satisfaction. Barry (2002) conducted a survey of 173 high school principals in Michigan during the 2001-2002 school years. He reported that principals in large high schools (class A) had a higher satisfaction with promotion and overall satisfaction than those principals in smaller schools (class C).

1.7.7 Number of Teachers:

Very little documented research supports the idea that principal job satisfaction can be attributed to the number of assistant principals at the school. However, experience would tell that the more help a principal has to run the building and to assist with the operation of the school, the more likely the principal will have a higher level of job satisfaction. On the converse side, having more assistant principals can be a problem in more supervision and training of the assistant principals. In a study of principals in Virginia, two thirds of the principals who responded to the survey reported that they had neither sufficient time or personnel (i.e., assistant principals) to fulfill the mandated expectations of and instructional leader (DiPaola & Tschannen-Moran, 2003).

1.7.8 Socio-Economic Position of the Institute:

For the most part, studies of job satisfaction among principals avoid the variable of school location or school socio-economic status. Instead, most studies choose to focus on issues of age, gender, and degree status. However, in a study conducted by Derlin and Schneider (1994) they surveyed 326 urban and suburban principals to determine their level of job satisfaction. They found that job satisfaction for suburban principals and location was more influential than for urban principals. Sablatura (2002) investigated how public school principals in Texas view job satisfaction as it relates to school location. Sablatura's objective was to examine how job satisfaction is perceived and the differences of those perceptions among urban, suburban, and rural principals. He found that there were similar levels of job satisfaction among the variables of achievement, the work itself, compensation, and relationships with stakeholders. There were differences in job satisfaction in regards to advancement opportunities, supervision, recognition, responsibility, social status, and job security.

1.7.9 Percent of Time Spent with Students:

One variable missing from the research is the idea of interaction with students. Considering that the foremost focus of any education institution is the students, it is interesting to note that most of the studies completed leave out the aspect of student interaction. In a study conducted with high school principals in Texas, principals rated enjoying contact with students and having an opportunity to impact students as the

two highest positive aspects of their jobs (Malone, Sharp, & Walter, 2001). Teaching has many positive aspects, but probably the greatest aspect is helping students learn, seeing them achieve, and building lasting relationships that extend beyond the classroom (Hounshell & Griffin, 1989). Ron Clark, 2001 Disney Teacher of the Year Award winner offers these four key points in dealing with children: (a) students need structure; (b) students will work hard for you, if they like who you are as a person; (c) students like to know what is expected of them, and (d) students like to know they are cared for (Clark, 2003). If principals are expected to lead the learning and guide teachers, then it is reasonable to expect principals to help students learn and achieve, give students structure, care for the students and build relationships with students.

1.7.10 College Accreditation Status:

More than ever in the history of education, schools are being required to meet standards and levels of accountability for educating students. Principals are being asked to know the standards, align instructional programs, know the state assessments, and analyze and disaggregate data to ensure their school meets the requirements of the state and federal government (Thomas, 2002).

In Virginia, the Virginia Standards of Learning tests and accreditation of schools as a result of the tests have given rise to a new stress on principals. Principals must not only lead the learning, but also ensure that their schools maintain test scores and make Adequate Yearly Progress, a minimum level of improvement on state assessments from year to year (Ross, 2003).

The Virginia Department of Education's website offers the following guidelines for use of time under school reform. According to the website the school principal should ensure that the following indicators are in place with regards to instructional time:

- Structuring classroom instructional time to maintain an academic focus throughout the entire lesson,
- Arranging classroom instructional time to allow for a variety of instructional activities,
- Teachers planning and collaborating on instructional issues,
- Regularly monitoring the use of instructional time in classrooms,
- Using instructional time to implement specific instructional models, in certain subject areas, as prescribed by model developers,
- Minimal interruption of instructional time, and

- Pacing of the curriculum as it is taught reflects the SOL Test Blueprints and guides teachers in the use of time needed to teach concepts and skills in the SOL. In the era of accountability principals are called upon to develop school schedules that maximize instruction. The Virginia Department of Education also offers the following guidelines for school scheduling under school reform.
- Meeting Standards of Accreditation (SOA) requirements for length of school year, length of school day, and number of hours of instruction in core areas,
- Allocation of resources to extend learning time beyond the regular school day,
- Utilizing a school schedule that is conducive to providing intervention and remediation strategies within the school day, and
- Scheduling non-academic events to minimally impact instructional time (www.pen.k12.va.us/VDOE/Publications/schcnt.htm).

With these recommendations from the Virginia Department of Education, it is easy to see the newly increased pressure on the principals to insure that school schedules and instruction are appropriately practiced within the school. Failure to do either of these two job components most certainly will lead to a principal's dismissal.

1.8 DIMENSION OF JOB SATISFACTION:

Satisfaction is a psychological factor. It cannot be seen and cannot quantify. But its expression in human mind is understandable. When an employee is satisfied with his assigned task and can discharge his function satisfactorily, it is called 'job satisfaction'. Hoppock has brought the term 'job satisfaction' to limelight. After reviewing 32 studies on job satisfaction prior to 1933, he said, 'job satisfaction' is "(the combination of psychological, physiological and environmental circumstances that cause a person to truthfully say, "I am satisfied with my job" He has laid importance on the factors affecting job satisfaction but does not indicate the nature of job satisfaction. A comprehensive definition of job satisfaction is given by Locke is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience)". It is the result of employee's perception of how well their job provides those things that are viewed as important. Job satisfaction is generally recognized in the organizational behavior field that it is the most important and frequently studied attitude. There are three dimensions of job satisfaction —

- (a) It is an emotional response to a job situation,
- (b) It is often measured by how well outcomes meet or exceed expectations,
- (c) It represents several related attitudes.

Smith, Kendall, and Mulin have suggested that there are **five job dimensions**.

These are

- (1) The work itself.
- (2) Pay support for work
- (3) Promotion opportunities,
- (4) Supervision
- (5) Coworkers.

There are a number of outcomes of job satisfaction. For example, although the relationship with productivity is not clear, low job satisfaction tends to lead to both turnover and absenteeism, while high job satisfaction often results in fewer on the job accidents and work grievances and less time needed to learn new job related tasks. Most recently, satisfied workers have been found to exhibit desirable pro social "Citizenship" behaviors and activities.

1.9 FACTORS INFLUENCING JOB SATISFACTION:

There a number of factors that influences one's satisfaction in the job situation. They can be categorized under two broad headings. (1) Organizational Factors. (2) Personal Factors.

1.9.1 Organizational Factor:

A major amount of time is spent in the work place by all of us. The place where we spend such a lot of time should fulfill our needs to some extent. The factors related to the work place are:

1.9.1.1 Reward:

Reward includes all incentives like raise in pay, perks, facilities and promotion. The promotion factor is a major factor in job satisfaction. An employee can only achieve job satisfaction and work better when he knows that he will get his dues and raises in due time.

1.9.1.2 Physical Working Condition:

The physical working conditions like availability of necessary furniture, lighting facilities, work hazard* also plays a major role in the factor of job satisfaction.

1.9.1.3 Cooperation:

Cooperation and attitude of the staff members with the person is also an important factor in the Job satisfaction of the person.

1.9.2 Personal Factors:

The second major factors are the personal factors. These are as follows:

1.9.2.1 Interest:

Whether the nature of the work is of interest to the employee is a question. Answer of which tells the job satisfaction of the person.

1.9.2.2 Personality Traits:

Some jobs are suitable only to a certain type of personalities. For example a doctor or a sales person Job is such that they are in regular contact with general public. If they are shy in nature or cannot talk much they will not be able to be successful in that setting which will cause dissatisfaction to them. While choosing for a job one should see that they have those personality traits which are necessary for that job because matching of the personality traits with the job is very necessary.

1.9.2.3 Status and Seniority:

It has been found that the higher a person's position with in the organization the job satisfaction reported is also high.

1.9.2.4 Life Satisfaction:

Whether the job which a person is doing giving the person life satisfaction too? Life satisfaction is a term which is referred to Maslow's hierarchy of need of self actualization. A person wants to establish or reach a goal in his life and it can be accomplished through the work which one is doing. It is other than the monetary part. For example taking out publications or conducting researches etc.

1.10 MANAGEMENT TEACHERS AND JOB SATISFACTION:

The six job dimensions and ten hygiene factors theorized by Herzberg (1968) have been commonly used in educational job satisfaction research; however, to this point little research has been done in the United States specifically on high school principal job satisfaction. There have been some studies completed at the secondary level in Canada, England and Australia (Friesen et al, 1983; Gunn & Holdaway, 1986). These studies do not provide much insight to this research since the education systems, the populations, and roles of the principals are different.

A study conducted by Brian Harvey and Honore France (1997), suggested that an employee can be both satisfied and unsatisfied within a specific job. They conducted a study using 53 men and 48 women in graduate-level education administration courses at the University of Victoria (Canada). Fifty of the subjects were working exclusively in administration; the others were working in a teaching/administrative role, but anticipated working full time in administration after graduate degree completion. The authors used the Manifest Needs Questionnaire (MNQ) developed by Steers and Braunstein (1976) to measure achievement, autonomy, affiliation, and dominance that education administrators express on the job and the current satisfaction that education administrators experience on the job. The data collected from the MNQ indicates interrelationships among the four need subscales and a collection of job characteristics (i.e. job performance, work attitudes, organizational attachment, leadership attributes). Obtaining satisfactory levels of internal and external consistency have made the MNQ a productive instrument for both overall personality and specific need expression on the job.

Harvey and France (1997) used correlations to measure interrelationships between subscale on the MNQ and sex, age, years of teaching experience, years of administrative experience and 23 characteristics present in the job. Not surprisingly, the authors found no significant differences (3.15 up to 3.46), $.10 < -p < .15$, in the sub-scales of gender, age, years of teaching experience. This study was limited in the respect that all the subjects surveyed were in a graduate program for educational leadership. One might expect that these subjects would be satisfied with their jobs, or they probably would not be in a graduate program.

The interesting part of the survey was that the authors reported that this group indicated an overall satisfaction was most highly related to security, freedom, and

variety on the job, $p < .05$. This would be a good study to compare to a survey of high school principals in Virginia.

Since the study as completed was done with a very homogenous group, it would be interesting to see if a repeat of the study with a diverse group would provide different results.

Using the Minnesota Satisfaction Questionnaire as her research instrument, Newby (1999) randomly selected 188 middle school principals in Virginia to answer the survey on job satisfaction. Newby was attempting to answer three questions: (a) what was the general level of satisfaction among middle school principals; (b) what is the satisfaction level for each of the 20 dimensions of the job measured by the Minnesota Satisfaction Questionnaire; and (c) what is the satisfaction for each dimension according to the demographic variables: gender, age, degree, years of experience, school location, and school size.

Newby reported that middle school principals in Virginia were generally satisfied with their jobs. She reported that the mean satisfaction score was 3.65 on a scale of 1.00 (not satisfied) to 5.00 (extremely satisfied). She also reported similar results for each of the 20 dimensions measured by the MSQ.

One criticism of the Newby study was the selection method used and the lack of followup to gain data from no respondents. The author compiled data only on those surveys that were voluntarily returned. She reported that 70% of the surveys were returned, which is good for a mailed survey; however, the author gave no indication of an attempt to get the 30% non-returns. Newby seemed satisfied to draw the conclusions based on those who responded. The 30 % who failed to return the survey may have made a difference in the final totals. Newby could have conducted a random sample and phone follow up to collect data from no respondents. Then the data for non-respondents could be compared to the other group to see if theirs differed significantly.

A second criticism of this study was the small numbers distributions in some areas of demographics. These small numbers may have led to false significance as a result of unbalanced cells in the running of the ANOVA. For example, Newby reported that the youngest group of principals surveyed obtained the highest mean and that general satisfaction began to decline as principals reached the middle age groups. She further reports that after age 55, satisfaction began to increase again. Upon closer inspection, the youngest respondents numbered 34, and the oldest respondents

numbered 10, while the middle aged group numbered 82. Newby reported this information as significant without giving any consideration that the significance can be attributed to artifact error created by unbalanced cells and not actual significance. Sutter (1994) conducted a study of 632 secondary assistant principals employed in Ohio during the 1993-1994 school year, using The Minnesota Satisfaction Questionnaire. Sutter found that assistant principals who believed they were accomplishing much on the job reported a higher level of satisfaction compared to assistant principals who believed they were accomplishing less. Sutter also found that assistant principals who believed there would be opportunities for advancement within their school system were found to have significantly higher, $p=0.01$, levels of job satisfaction compared to those who didn't believe those opportunities existed. Also, Job Satisfaction 24 assistant principals who felt their talents and skills were being utilized on their job had a higher level of job satisfaction than those who did not hold this belief. Finally, Sutter reported that assistant principals who wanted to become principals were found to have significantly higher, $p=0.01$, levels of job satisfaction compared to those principals who did not aspire to be principals.

In 2000, Kuei-Lung Chen conducted a study using the MSQ in which he studied 245 assistant principals in Mississippi to determine the degree of general, intrinsic, and extrinsic job satisfaction among high school assistant principals. Chen mailed a survey to the subjects and used the results to conduct a series of ANOVA. His results showed a high degree of general, intrinsic, and extrinsic job satisfaction among the assistant principals. Compensation and workload were the only factors receiving a less than 50% satisfaction rating. Chen also reported no significant relationship in two specific variables examined in the study: (a) length of time worked as an assistant principal, and (b) school size in terms of student enrollment.

In 1990, Profit conducted a study that tested the relationship between locus of control and job satisfaction of Appalachian principals of West Virginia, Virginia, Kentucky, and Tennessee. Profit hypothesized that the Appalachian principals with predominately internal loci of control will have significantly higher levels of job satisfaction than those principals with external loci of control. Profit also hypothesized that these same principals with predominantly internal loci of control would have significantly higher levels of extrinsic job satisfaction than those same principals with external loci of control.

To test these hypotheses Profitt (1990) took a random sample ($n = 333$) of the population ($N = 2,649$) and administered the Adult Nowicki-Strickland Internal-External Scale (ANSIE) to measure locus of control and the Mohrman-Cooke-Mohramn Job Satisfaction Scale. The author then used an ANOVA to test the two-directional hypotheses that guided the study.

Profitt set an alpha level of 0.05 as the criterion level of significance for this study.

Profitt (1990) found a statistically significant relationship between internal loci of control and intrinsic job satisfaction of Appalachian principals in the states of West Virginia, Virginia, Kentucky, and Tennessee. Profitt also reported that female principals of the Appalachian counties experienced significantly higher levels of intrinsic job satisfaction than their male colleagues. He also reported that those same principals who made in excess of \$40,000 annually experience a high level of extrinsic job satisfaction.

The main limitation of this study is the inherent weakness of using an Internal/External locus of control (I/E) instrument. Also, Profitt chose only to correlate gender and salaries with the I/E instrument. He failed to look at age, years experience or school size. Also, Profitt grouped all principals together. He also made no differentiation in his results regarding elementary or high school. With a high concentration of female principals in the elementary school he should have reported gender as well as school level. This would have given the study a clearer picture on gender. Another limitation of this study was that the entire study was conducted in a rural setting. Although this was the design of the study, it is also a limitation since it limits the inferences that can be drawn from sample to populations other than the rural population. Smith (1976) studied job satisfaction of Connecticut public senior high school principals as related to school location and school size. Smith's purpose for this study was to determine the level of job satisfaction among current Connecticut public senior high school principals, to determine if job satisfaction of these principals differed according to location or size of school, and to see if certain personal demographic variables could be used as predictors of principals' job satisfaction. For his study, Smith used the Minnesota Satisfaction Questionnaire (Long Form, Adapted) and a demographic data sheet to survey 143 senior high school principals of which 93% responded ($n = 133$). Smith found that Connecticut public school senior high principals could be described as very satisfied with their jobs ($M = 77.5$, in a

range of 0-100). Smith also reported that with regards to school size these same principals could be described as very satisfied with their overall job situations regardless of school size (Large school $M = 78.088$, medium school $M = 78.062$, and small school $M = 79.147$). Smith's results showed that all groups of principals unanimously ranked social service, moral values, activity, and achievement at the high end of the satisfaction continuum.

The main limitation of Smith's study was in the design itself. By limiting the study to school size and location relative to job satisfaction, Smith discovered a high level of job satisfaction and had little left to report. Additionally, when one looks at the data of 1975, the principals surveyed were a highly homogeneous group; 97% male, 95 % married, 98% white, 50% age 40 to 49, 57% Catholic. A replication of this study today probably would reveal drastically different demographic data.

Watson (1991) studied job satisfaction among secondary principals in California. Watson sent 97 secondary school principals a questionnaire. She reported that the majority of the principals (87%) were satisfied with their job, 10% were extremely satisfied with their jobs and 3% were less than satisfied. Watson also reported no significant difference for job satisfaction as related to nine independent variables: orientation, age, gender, and ethnicity, and salary, years as a secondary principal, schools structure, school population, and district size.

The main limitation of the Watson study was the homogeneous group in which she researched. Her sample was too small and homogeneous making it difficult to draw conclusive results: 82% male, 92% white, and 61% in the age range of 45 to 54.

1.11 MANAGEMENT TEACHERS ROLES IN JOB SATISFACTION:

If job satisfaction is for Employee benefit, surely the worker must be able to contribute to his or her own satisfaction and well-being on the job. The following suggestions can help an employee find personal job satisfaction.

1.11.1 Seek opportunities to demonstrate skills and talents:

This often leads to more challenging work and greater responsibilities, with attendant increases in pay and other recognition.

1.11.2 Develop excellent communication skills:

Employer's value and reward excellent reading, listening, writing, and speaking skills.

1.11.3 Know more.

Acquire new job-related knowledge that helps you to perform tasks more efficiently and effectively. This will relieve boredom and often gets one noticed.

1.11.4 Demonstrate creativity and initiative.

Qualities like these are valued by most organizations and often result in recognition as well as in increased responsibilities and rewards.

1.11.5 Develop teamwork and people skills.

A large part of job success is the ability to work well with others to get the job done.

1.11.6 Accept the diversity in people.

Accept people with their differences and their imperfections and learn how to give and receive criticism constructively.

1.11.7 See the value in your work.

Appreciating the significance of what one does can lead to satisfaction with the work itself. This helps to give meaning to one's existence, thus playing a vital role in job satisfaction.

1.11.8 Learn to de-stress.

Plan to avoid burnout by developing healthy stress-management techniques.

1.12 THE RELATIONSHIP OF JOB SATISFACTION WITH SOME FIELD OF ORGANIZATION BEHAVIOR:

1.12.1 The relationship between leadership and job satisfaction:

Robbins (2003) indicates the management function of leadership is mainly aimed to manage employee behavior and by explaining and predicting employee productivity, resign rate and job satisfaction in an effort to reach the ultimate goals for employees' aggressive job involvement and the commitment to companies.

From developing the models of causality variables to affect job satisfaction, Seashore and Taber (1975) proposes that the entire internal organization environment includes organizational climate, leadership types and personnel relationship can affect the job satisfaction of employee. Robbins (2003) conducts an experiment with the subject of Fedex. From the research, it indicates that managers adopting the transformational leadership management style cannot only bring with better work performance rated by companies but also trigger their superiors to allow them with more job promotion opportunities. The subordinates under transformational leadership in less resign rate than that of transactional leadership but higher productivity and job satisfaction.

Transformational leadership is positively correlated with the improvement of subordinates' working environment, the satisfaction of demands and executed performance (Liu et al., 2003). From above discussions, we can deduce leadership has a significantly positive effect on job satisfaction of employee.

1.12.2 The relationship between organizational culture and job satisfaction of employee:

McKinnon et al. (2003) conducts a research with the subjects of diversified manufacturing company in Taiwan. They find organizational cultural values of respect for people; innovation, stability and aggressiveness had uniformly strong association with affective commitment, job satisfaction and information sharing.

Robbins (1996) contends whenever the individual demand is congruent with cultures, it will result in the highest job satisfaction. For example, the individuals with high autonomy and high achievement motives will result in higher satisfaction under the organizational culture with loose supervision and emphasis of achievement rewarding.

Within the research, Huang and Wu (2000) indicate the organizational culture of public business agencies will cause significant effect on organization commitment and job satisfaction. Among the cultural dimensions of result orientation, professional features, severe control and management and practical affairs, the said cultural dimensions show significantly positive effect on aggressive commitment and job satisfaction of employee. Also, the closed systems will cause negative effect on every dimension within aggressive commitment and job satisfaction of employee.

By reviewing aforesaid scientific lectures, we can find most scholars' confirmation of the significant relationship between organizational culture and job satisfaction. It means organizational culture can actually affect the extent of job satisfaction. Thus, if employees show higher identity extent to organizational cultures, the extent of job satisfaction shall be higher naturally. According to above discussions, we can deduce organizational culture has a significantly positive effect on job satisfaction of employee.

1.12.3 The relationship between the operation of learning organization and job satisfaction of employee:

Gardiner and Whiting (1997) indicate some well-established research results and the said research results indicate within the altered behaviors conducted by learning organizations in response to external environment cannot only bring with beneficial effect on organization performance but also improve the job performance and satisfaction of employee. Hong (2001) contends the operation efficiency of learning organization can allow employees to firmly possess the skills about personnel companionship interaction and correct social manners so that it is available to boost morale and reduce the absence rate and job alternation rate. We can find from the practical researches that the promotion of learning organization can help improve job satisfaction. Under flexible experiment, the encouragement of continuous learning, extensive learning of culture, and system thinking, it is available to change employees' attitude and opinions toward jobs and enhance the internal satisfaction mentally.

Furthermore, improving employees' idea about values and authorizing employees can actually enhance job willing and motives and also intensify the external satisfaction. Seeing from above literatures, we can find the operation of

learning organization has a significantly positive effect on job satisfaction of employee.

1.12.4 Job satisfaction and emotions:

Mood and emotions while working are the raw materials which cumulate to form the affective element of job satisfaction. (Weiss and Cropanzano, 1996). Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause.

There is some evidence in the literature that state moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction.

Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced. Emotion regulation and emotion labor are also related to job satisfaction. Emotion work (or emotion management) refers to various efforts to manage emotional states and displays. Emotion regulation includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labor emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labor are not uniformly negative.

It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. The understanding of how emotion regulation relates to job satisfaction concerns two models:

1.12.4.1 Emotional dissonance. Emotional dissonance is a state of discrepancy between public displays of emotions and an internal experience of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment, and low job satisfaction.

1.12.4.2 Social interaction model. Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: The accumulation of favorable responses to displays of pleasant emotions might positively affect job satisfaction.

1.13 HOW TO GET MORE THAN SATISFACTION AT WORK:

Find **meaning** in your work, even if your job is un-challenging, or menial, finding meaning will make it much more bearable, if indeed that is how you feel.(that your work is unbearable)

There are three levels of meaning that we as teachers can obtain from our work.

1. No meaning. Work makes no sense to you
2. Work has meaning because it supports you and your family
3. Work has meaning in itself because you are contributing to something great or you are making the world a better place.

The important thing here is that to some of us, work has no meaning, or that the job they do has no meaning (to them). The difference is that some people understand the meaning of their work, and sadly some don't.

1.14 RELATIONSHIPS AND PRACTICAL IMPLICATIONS OF JOB SATISFACTION:

Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors.

One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non work satisfaction and core self-evaluations are taken into account.

An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another is often cited in the media and in some non-academic management literature. A recent meta-analysis found an average uncorrected correlation between job satisfaction and productivity to be $r=.18$; the average true correlation, corrected for research artifacts and unreliability, was $r=.30$. Further, the meta-analysis found that the relationship between satisfaction and performance can be moderated by job complexity, such that for high-complexity jobs the correlation between satisfaction and performance is higher ($\rho=.52$) than for jobs of low to moderate complexity ($\rho=.29$). In short, the relationship of satisfaction to productivity is not necessarily straightforward and can be influenced by a number of other work-related constructs, and the notion that "a happy worker is a productive worker" should not be the foundation of organizational decision-making.

With regard to job performance, employee personality may be more important than job satisfaction. The link between job satisfaction and performance is thought to be a spurious relationship; instead, both satisfaction and performance are the result of personality.

1.15 CREATING JOB SATISFACTION:

So, how is job satisfaction created? What are the elements of a job that create job satisfaction? Organizations can help to create job satisfaction by putting systems in place that will ensure that workers are challenged and then rewarded for being successful. Organizations that aspire to creating a work environment that enhances job satisfaction need to incorporate the following:

- Flexible work arrangements, possibly including telecommuting
- Training and other professional growth opportunities
- Interesting work that offers variety and challenge and allows the worker opportunities to "put his or her signature" on the finished product
- Opportunities to use one's talents and to be creative
- Opportunities to take responsibility and direct one's own work
- A stable, secure work environment that includes job security/continuity
- An environment in which workers are supported by an accessible supervisor who provides timely feedback as well as congenial team members
- Flexible benefits, such as child-care and exercise facilities
- Up-to-date technology
- Competitive salary and opportunities for promotion

Probably the most important point to bear in mind when considering job satisfaction is that there are many factors that affect job satisfaction and that what makes workers happy with their jobs varies from one worker to another and from day to day. Apart from the factors mentioned above, job satisfaction is also influenced by the employee's personal characteristics, the manager's personal characteristics and management style, and the nature of the work itself. Managers who want to maintain a high level of job satisfaction in the work force must try to understand the needs of each member of the work force. For example, when creating work teams, managers can enhance worker satisfaction by placing people with similar backgrounds, experiences, or needs in the same workgroup. Also, managers can enhance job satisfaction by carefully matching workers with the type of work. For example, a person who does not pay attention to detail would hardly make a good inspector, and a shy worker is unlikely to be a good salesperson. As much as possible, managers should match job tasks to employees' personalities.

Managers who are serious about the job satisfaction of workers can also take other deliberate steps to create a stimulating work environment. One such step is job enrichment. Job enrichment is a deliberate upgrading of responsibility, scope, and challenge in the work itself. Job enrichment usually includes increased responsibility, recognition, and opportunities for growth, learning, and achievement. Large companies that have used job-enrichment programs to increase employee motivation and job satisfaction include AT&T, IBM, and General Motors (Daft, 1997).

Good management has the potential for creating high morale, high productivity, and a sense of purpose and meaning for the organization and its employees. Empirical findings by Ting(1997) show that job characteristics such as pay, promotional opportunity, task clarity and significance, and skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction. These job characteristics can be carefully managed to enhance job satisfaction.

Of course, a worker who takes some responsibility for his or her job satisfaction will probably find many more satisfying elements in the work environment. Everett (1995) suggests that employees ask themselves the following questions:

- When have I come closest to expressing my full potential in a work situation?
- What did it look like?
- What aspects of the workplace were most supportive?
- What aspects of the work itself were most satisfying?
- What did I learn from that experience that could be applied to the present situation?

1.16 ASSURING JOB SATISFACTION:

Assuring job satisfaction, over the long term, requires careful planning and effort both by management and by workers. Managers are encouraged to consider such theories as Herzberg's (1957) and Maslow's (1943) Creating a good blend of factors that contribute to a stimulating, challenging, supportive, and rewarding work environment is vital. Because of the relative prominence of pay in the reward system, it is very important that salaries be tied to job responsibilities and that pay increases be tied to performance rather than seniority.

So, in essence, job satisfaction is a product of the events and conditions that people experience on their jobs. Brief (1998) wrote: "If a person's work is interesting, her pay is fair, her promotional opportunities are good, her supervisor is supportive, and her coworkers are friendly, then a situational approach leads one to predict she is satisfied with her job" (p. 91). Very simply put, if the pleasures associated with one's job outweigh the pains, there is some level of job satisfaction.

1.17 TEN WAYS TO MAINTAIN JOB SATISFACTION:

1. Believe - Believe in what you are doing
2. Be Honest - Trust in yourself and in others
3. Don't be afraid - Fear can and will hold you back - Overcome your fears
4. Be objective - Look at the big picture
5. Respect differences - Be non judgmental
6. Learn from your mistakes - Learning is key
7. Support your co-workers -
8. Be enthusiastic - Enthusiasm is contagious
9. Be results orientated - Performance = potential minus interference
10. Work as part of a team

1.18 FACTS OF JOB SATISFACTION:

Several studies on job satisfaction of industrial sales people have followed a multi attribute approach to define and measure job satisfaction. Churchill, Ford and walker (1974) in their pioneering study defined job satisfaction in terms of seven attributes.

These attributes dealt with satisfaction related to the sales person's: (i) Job (ii) fellow workers (iii) Supervision (iv) company policy and support (v) pay (vi) Promotion and advancement and (vii) customers. This classification of job satisfaction attributes for sales persons was more or less followed in subsequent studies though in certain studies job satisfaction measures developed in the larger organization context was modified for measuring job satisfaction of sales persons (eg. Kohli, 1989; Falhearty and Pappas, 2002).

The multiplicity of approaches necessitates the adoption of context specific methodologies for identifying different facets of job satisfaction. The present study was carried out among the sales persons in a pharmaceutical organization in India. Due to the peculiarities of the task environment and the distinctive cultural orientation, it became necessary to define job satisfaction in a contextually meaningful manner. In order to understand the dimensions of job satisfaction, we conducted a series of depth interviews with sales people as well as sales managers in the organization. The main objective of this qualitative research was to understand the structure and components of the job satisfaction construct relevant to the cultural and organizational context of the sales people. The qualitative research also provided us with the opportunity to develop context specific items to measure the job satisfaction construct. The qualitative research led to the identification of five dimensions for describing job satisfaction. These dimensions comprise of:

- (i) Satisfaction with the overall human resources related policies and strategies
- (ii) Satisfaction with compensation
- (iii) Satisfaction with supervisory behavior
- (iv) Satisfaction with the extent of task clarity and
- (v) Satisfaction with the career prospects in the organization.

While these dimensions broadly follow the dimensions developed by Churchill, Ford and Walker (1974), they do differ in certain aspects.

1.18.1 Satisfaction with Overall Human resources Policies and Strategies:

Through our discussions and depth interviews with sales person's one main dimension of job satisfaction that emerged was the overall satisfaction with the Human Resources policies and strategies of the organization. This is often verbalized in terms of such statements like "This company always acts for the well being of its personnel" or the "I am satisfied with the overall working conditions". This is a reflection of the trust in the organization's inclination in favor of its employees. The informed sales persons tend to analyze the strategy of their present organization in terms of its present strategies, policies and programs. Elements of the domain that emerged out of the survey and which were included in operational sing this construct include "the extent to which the management is fair in its policies towards personnel", "A clear path for the employee's advancement". "Confidence in the leadership", "the provision for training". While issues like supervisory behavior and compensation form part of the micro issues regarding a sales person's engagement with the organization, the overall policies and strategies regarding the personnel is associated with a macro perspective with regard to a sales person's evaluation of the organization. For instance, even if the particular supervisor is fair and empathetic, if the overall policies of the organization with regard to personnel are not up to the satisfaction level of the sales person, he/she may be inclined to quit.

Being boundary spanners, it is often the sales force who get a first hand opportunity to compare the personnel related strategies and policies of the company with that of other companies. It is quite possible that strategies that are perceived as unfair or that which is comparatively inferior to that of the other organizations might create sufficient levels of dissatisfaction in the minds of the sales persons so that they are more inclined to quit. People with high levels of industry experience are better equipped to both analyze weak strategies on the part of the organization as well as better positioned to take up other employment. Thus sales persons with high levels of experience are more inclined to quit in the face of a lower level of satisfaction with the strategies of the organization. On the other hand, a less experienced person with higher levels of satisfaction will be more inclined to stay due to both his/her relative lack of other options as well as because of a sense of optimism with the organization.

1.18.2 Satisfaction with Supervisor

The satisfaction with supervision has been widely discussed in the sales person satisfaction research. Churchill, Ford and Walker (1974) consider this facet as one of the dimensions of job satisfaction. Later studies have analyzed this variable in terms of different dimensions like supervisory trust (Mulki, Jramillo and Locander, 2006) supervisory behavior types (Kohli, 1989) etc. From our interviews with the sales persons, it became very evident that the behavior and attitude of the supervisor was one of the main components of job satisfaction. Several sales persons stated very explicitly their positive (negative) feelings about the supervisor as an important dimension of their satisfaction with the job. An experienced sales person can be assumed to be very sensitive about the quality of supervision. At low levels of satisfaction with the supervision, an experienced sales person can be expected to be much more inclined to leave than a less experienced sales person who may be willing to tolerate poor supervision for the sake of several other considerations. Further, in the case of a highly experienced sales person, high levels of satisfaction with the supervisor might not necessarily affect the disinclination to leave merely due to the.

1.18.3 Satisfaction with Compensation levels

Churchill, Ford and walker (1974) consider compensation as one among the dimensions of job satisfaction among sales people. Satisfaction with the compensation plan would therefore inevitably influence a sales person's inclination to leave. However, the extent to which a salesperson who is satisfied with the compensation package will stay back would also depend on his overall assessment of various factors like, the compensation package in other organization in relation to the work load, the possibility of getting better compensation packages etc. These factors are all directly related to a sales person's level of industrial experience. Hence, a sales person's level of industrial experience in the field can be assumed to moderate the direct relationship between the two constructs. For instance, an experienced sales person has a much more well informed assessment about the compensation package and hence with higher levels of satisfaction, his/her strength of disinclination to quit will be much more higher than that of a relatively less experienced sales person as he/she is not sufficiently informed about the industry standards as a comprehensive knowledge

about compensation. At the same time a highly experienced sales persons with less satisfaction with the compensation will be that much more inclined to quit than a less experienced sales person with the same lower level of satisfaction with the compensation package.

1.18.4 Satisfaction with task clarity

Based on our qualitative research, an important dimension of job satisfaction that emerged was the satisfaction with the decision making and reporting system. This dimension was verbalized in terms of lack of ad hoc decisions, well defined job responsibilities, uncompromising and transparent application of rules etc. It was felt that sales persons prefer a system where the rules and roles are well defined and implemented.

This apparently gives them a fair chance of assessing their career progression and we label this construct as ‘task clarity’ since the construct effectively implies a level of satisfaction with how the task is properly defined and implemented. Past studies have considered such constructs like ‘role ambiguity’ (Behrman and Perreault, 1984; Churchill, Ford and Walker, 1976). The extent to which a sales person is satisfied with the task clarity influences his/her intention to quit. However, a sales person’s industrial experience plays an important part in determining the extent to which the satisfaction with task clarity affects his/her (dis)inclination to quit. For instance, experienced sales persons are expected to prefer lack of task uncertainty since it gives them more opportunities to work independently. Here, it should be understood that this dimension does not deal with the satisfaction with rules and procedures per se but the extent to which these are followed in a transparent and uncompromising manner by the management.

1.18.5 Satisfaction with Career Development

This dimension is associated with the perceived satisfaction with the extent to which the sales person is able to apply him and gets opportunities to grow. The opportunities and promotion dimension used by Churchill, Ford and walker (1974) comes close to this construct. But this construct is also related to the extent to which the sales person feels that his skills are adequately utilized and are given opportunities to grow. While

this aspect of job satisfaction is bound to critically affect the intention to leave, the moderating effect of a sales person's experience in this context cannot be ruled out. Experienced people for instance are in a much better position to assess the extent to which their skills are adequately being used and their opportunities to grow related to that they would receive in other organizations. Thus, at high levels of satisfaction with career development opportunities, an experienced sales person would be stronger in their resolve to stay in the organization. At lower levels of satisfaction with this attribute, highly experienced sales people would be the first to leave since they have a good idea about better opportunities.

1.19 SUMMARY:

The chapter one review of literature explained several historic theories of job satisfaction. Among these theories were: (a) fulfillment theory, (b) equity theory, (c) discrepancy theory, (d) two-factor theory, (e) motivator/hygiene theory, and (f) work adjustment theory. The literature review also looked at the importance of the variables: age, tenure, education experience, gender, salary, school size, number of assistant principals, school socio-economic status, and school accreditation status. Finally, various studies conducted with regards to principal satisfaction were analyzed.

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CHAPTER 2: EDUCATION IN INDIA

Sr. No.	Particular	Page No.
2.1	Education in India	57
2.2	History of Education in India	59
2.3	Indian Education System	60
	2.3.1. Pre-primary education	61
	2.3.2. Elementary education	62
	2.3.3. Non graduation market	63
	2.3.4. Higher education	64
	2.3.5. Accreditation	66
	2.3.6. Graduation market	67
2.4	Structure, Organization and Progress of Education in India	68
	2.4.1. Early childhood education	69
	2.4.2. Elementary education	69
	(2.4.2.1) Facilities for expanding enrolment	70
	(2.4.2.2) Curriculum development for elementary school	71
	2.4.2.3 Non formal education	71
	2.4.2.4 Secondary education	73
	2.4.5 Higher education	74
	(2.4.5.1) Current status	74
	(2.4.5.2) Growth of higher education	75
	(2.4.5.3) Enrolment	79
	(2.4.5.4) Enrolment rate	80
	(2.4.5.5) Discipline wise output of graduates and post graduates	82
	(2.4.5.6) Total graduates and post graduates	84

	(2.4.5.7)	Teachers in higher education	84
	(2.4.5.8)	Quality assurance mechanism	86
	(2.4.5.9)	Financing higher education	87
	(2.4.5.10)	Expenditure on education as a percentage of GDP	90
	(2.4.5.11)	Issues	93
	(2.4.5.11.A)	Excess	93
	(2.4.5.11.B)	Equity	94
	(2.4.5.11.C)	Quality	95
	(2.4.5.11.D)	Excess an equity	99
	(2.4.5.11.E)	Some public initiatives	99
	(2.4.5.11.F)	Innovative schemes	100
	(2.4.5.11.G)	Some recent policy initiatives by the government for higher education	105
	2.4.6	Technical education	107
	(2.4.6.1)	Important technical education institutions	107
	A.	Indian institute of technology	107
	B.	Indian institute of management	107
	C.	Indian institute of science (Bangalore)	108
	D.	Regional engineering college.	108
		Other Institutes	109
	2.4.7	Adult education	109
2.5	Expenditure on Education in India		110
2.6	Contemporary Education Issues		111
2.7	Initiatives		112
	2.7.1	Non formal education	112
	2.7.2	Bal Bhavan	112
	2.7.3	Distance education	112
2.8	Education for Special Sections of Society		113
	2.8.1	Woman	113
	2.8.2	SC/ST and OBC	113

	2.8.3	Post graduate class at correctional homes	113
2.9	Recent Developments		114
2.10	Technical Education in India		115
	2.10.1	Technical education course in India	115
	2.10.2	Institute offering technical education in India	116
2.11	The MBA Degree in India		117
2.12	History of MBA		118
2.13	Accreditation		119
2.14	Basic Types of MBA Programs		120
	2.14.1	Two years MBA	120
	2.14.2	Accelerated MBA	120
	2.14.3	Part time MBA	120
	2.14.4	Executive MBA	120
	2.14.5	Distance learning	121
	2.15.6	Dual MBA program me	121
2.15	Program Content		122
2.16	Gujarat Common Entrance Test (GCET)		123
	2.16.1	Eligibility criteria	123
	2.16.2	Allocation of seats	123
	2.16.3	Participating institutes	124
	2.16.4	Selection process	124
		References	129

2.1 EDUCATION IN INDIA:

Education in India	
Educational oversight HRD Minister	Ministry of HRD Kapil Sibbal
National education budget • Discretionary • Mandatory	Rs.24, 115 crore (2006-07) ? ?
Primary language(s) of education	Hindi, English and Other regional languages
Literacy (2001) • Men • Women	64.8 % 75.3 % 53.7 %
Enrollment¹ (2001-02) • Primary (I-V) • Mid/Upper Prim.(VI-VIII) • Higher Secondary (IX-X)	189.2 million 113.9 million 44.8 million 30.5 million
1. doesn't include kindergarten enrollment	

India has been a major seat of learning for thousands of years, dating back to ancient seats of learning like Nalanda. In modern times, Indian educational institutions (such as the IITs, IISc, IIMs, NITs, AIIMS, ISI, JU, BITS, and ISB) are well known in the heart.

India, being a developing nation, struggles with challenges in its primary education and strives to reach 100% literacy. Universal Compulsory Primary Education, with its challenges of keeping poor children in school and maintaining quality of education in rural areas, has been difficult to achieve Kerala is the only Indian state to reach this goal so far.

All levels of **education in India**, from primary to higher education, are overseen by the Ministry of Human Resource Development (Department of Higher Education (India) and **Department of School Education and Literacy**), and heavily subsidized by the Indian government, though there is a move to make higher education partially self-financing. The Indian Government is considering allowing 100% foreign direct investment in Higher Education.

2.2 HISTORY OF EDUCATION IN INDIA:

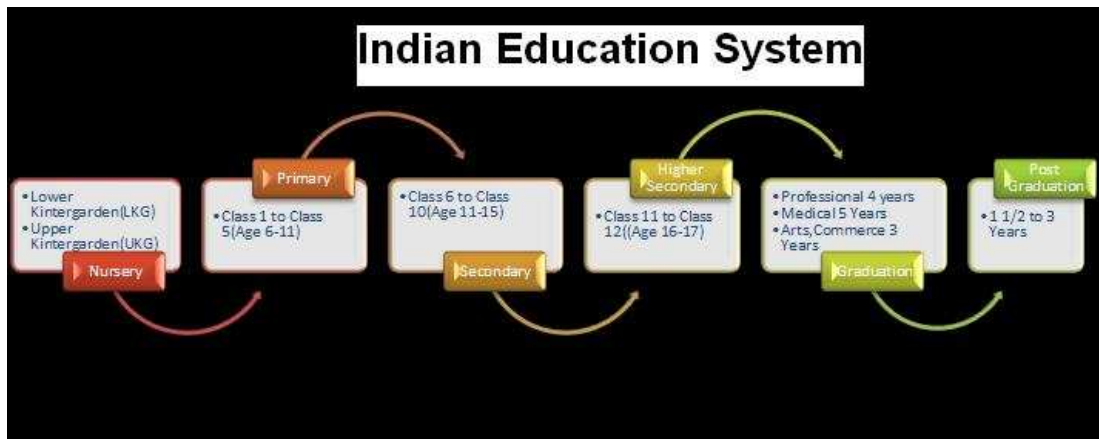
The history of education in India is very rich and interesting. One can trace the ancient India education to the 3rd century BC. Research shows that in the ancient days, sages and scholars imparted education orally, but after the development of letters, it took the form of writing. Palm leaves and barks of trees were used for education, and this in turn helped spread the written literature. Temples and community centers often took the role of schools.

When Buddhism spread in India, education became available to everyone and this led to the establishment of some world famous educational institutions Nalanda, Vikramshila and Takshashila. These educational institutes in fact arose from the monasteries. History has taken special care to give Nalanda University, which flourished from the fifth to 13th century AD, full credit for its excellence. This university had around 10,000 resident students and teachers on its roll at one time. These students included Chinese, Sri Lankan, Korean and other international scholars.

It was in the 11th century that the Muslims established elementary and secondary schools. This led to the forming of few universities too at cities like Delhi, Lucknow and Allahabad. Medieval period saw excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy.

Later, when the British arrived in India, English education came into being with the help of the European missionaries. Since then, Western education has made steady advances in the country. With hundreds of universities and thousands of colleges affiliated to them, in fact scores of colleges in every discipline, India has positioned itself comfortably as a country that provides quality higher education to its people in specific and to the world in general.

2.3 INDIAN EDUCATION SYSTEM:



Indian Education System comprises stages called Nursery, Primary, Secondary, Higher Secondary, Graduation and Post Graduation. Some students go in different stream after Secondary for 3 Years Technical education called Polytechnics There are broadly four stages of school education in India, namely primary, upper primary, secondary and senior secondary.

Overall, schooling lasts 12 years, following the "10+2 pattern". However, there are considerable differences between the various states in terms of the organizational patterns years of schooling, mainly due to the existence of various State Education Boards.

The government is committed to ensuring universal elementary education (primary and upper primary) education for all children aged 6-14 years of age. Primary school includes children of ages six to eleven, organized into classes one through five. Upper Primary and Secondary school pupils aged eleven through fifteen are organized into classes six through ten, and higher secondary school students ages sixteen through seventeen are enrolled in classes eleven through twelve. In some places there is a concept

called Middle/Upper Primary schools for classes between six to eight. In such cases class's nine to twelve are classified under high school category. Higher Education in India provides an opportunity to specialize in a field and includes Technical Schools. Some of them are the Indian Institutes of Technology and Indian Institutes of Information Technology.

In India, the main types of schools are those controlled by:

The state government boards, in which the majority of Indian children are enrolled.

- The Central Board of Secondary Education (CBSE) board.
- The Council for the Indian School Certificate Examinations (CISCE) board.
- National Institute of Open Schooling
- International Schools affiliated to the International Baccalaureate Programme.

According to the latest Government Survey undertaken by NUEPA (DISE, 2005-6), there are 1,124,033 schools all over the country.

2.3.1 Pre-primary Education:

Pre-primary education in India is not a fundamental right, with a very low percentage of children receiving preschool educational facilities. The largest source of provision is the so called Integrated Child Development Services and Anganwadis. However, the preschool component in the same remains weak.

In the absence of significant government provisions, the private sector is reaching to the relatively richer sections of society and has opened a large number of schools throughout the country. Provisions in these kindergartens are divided into two stages - lower kindergarten (LKG) and upper kindergarten (UKG). Typically, an LKG class would comprise children 3 to 4 years of age, and the UKG class would comprise children 4 to 5 years of age. After finishing upper kindergarten, a child enters Class 1 of primary school. Often kindergartens are considered an integral part of regular schools. Though there is a marked trend towards exclusive prep schools. A special Toddler/Nursery group

at the age of 2–2½ is also part of the pre-primary education. It is run as part of the kindergarten. However, crèches and other early care facilities for the underprivileged sections of society are extremely limited in number. There are some organized players with standardized curricula coming of age which covers a very small share of the urban population. Overall, the percentage enrollment of pre-primary classes to total enrollment (primary) is 11.22% (DISE, 2005-06).

2.3.2 Elementary Education:

During the eighth five-year plan, the target of "universalizing" elementary education was divided into three broad parameters: *Universal Access*, *Universal Retention* and *Universal Achievement*. Which in broad sense of terms means, making education accessible to children, making sure that they continue education and finally, achieving the set quality goals. As a result of these education programs, by the end of the year 2000, 94% of India's rural population had primary schools within one km and 84% had upper primary schools within 3 km. Special efforts were made to enroll SC/ST and girls. The enrollment in primary and upper-primary schools has gone up considerably since the first five-year plan. So has the number of primary and upper-primary schools. In 1950-51, only 3.1 million students had enrolled for primary education. In 1997-98, this figure was 39.5 million. The number of primary and upper-primary schools was 0.223 million in 1950-51. This figure was 0.775 million in 1996-97.

In 2006-7, an estimated 93% of children in the age group of 6-14 were enrolled in school. The Government of India aims to increase this to 100% by the end of the decade. To achieve this Government launched the Sarva Shiksha Abhiyan.

The strategies adopted by the Government to check the notorious drop-out rates are:

- Creating parental awareness
- Community mobilization
- Economic incentives
- Achieving the set *Minimum Levels of Learning*.
- District Primary Education Programme or the *DPEP* programme

- National Programme of Nutritional Support to Primary Education popularly known as the Mid-day Meals Scheme.
- The 86th Constitutional Amendment Act was passed by the parliament to make the *Right to Elementary Education* a fundamental right and a fundamental duty (see also right to education).
- National Elementary Education Mission
- A National Committee of State Education Ministers has been set up within the Ministry of Human Resource Development as the Chairperson of the committee.
- Media publicity and advocacy plans.

2.3.3 Non-graduation market:

This is a chart of non-graduation market of India as per Census 2001.

Educational level	Holders
Total	502,994,684
Unclassified	97,756
Non-technical diploma or certificate not equal to degree	386,146
Technical diploma or certificate not equal to degree	3,666,680
Higher Secondary, Intermediate, Pre-university or Senior Secondary	37,816,215
Matriculation or Secondary	7,922,921

While availability of primary and upper primary schools has been augmented to a considerable extent, access to higher education remains a major issue in rural areas (especially for girls). Government high schools are usually taught in the regional language, however urban and suburban schools usually teach in English. These institutions are heavily subsidized. Study materials (such as textbooks, notebooks and stationary) are sometime but not always subsidized. Government schools follow the state curriculum.

There are also a number of private schools providing secondary education. These schools usually either follow the State or national curriculum. Some top schools provide

international qualifications and offer an alternative international qualification, such as the IB program or A Levels.

In the past decades, there has also been an effort to increase attendance in vocational high schools and raise standards at the nation's ITIs - Industrial Training Institutes. In 2008, it is estimated that over a million completed vocational training through the Craft Training and Apprentice Training Schemes. Annual enrolment for high school level vocational programs (at vocational high schools, ITIs and private vocational institutes) is now approaching 3 million.

2.3.4 Higher Education:

Higher education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. The increased funding of the central universities gives them an advantage over their state competitors.

Apart from the several hundred state universities, there is a network of research institutions that provide opportunities for advanced learning and research leading up to a PhD in various branches of science, technology and agriculture. Several have won international recognition. 25 of these institutions come under the umbrella of the CSIR - Council of Scientific and Industrial Research and over 60 falls under the ICAR - Indian Council of Agricultural Research. In addition, the DAE - Department of Atomic Energy, and other ministries support various research laboratories.

The Indian Institutes of Technology were placed 50th in the world and 2nd in the field of Engineering (next only to MIT) by Times Higher World University Rankings Earlier; an Asia Week study had ranked them as the best technical universities in Asia. Indian Institute of Science is the premier research institute in the field of science and engineering. There are several thousand colleges (affiliated to different universities) that provide undergraduate science, agriculture, commerce and humanities courses in India.

Amongst these, the best also offer post graduate courses while some also offer facilities for research and PhD studies.

Technical Education has grown rapidly in recent years. With recent capacity additions, it now appears that the nation has the capability to graduate over 500,000 engineers (with 4-yr undergraduate degrees) annually, and there is also a corresponding increase in the graduation of computer scientists (roughly 50,000 with post-graduate degree). In addition, the nation graduates over 1.2 million scientists. Furthermore, each year, the nation is enrolling at least 350,000 in its engineering diploma programs (with plans to increase this by about 50,000). Thus, India's annual enrollment of scientists, engineers and technicians now exceeds 2 million.

2008 data from Maharashtra's Higher Secondary Board reveals that .87 million passed the school leaving exam and enrolled in college for undergraduate studies. Adding enrolment in polytechnic programs and graduates from other boards puts Maharashtra's total at close to a million and its college enrolment ratio at roughly 39%. States like Tamil Nadu, Haryana and Kerala also have comparably high tertiary enrollment ratios. In Andhra Pradesh, the tertiary enrolment rate is now approaching 25%. Across the country, tertiary enrollment rates have been increasing at a rate between 5-10% in the last decade, which has led to a doubling of the tertiary enrolment rate to near 20%. (However, outdated government data does not yet capture this trend, which can be seen from analyzing individual state data.)

International league tables produced in 2006 by the London-based Times Higher Education Supplement (THES) confirmed Jawaharlal Nehru University (JNU)'s place among the world's top 200 universities. Likewise, THES 2006 ranked JNU's School of Social Sciences at the 57th position among the world's top 100 institutes for social sciences. Calcutta University was the first university of modern India. Other prestigious research institutes are The Saha Institute of Nuclear Physics, The Asiatic Society, and The Indian Statistical Institute.

The National Law School of India University is highly regarded, with some of its students being awarded Rhodes Scholarships to Oxford University, and the All India Institute of Medical Sciences is consistently rated the top medical school in the country. Indian Institutes of Management (IIMs) are the top management institutes in India.

The private sector is strong in Indian higher education. This has been partly as a result of the decision by the Government to divert spending to the goal of universalization of elementary education. Within a decade different state assemblies has passed bills for private universities, and some of these universities are performing quite well. Some of these universities include Birla Institute of Technology and Science, Amity University and Xavier Labor Relations Institute.

2.3.5 Accreditation:

Accreditation for universities in India is required by law unless it was created through an act of Parliament. Without accreditation, the government notes "these fake institutions have no legal entity to call themselves as University/Vishwvidyalaya and to award 'degree' which are not treated as valid for academic/employment purposes". University Grants Commission Act 1956 explains,

“The right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act *Carlo bon tempo*, or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University is not entitled to award a degree.”

Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Assessment and Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Veterinary Council of India (VCI)

2.3.6 Graduation market

This is a chart of India as per Census 2001.

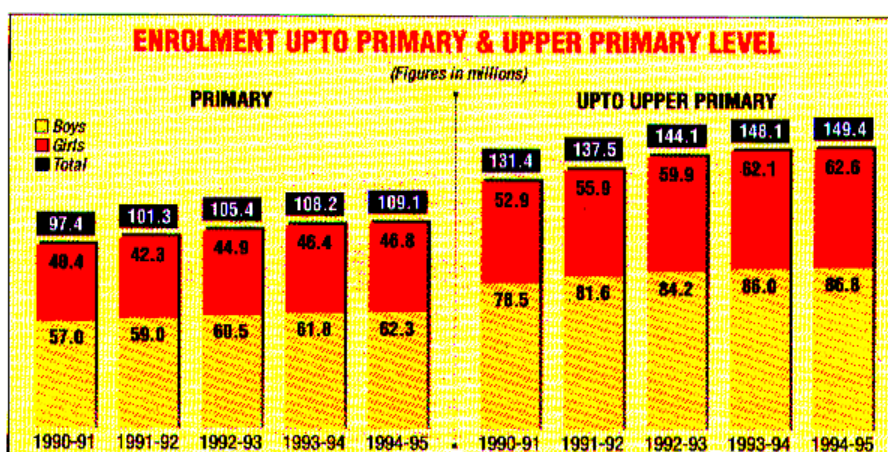
Degree	 Holders
Total	37,670,147
Post-graduate degree other than technical degree	6,949,707
Graduate degree other than technical degree	25,666,044
Engineering and technology	2,588,405
Teaching	1,547,671
Medicine	768,964
Agriculture and dairying	100,126
Veterinary	99,999
Other	22,588

2.4 Structure, Organization and Progress of Education in India:

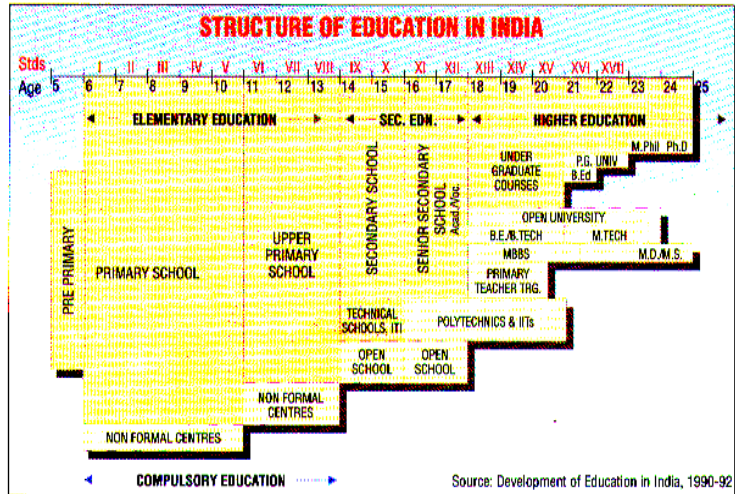
The focus of the present chapter is two fold. First, it lays down the broad dimensions and magnitude of the structure, organization and progress in primary, secondary and tertiary sectors in education. Secondly, it also highlights growth and priority areas in education in India that point to the challenges for the future.

2.4.1 Early Childhood Education:

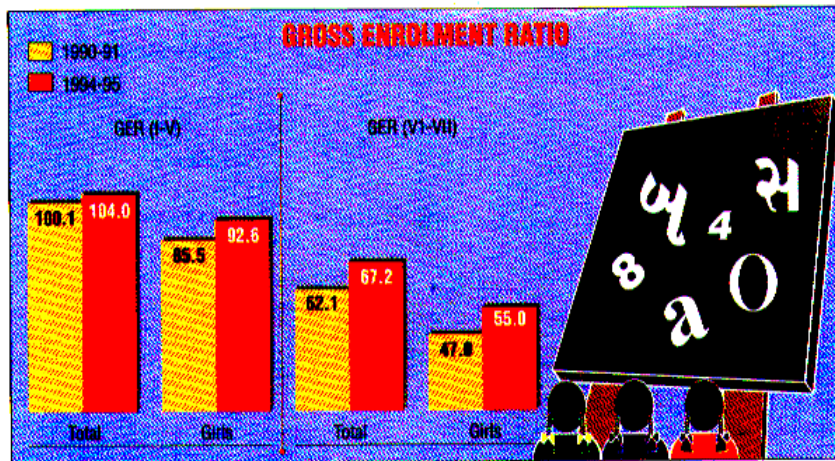
The importance of Early Childhood Care and Education (ECCE) has been recognized as a crucial preparatory aspect of a child's development. In India, this program me have evolved to provide a holistic service, besides; educational facilities for learning through structured and unstructured play activities, health care and nutrition are also catered for. Day Care Centers are provided as a support service to enable girls taking care of siblings to attend school. These Day Care Centers also assist working women belonging to the poorer sections.



Source: Government of India, Department of Education, MDR Report on Education for All 1990-95

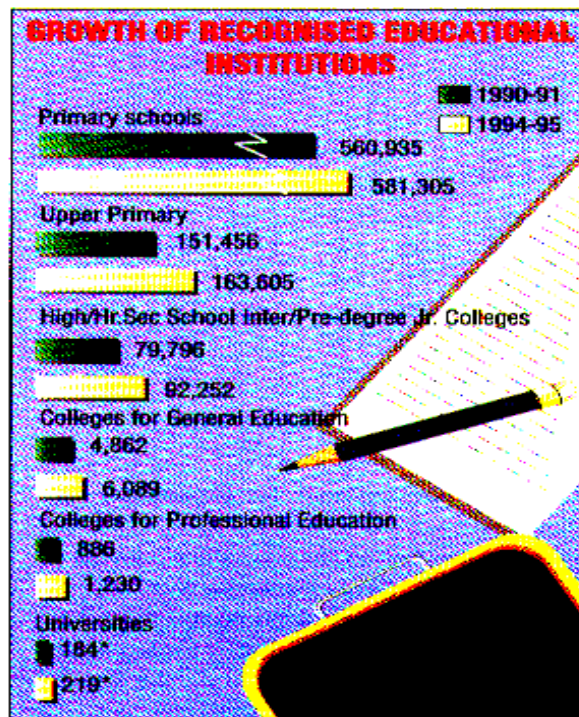


Supplementing education at this level, the National TV Network has transmitted a serial which introduces pre-school children to reading, numbers, geometric shapes, health care concepts, sanitation and food using songs, animation and puppets. The number of pre-primary schools has increased from 303 in 1951 to nearly 14 million in 1991-92 while the enrolment in these has gone up from 28,000 to 3.9 million for the corresponding years.



2.4.2 Elementary Education:

The elementary education system in India is the second largest in the world with 149.4 million children of 6-14 years enrolled. This is about 82 per cent of the children in this age-group. The emphasis, however, is not on enrolment alone, equal attention is paid to retention and achievement. An estimated 95 per cent of the rural population now has access to primary schooling facilities within a walking distance of 1km; 84 per cent of the population is served by middle or upper primary schools within a distance of 3 kms. The Gross Enrolment Ratio (GER) for classes I-V is 104.0 and for classes VI-VIII it is 67.2 for the year 1994-95, There has been a substantial increase in girls' enrolment: from 40.4 million in 1990-91 to 46.8 million in 1994-95 in primary schools and 52.9 million in 1990-91 to 62.6 million in 1994-95 in upper primary schools.



Source: Government of India, Department of Education, Annual Report 1995-96

* Includes Deemed Universities and Institutions of National Importance

2.4.2.1 Facilities for Expanding Enrolment:

The expanding enrolment has necessitated a growing number of teachers as well as schools in the country: from 5.6 million primary schools in 1990-91 to 5.8 million in 1994-95 and from 16.6 million in 1990-91 to 17.14 million teachers at the primary level in 1994-95.

There are four types of schools in the country government managed, government aided, government recognized but unaided, and unrecognized.

A common structure of education is being followed in most states: i.e., the 10, + 2, + 3 system. Thus a child who joins class I at the age of six goes through five years of primary school, and three years of upper primary/ middle school to complete eight years of elementary education. Two years of secondary education and two years of higher secondary education bring schooling to an end. Three years of further studies enable the student to obtain his/her first degree.

2.4.2.2 Curriculum Development for Elementary Schools:

The states are free to develop their own curricula and instructional materials within the framework developed at the national level by the NCERT. To cope with this, a strategy has been evolved to import MLLs, i.e., the development of competency based teaching and learning to suit local situations. This approach integrates various components of curriculum, classroom transaction, and evaluation and teacher orientation. It is expected to achieve greater relevance and functionality in primary education.

2.4.2.3 Non Formal Education:

Despite enormous strides in school education, 28 million out of 153 million in the age-group 5-14 are still out of school. Of these, 14 million are working children who cannot attend school full time. Hence, NFE is seen as a vital aspect of India's current

strategy on education as it can reach out to working children, school drop-outs, girls and those who cannot attend full-time schools due to several socioeconomic factors.

Under the NFE program me there are three types of centers:

- Co-educational centers where the contribution of the union government and state government is 50:50;
- Girls' centers with the contribution of union and state governments being 90: 10; and
- NFE centers run by NGOs. In these the assistance from the union government is 100 per cent.

Besides these, a number of innovative experimental projects taken up, by various organizations (particularly NGOs) get 100 per cent funding from the Ministry of Human Resource Development. By March 1993, the number of NFE centers functioning in the country was 279,000.

The life of a centre is generally, two years. These centers are organized for two hours a day at a time convenient to the learners. Each centre is run by an instructor who takes care of the various groups of learners learning at various grade levels. Children learn each unit at their own pace. This is also true of NFE centers at the upper primary level.

The NFE course is condensed into four semesters of six months each for which specially developed teaching-learning materials and stationery are provided to children free of cost. Compatibility with the formal school system is ensured through a focus on MLLs. There is a provision for testing and certification of children of NFE centers to facilitate their entry into formal schools.

Implemented through state governments and voluntary organizations, the NFE program me draws on a high level of community participation and is characterized by flexibility, relevance and a decentralized administrative structure.

2.4.2.4 Secondary Education:

There has been a steady expansion of secondary education in India. Between 1986 and 1993, the enrolment growth for secondary and higher secondary was 32.45 and 37.72 per cent, respectively. Girls' enrolment, too, increased greatly, registering an increase of 50.99 at the secondary level and 53.97 at the higher secondary level. In addition to expansion, secondary education is being strengthened through various schemes such as, those for improving education in science, vocational areas and work experience, population education, culture, values, computer literacy, education technology, yoga, physical education and sports. A number of programmes have also been formulated for promoting enrolment of girls, SCs/STs and disabled children.

Growth in Secondary Education in India:

	1986	1993	% increase
Secondary Schools			
i. Rural	38,862	48,262	24.19
ii. Urban	13,689	17,877	30.51
iii. Total	52,560	66,139	25.84
Higher Secondary Schools			
i. Rural	7,136	11,642	63.14
ii. Urban	8,329	11,882	42.66
iii. Total	15,465	23,524	52.11

Source: NCERT, VI All India Educational Survey, 1993

2.4.5 Higher Education:

2.4.5.1: Current Status

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and –unaided) As on 31.3.2006, there were 367 University level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under State Legislation, 13 Institutes of National Importance established under Central legislation and 6 Private Universities.. There were 18,064 degree and post-graduate colleges (including around 1902 women’s colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of Higher Education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 per cent of the total enrolment. Of the total women

enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 per cent) and lowest in Bihar (24.52 per cent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development, 2006-2007).

2.4.5.2.: Growth of Higher Education

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times (Annual Report, MHRD 2006-07). The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising of some 35% of the total enrolments (Tilak 2004). It is little more than half a century ever since the government initiated a planned development of higher education in the country particularly with the establishment of University Grants Commission in 1953. Thus early 1950's is an important reference points from which we could look back at our progress of higher education. Table 1 depicts the growth of institutions from 1950-51 to 2004-05 while Table 2 classifies the Central and State Universities in the type of disciplines offered by them.

Table1: Growth of Colleges for General Education, Colleges for Professional Education, and Universities during 1950-51 to 2004-2005

Years	Colleges for general	Colleges profession	for Universities/Deemed Education Univ./Institutes of National Importance
1950-51	370	208	27
1955-56	466	218	31
1960-61	967	852	45
1965-66	1536	770	64
1970-71	2285	992	82
1975-76	3667	3276	101
1980-81	3421	3542	110
1985-86	4067	1533	126
1990-91	4862	886	184
1991-92	5058	950	196
1992-93	5334	989	207
1993-94	5639	1125	213
1994-95	6089	1230	219
1995-96	6569	1254	226

1997-98	6759	1770	228
1998-99	7199	2075	229
1999-00	7494	2113	237
2000-01	7782	2124	244
2001-02	7929	2223	254
2003-04	8737	2409	272
2004-05	9166	2610	304

Type	Number	%
General	126	54
Agricultural	35	15
Technological	14	6
Language	11	5
Medical	9	4
Law	6	2.6
Woman	5	1
Animal & Fishery	4	1.7
Open	11	5
Others	16	5.7
Total	237	100

Source: UGC Annual Report, 2004-05

Among the 104 deemed universities, there is greater diversification. Apart from majority being in technological discipline, there are universities in specific research areas such as English and foreign language, yoga, brain research, dairy research, mines, basic science, neuro science, physical education, fisheries, economics and politics, development research, armament technology, population science, social science, IT, management, education, home sciences, rural studies, music, veterinary research, forest research, drama, planning and architecture, foreign trade, educational planning and administration.

2.4.5.3.: *Enrolment*

Enrolment in Higher education has been rising steadily although the enrolment rate has continued to remain low compared even to some of the developing countries of Asia and Latin America. Table 3 shows the growth of enrolment in Tertiary education (at Doctorate, Post-graduate, Degree and Diploma levels) during the period 1980-81 to 2003—04, where as Table 4 shows the total enrolment growth during 2001-2002 to 2005-2006 under different types of Management under which the colleges and Universities were functioning. Table 5 displays the actual distribution in enrolment of Boys and Girls at different levels of education for the year 2004-2005.

Table 3: Enrolment by Levels and Major Disciplines

Year	PhD	PG	General Graduate (Art, Science & Commerce)	Technical Graduate (Engg., Medical, B Ed)	Total Higher Education (Degree (2+3+4+5))	Diploma	Total Higher Education (Degree, Diploma) (6+7)
1	2	3	4	5	6	7	8
1980-81	25417	291341	1886428	239267	2442453	430126	2872579
1990-91	32468	354216	3285776	416828	4089288	796686	4885974
2000-01	45004	647338	7244915	688625	8625882	987279	9613161
2001-02	53119	647016	7139497	790050	8629682	1104594	9734276
2002-03	65357	782590	7633125	1035701	9516773	1199785	10716558
2003-04	65525	806636	8026147	1110840	10009148	1191447	11200595

Source: Selected Educational Statistics, Different years

Table 4: Higher Education Institutions and Enrolment (by Type of Management)

Type (by	Universities		Colleges		Higher		Enrolment	
	2000-	2005-	2000-	2005-	2000-	2005-	2000-	2005-
Government	245	268	4097	4225	4342	4493	3443	3752
Private	#	10	5507	5750	5507	5760	3134	3510
Private Unaided	21	70	3202	7650	3223	7720	1822	3219
Total	266	348	12806	17625	13072	17973	8399	10481

Source: University Grants Commission (India) and Agarwal (2006)

Table 5: Enrolment by Stages in 2004-2005

S.No.	Educational Degree stage	Boys	Girls	Total
1.	Ph.D/D.Sc./D.Phill	32526	22826	55352
2.	M.A	250546	218745	469291
3.	M.Sc	107841	90878	198719
4.	M.Com	80616	41641	122257
5.	B.A./B.A.Hons.	2117637	1654579	3772216
6.	B.Sc./B.ScHons.)	910440	580345	1490785
7.	B.Com/B.Com Hons.	928181	536847	1465028
8.	B.E/B.ScEngg/B.Arch	531207	165402	696609
9.	Medicine/Dentistry/Pharma	167696	89052	256748
10.	B.Ed/B.T	87143	68049	155192
11.	Others*	1921887	1173212	3095099

2.4.5.4. Enrolment Rate

The extent of higher education is generally measured by enrolment ratio in higher education. Three alternative methods are used to estimate the extent of access to higher education namely Gross Enrolment ratio (GER), Net enrolment ratio (NER) and Enrolment of Eligible ratio (EER). The GER measure the access level by taking the ratio of persons in all age group enrolled in various programs to total population in age group of 18 to 23. The NER measures the level of enrolment for age specific groups namely those in age group of 18 to 23. While the EER measure the level of enrolment of those who completed higher secondary level education. These three concepts thus look at the access to higher education from three different angles. Three alternative sources namely Selected Education Statistics, (SES) National sample Survey (NSS) and Population Census (PC) provides data on number of student enrolment. In 1950-51 the enrolment rate was 0.7%, which increased to 1.4% in 1960-61. For the early 2000 the GER based on the SES is 8. % .The NSS and PC arrived at enrolment ratio of about 10% and 14% respectively. Thus the SES data under reports gross enrolment rate by 4-5%. For 2003/4 the GER work out to 9%, 13.22% and 14.48% respectively .The SES under estimates enrolment rates because of the underreporting of enrolment in unrecognized institutions and also due to non-reporting of enrolment data on an annual basis by some of the State

governments. Extrapolations are used to fill the gaps arising from non-reporting by some of the States. The problem with the NSS and also census data is that as it is collected from households, it is likely to over estimate the student enrolment in colleges and universities as it might include those who are doing diploma or training programmes (e.g. computer training) in unrecognized institutions also. A further problem with the population Census data is that it does not distinguish between enrolment in professional degree and diploma programs. Table 6 shows the GER by alternative sources while Table 7 gives the value of GER/NER/EER for 2003-04 as per National Sample Survey.

Table 6: Enrolment Ratio By alternative sources

Years	Total Higher Education		
	SES	NSS	Census
1983	4.04	7.67	N.A.
1987-88	4.69	8.57	Na
1991	4.63	Na	10.95
1993-94	4.80	8.85	11.74*
1999-00	7.22	10.08	13.19*
2001	7.85	10.00	13.82
2003-04	9.01	13.22	14.48*

Source: SES - UGC

**Table 7: The Comparative Profile: GER/NER/EER
as per NSS for Population Group (18 - 23 Years)**

GER	13.2
NER	13.2
EER	59.0

The Working Group for Higher Education for the 11th Plan has projected a growth of GER based on SES from current 10.5 to 15.5 by the end of the Plan period as well as based on census data from 15.6 (current) to 20.6 by the end of the Plan. Table 8 details the projection based on enrolment in the base year 2006-07.

Table 8: Current and 11th Plan Enrolment Rates based on SES and Census Data

Year	Academic Year	Population 18-23 Years	Total Higher Education enrolment	Total GER based on SES	Total Higher Education enrolment based on Census Data	Total GER on
	Base Year					
2006	2006-07	132243	13934	10.5	20666	15.6
	11th Plan					
2007	2007-08	135440	15034	11.1	22212	16.4
2008	2008-09	138318	16460	11.9	23929	17.3
2009	2009-10	141257	18222	12.9	25850	18.3
2010	2010-11	144259	20341	14.1	27986	19.4
2011	2011-12	144287	22365	15.5	29723	20.6

Source: Draft Report of Working Group on Higher Education for 11th Five-year Plan.

2.4.5.5. Discipline wise Output of Graduates and Post-graduates:

The output of the Higher Education Institutions in terms of graduates and Post-graduates is shown in Tables 9A and 9B respectively for the Year 2003.

Table 9A: Graduate Output during 2003.

No.	Faculty/Course	Pass out	Pass out	Pass out
1.	Arts-B.A level courses	547324	425396	972720
2.	Science-M.Sc level Courses	196058	131717	327775
3.	Commerce-B.Com level Courses	227744	145448	373192
4.	Education-B.E	58258	47790	106048
5.	Engineering/Technology-B.E level Courses	101143	26467	127610
6.	Medicine-Bachelor level courses	22756	16031	38787
7.	Agriculture-Bachelor level Courses	6524	1277	7801
8.	Vet. Science-Bachelor level Courses	1151	346	1497
9.	Law-LL.B level courses	47008	11220	58228
10.	Others: Lab's, Journalism, Phy.Edn., Music, Fine Arts, Computer Appl., Performing Arts, Mass Comm, Visual Arts, Theatre, Hospitality Mgt. etc.-	27478	11061	38539
11.	Total Graduates	123544	816753	2052197

Table 9B: Post Graduate Output during 2003

No.	Faculty/Course	Pass out	Pass out	Pass out
		Male	Female	Total
1.	Arts-M.A level Courses	168036	138383	306419
2.	Science-M.Sc. level Courses	42364	31931	74295
3.	Commerce-M.Com level courses	59118	35308	94426
4.	Education-M.Ed.. Course	3044	1669	4713
5.	Engineering/Technology-M.Tech level courses	10205	2165	12370
6.	Medicine-M.S, MD, MAMS, MHMS, M.Pharm, MSc (Nursing), MCH,DM etc.	5834	2385	8219
7.	Agriculture, Fisheries, Forestry-M.Sc Level	3009	707	3716
8.	Vet.Science-M.Sc, M.V.Sc.	577	123	700
9.	Law-LL.M	1414	779	2193
10.	Others; Lib.Sc., Journalism etc. Master level	23604	10003	33607
11.	Total Post Graduates	317205	223453	540658

2.4.5.6. Total Graduates and Post-Graduates

No.	Total Graduates	Total Post Graduates	Total
1.	123544	317205	440749
2.	816753	223453	1040206
3.	2052197	540658	2592855

Source: SES 2004-05 based on UGC Report

It is seen from the tables above that among the prominent disciplines at the Bachelor's level 47.4% of students obtain degrees in arts, 18.2% in commerce, 16% in science, 6.2% in engineering/technology and 5.2% in education courses while at the Master's level arts degree is obtained by 56.6%, commerce by 17.5% and science by 13.7%, and engineering by only 2.3% of students. The ratio of Male graduates to Female graduates is 1.51:1 at the Bachelor's level and 1.42:1 at the Master's level.

2.4.5.7. Teachers in Higher education

Of the 472,000 teachers in Higher Education, 77,000 are in University departments whereas 3, 95,000 are in affiliated colleges. While the student/teacher ratio in University departments is 18:1 that in affiliated colleges is 23:1. Table 10 gives the data of enrolment and the teachers employed in 2004-2005 (Source: UGC Annual Report, 2004-05) while Table 11 gives the ratio in NAAC accredited Colleges. Table 12 gives an idea of the percentage distribution of Teacher's qualification in Colleges.

**Table 10: Number of Teachers in Institutions of Higher Education,
2004 (Source: UGC Annual Report 2004-05)**

Institution	Enrolment (in	Teachers (in	Students per teacher	Students per Institute
University Departments & University Colleges	13,88	77	18	
Affiliated Colleges	90,93	3,95	23	
Total	104,81	4,72	22	594

**Table 11: Distribution of student teacher ratio in the NAAC accredited colleges NAAC
Grades**

Indicators	A & Above	B++ & B+	B only	C++, C+ & C	Non-Accredited	Total
No. of Sample Colleges	110	547	298	233	285	1473
STR (Student Teacher ratio)	20.4	31.8	28.6	28.5	25.2	25.0
STR by Permanent teachers	29.8	31.8	38.1	35.8	35.6	33.5

Source: Analysis of Self Assessment Report of NAAC Accredited Colleges by UGC
(unpublished).

Table 12: Qualification of Teachers in various grades of Colleges in 2003-04

Percentage distribution of teachers by qualification in various grades of colleges 2002-2004							
Nature of Appointment	Qualification	NAAC Grades					Total
		A & Above	B++ & B+	B only	C++, C+, & C	Non-Accredited	
PERMANENT	Ph.D	35.9	33.0	26.6	28.6	28.8	31.0
	M.Phil.	20.6	19.7	18.4	17.9	20.2	19.4
	PG	43.0	45.9	54.7	52.0	50.7	48.6
	Others	0.4	1.4	0.2	1.5	0.3	0.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0
TEMPORARY	Ph.D	10.1	11.4	6.9	8.2	8.3	9.7
	M.Phil.	7.9	8.6	6.7	8.7	7.3	7.9
	PG	81.2	77.7	85.7	81.5	83.9	81.0
	Others	0.8	2.3	0.6	1.6	0.5	1.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0
PART-TIME	Ph.D	9.3	11.5	6.8	13.2	5.8	9.4
	M.Phil.	7.0	6.6	3.5	4.3	8.0	6.2
	PG	83.2	80.6	88.8	81.9	84.1	83.2
	Others	0.6	1.2	0.9	0.6	2.0	1.2
	Total	100.0	100.0	100.0	100.0	100.0	100.0
TOTAL TEACHERS	Ph.D	28.1	28.0	21.9	24.9	22.4	25.6
	M.Phil.	16.7	17.0	15.3	15.6	16.5	16.3
	PG	54.7	53.5	62.4	58.1	60.6	57.1
	Others	0.5	1.5	0.4	1.4	0.6	1.0
	Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of Sample Colleges		110	547	298	233	285	1473

Source : Self Assessment Reports submitted with NAAC and NAAC Grades.

2.4.5.8. Quality Assurance Mechanisms

The Higher Education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits University and Colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, where as similar function is done for Technical Education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for Agricultural education by Accreditation Board (AB) set up by ICAR in 1996. Some of the other professional regulatory bodies are attempting to set up their own accreditation agencies, for instance both the Distance Education Council (DEC) and the National Council for Teacher Education (NCTE) are currently discussing with NAAC the procedures for developing their own accreditation mechanisms. Because of their very late arrival on the scene, the progress of accreditation so far has been very

slow. As on May 21, 2006, NAAC has accredited only 128 universities and 2879 colleges and reaccredited 4 Universities and 43 Colleges (NAAC Website), where as NBA by June 2005 has accredited merely 1232 programs from 325 institutions (NBA Website) as against a total of 14000 programs in 3589 approved UG and PG and 1608 diploma institutions. Initially the progress of accreditation was very slow but has picked up speed in the last few years, and both NAAC and NBA have plans to complete the backlog of accreditation of eligible institutions during the next few years. In addition to National accreditation, local quality inspection of affiliated colleges are carried out by the affiliating University to ensure provision of adequate academic infrastructure and satisfactory teaching-learning processes. Analysis of examination performance of students is also used by Universities to assess the quality of educational offerings of individual colleges.

2.4.5.9. Financing Higher Education

Higher Education in India has received enormous financial support from both the Central and the State Governments. At the start of the Planning process in 1950, the total allocation for higher education was only Rs.170 million which has now gone beyond Rs.90, 000million. This impressive increase is offset to some extent by the rise in prices (inflation) and rise in number of students entering higher education. An analysis of government expenditure on higher education shows a real annual growth rate of 7.5% in the 1950s, 11% in the 1960s, 3.4%, in the 1970s, and 7.3% in the 1980s. (CABE Report 2005) The following Table 13 gives details of total expenditure incurred by Centre and States on Education from 1993-94 to 2004-2005. where as Table 14 gives both nominal and real expenditure per student in all sectors of education for the same period.

**Table 13: Sector wise Plan & Non Plan Budgeted Expenditure for Education
Departments of State & Center (Revenue Account)**

(Figure in Rs. Thousand Crore)

Year	Elementary	Secondar	Higher	Technica	Higher +	Total
1993-94	10822	7759	3104	1018	4122	23413
1994-95	12639	9050	3525	1189	4714	27232
1995-96	15218	10344	3871	1290	5161	31517
1996-97	17850	11736	4288	1450	5738	36372
1997-98	20392	13262	4859	1623	6482	41109
1998-99	25150	16782	6117	2073	8190	51225
1999-00	27905	20845	8248	2459	10707	61281
2000-01	29758	19743	9195	2528	11723	62498
2001-02	32493	20431	8087	2560	10647	64847
2002-03	33474	22049	8859	2820	11679	68561
2003-04(R)	38260	23983	9380	3138	12518	76387
2004-05 (B)	40586	24990	9562	3387	12949	80286

Table 14: Public Expenditure per Student: Nominal and Real (Base year – 1993-94)

Rs.

Year	Elementary		Secondary		Higher	
	Nominal	Real	Nominal	Real	Nominal	Real
1993-94	825	825	3748	3748	8961	8961
1994-95	893	793	4040	3588	9821	8722
1995-96	1052	865	4517	3715	9384	7717
1996-97	1220	959	4890	3844	8438	6634
1997-98	1361	1025	5221	3932	9003	6779
1998-99	1654	1175	6285	4467	10238	7276
1999-00	1792	1233	7392	5087	13219	9097
2000-01	1900	1220	7153	4594	13956	8963
2001-02	2047	1269	6699	4153	12099	7501
2002-03	1977	1185	6641	3982	12294	7370
2003-04®	2162	1229	6852	3896	12518	7117

Table 15 shows how the Plan allocation for Higher Education, which went up to 28% in the Vth Plan period, has been slowly going down in subsequent plans and has reached only 6% of the total Plan expenditure during the Xth Plan period. Table 16, which gives the annual Plan allocation during the Xth Plan period and the actual expenditure, highlights the priority given in allocation to Technical education (10.72%) over Higher

Education (9.53%) although Higher education sector overspent the allocation whereas the Technical education sector had a significant saving. Table 17 shows the distribution of total public expenditure per student in Higher education.

Table 15: Plan Expenditure on Higher Education as % of Total Plan

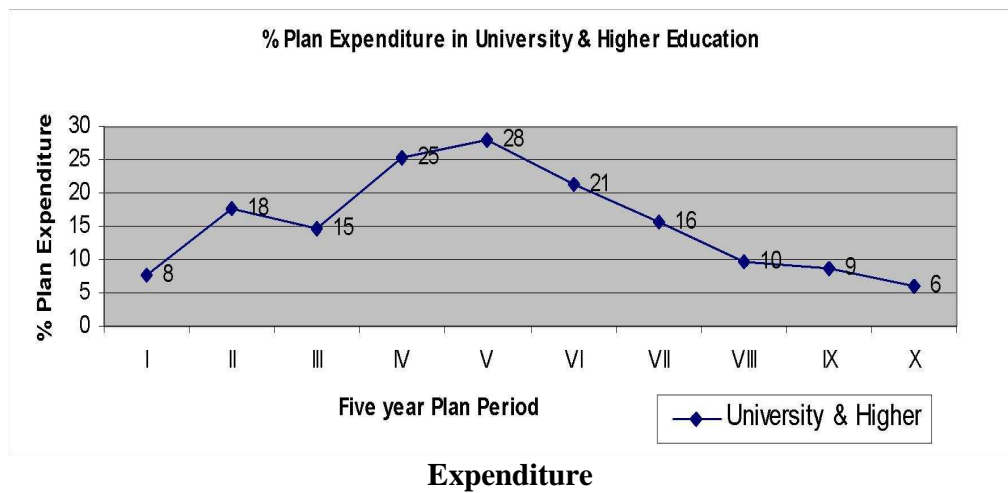


Table 16: Central Plan Allocation and Expenditure During X plan

(Rs. Crore)

Scheme	X plan	Percent To	2002-3 (Actual)	2003-4 (Actual)	2004-5	2005-6 (Revised)	2006-7	X Plan	% To	Difference
1	2	3	4	5	6	7	8	9	10	11
Uni. & Higher	4176.5	9.53%	619.14	560.44	789.95	873.27	1403.5	4246.3	7	-69.8
Tech. Edu.	4700	10.72%	600.47	626.34	653.31	643.67	930	3453.7	6	1246.
Total Education	43825	100.0%	6388.84	7377.21	9570.84	15041.76	20744	59122.65	100	15297.7

Source: Annual Financial Statistics of Education Sector 2003-04, MHRD, Govt. of India, New Delhi, 2005 and Expenditure Budget 2006-07, Volume – 2, Government of India, February, 2006

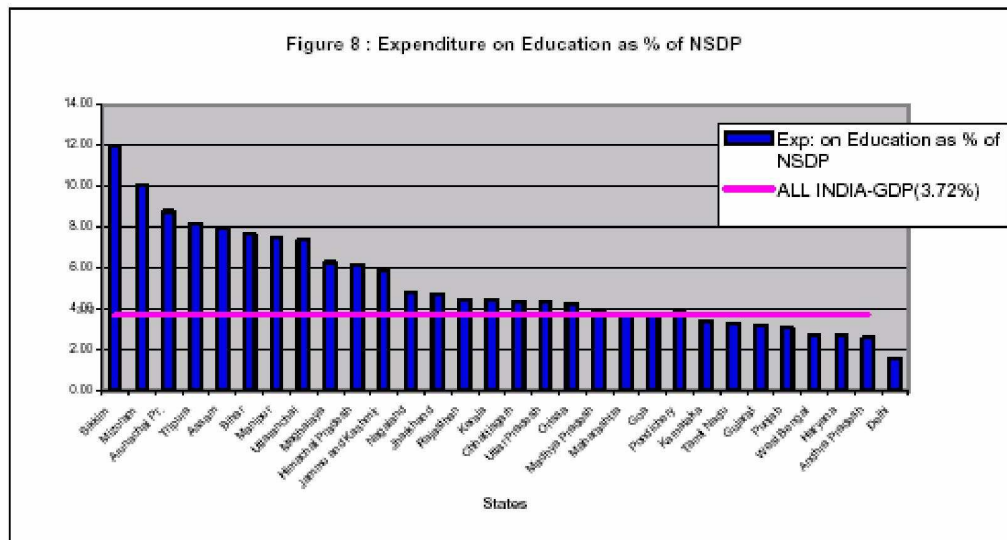
Table 17: Distribution of Total Public Expenditure per Student in Higher Education

	Public Expenditure per Student		
	2002-03	2003-04 (R)	2004-05 (B)
Central Plan	758	639	686
Central Non-plan	1386	1336	1240
State Plan	527	558	529
State Non-plan	8176	8063	7803
Total	10847	10596	10258

2.4.5.10: Public Expenditure on Education as a Percentage of GDP

Table 18 below shows how different States in the Indian Union spend different amounts on Education as a percentage of their net domestic product with Sikkim spending close to 12% where as Uttar Pradesh and Delhi spend less than 3%. Table 18: Expenditure on Education as a % of Net State Domestic Product

Table 18: Expenditure on Education by Different States as % of NSDP



*For some states the reference year is 2003-04 and others 2004-05 and for All India Figure the reference year is 2005-06-see Table-7

The total expenditure on the Revenue Account at the all India level during 2005-06 formed 28.33% of the total Gross Domestic Product (GDP) and only 3.01% of the GDP was provided in the budgets of the education departments. When the provision for education for all departments including education departments is taken into account this percentage works out to be 3.72% (Source: Analysis of Budget Expenditure on Education from 2003-2006, Ministry of HRD Planning and Monitoring Unit 2006). So far as expenditure on Higher education sector is concerned, there is some variation in data depending on the source. Table 19 is reproduced from the CAGE report on financing of Higher and Technical Education (June 2005) whereas Table 20 is taken from Selected Educational Statistics 2003-2004 document published by MHRD in 2007.

**Table 19: Public Expenditure on Higher and
Technical Education as % of
GDP**

Table 10 High Education: Relative Priorities				
	Government Expenditure on Higher Education as		Government Expenditure on Technical Education as	
	% of GNP	% of Total Government Revenue Expenditure	% of GNP	% of Total Government Revenue Expenditure
1990-91	0.46	1.58	0.15	0.51
1991-92	0.42	1.43	0.14	0.48
1992-93	0.41	1.42	0.14	0.48
1993-94	0.40	1.42	0.13	1.47
1994-95	0.39	1.40	0.13	0.47
1995-96	0.37	1.35	0.12	0.45
1996-97	0.35	1.30	0.12	0.44
1997-98	0.35	1.31	0.12	0.44
1998-99	0.43	1.39	0.13	0.47
1999-2000	0.47	1.61	0.14	0.48
2000-01	0.49	1.61	0.13	0.44
2001-02	0.39	1.31	0.12	0.41
2002-03RE	0.40	1.28	0.13	0.41
2003-04BE	0.37	1.23	0.13	0.42

Source: Based on *Analysis of Budget Expenditure on Education (various years)*.

Source: CAFE Report on Financing of Higher and Technical Education, June 2005.

It is seen from the CAFE report that public expenditure on Higher Education including Technical education has varied between 0.45 and 0.6 of the GDP, whereas Table 20 gives the figure between 0.52 and 0.77 of the GDP. This variation could be due to the inclusion of expenditure on HRD training by government departments other than Education in both at the Centre and in the States.

Table 20: Total Expenditure on Education and Training under Different Levels

(in crore)

Year	Total expt. on education & trg. (Rev) by Education and other Departments														Total expt. on all sectors (Rev)	GDP at current prices(at factor cost) base year 1993-94	
	Elementary			Secondary/higher secondary			Adult Education			University & Higher Education*			Total				
	Expenditure	% to GDP	% to Total expt. on all sector	Expenditure	% to GDP	% to Total expt. on all sector	Expenditure	% to GDP	% to Total expt. on all sector	Expenditure	% to GDP	% to Total expt. on all sector	Expenditure	% to GDP			% to Total expt. on all sector
1990-1991	9076.28	1.78	6.19	6310.33	1.24	4.32	273.16	0.06	0.19	3566.09	0.77	2.70	19615.85	3.84	13.37	148711.53	510054
1991-1992	10067.83	1.78	6.09	7400.56	1.26	4.34	228.52	0.04	0.13	4396.76	0.75	2.58	22393.69	3.80	13.14	170370.38	689088
1992-1993	11321.5	1.88	5.95	8574.97	1.27	4.51	210.97	0.03	0.11	4922.9	0.73	2.59	25030.30	3.72	13.15	190327.45	673221
1993-1994	13071.14	1.87	5.96	9371.34	1.20	4.29	260.01	0.04	0.13	5557.20	0.71	2.54	26279.69	3.82	12.94	218935.15	781345
1994-1995	15133.05	1.85	6.01	10835.33	1.18	4.32	338.31	0.04	0.13	6299.53	0.89	2.60	32608.22	3.96	12.95	251691.62	917058
1995-1996	18433.93	1.72	6.44	12930.38	1.17	4.38	259.71	0.02	0.09	6954.07	0.85	2.43	38178.09	3.96	13.34	288194.59	1073271
1996-1997	21543.63	1.73	6.54	14164.00	1.14	4.35	205.74	0.02	0.08	7963.11	0.84	2.42	43898.40	3.93	13.33	329389.92	1249547
1997-1998	24083.17	1.73	6.49	15683.5	1.13	4.22	209.8	0.02	0.08	8595.67	0.82	2.32	46952.14	3.49	13.09	370838.48	1380148
1998-1999	30191.07	1.89	6.87	20100.97	1.26	4.57	189.46	0.01	0.04	11097.42	0.89	2.52	61578.91	3.85	14.00	439788.11	1688127
1999-2000	34068.78	1.93	6.85	25447.89	1.44	4.97	188.53	0.01	0.04	15112.89	0.86	2.95	74818.09	4.25	14.80	512519.32	1781838
2000-01	39274.60	2.06	6.88	28957.50	1.37	4.55	228.12	0.01	0.04	16928.21	0.89	2.98	82488.43	4.33	14.42	572180.14	1902998
2001-02	45019.36	1.91	6.46	25183.47	1.20	4.05	359.96	0.02	0.08	14323.32	0.89	2.31	79895.71	3.82	12.89	619713.14	2090957
2002-03	41747.26	1.88	6.15	27468.97	1.22	4.05	402.25	0.02	0.08	15858.83	0.70	2.34	85907.31	3.80	12.80	678548.31	2249493
2003-04	44349.47	1.74	5.96	26475.89	1.12	3.83	395.55	0.02	0.05	15856.34	0.82	2.13	89079.25	3.90	11.96	743665.96	2543308
2004-05(RE)	53796.74	1.89	6.57	31508.00	1.11	3.85	450.11	0.02	0.05	18813.07	0.86	2.32	104568.00	3.80	12.78	819231.90	2843897

* Including expenditure on Physical education, Technical education, Language development etc.

Note: Expenditures on education by other Departments has been distributed by level, on the basis of expenditure (%) by education departments
RE: Revised Estimates

Source: SES2004-2005, MHRD2007

2.4.5.11. Issues

Although Higher Education has expanded several times since independence, the major issues of access, equity, and quality continue to be areas of concern. These are discussed briefly in paragraphs below.

2.4.5.11. A Access:

The enrolment rate (GER) for Higher Education which has risen from 0.7% in 1950-51, 1.4 % in 1960-61, and 8% in early 2000 is still very low (about 10%) compared to the world average of 23.2%, and an average of 54.6% for developed countries, 36.3% for countries in transition, and 11.3 % for developing countries. Even the existing EER of some 60% indicates that 40% of students who complete their higher secondary programs

do not enter the realm of tertiary education. Even if we increase enrolment rate by 5% every plan period, it would take so more than a quarter century to come close to the level of developed countries.

Table 21:Enrolment Rate in Higher Education by Regions – 2001-02

Groups of Countries	GER
Countries in Transition	36.5
Developed Countries	54.6
Developing Countries	11.3
World	23.2
India (Tentative)	About 10%

Source: Higher education in the world 2006, the financing of University, 2006, (Palgrave Macmillan)

2.4.5.11. B Equity: while the GER continues to be low for the overall population, there are large variations among the various categories of population based on gender, urban or rural habitation and reach and poor. Table 22 below illustrates these divergences.

Table 22: Enrolment Ratio under Different groups of Population

Source/Year	GER			NER	EER
	SES 2006-07	Census 2001	NSS 2003	NSS 2003	NSS 2003
All	9.7	13.8	13.2	13.2	59.0
Gender					
Male	11.1	17.1	15.3	12.3	62.9
Female	7.9	10.2	11.0	8.7	54.1
Caste					
ST	4.6	7.5	5.0	4.0	57.4
SC	7.0	8.4	7.5	5.9	56.4
OBC			11.34		
Others			24.89		
Religion					
Hindu			12.0	9.0	57.0
Muslim			8.2	6.3	58.1
Other			30.9	24.3	65.8
Rural/					
Rural		9.0	7.8	6.1	51.5
Urban		24.5	27.2	21.9	66.0
Poor			2.43		
Non-Poor			12.81		

Source: Chairman UGC's Nehru Memorial Lecture, University of Mumbai, Nov.24, 2006

2.4.5.11. C Quality:

The higher educational institutions suffer from large quality variation in so much so that a recent Nasscom-Mackinsey Report (2005) has said that not more than 15% of graduates of general education and 25-30% of Technical Education are fit for employment. Since only a small number of Universities and colleges are eligible for funding by UGC and hence monitoring for quality by NAAC for ensuring quality standards set by it, a vast majority of institutions are under no quality monitoring and control except what is provided under university regulations and occasional university team visits. Tables 23A and 23B below give the quality status of colleges (as on 31st March 2005) and Universities as in 2007.

Table 23 A: Current Quality Status in Colleges of Higher Education in India (As on March 31, 2005)

Details	Number
Total Number of Colleges	17,625
Number of Colleges under UGC purview	14,000
Number of Colleges recognized under Section 2(f) of UGC Act	5,589 (40%)
Number of Colleges recognized under Section 12(B) of UGC	5,273 (38%)
Number of Colleges actually funded by the UGC	4,870 (35%)
Number of Colleges accredited by the NAAC	2,780 (20%)
Number of Colleges accredited by the NAAC and scoring above	2,506 (17.9)

Source: Draft Report of Working Group on Higher Education for 11th Five-year Plan.

Table 23 B: Current Quality Status of Universities in India (As in 2007)

Details	Total
Total Number of University Level Institutions	367
Total Number of Universities under UGC Purview	317
Number of Universities actually funded by the UGC	164
Number of Universities accredited by the NAAC	128
Number of Universities accredited by the NAAC and scoring above	128

Source: Draft Report of Working Group on Higher Education for 11th Five-year Plan.

As per the University sector is concerned, a total of 317 Universities under the purview of UGC only about 50% (164) have been assessed for minimum quality under 12(B) while seeking UGC funding whereas only about 40%(128) have been assessed for more elaborate criteria of quality as per NAAC. A sample study by UGC of 111 universities funded by it has shown that 31% of them fall under A grade (High quality), 52% in B grade (Medium quality) and 16% under C grade (Low quality). It is observed that A grade Universities generally perform better with respect to number of indicators, which include faculty strength in number per department and quality (PhD degree), and both physical and academic facilities. (Based on UGC Chairman's Nehru Memorial Lecture, Univ. of Mumbai, November 2006). As per the latest data available NAAC has completed accreditation of 140 Universities (28 more than the above Table), and 3492

colleges (some 700 more than given in table above). An analysis of 2698 colleges accredited earlier is given in Table 24 below which confirms that even under the small number of colleges so far accredited, some 24% are of low quality and one does not know anything about the quality standard of some 80% of colleges under UGC purview.

Table 24: NAAC Ranking of Colleges 2006

Total Colleges – 14000				
1)	A++, A+, A – (A)	245	High Quality	9%
2)	B++, B, B- (B)	1785	Medium Quality	66%
3)	C++, C, C- (C)	668+	Low Quality	24 %
	Total	2698		100%
4)	Collage not assessed (self financing and not permanently affiliated)	11302	Grade not known (presumably low quality)	

An earlier analysis of performance standard of facilities in NAAC accredited Colleges is given in Table 25 below. It is obvious that performance parameters are better in institutions with A and B++/B+ grades.

Table 25: Performance quality of selected accredited Colleges

Some aspects of availability of facilities and quality in select institutions of Higher Education, 2002-2004						
Indicators	NAAC Grades					
	A & Above	B++ & B+	B only	C++, C+ & C	Non-Accredited	Total
No. of Sample Colleges	110	547	298	233	285	1473
STR (Student Teacher Ratio)	20.4	31.8	28.6	28.5	25.2	25.0
STR by Permanent Teachers	29.8	31.8	38.1	35.8	35.6	33.5
No. of Books per student	9.5	10.7	6.4	7.4	7.0	8.8
No. of Books per college	15215	13921	7019	6504	6748	9882
No. of Journals per college	22.2	13.0	6.1	4.4	4.0	10.0
Students per Computer	145.2	143.8	251.3	546.7	202.7	258.0
Average no. of Enrolled students per college	1603	1301	954	885	960	1140
Organised Workshops/Seminars	54.5	27.2	17.4	17.4	20.0	24.3
Facilities available (percent colleges having)						
Library	94.5	91.6	90.9	82.4	90.2	90.0
Computer Centre	86.4	83.7	76.8	64.0	74.7	77.7
Health Centre	74.5	53.7	48.7	36.4	48.1	50.4
Sports facilities	92.7	88.8	91.6	84.9	88.1	88.9
Hostels	72.7	55.9	39.6	41.9	40.4	48.7
Guest House	44.5	30.9	23.5	21.7	22.8	27.4
Teachers' Housing	47.3	36.9	19.8	18.4	20.7	28.2
Canteen	80.0	77.1	74.8	49.3	64.6	70.1
Common Room (Day Scholars)	30.9	23.8	19.1	9.7	16.1	19.7
Welfare Schemes	49.1	45.5	48.0	35.4	42.8	44.2
Gymnasium	8.2	7.1	3.0	3.6	4.2	5.3
Auditorium/Seminar Rooms	20.9	11.7	7.7	7.1	9.1	10.4

Source : Self Assessment Reports submitted with NAAC and NAAC Grades.

2.4.5.11. D Access and Equity:

The Central Government is conscious of the need to raise both the enrolment rate and access to higher education to all who deserve irrespective of class, caste, religion, gender or economic status. In the last plan period enrolment rate has gone up from some 6% to 10% and the 11th Plan it is proposed to raise it 15 percent. 30 new Central Universities, 8 new IITs, 20 new IIITs and 7 new IIMs, and several high grade Medical Institutes are proposed to be established during the next plan period, and one degree college would be established in each district of the country. The Prime Minister has invited private sector participation in this venture. Knowledge Commission, which was established at the suggestion of the present Government, has submitted its first report on Higher Education and is under scrutiny for implementation by the Government. There are proposals for improving access to quality higher education to disadvantaged groups in the population (Moily Committee and Sachar Committee reports). The Indian Prime Minister in his Independence Day speech on 15th August 2007 said, “We will also ensure that adequate numbers of colleges are set up across the country, especially in districts where enrolment levels are low. We will help States set up colleges in 370 such districts. The University system, which has been relatively neglected in recent years, is now the focus of our reform and development agenda. We will set up thirty new Central Universities. Every state that does not have a central university will now have one. In order to promote science and professional education, we are setting up five new Indian Institutes of Science Education and Research, eight new Indian Institutes of Technology, seven new Indian Institutes of Management and twenty new Indian Institutes of Information Technology. These will generate new educational opportunities for our youth. I am sure that, working together, we can ensure that at least **a fifth** of our children go to college as compared to **one-tenth** now.”

2.4.5.11.E. Some Public Initiatives: The success stories of the initiatives of the Government in the field of higher education, which have already received both national and international recognition, are only a few:

- the setting up of Central Universities, with high quality of infrastructure for teaching and research
- setting up Indian Institutes of Technology and Indian Institutes of Management, which are leaders in Technical and Management Education in the country and have earned very high reputation for their graduates internationally
- Opening up the Professional Education Sector to large scale private investment and permitting the investors cost recovery from student fees
- establishing Indian Institutes of Information Technology both in the Public and Private sectors, and crating a new phase of public/ private partnership in the IT area with the Institutions given Deemed University Status and ensuring active Industry involvement in Governance.
- implementing the plan for producing the required human resource for the rapidly growing Information Technology Industry permitting private sector to establish a world class institution
- permitting private sector to establish a world class institution in Management (ISB at Hyderabad) with linkages with world class institutions
- permitting some deemed Universities to open campuses both in other states and abroad

2.4.5.11.F. Innovative Schemes:

A number of innovative schemes have also been in operation in the Higher Education sector, some promoted by the University Grants Commission, others by the Technical education division of the Ministry of Human Resource development and All India Council Of Technical Education, and yet others by Indian Council of Agricultural research and several other Departments of the Central Government dealing with Science and Technology and their applications. A brief description of some of these schemes is listed below in Tables 26A and 26B:

Table 26 A: Some Selected UGC Schemes and new Initiatives:

Name of the Scheme	Purpose /Functions	Implemented in Number of Institutions	Limitations	*Rating of Impact
1. Vocationalization of higher education	Career oriented courses offered	368 colleges and 2 Universities	Not enough depth in courses	Low
2. Academic Staff Colleges	Continuing Education of Teachers	51 Universities have established them so far and more planned	Not enough for such a large system	Low coverage, Medium quality of offering
3. Autonomous Colleges	Authority to curricular and examination reforms	132 in 29 Univ. in 8 states (2003-04)	Plan to make 10%colleges autonomous remains a dream	Good but so few autonomous
4. Inter University Centers/ National Facilities Centers	Provide advanced research facilities to all who need	Six IUCs and 4 National facilities centers	Very few areas covered	Excellent for researchers in the area
5. UGC Infonet	Nation wide high speed communication network for information sharing, access to educational	149 Universities so far connected, 108 network managers from 99 universities trained at	Although dedicated secure quality network, start of sharing could have been implemented through internet	Would be very useful when fully implemented, would improve information

	materials and distance education	ERNET Center, New Delhi and 63 library professionals at INFIBNET center at Ahmedabad		collection and reliability of statistics
6. Consortium Based Subscription.	Access to e-journals through consortium	Implemented from Jan 2004 with membership of 100+ Universities subscribing 4450 journals from 25 publishers	Needs early extension to all Universities and colleges as well with incentives, if necessary	Advantage so far limited to connected Universities but very useful to research for PG students, PhD scholars and faculty.
7. Performance Radars	Evaluation of Universities on Academic, Research and Governance and comparison on bench mark parameters	Implemented through 10 th plan visits to Universities. Basis for performance-based grants from UGC	Can be used also for self monitoring and evaluation of colleges	Benchmarking difficult and often controversial otherwise a good tool
8. PIEHEAD	To collate efforts for promotion of Indian Higher education abroad.	Implemented through conference in June 2005	Needs permanent secretariat, and a current website to be effective	Useful initiative
9. New National Institutes of Sciences	High Quality Institutions for world class science education	Institutes at Allahabad, Bhubaneswar, Chennai, and Pune	Still early days of implementation, needs networking with local universities and colleges	Too few to make impact. 5 more planned in 11 th Plan.
10. Higher Education Information System (HEIS)	Ambitious system for collecting and collating information on higher education with 9 functional modules	Concept stage awaiting detailed Project report and specifications of functional modules	Early implementation required even with fewer modules	Very useful when completed
11. Promotion of Knowledge Based enterprises through Institutions of Higher Learning (A concept note)	Collaboration with DST/NASSCOM to promote Entrepreneurship development cells (EDC) Technology and Business incubators (TBI), and Science and technology Entrepreneur's Parks (STEP)	Still to be implemented in although several EDCs, TBIs, and STEP have been established	Very active involvement of Government, Industry, venture capitalists needed with Higher Education Institutions	A necessary Initiative needs encouragement and incentives for start-ups and exploitation of Research results
12. NET Examination	Quality benchmarking for eligibility for teaching and	For 84 subjects at 65 centers in India and 6 abroad	Need to extend to all subjects and review test	Good quality filter but impedes motivation for

	research		procedures	Researc
13. Career Advancement	Promotion on merit after years of service in a	Almost universally applied	Merit is often a casualty, only years of	Satisfaction of teachers but serious

Based on author's experience and Information collected from UGC
Publications and MHRD annual reports.

Table 26B: Selected Schemes under MHRD/ AICTE/ICAR and Other agencies

Name	Purpose/Function	Implementatio	Limitations	Impact
1. INDEST- AICTE Consortium	Subsidized subscription to International E-Journals	Implemented for IEL-on line, ASCE, ASME, Springer Link,	Although selective it covers 80% of requirement	Welcomed by Institutions as only 4% of listed price in
2.DELNET	For Digital Electronic Library Development for	Subsidy from AICTE for membership	Not yet extensive in membership	Will be very useful when fully
3. Internet-	Provision of subsidized	Many institutions are	Higher subsidy may be	Very useful when
4 Faculty Developmen t Scheme	Short term courses for up gradation of faculty competence	Large number of summer winter programs run, all expenses	Programs of variable standard, occasionally	Very useful if properly planned and executed
5.Early Faculty Inductio	Financial Incentive to those wanting to become teachers	Scheme not been able to attract large	Incentives insufficient in highly	Good scheme needs review to make it
6. Quality Improvemen t Program	Deputation of teachers for higher	Very useful for teachers with no post-graduate	Numbers of placement limited against	Has been very successful in teacher up
7.TEQIP	World bank assisted project for up gradation of quality of 128 engineering	Covers a small fraction of all institutions	Implementatio n slow	Very important project will have far

8.IIT Delhi-FITT	To help market research results	Working satisfactorily since 1992 with large clientele for education, technology	No inter institutional arrangements for large projects, but highly successful in	A good example for replication
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		IPR. Collaboration with NIIT for Net varsity course in Bioinformatics, with CII for upgrading		
9.Industry interaction at Other IITs	Have similar centers like FITT/IITD for interaction	Successful interaction and large consultancy	No attempt so far to combine and synergize resources of all	Very useful individual initiatives
10 Industry interaction at other Universities and	Many Universities have very strong Research departments and also offer	Most of the central Universities which deal with science and engineering	Number of places where high quality research and innovation is done is very limited perhaps	Needs special policies from UGC, AICTE and MHRD to
11.Extension activities at ICAR Institutes	Research their major function and have significant	Although not statutory, ICAR regulates research in all	Some rethinking of roles to bring in the second green revolution	Needs massive input for modernization

Source- Information collected from UGC/AICTE/ICAR Publications and Annual Reports.

2.4.5.11. G. Some Recent Policy Initiatives by the Government for Higher

Education

- Prime Minister's speech on 15th August 2007 announcing Government's decision to establish many centrally funded high level institutions and help states to establish degree colleges in districts having poor enrolment
- National Development Council's approval to increase XIth Plan allocation to UGC by four fold compared to the Xth Plan allocation
- Prime Minister Speech inviting active public –private partnership while dedicating the Bharti School of Telecommunications Technology and Management at IIT Delhi, and promising liberalizing rules and procedures to make the partnership effective (March 20,2006)
- Finance Minister's allotment of an additional INR1000 million each to Universities of Mumbai, Kolkata, Chennai and the Punjab Agricultural University to make them world class (Budget Speech 2006)
- Finance Minister's allotment of an additional INR1000million to Indian Institute of Science, Bangalore to become a world level university (Budget speech 2005)
- Setting up of a Knowledge Commission (2005)
- Draft National Biotechnology Plan (2004/05)
- Liberal grant of Autonomy-Deemed University Status to IIITs, NITs (2004)
- Setting up Indian institute of Information Technology, Design and Manufacturing (IHTDM) at Kancheepuram and Jabalpur in 2003-04. These institutes are to provide a sustainable competitive advantage to the Indian industry in the area of design and manufacturing of new products.
- New Science and Technology Policy (2003)
- Setting up an educational Satellite (2003)
- Transforming India into a Knowledge Superpower (2003)
- Ambani Report on “ A Policy Framework for Reforms in Education” submitted to the then Prime Minister as part of a special subject group on Policy frame work for private investment in Education, Health and Rural Development (April 2000)
- National Policy on Education (1986/92/2000)

- Information Technology Action Plan (1998)
- Technology Vision Of India 2020(1996)
- Establishment of NAAC, NBA (1994)
- Encouraging Private Investment in Professional Education (Since 1980s)
- Upgrading Technical Education System through World Bank Assistance- Tech Ed.I, II, III and TEQIP (1987-2008).
- Selecting Universities and Colleges with “Potential for Excellence” started by UGC during Xth Plan to identify at least 161 colleges during the Plan period.. So far 9 Universities and 97 colleges have been identified and given special grants.

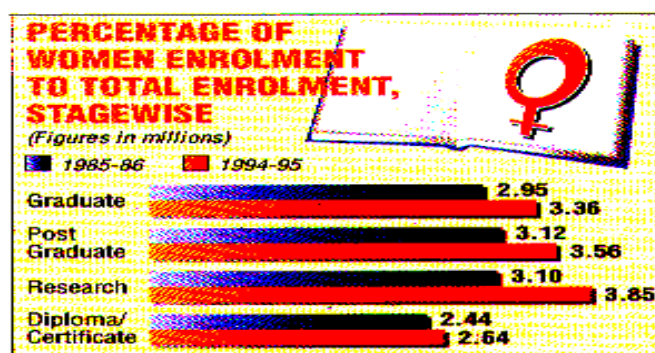
2.4.6 Technical Education:

There has been a phenomenal growth in the number of institutions in the sector of technical education during the last four decades. The number of recognized technical education institutions at the First Degree Level up to 1947-48 was 38, whereas, the number of approved Degree Level Institutions by 1995-96 has gone up to 414 and the number for Polytechnics has gone up to 1,026. Similar expansions have taken place in other sectors of technical education in technical institutions.

2.4.6.1 Important technical education institutions:

- **Indian Institutes of Technology:**

At present, six IITs have been set up at Bombay, Delhi, Kanpur, Kharagpur, Madras and Guwahati by the Government of India under an Act of Parliament called the Institutes of Technology Act, 1961 as the Institutions of National Importance with the objectives of the advancement of knowledge through quality education and research in both pure and applied sciences and in Engineering/Technology. These institutes offer Engineering Education at Graduate and Post Graduate levels and also provide adequate facilities for advanced research.



Development of Education in India 1995-96

- **Indian Institutes of Management:**

The four Indian Institutes of Management (IIMs) were set up by the Government of India at Ahmedabad, Calcutta, Bangalore and Lucknow registered

under the Societies Registration Act with the objectives of providing education, training, research and consultancy in management. These institutes are premier centers in these areas. The IIMs offer postgraduate Programmes, Fellowship Programmes, Management Development Programmes, Postgraduate Diploma in Computer Aided Management and Organization-based programmes. The Government of India has recently approved the establishment of two more IIMs, one at Indore (Madhya Pradesh) and the other at Calicut (Kerala).

- **Indian Institute of Science: Bangalore**

The Indian Institute of Science (IISc.), Bangalore having Deemed University status since 1958, is one of the premier institutes of the country. The institute has earned recognition as a formidable centre of research in basic and engineering sciences and allied fields and is an institute of international repute. The institute offers postgraduate programmes and research facilities.

- **Regional Engineering Colleges**

Seventeen RECs in the country were established as joint and cooperative ventures of the Government of India and the concerned State Governments. Most of these were established during the year 1959-60. The national character is ensured by each college by admitting students from all States and UTs and further by appointing the best available faculty on an all India basis. The RECs function as pace setters and provide academic leadership to other technical institutions in the respective regions. These colleges are autonomous registered under the Societies Registration Act, 1860. Academically, the colleges are affiliated to the respective universities in the region where the RECs are located. The Government of India meets the entire non-recurring expenditure. Fifty per cent of the recurring expenditure on undergraduate programmes is borne by the respective State Governments. The Government of India also meets the entire expenditure on postgraduate programmes. The admissions are made on the basis of entrance examinations conducted by the technical education departments of the States. Fifty per cent of the seats are filled by the students qualifying from the States and the remaining 50 per cent are filled by the students coming from the other States/ UTs based on pre-decided distribution done by the Ministry of Human Resource Development (MHRD). The total sanctioned strength of the students in all

the RECs is 6,703. To empower RECs for achieving excellence in education, R&D and developing curricula in tune with present day needs and forging closer links with industry, the MHRD has mounted schemes like UK- India REC Project and making RECs as Centers of Excellence by providing special funds,

- **Other institutes**

Apart from the above centre of excellence, the Government of India has set up other institutions in the specialized fields like Indian Engineering (NIIE), Bombay, National Institute of Foundry & Forge Technology (NIFFT), Ranchi, School of Planning & Architecture, New Delhi, etc.

2.4.7 Adult Education:

The 1991 census showed that the current rate of literacy is 52.21 per cent for the entire country: 39.29 per cent for females and 64.13 per cent for males. The census also showed that for the first time, the number of literates exceeded the number of illiterates in India that female literacy increased at a faster pace (10 per cent) than male literacy (8 per cent) over the period 1981-91. Overall, the literacy rate recorded an increase from about 19 per cent of the population aged 5 and above in 1951 to 52 per cent of the population aged 7 and above in 1991. The rate of female literacy also rose noticeably from 9 per cent of the population aged 5 and above in 1954 to 40 per cent aged 7 and above in 1991.

The literacy rate among SCs has increased from 25 per cent in 1981 to 38 per cent in 1991. Correspondingly, the literacy rate among STs has increased from 17 per cent in 1981 to 30 per cent in 1991. In spite of these increases, the levels of literacy among SCs and STs are distinctly lower than that of the population as a whole (52 per cent). Gender disparity is conspicuous among SCs and STs. The ratio of female literates to total number of literates improved from 69 in 1981 to 76 in 1991. The rural-urban differential in male literacy declined from 27 per cent in 1981 to 26 per cent in 1991. However, the rural- urban difference in female literacy increased. Female literacy varies from 8 per cent in barer district of Rajasthan to 94 per cent in the Kottayam district of Kerala.

2.5 EXPENDITURE ON EDUCATION IN INDIA:

The Government expenditure on Education has greatly increased since the First five-year plan. The Government of India has highly subsidized higher education. Nearly 97% of the Central Government expenditure on elementary education goes towards the payment of teachers' salaries.

Data based on "*Educational Planning and Administration in India : Retrospect and Prospect*", Journal for Education Planning and Administration, Vol. VII, Number 2, NHIEPA. New Delhi by Dr. R. V. Vaidyantha Ayyar.

Note:

- Expenditure is in millions of Rupees
- Expenditure for Ninth-year plan excludes Rs. 45267.40 million for Mid-Day Meals

2.6 CONTEMPORARY EDUCATION ISSUES:

Modern education in India is often criticized for being based on rote learning. Emphasis is laid on passing examinations with high percentage. Very few institutes give importance to developing personality and creativity among students. Recently, the country has seen a rise in instances of student suicides due to low marks and failures, especially in metropolitan cities, even though such cases are very rare. The boards are recently trying to improve quality of education by increasing percentage of practical and project marks.

Many people also criticize the caste, language and religion-based reservations in education system. Many allege that very few of the weaker castes get the benefit of reservations and that forged caste certificates abound. Educational institutions also can seek *religious minority* (non-Hindu) or *linguistic minority* status. In such institutions, 50% of the seats are reserved for students belonging to a particular religion or having particular mother-tongue(s). For example, many colleges run by the Jesuits and Salesians have 50% seats reserved for Roman Catholics. In case of languages, an institution can declare itself linguistic minority only in states in which the language is not official language. For example, an engineering college can declare itself as linguistic-minority (Hindi) institution in the state of Maharashtra (where official state language is Marathi), but not in Madhya Pradesh or Uttar Pradesh (where the official state language is Hindi). These reservations are said to be a cause of heartbreak among many. Many students with poor marks manage to get admissions, while meritorious students are left out. Critics say that such reservations may eventually create rifts in the society.

Ragging has been a major problem in colleges and students have died due to ragging. However, ragging is now a criminal offense, and all universities and colleges are obliged to publicize the penalties for ragging and monitor hostels to prevent ragging. Expenditure on education is also an issue which comes under the scanner. According to the Kothari commission led by Dr Vijay Kothari in 1966, expenditure on education has to be minimum 6% of the GDP. Whereas in 2004 expenditure on education stood at 3.52% of the GDP and in the eleventh plan it is estimated to be around 4%. The "sarva shikshan abhyan" has to receive sufficient funds from the central government to impart quality education.

2.7 INITIATIVES:

2.7.1 Non-Formal Education:

In 1979-80, the Government of India, Department of Education launched a program of *Non-Formal Education* (NFE) for children of 6-14 years age group, who cannot join regular schools. These children include school drop-outs, working children, children from areas without easy access to schools etc. The initial focus of the scheme was on ten educationally backward states. Later, it was extended to urban slums as well as hilly, tribal and desert areas in other states. The program is now functional in 25 states/UTs. 100% assistance is given to voluntary organizations for running NFE centers.

2.7.2 Bal Bhavans:

Bal Bhavans centers, which are operational all over India, aim to enhance creative and sports skills of children in the age group 5-16 years. There are various State and District Bal Bhavans, which conduct programs in fine-arts, aero modeling, computer-education, sports, martial arts, performing arts etc. They are also equipped with libraries with books for children. New Delhi alone has 52 Bal Bhavan centers. The National Bal Bhavan is an autonomous institution under the Department of Education. It provides general guidance, training facility and transfer of information to State and District Bal Bhavans situated all over India.

2.7.3 Distance Education:

India has a large number of Distance education programmes in Undergraduate and Post-Graduate levels. The trend was started originally by private institutions that offered distance education at certificate and diploma level. By 1985 many of the larger Universities recognized the need and potential of distance education in a poor and populous country like India and launched degree level programs through distance education. The trend caught up, and today many prestigious Indian Universities offer distance programs. Indira Gandhi National Open University, one of the largest in student enrollment, has only distance programs with numerous local centers that offer supplementary contact classes.

2.8 EDUCATION FOR SPECIAL SECTIONS OF SOCIETY:

2.8.1 Women:

Under Non-Formal Education programme, about 40% of the centers in states and 10% of the centers in UTs are exclusively for girls. As of 2000, about 0.3 million NFE centers were catering to about 7.42 million children, out of which about 0.12 million were exclusively for girls. In engineering, medical and other colleges, 30% of the seats have been reserved for women.

2.8.2 SC/STs and OBCs:

The Government has reserved seats for SC/STs in all areas of education. Special scholarships and other incentives are provided for SC/ST candidates. Many State Governments have completely waived fees for SC/ST students. The IITs have a special coaching program for the SC/ST candidates who fail in the entrance exams marginally. Seats have been reserved for candidates belonging to Other Backward Classes as well in some states like Tamil Nadu, Karnataka and Andhra Pradesh. The struggle for reserving seats for students from OBC categories in elite institutions like IITs, IIMs and AIIMS and Central Universities is still going on. The Supreme Court of India is obstructing this reservation for the reason that there has been no caste-wise census since 1931 and the population share of OBCs cannot be based on 1931 census. The Department for the Welfare of SC/ST/OBC/Minorities introduced the SC/ST tuition-fee reimbursement scheme in 2003-2004. The scheme applies to SC and ST students of Delhi who are enrolled in recognized unaided private schools and who have an annual family income of less than Rs. 1 lakh. It provides a 100% reimbursement of the tuition fees, sports fee, science fee, lab fee, admission fee and the co-curricular fee if the student's family income falls below Rs. 48, 000 per annum and a reimbursement of 75% if the family income is greater than Rs. 48, 000 per annum but less than Rs. 1 lakh. The subsidy provided by the scheme covers between 85% and 90% of the beneficiary's total running expenses in studying in a private school.

2.8.3 Post Graduate Classes at Correctional Homes:

The Government of West Bengal has started the Post Graduate teaching facilities for the convicts at the Correctional Homes in West Bengal.

2.9 RECENT DEVELOPMENTS:

NPE 1986 and revised PoA 1992 envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education.

The 86th Amendment of the Indian constitution makes education a fundamental right for all children aged 6-14 years. The access to preschool education for children less than 6 years of age was excluded from the provisions, and the supporting legislation has not yet been passed.

In November 1998, Prime Minister Atal Bihari Vajpayee announced setting up of *Vidya Vahini* Network to link up universities, UGC and CSIR.

The Indian Education System is generally marks-based. However, some experiments have been made to do away with the marks-based system which has led to cases of depression and suicides among students. In 2005, the Kerala government introduced a grades-based system in the hope that it will help students to move away from the cut-throat competition and rote-learning and will be able to focus on creative aspects and personality development as well. Discovery education started by Alumni of Harvard, XLRI is a pioneer in this field. This organization has already developed 5 model schools.

2.10 TECHNICAL EDUCATION IN INDIA:

The history of imparting formal technical education in India can be traced back to mid 19th century, although it got momentum in 20th century with the set up of Constitution of Technical Education Committee of the Central University Board of Education (CABE) in 1943; Preparation of Sergeant Report in 1944 and Formation of All India Council of technical Education (AICTE) in 1945. With the country gaining independence in 1947, the development of technical education had become a major concern for the government of India to face the new challenges and move the country forward.

The set up of Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science was a major step in the development of technical education in the country. The quality of education of these institutes have managed to change the outlook of India so much that this ancient country which was earlier known for yoga and meditation is now known for computer engineers. However, it does not mean that the challenge of making technical education accessible to the rural populace and other under developed sections of the society has been overcome.

In order to maintain the standard of technical education, a statutory authority- The All India Council for Technical Education (AICTE)- was set up in 1945. AICTE is responsible for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

2.10.1 Technical Education Courses in India:

The courses, which are known as 'technical' in India and therefore come under the purview of All India Council of Technical Education are - degree and diploma courses in Engineering, Master degree Courses in Engineering, Master of Computer Application (MCA), Master of Business Administration (MBA), Pharmacy Courses, Courses in Architecture and Applied Arts and Hotel Management and Catering Technology Courses.

2.10.2 Institutes offering Technical Education in India:

As the technical education courses in India are quite diverse, the number of institutes providing technical courses in India is also huge. The number of AICTE approved institutes that offer engineering degree courses in India is - 4,39,689. There are around 1244 institutes in India that offer diploma courses in engineering, 415 institutes offer diploma courses in Pharmacy, 63 institutes offer diploma courses in Hotel Management and Catering Technology Courses and 25 AICTE approved institutes that offer diploma courses in Architecture. The number of AICTE approved institutes that offer master of Computer Application courses in India is 1012. Likewise the AICTE also approves institutes from time to time institutes that offer MBA courses, M.E./M.Tech, Architecture and Applied Arts Courses, Hotel Management and Catering Technology Courses.

Given the importance of technical education in the further development of the nation, the Government of India is keen on developing some more institutes in the line of IITs, IIMs and IISCs. The Prime Minister of India has unleashed a plan to establish 8 IITs, 7 IIMs and 5 IISCs to improve the spread and quality of technical education in the country. These institutes along with various private institutes and foreign technical colleges have the potential of making technical education accessible to all sections of society in India without compromising on the quality of education.

2.11 THE MBA DEGREE IN INDIA:

Today, MBA and Doctor of Business Administration (DBA) designations can be found in many countries and even accessed through on-line, distance learning or e-learning. Because of the varying standards of MBAs worldwide, many business schools are accredited by independent bodies.

There are 1600 business schools in India offering two year MBA programs; predominantly targeting fresh students without any experience. Among those schools, the Indian Institutes of Management (IIM) are the oldest institutions for management education in India. Gaining admission to any of the IIM schools requires passing the Common Admission Test, which qualifies candidates for entrance into other institutions in India also. The IIM offers a post-graduate diploma in management which is recognized in India as similar to an MBA degree. Non-government accredited one-year fast-track MBA programs have grown in India, especially for candidates with work experience. Such programs are commonly known as Post Graduate Programme (PGP) in Business Management.

2.12 HISTORY OF MBA:

The **Master of Business Administration (MBA)** is a master's degree in business administration, which attracts people from a wide range of academic disciplines. The MBA designation originated in the United States, emerging from the late 19th century as the country industrialized and companies sought out scientific approaches to management. The MBA degree has since achieved worldwide recognition.

Accreditation bodies exist specifically for MBA programs to ensure consistency and quality of graduate business education, and business schools in many countries offer MBA programs tailored to full-time, part-time, executive, and distance learning students, with specialized concentrations.

The first American Business School, **Wharton School** of the **University of Pennsylvania**, was established in **1881**. The **Tuck School of Business**, part of Dartmouth College, was the first graduate school of management in the United States. Founded in 1900, it was the first institution conferring advanced degrees (masters) in the commercial sciences, the forbearer of the modern MBA. The University of Chicago, Graduate School of Business first offered working professionals the Executive MBA (EMBA) program in 1940, and this type of program is offered by most business schools today.

In 1950 the first MBA degrees were awarded outside the United States by the University of Western Ontario in Canada, followed in 1951 with the degree awarded by the University of Pretoria in South Africa. The Institute of Business Administration, Karachi in Pakistan was established in 1955 as the first Asian business school by the Wharton School of the University of Pennsylvania. In 1957, INSEAD became the first European business school to offer an MBA program. The MBA degree has been adopted by universities worldwide.

2.13 ACCREDITATION:

Business schools or MBA programs may be accredited by external bodies which provide students and employers with an independent view of their quality, and indicate that the school's educational curriculum meets specific quality standards. The three major accrediting bodies are The Association to Advance Collegiate Schools of Business (AACSB) which accredits research universities, the Association of Collegiate Business Schools and Programs (ACBSP) which accredits junior colleges and teaching colleges, and the International Assembly for Collegiate Business Education (IACBE). The AACSB and the ACBSP are recognized accrediting agencies for business schools in the United States by the Council for Higher Education Accreditation (CHEA). MBA programs with specializations for students pursuing careers in healthcare management also eligible for accreditation by the Commission on the Accreditation of Healthcare Management Education (CAHME).

In the United States, a college or university must be accredited as a whole before it is eligible to have its MBA program accredited. Accrediting bodies that accredit institutions as a whole include the Council for Higher Education Accreditation (CHEA): Middle States Association of Colleges and Schools (MSA), New England Association of Schools and Colleges (NEASCSC), North Central Association of Colleges and Schools (NCA), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools (SACS), and Western Association of Schools and Colleges (WASC).

Accreditation agencies outside the United States include the Association of MBAs (AMBA), a UK based organization that accredits MBA, DBA and MBM programs worldwide; the Council on Higher Education (CHE) in South Africa; the European Quality Improvement System (EQUIS) for mostly European and Asian schools; and the Foundation for International Business Administration Accreditation (FIBAA) in Europe.

2.14 BASIC TYPES OF MBA PROGRAMS:

2.14.1 Two year MBA:

Two year MBA programs normally take place over two academic years (i.e. approximately 18 months of term time), in the Northern Hemisphere beginning in late August/September of year one and continuing until May of year two, with a three to four month summer break in between years one and two. Students enter with a reasonable amount of prior real-world work experience and take classes during weekdays like other university students.

2.14.2 Accelerated MBA:

Accelerated MBA programs are a variation of the two year programs. They involve a higher course load with more intense class and examination schedules. They usually have less "down time" during the program and between semesters. For example, there is no three to four month summer break, and between semesters there might be seven to ten days off rather than three to five weeks vacation.

2.14.3 Part-time MBA:

Part-time MBA programs normally hold classes on weekday evenings, after normal working hours. Part-time programs normally last three years or more. The students in these programs typically consist of working professionals, who take a light course load for a longer period of time until the graduation requirements are met.

2.14.4 Executive MBA (EMBA):

Executive MBA (EMBA) programs developed to meet the educational needs of managers and executives, allowing students to earn an MBA or another business-related graduate degree in two years or less while working full time. Participants come from every type and size of organization – profit, nonprofit, government — representing a variety of industries. EMBA students typically have a higher level of work experience, often 10 years or more, compared to other MBA students. In response to the increasing number of EMBA programs offered, The Executive MBA Council was formed in 1981 to advance executive education.

2.14.5 Distance learning:

Distance learning MBA programs hold classes off-campus. These programs can be offered in a number of different formats: correspondence courses by postal mail or email, non-interactive broadcast video, pre-recorded video, live teleconference or videoconference, offline or online computer courses. Many respectable schools offer these programs; however, so do many diploma mills. Potential students should check the school's accreditation before undertaking distance learning coursework.

2.14.6 Dual MBA programs:

Dual MBA programs combine MBA degree with others (such as an MS or a J.D., etc) to let students cut costs (dual programs usually cost less than pursuing 2 degrees separately), save time on education and to tailor the business education courses to their needs. Some business schools offer programs in which students can earn both a bachelor's degree in business administration and an MBA in four or five years.

2.15 PROGRAM CONTENT:

Most top MBA programs cover similar subjects within their core required courses. For information about the typical content of an MBA program's core curriculum.

Breadth:

MBA programs expose students to a variety of subjects, including economics, organizational behavior, marketing, accounting, finance, strategy, operations management, international business, information technology management, supply chain management, and project management. Students traditionally study a wide breadth of courses in the program's first year, and then pursue a specialized curriculum in the second year. Full-time students typically seek an internship during the interim.

Specialization

Many programs allow students to specialize or concentrate in a particular area. Standard concentrations include accounting, corporate strategy, decision sciences, property management, economics, entrepreneurship, finance, general management, human resources, international business, marketing, information systems / information technology, telecommunication, organizational behavior, project management, and operations management. Unspecialized MBA programs often focus second-year studies on strategic management or finance.

In addition, a program may offer more specialized concentrations such as Asian business, consulting, sports management, or degrees emphasizing real estate or insurance. Many schools offer unique concentrations available nowhere else.

2.16 GUJARAT COMMON ENTRANCE TEST (GCET):

This is the seven year since the inception of the Gujarat Common Entrance Test (GCET) for MBA There are national level entrance tests for MBA such as CAT, MAT, XAT etc. However, GCET at the state level has found a firm footing and provided a single platform to the MBA aspirant students. The Education Department, Government of Gujarat, vide Notification No. GH/SH/13/2008/PVS/102008-1462-S dated May 29, 2008, has decided that the Gujarat Common Entrance Test for the MBA program me of all Universities of Gujarat State for the academic ear 2008-09 will be conducted by Sardar Patel University. As per the Notification No. GH/SH/10/2008/MBA/102008-633-S dated May23, 2008, admission to all seats in government colleges of institutions and in the aided colleges or institutions and also the seventy five percent seats of the total sanctioned seats in the unaided colleges/institutions will be given by the GCET Admission Committee. If private unaided institutions surrender their sanctioned seats fully or partially, then such seats will also be filled by the GCET Committee.

2.16.1 Eligibility Criteria:

For the purpose of admission, a candidate shall have appeared in the Gujarat Common Entrance Test (GCET). To appear in the Gujarat Common Entrance Test (GCET), a candidate shall have passed the qualifying examination (a degree in any discipline) with minimum of 50% marks (45% marks in case of Scheduled Caste and Scheduled Tribe candidates) from:

- 1) A university situated in the Gujarat State; or
- 2) A University situated outside the Gujarat State provided the candidate shall have passed the Higher Secondary School Certificate Examination (Standard XII,10+2 pattern) or its equivalent examination from:
 - i) The Gujarat Board; or
 - ii) The central Board of Secondary Education Board provided that the school in which the candidate has studied, should have been located in the State of Gujarat; or

- iii) The Council of Indian School Certificate Examinations, New Delhi Board provided that the school in which candidate has studied should have been located in the State of Gujarat.

A candidate who has appeared in final year of Bachelor's Degree examination shall also be eligible to appear in the Gujarat Common Entrance Test (GCET) provided that he shall have passed the qualifying examination with 50% marks (45% marks in case of Scheduled Caste and Scheduled Tribe candidates) at the time of admission.

Explanation: 50% marks (45% marks in case of scheduled Castes or Scheduled Tribes candidates) shall be computed on the basis of grand total of as he case may be cumulative grade point average, as shown in fine year mark sheet of the university.

The minimum marks of 50% or 45% given above should be without rounding off and grace marks. Candidates with such rounding of or grace marks will be excluded for the purpose. A candidate who has appeared at the final year (Bachelor's Degree) examination of any university recognized by the Association of Indian Universities (Subject to conditions stated above) shall be treated as provisionally eligible for GCET.

2.16.2 Allocation of Seats:

Admissions to all seats in Government, Grant-in-aid institutions and Institutions run by universities will be given by the GCET-2008 Committee. In addition, seventy five percentages of the total sanctioned seats in the unaided colleges or institutions will also be given by the GCET-2008 Committee. If Private Unaided Institutes surrender their 25% management seats either fully or partially to BCET-2008 Committee, then such seats will also be filled by the Committee.

2.16.3 Participating Institutes:

The details of universities and institutes, which are participating in GCET-2008 for their MBA programmes, are given in the following table. In the given table, GIA denotes "grant in aid" and SFI denotes "self-financing institute/programme" Private Unaided Institute/programme).

Position of MBA Seats for GCET - 2008

Code No.	Name and Address of the University/Institute	GIA/SFI	Intake
	Bhavnagar University, Bhavnagar		
01	Department of Business Admin., Bhavnagar Uni. Old Campus, Bhavnagar - 364 001.	GIA	30
02	Department of Business Admin., Bhavnagar Uni. Old Campus, Bhavnagar - 364 001.	SFI	30
	Dharmsinh Desai University, Nadiad		
03	Centre for Management Studies, College Road Nadiad - 387001	GIA	30
04	Centre for Management Studies, College Road Nadiad - 387001	SFI	30
	Ganpat University, Kherva		
05	V. M. Patel Institute of Mgt. Ganpat Vidyanagar, Mehsana Gandhinagar Highway, PO. Kherva-382711, Dist. Mehsana	SFI	90
	Gujarat University, Ahmedabad		
06	B. K. School of Business Management Gujarat University, Ahmedabad – 380009.	GIA	60
07	Indukaka Ipcowala Institute of Management Education Campus, Changa – 388421.	SFI	60
08	AES Postgraduate Institute of Business Management Plot N. 16/1, Vikram Sarabhai Marg, Opp. IIMA Navarangpura, Ahmedabad – 380 009.	SFI	120
09	L. J. Institute of Management Studies, Sanand – Sarkhej Circle, S. G. Road, Ahmedabad 382 210.	SFI	120
10	L. J. Institute of Computer Applications, MBA Programme, Sanand-Sarkhej Circle, S. G. Road, Ahmedabad 382 210.	SFI	60
11	Shri Jairambhai Patel Institute of Business Management and Computer Applications, Near Indroda Circle, andhinagar – 382007 (formally NICM)	SFI	60
12	N. R. Institute of Business Management, GLS Campus, Ellis Bridge, Ahmedabad – 380006	SFI	120

13	Shri Chimanbhai Patel Institute of Management and Research Opp. Karnavati Club, S. G. Highway, Ahmedabad 380 051	SFI	120
14	Som-Lalit Institute of Business Management, SLIMS Campus, Navrangpura, Ahmedbad – 9	SFI	90
15	Parul Institute of Engineering And Technology, MBA Department, Po: Limba – 391760. Tal. Vaghodiya, Dist. Baroda	SFI	60
16	LDRP Institute of Technology and Research, Sector 15 , Nr. KH 5 Circle, Gandhinager – 382015	SFI	60
17	R. B. Institute of Management Studies, Mahavir Nagar, Opp. Thakkarbapa Nagar, Ahmedabad – 382350	SFI	60
18	Indus Institute of Technology and Engineering, Village Ranchada, Via Thaltej, Ahmedabad – 382481	SFI	60
19	Kalol Institute of Management, National Highway, Kalol – 382721.	SFI	60
20	K. P. Patel School of Management and Computer Studies, Jivanshilp Campus Kapadwanj – 387620	SFI	60
	Hemchandracharya North Gujarat University Patna		
21	S. K. School of Business Management, North Gujarat University, University Road, Patna – 384265.	GIA	60
22	Nootan Sarva Vidyalaya Kelvani Mandal Sanchalit MBA College Gandhinagar Ambaji Link Road, Visnagar – 384315.	SFI	120
23	S. V. Institute of Management, Sarva Vidyalaya Campus, Kadi – 382715	SFI	60
	Kadi Sarva Vishwavidhyalaya, Gandhinagar		
24	S. K. Patel Institute of Management and computer Studies, Sarva Vidyalaya Campus, GH-6 Road, Gandhinagar – 382023	SFI	120
	M. S. University, Vadodara		
25	M. S Patel Institute of Management Studies, Faculty of Management, M. S. University of Baroda, Vadodara – 390 002.	GIA	40
	Sardar Patel University, Vallabh Vidhyanagar		
26	G. H. Patel Postgraduate Institute of Busines Management, Sardar Patel University, Vallabh Vidyanagar – 388 120.	GIA	40
27	G. H. Patel Postgraduate Institute of Busines Management,	SFI	20

	Sardar Patel University, Vallabh Vidyanagar – 388 120.		
28	Anand Institute of Management, Ahri Ramkrishna Seve Mandal, Near Town Hall, Anand 388 001.	SFI	60
	Saurashtra University, Rajkot		
29	Smt. R. D. Gardi Department of Business Management, Saurashtra University, Rajkot – 360 005.	GIA	60
30	Smt. R. D. Gardi Department of Business Management, Saurashtra University, Rajkot – 360 005.	SFI	30
31	T. N. Rao College of Management Studies, B/h. MCA Bhavan, Saurashtra Uni. Campus, Rajkot - 360005	SFI	120
32	J. V. Institute of Management Studies, Shri B. K. Shah Education Complex, Indira Gandhi Marg, Gokul Nagar, Jamnagar – 361004.	SFI	60
33	N. R. Vekaria Institute of Business Management Studies, Commerce College, Bilkha Road, Junagadh – 362001.	SFI	120
34	H. N. Shukla College, Nr. Lalpari Lake B/h. Marketing Yard, Rajkot	SFI	120
35	Shree Leuva Patel Trust MBA Mahila College, Smt. S. H. Gajera Shaikshnik Sankul, Amreli – 365601.	SFI	60
36	R. K. College of Business Management, Kasturbbadham, Rajkot- Bhavnagar Highway, Rajkot – 360020	SFI	120
37	Om Vindhyavasini Institute of Management, Rajkot Highway, Shanala, Morbi – 363641	SFI	60
38	Atmiya Institute of Technology & Science, Kalawad Road, Rajkot – 360005	SFI	60
39	K. N. V. Institute of Business Management Kalawad Road, Metoda, Rajkot – 360003.	SFI	60
40	Kum. M. H. Gardi School of Management, Kalawad Road Vil. Anandpar – 361162. Dist. Jamnagar	SFI	60
	Veer Narmad South Gujarat University, Surat		
41	Department of Business and Industrial Management, University Campus, Udhana Magdalla Road, Surat – 395007.	GIA	30
42	Department of Business and Industrial Management, University	SFI	60

	Campus, Udhana Magdalla Road, Surat – 395007.		
43	Hospitality and Tourism Management, Department of Business and Industrial Management, University Campus, Udhana Magdalla Road, Surat – 395007.	SFI	30
44	GIDC Rajju Shroff Rofel Institute of Management Studies, Plot No. 14/5, GIDC, Vapi – 396195	SFI	120
45	Narmada College of Management, Zadeshwar, Bharuch – 392 011.	SFI	60
46	Shrimad Rajchandra Institute of Management and Computer Application, Gopal Vidyanager, Bardoli Mahua Road, Dist. Surat – 395007	SFI	60
47	S. R. Luthra Institute of Management MTB College Campus, Nr. Adarsh Society, Athawalines, Surat - 395001	SFI	60
48	C. K. Pithawala Institute of Management, Nr. Malvn Mandir, Via: Magdalla Port, Dumas Road, Tal. Choryasi, Dist. Surat – 395 007.	SFI	60
49	Sigma Institute of Management Studies, At Bakrol, Ajwa Nimeta Road, Vadodara – 390 019.	SFI	60
50	Bhagwan Mahavir College of Management, New City Light Road, Bhartana – Vesu, Surat – 395 017	SFI	60

2.16.4 Selection Process:

The Selection Process Consists of an Entrance Test and Group Discussion and Personal Interview (GD & PI). Based on the Marks Scored in the Entrance Test and GD/PI, merit lists are prepared.

The weight age for preparing the merit list is as under:

No.	Component	Weight age
1	Written Test	80%
2	Group Discussion	10%
3	Personal Interview	10%
	Total	100%

Group discussion and Personal Interview will be conducted for all MBA applicants who have taken the Entrance Test. All the three components are compulsory for admission to MBA. In other words, if a candidate is absent in one or more components, His/her name will not be included in the merit list.

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CHAPTER – 3: RESEARCH PLAN

Sr. No.	Particular	Page No.
3.1	Introduction	131
3.2	Significance of satisfaction for management teachers	133
3.3	Significance of the study	135
3.4	Research Problem	137
3.5	Literature Survey	138
3.6	Research Methodology	143
3.7	Objective of the Study	144
3.8	Scope of the Study	145
3.9	Hypothesis	146
3.10	The Sampling Design	147
3.11	Method of Data Collection	148
3.12	Data Preparation	149
3.13	Analysis and Interpretation of Data	150
3.14	Limitation of the study	151
3.15	References	152

3.1 INTRODUCTION:

“In the immediate aftermath of the MBA the students expectations are heightened-not only by wanting their return on investment, in terms of fees, salary and career, but they want exposure to many more ideas and developed skills. That’s the window the employee and employer have for expectations to be met’. Job satisfaction survey measures employee’s issues, which include anything from performance management to perceptions of work place. These types of surveys measure problems that are organization wide, and may be used for departments or functions as well. Did you know that your organizations productivity might be hampered by the attitude of your employees? Did you know that customer satisfaction is linked to employee satisfaction?

The basic question what we are trying to answer is do you work in organization that is supportive of you as a person? Or do you work in an environment that is uncaring, cold, and rigid?

The job satisfaction of an employee is a topic that has received considerable attention by researchers and management alike. The most important information to have regarding an employee in an organization is a validated measure of his/her level of job satisfaction. Behavioral and social science research suggests that job satisfaction and job performance are positively correlated. A better understanding of job satisfaction and factors associated with it helps managers to guide employee’s activities in a desired direction. The morale of employees is a deciding factor in the organization’s efficiency. Thus, it is fruitful to say that managers, supervisors, human resource specialists, employee and citizens in general are concerned with ways of improving job satisfaction.

The motivation to investigate the degree of job satisfaction arises from the fact that a better understanding of employees satisfaction is desirable to achieve a higher level of motivation which is directly associated with student achievement. Recently, the assessment of employee’s attitude such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological well being of people.

Employee satisfaction and retention have always been an important issue for MBA colleges. After all high levels of absentees and staff turnover can affect your bottom line, as temps, recruitment and re-training take their toll. But few practices (Infect few

colleges) have made job satisfaction a top priority, perhaps because they have failed to understand the significance and importance of job satisfaction, and the opportunities that lies in front them. Satisfied employees tend to be more productive, creative and committed to their employers and recent studies have showed a direct correlation between staff satisfaction and student's satisfaction. Colleges who can create work environments that attract, motivate and retain hard-working individuals will be better placed to succeed in a competitive environment that demands s quality and class.

Job satisfaction is regarded to one's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors e.g. quality of ones relationship with their superiors, quality of physical work environment, salary, timings of work, etc.

The thesis tries to understand the mind state of the MBA teachers i.e. how they behave to the different working conditions, what are their perceptions towards their own superiors, how they react to the physical work settings, who are their coworkers, etc. The research is totally based on the answers which will be given by the management teachers and how they view the entire process of job satisfaction and what measures can be taken to improve the overall scenario of management teachers and create the work environment which is positive and constructive.

3.2 SIGNIFICANCE OF SATISFACTION FOR MANAGEMENT TEACHERS:

For the purpose of this study it is important to examine the characteristics of the Management Teachers, and personal characteristics that affect either positively or negatively the attitudes and feelings of the contemporary Management Teacher's job and lead to job satisfaction. With the many difficulties most often identified with the job of Management Teachers such as:

- (A) 60 to 80 hour work weeks,
- (b) Complexity of the job,
- (c) Unending supervision of other activities,
- (d) Minimal pay difference between top teachers and other teachers,
- (e) High expectations,
- (f) National, state and district mandates,
- (g) Increasingly complex society, and
- (h) Difficulty in helping teachers

Job Satisfaction becoming more collaborative (Yerkes & Guaglianone, 1998) it is extremely important to identify the concepts that lead to satisfaction for Management Teachers of MBA Colleges. When these concepts are known then practices can be put into place that will enable President and college heads to maximize job satisfaction for Management Teachers, thus reducing the turnover rate and making recruitment of new people for such teaching roles easier.

In his study, Schmidt (1976) suggested that school administrators relate job satisfaction to achievement and recognition and advancement; however, over the years the view has emerged that salary, good interpersonal relationships, and supervision were not related to satisfaction. Schmidt's (1976) findings are similar to a survey conducted in the corporate world by Industry Week. In the 27th annual Industry Week CEO Survey, conducted in 1998, 78 CEO's from the top publicly held manufacturing firms globally, rated the ability to grow an organization and the ability to develop people as the top two measures of job satisfaction (Stevens, 1998). Financial compensation ran a distant third in terms of very important mentions, ahead of holding a position for power and public recognition. Although Newby drew this conclusion today's pressures on Management Teachers of colleges are different from those of the other streams colleges teachers. Given the climate of high-stakes testing

in Gujarat, where students must pass the test in order to enroll in the MBA, Colleges must gain full accreditation and meet Union guidelines. This dissertation adapted the Newby study by adding the accreditation status of the colleges as a predictor variable to explore the attitudes that are associated with job satisfaction among Management Teachers in MBA Colleges in Gujarat state.

3.3 SIGNIFICANCE OF THE STUDY:

In defining job satisfaction as the degree to which people like their jobs Spector (1997) further stated that some enjoy work and find it to be a central part of life, while others hate work and do so only because they must. Job satisfaction then can be important to those who are in an organization and those who study organizations because it allows the workers and researchers to look at aspects of job satisfaction in the organization and work to increase those aspects that lead to job satisfaction. Those who study job satisfaction in organizations do so for two reasons.

1. Job satisfaction is relevant for all those who are interested in the subjective evaluation of working conditions such as responsibility, task variety, or communication requirements because job satisfaction is strongly caused by such conditions.
2. Job satisfaction is also important because it is closely linked to outcome variables such as absenteeism, inefficiency, counterproductive behavior, or lack of leadership (Dormann & Zapf, 2001).

The study of job satisfaction among Management Teachers of MBA Colleges is important because there are aspects of the job that are highly attractive and lead to satisfaction and aspects of the job that lead to dissatisfaction. Positive aspects include the opportunity to work with a school faculty and staff to accomplish common goals, developing school culture and the ability to work with students (Malone, Sharp, & Walter, 2001). Too often in studies of Management Teachers the study looks at negative aspects of the lectureship and neglects looking at what reasons make the job of running a Management College attractive, leading to job satisfaction.

It is important to identify which factors contribute to job satisfaction as well as those that may lead to job dissatisfaction to assure that the lectureship is attractive to potential candidates and those already in professional teacher positions. There are many variables that have been hypothesized to be a result of job satisfaction or dissatisfaction. These include both those variables of job performance and those of demographics.

The results of this study are helpful to practicing heads in three ways.

1. It further validates or refutes the previous research on job satisfaction among high school principals. While much of the research on high school principal job satisfaction has been completed in other countries and states this study will attempt to draw comparisons to the findings in previous studies.
2. It answers the question of what variables contribute to the overall job satisfaction of management teachers of MBA colleges in Gujarat state to date no study has been focused on job satisfaction among management teachers of MBA colleges in Gujarat state thus this study will be the first to Job Satisfaction study variables that lead to job satisfaction among this group.
3. It assists current and future Heads in making decisions regarding their working conditions in attempts to improve job satisfaction. Many teachers each year complete the requirements to be Management Teacher, but many are unsure of the benefits of being a lecturer. This study will assist these potential administrative candidates in determining which variables to consider when looking for a job as a Management Teacher.

3.4 RESEARCH PROBLEM:

The current era of high societal, economic and political accountability as well as high stakes testing makes the job of leading the Management College as a teacher extremely complex. The lecturer's job is influenced by the social and political pressures of the community and these pressures can lead to job dissatisfaction. The researcher investigated the overall satisfaction level of Management Teachers of MBA Colleges in Gujarat as measured by the Minnesota Satisfaction Questionnaire (MSQ). The MSQ is based on the Theory of Work Adjustment which uses the correspondence between the work personality and the work environment as the principal reason or explanation for observed work adjustment satisfaction (Weiss, Dawis, England, & Lofquist, 1967).

The twenty dimensions of the MSQ will be used individually as a measure of the principal's job satisfaction. The researcher looked at the influence of variables: gender, age, level of education, salary level, years of experience, number of assistant professors, years in current college district, college socio-economic level, college size, and accreditation status on the Management Teachers general satisfaction level, and their satisfaction with the twenty dimensions of the job.

3.5 LITERATURE SURVEY:

During the last two decades, a good number of research studies have been made on various aspects of business-society relationships. An attempt is made here to present a brief review of some research works that have direct and indirect relation to the research problem.

Various surveys have established that the managers, particularly of large corporations, accept a responsibility of establishing social policies for their corporations.

Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method by ANDRE BISHAY

Levels of job satisfaction and motivation were measured by survey in a sample of 50 teachers. A sample of 12 teachers was then studied using the Experience Sampling Method (ESM). Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed surveys on mood and activity for each beep, resulting in 190 reports of teachers' daily experiences. Conventional survey data corresponded with ESM data. Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon the findings, it appears that gratification of higher-order needs is most important for job satisfaction.

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. "The mean CES-D (depression scale) score of a sample of 75 Los Angeles teachers was 15.6, a value about twice the mean score obtained in community surveys" (Beer & Beer, 1992). A CES-D score of 16 or greater is considered significant because it is associated with increased risk of depression (Schonfeld, 1989). It is crucial that we determine what increases teacher motivation.

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded:

"Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon our findings, schemes such as merit pay were predicted to be counterproductive."

They explain that true job satisfaction is derived from the gratification of higher-order needs, “social relations, esteem, and actualization” rather than lower-order needs. Indeed, Rothman (1981) contrasts the security and financial motives for entering teaching during the depression years with present-day idealistic and intellectual convictions, especially because other professions pay equally well or better. The conclusion of Greenwood & Soars (1973) that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher-order needs. Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of academic achievement. Stevens & White (1987) studied the records of students in 15 school districts, with 191 teachers as subjects. The standardized test scores from the California Achievement Test were used as the best estimate of the learned behavior in each teacher’s classroom. There was no direct relationship between teacher morale and student achievement. However, Stevens & White surmised that further research on this topic requires an examination of the achievement levels of students prior to their involvement with the teachers participating in the study. “If pretest-posttest scores could be obtained for the time students spent in a teacher’s classroom, the achievement of those students while in that teacher’s classroom might be more adequately measured.” The results of another study involving teachers in small independent school districts demonstrated that high levels of interaction within the faculty group, as determined by responses to questions on the Halpin & Croft Observation Climate Description Questionnaire, correlated significantly with higher pupil reading scores on the California Achievement Test (Jordan, 1986). It is likely that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed. While the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self-esteem has been shown by Peck, Fox, and Morston (1977).

“Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance.” Rothman (1981) suggests that this

association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work. This study undertakes an examination of how teachers feel while doing their daily tasks. The Experience Sampling Method is used to determine which daily work related activities lead to the highest levels of motivation and job satisfaction.

The Experience Sampling Method (ESM) makes use of an electronic device to page the subject several times a day. When beeped, the subject completes a short survey about what they are doing, which they are with, and how they are feeling. ESM thus provides a more richly detailed picture of the day-to-day lives and emotions of participants than conventional surveys. ESM has been used to study how people feel doing different activities and to determine which daily activities are most psychologically rewarding (Kubey & Csikszentmihalyi, 1981). Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in an activity and are functioning at the peak of their abilities. In this situation the individual experiences “high levels of concentration, immersion, strength, and control.” He terms this experience “flow.” In the present study, the concept of flow will be used to help determine which activities are the most “psychologically rewarding,” which are more conducive to teacher motivation, and which contribute to the fulfillment of higher-order needs. Flow may also be applied to measure job satisfaction. And job satisfaction, in turn, is an index of morale and motivation (Schonfeld, 1989).

There have been no studies of teacher motivation which have employed the Experience Sampling Method (or any other research method which attempts to examine everyday life). ESM allows for a more precise determination of which activities motivate teachers and lead to their job satisfaction. Conventional survey data, in conjunction with ESM data, was used to increase the sample size, provide demographic data and examine teacher attitudes. Findings may prove useful in determining what increases motivation and job satisfaction levels.

Job satisfaction among teachers

Attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can

influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction.

This study is an evaluative and diagnostic attempt to discover empirically the nature of relationships between job satisfaction and different factors, as well as independent aspects of job satisfaction. The sample comprised 120 school teachers working in government and private schools in Jammu city. The questionnaire covered six aspects of the job: principal's behavior, society and colleagues' behavior, work itself, pay and rewards, growth opportunities and recognition, and students' behavior and others. The analysis revealed that each of these aspects played a role in job satisfaction. The degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more satisfied than government school teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement

Correlates of Job Satisfaction in Medical Officers by LT COL S CHAUDHURY*, LT COL A BANERJEE, A study was carried out to assess the job satisfaction of medical officers of the Armed Forces. Medical officers having a minimum of five years service, stationed in a large cantonment having a tertiary care service hospital were administered anonymously the scale developed by Brayfield and Rothe to assess job satisfaction. A total 64 medical officers (22 administrative cadre, 26 specialists and 16 superspecialists), had participated in the study.

Overall there was a low level of job satisfaction among the medical officers. There was no significant difference in the level of job satisfaction in the three groups. Only 3 each of administrative cadre and specialist officers were in the higher satisfied group. The most common factor stated (91.5% of the respondents), as contributing towards job satisfaction was an opportunity for self-development. Others in decreasing frequency were job security (51.6%), prestige of organization (38.5%),

nature of work (28.8%) and opportunity for promotion (21.6%). Factors for dissatisfaction were poor utilization of skills (80.8%), poor promotional prospects (78.4%), inadequate redress of grievances (72.7%), organizational policy (68.7%) and inadequate pay and allowances (48.7%).

It was concluded that job satisfaction is a multi-dimensional phenomenon where it is not easy to assign one factor as the sole determinant of satisfaction / dissatisfaction with the job.

Purani & Sahadev conducted study on “The moderating role of industrial Experience in the job satisfaction, Intention to leave relationship: an empirical study among salesmen in India” with an objective to explores the moderating role of Industrial experience in the relationship between different facets of a sales person’s satisfaction with the job and his/her intention to quit the job. The study is based on the data collected from sales persons from a pharmaceutical company in India. Dimensions of job satisfaction have been specifically developed for this study due to the cultural specificity of the context. The job satisfaction scale was developed through a process of qualitative research. The study finds that industry experience moderates the job satisfaction, disinclination to quit relationship for most of the job satisfaction dimensions. Specifically it is seen than Industry experience has a moderating effect when we consider the effect of a salesperson’s satisfaction with the organizational HR policies, supervisor satisfaction, compensation policies and career development and disinclination to quit.

3.6 THE RESEARCH METHODOLOGY:

“A COMPARATIVE ANALYSIS OF JOB SATISFACTION LEVEL OF MANAGEMENT TEACHERS OF MBA COLLEGES IN GUJARAT STATE” the same can be expressed in following questions.

The ongoing debate on management schools and the staff gives rise to the following question

- (1) What is the attitude of the management of the colleges towards their own staff?
- (2) What is the attitude of the Management teachers towards their own management?
- (3) What is the attitude of students towards their own teachers?
- (4) What measures are taken from the management side to ensure job satisfaction among their employees?

Above questions give rise to the some further research. An extensive research has been undertaken to quantify the research and two set of area have been identified. First set consists of what management thinks about their staff? And second set consists of how staff reacts? The ongoing research has provided the base for the further study. The first Ares has been further analyzed in three major areas namely the policies implemented by the management, attitude of management towards development of staff, and approach of the management towards their staff. In the first Ares all other facilities and services provided by the management like work-environment, policies, salary, development opportunities and other related areas are classified. The second major area is further classified into how staff reacts to the change in the policies, programmed and work-environment and the packages provided to them. Thus over here the main problem is divided into several major sub problems and various set of questions related to the sub problems have been furnished and all these questions to gather furnish a problem statement i.e. “ A COMPARATIVE ANALYSIS OF JOB SATISFACTION LEVEL OF MANAGEMENT TEACHERS OF MBA COLLEGES IN GUJARAT STATE”

3.7 OBJECTIVES OF THE STUDY:

Objectives of the present study are

- (1) Developing systematic analysis of the staff towards the management and their policies.
- (2) To ascertain the attitude of management towards staff.
- (3) To know the attitude of the staff towards the implementing of new system of learning.
- (4) The evaluation of the system of working in the MBA colleges in Gujarat.

3.8 SCOPE OF THE STUDY:

This study is aimed at understanding the mindset of the staff of the MBA colleges in Gujarat. It focuses on both the side of the coin. What management thinks about the staff and what staff thinks about the management and the college? This overall study seeks to answer the following questions as the scope of the study.

1. Mind set of management towards the staff.
2. Mind set of staff towards the management.
3. What policies and programmes do the management for the development of the staff implements?
4. How staff insights into this programme and policies implemented by the management.
5. What social responsibilities does the management towards the staff follow?
6. How staff is looking towards the implementing the social responsibilities framed by the management.
7. Overall working conditions of the management institutes of MBA in Gujarat.
8. Is there any difference in facilities and work-environment as there is change in the location?

3.9 HYPOTHESIS OF THE STUDY:

(A)

- (1) Null hypothesis – There is no significant difference in the attitude of staff towards management.
- (2) Alternate Hypothesis – There is significant difference in the attitude of staff towards management.

(B)

- (1) Null Hypothesis – There is no significance difference in the working environment of MBA colleges in Gujarat.
- (2) Alternate Hypothesis – There is significance difference in the working environment of MBA colleges in Gujarat.

3.10 THE SAMPLING DESIGN:

The study is aimed at understanding the **“A COMPERATIVE ANALYSIS OF JOB SATISFACTION LEVEL OF MANAGEMENT TEACHERS OF MBA COLLEGES IN GUJARAT STATE”**. The study further focus on the two main aspects i.e. what management thinks about the staff and what staff thinks about the management? To complete the whole study there was the need for the generation of primary data. For the collection of data MBA colleges existing in Gujarat where selected. The care was taken while selecting the MBA institute was that it should be approved by AICTE and the concerned university, the staff working in the college is working on a full-time bases and are qualified enough to hold the position in MBA colleges. The data will be collected by personally contacting the concern person or by sending a representative at the college or by mail or email.

3.11 METHODS OF DATA COLLECTION:

Since the data needed for this research is primary data, a questionnaire is prepared and the concern people were contacted in person or through email or mail. In some places the services of courier were also taken. Even certain concern persons will be contacted in seminars, conferences, and during their services as a guest lectures. Mails were sent via both the ways by courier and by email. Majority of the MBA teachers were approached via their colleges in the Gujarat as majority of the teachers were either permanent or the temporary teachers in the Gujarat.

To meet the research objective of research Questionnaire was used as an instrument for collecting primary data. Looking to the nature of study the questionnaire was structured and mainly contained questions, which are closed ended. The response were recorded and measured by using Nominal Scale and Likert Scale. The researcher to collect qualitative information also incorporated few open-ended questions. The data collected thus was both qualitative and quantitative in nature.

The sample population comprised of 172 management teachers (40% of the population) working in different MBA colleges of Gujarat. All the institutes are approved by AICTE, New Delhi. The sample MBA institutes have intake capacity of varying size ranging from 30 students to 120 students across the state. Out of 172 MBA teachers, 108 (62.8%) are working as lectures, 45 (26.2%) are employed as Assistant Professors, 7 (4.1%) are employed as Professors and 12 (7.0%) are employed as Principals/Directors in different institutions. All the teachers are full time employees in their respective management colleges. The approving body i.e. AICTE New Delhi in its norms have made it mandatory to maintain teacher student ratio and also the cadre ratio. More over UGC and AICTE has also prepared detailed guidelines for MBA teachers in terms of academic qualification and experience to become eligible to be designated in various cadres of management education.

3.12 DATA PREPARATION

Data preparation begins with preliminary check of all the questionnaires for its completeness. The collected data was edited, coded, tabulated, grouped and organized according to the requirement of the study and then entered into SPSS (statistical package for social sciences) for analysis.

3.13 ANALYSIS AND INTERPRETATION OF DATA

For analyzing the hypothesis, parametric as well as non-parametric tests have been used in this research. t test (tests for differences between means, tests for differences between proportions and testing of means) and Chi-Square test is used to test the statistical significance of observed association in a cross-tabulation and to analyze the data because Pearson Chi-Square is the most common test for significance of the relationships between categorical variables. Along with Chi –Square, Phi Correlation Coefficient, Cramer’s V, Contingency Coefficient and Eta is used where ever required for measuring strength of association between the two variables.

3.14 LIMITATIONS OF THE STUDY:

1. This evaluation is based on the primary data generated through questionnaire and collected from the concern person and because of these the finding entirely depends on the accuracy of such data.
2. It has the element of fear from the side of staff.
3. It is affected by the personal relationships the staff shares with the management.
4. The factor of personal bias can play the part of spoilsport.
5. The personal characteristic of the person can play an important role in answering the questions.
6. Location factor can play an important role in getting indifferent answers.

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CHAPTER-4
ANALYSIS AND INTERPRETATION OF DEGREE OF JOB
SATISFACTION OF MANAGEMENT TEACHERS WORKING IN
MBA COLLEGES OF GUJARAT STATE – I

Sr. No.	Particular	Page No.
4.0	Introduction	156
4.1	General Characteristics of Management Colleges and Teachers in Gujarat	157
4.2	Satisfaction of Post Graduate Management Teachers & t' test for dimensions/factors determining job satisfaction of management teachers in Gujarat.	169
4.3	Job Satisfaction and Salary Drawn	174
4.4	Degree of job satisfaction and aggregate years of work experience of management teachers of Gujarat.	178
4.5	Degree of job satisfaction and designation of management teachers of Gujarat.	182
4.6	Degree of job satisfaction and age of management teachers of Gujarat	185
4.7	Degree of job satisfaction of management teachers and length of service with their current college.	188
4.8	Degree of job satisfaction of management teachers and size of Management College	191
4.9	Degree of job satisfaction measured through other job satisfaction parameters	194

4.0 Introduction:

In this chapter, characteristic of management colleges and teachers working in these colleges located in different geographical regions of Gujarat is presented. The sample consists of one hundred and seventy two management teachers working in different management colleges of Gujarat. The management colleges of Gujarat have different location, intake capacity of students, conducting different academic courses, etc. The data related to job satisfaction level of management teachers working in different positions, with different academic qualifications, tenure of work experience, etc have been analyzed, interpreted and presented in this chapter. The different satisfaction variables, which have been studied, are broadly grouped into general characteristics of management colleges and teachers, and various factors affecting satisfaction level of employees are also presented in this chapter. As specified in Chapter 3 titled “Research Methodology” that for academic year 2008-2009, there are about fifty MBA institutes approved by AICTE (All Indian Council for Technical Education, New Delhi) and functioning in the state of Gujarat. Accordingly, the research instrument of job satisfaction developed on the basis of the Manual for the ‘Minnesota Job Satisfaction’ had been sent to all the management teachers working in different MBA institutes of Gujarat for recording their job satisfaction responses. In all one hundred and seventy two MBA teachers responded to the questionnaire and sent back completely filled in questionnaires. After checking for the correctness of the responses, the data had been coded and entered into SPSS 12.0 sheet for analysis. Thus the analysis and interpretation of all the factors affecting job satisfaction and its level have been presented in this chapter.

4.1 General Characteristics of Management Colleges and Teachers in Gujarat.

The sample population comprised of 172 management teachers (40% of the population) working in different MBA colleges of Gujarat. All the institutes are approved by AICTE, New Delhi. The sample MBA institutes have intake capacity of varying size ranging from 30 students to 120 students across the state. Out of 172 MBA teachers, 108 (62.8%) are working as lectures, 45 (26.2%) are employed as Assistant Professors, 7 (4.1%) are employed as Professors and 12 (7.0%) are employed as Principals/Directors in different institutions. All the teachers are full time employees in their respective management colleges. The approving body i.e. AICTE New Delhi in its norms have made it mandatory to maintain teacher student ratio and also the cadre ratio. More over UGC and AICTE has also prepared detailed guidelines for MBA teachers in terms of academic qualification and experience to become eligible to be designated in various cadres of management education.

Table 4.1
Designation of Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	108	62.8	62.8	62.8
	Assistant Professor	45	26.2	26.2	89.0
	Professor	7	4.1	4.1	93.0
	Principal/Dean/Director	12	7.0	7.0	100.0
	Total	172	100.0	100.0	

Out of 172 MBA teachers, 160 (93.0%) teachers are working in purely MBA institutes, 5 (2.9 %) teachers are employed in MBA departments established in engineering colleges and 7 (4.1%) teachers are employed in MBA departments established in MCA colleges.

Table 4.2
Division/Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	160	93.0	93.0	93.0
	Engineering	5	2.9	2.9	95.9
	MCA	7	4.1	4.1	100.0
	Total	172	100.0	100.0	

The below table shows the average age of management teachers employed in different management institutes of Gujarat. The age of an individual affects the job satisfaction level to a greater extent. People in their early age are more ambitious and thus have more carrier expectations hence if the job fails to meet their carrier aspirations people tend to get dissatisfied with their job. Out of 172 MBA teachers, 102 (59.3%) teachers are in the age group of 24-30 years, 38 (22.1%) teachers are employed in age group of 31-35 years, 11 (6.4%) are in the age group of 36-40 years, 14 (8.1%) are in the age group of 41-45 years and 7 (4.1%) MBA teachers are in the age group of 46 and above years.

Table 4.3
Age of Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24-30 years	102	59.3	59.3
	31-35 yrs	38	22.1	22.1
	36-40 yrs	11	6.4	6.4
	41-45 yrs	14	8.1	8.1
	46 years & above	7	4.1	4.1
	Total	172	100.0	100.0

The below table shows the average work experience of management teachers employed in different management institutes of Gujarat. In Gujarat in recent times many new MBA colleges have been established and as a result, the shortage of trained and experienced teachers has been felt. As observed from the table below, majority of the teachers have just entered the academic field and opted teaching as profession. Thus out of 172 management teachers, 102 (59.3%) of teachers has mere work experience ranging from 1-3 years, 51 (29.7%) of teachers have work experience ranging from 4-7 years, 5 (2.9%) of teachers have work experience of 8-10 years, 7 (4.1%) have experience ranging from 11-15 years and 7 (4.1) of teachers have work experience of above 15 years respectively.

Table 4.4
Experience of MBA Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	102	59.3	59.3
	4-7 years	51	29.7	29.7
	8-10 years	5	2.9	2.9
	11-15 years	7	4.1	4.1
	Above 15 years	7	4.1	4.1
	Total	172	100.0	100.0

AICTE New Delhi is the statutory body created by special act of parliament and functioning under the Ministry of Human Resources, Govt. of India. It is this body that monitors and controls the functioning of various management institutions in our country. AICTE has laid down guidelines in terms of academic qualification and experience required to work in MBA College as teachers. Only those persons fulfilling requisite technical qualification along with first class at their post graduate are eligible to be appointed as teachers in MBA colleges. More over post graduate management course is of two years duration divided into four semesters. Each semester offers variety of subjects ranging from core subjects like English Communication, Accounting for Managers, Economics, Quantitative Techniques, and Management Information Systems etc. and also offers specialization from second year, third semester onwards in the area of Marketing, Finance, Human Resource Management, Information Technology, Operations etc. Thus depending upon the core subjects and specializations offered by MBA colleges, MBA colleges recruit people with varied academic back ground who can teach students different subjects most effectively.

Thus from the below table it is observed that 14 (8.1%) teachers are possessing academic qualification of B.Com-M.Com, 83 (48.3%) teachers are B.B.A.-M.B.A, 24 (14%) are B.E.-M.B.A, 6 (3.5%) are B.Pharm-MBA, 18 (10.5%) are B.Sc-MBA and 4 (2.3%) teachers are having BCA-MBA academic qualification respectively. More over there are more than 23 (13.4%) management teachers are having Masters with PhD qualification.

Table 4.5
Academic Qualification of Management Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Com-M.Com	14	8.1	8.1
	B.B.A.-M.B.A	83	48.3	48.3
	B.E.-M.B.A.	24	14.0	14.0
	B.Pharm-M.B.A.	6	3.5	3.5
	B.Sc.-M.B.A.	18	10.5	10.5
	B.C.A.-M.B.A.	4	2.3	2.3
	Masters + PhD	23	13.4	13.4
	Total	172	100.0	100.0

The teachers of MBA colleges are expected to upgrade their skills and knowledge on continuous basis. Business is a dynamic process and thus new methods, systems and strategies are developed on regular basis by business organization. If the teachers of management institutions have to keep their self abreast with new developments taking place in the field of business management, over and above their normal teaching duties, they are expected to undertake research activities and participate in the development of case studies. The institutes should also facilitate and encourage teachers in such activities. Participation of teachers in seminars, conferences, workshops etc gives opportunities to them to update their subject knowledge and their by enable teachers to improve their class room deliveries. In fact class room performance is one of the biggest sources of motivation. Many institutions grant permission and duty leave to their teachers to participate in conferences, seminars, workshops etc and also bear entire cost of registration, traveling and accommodation of the teacher.

From the below table it can be observed that 55 (32%) of the management teachers have not participated in any of the mentioned academic activities. 66 (38.4%) teachers have participated in 1-5 academic events, 29 (16.9%) teachers have participated in 6-10, 10(5.8%) have participated in 11-15 events, 12 (7%) management teachers have

participated in more than 15 workshops, conferences, seminars etc during their course of work in management colleges.

Table 4.6
Training Seminars Conferences Workshops Attended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	55	32.0	32.0
	1-5	66	38.4	38.4
	6-10	29	16.9	16.9
	11-15	10	5.8	5.8
	More than 15	12	7.0	7.0
	Total	172	100.0	100.0

It has been written and narrated in much of the management literature that money is one of the biggest motivator and satisfier. In India human resource policies related to management teachers are laid down by UGC and AICTE from time to time and accordingly the salary structures of all the management teachers is decided. Majority of the MBA institutions pays their teachers as per the norms laid down by these bodies. More over salaries paid to management teachers are as per their designation and academic qualification. Broadly speaking there are more or less four major designations of management teachers namely Assistant Professor, Associate Professor, Professor and Principal/Director in majority of institutions. From the below table it is observed that out of 172 management teachers employed in different institutions, 64 (37.2%) teachers draws salary in the range of Rs.10,000 to Rs. 20,000, 60 (34.9%) teachers gets salary in the rang of Rs. 20, 000 to Rs. 30,000 and 48 (27.9%) teachers draws salary above Rs. 40,000.

Table 4.7
Salary Drawn (Rupees)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,000-20,000	64	37.2	37.2
	20,000-30,000	60	34.9	34.9
	More than 40,000	48	27.9	27.9
	Total	172	100.0	100.0

AICTE New Delhi in its guidelines for setting up and functioning of MBA colleges has specified clearly the faculty cadre ratio that is to be maintained by institutions conducting two years full time MBA course and approved by AICTE. Therefore for every MBA college, it is mandatory to recruit two assistant professors for intake approval of sixty students to first year of two years full time MBA course.

From the table below it is observed that out of 172 responding management teachers, 5 (2.9%) management teachers say that they only one assistant professor in their college, 90 (52.3%) teachers say they have two assistant professors, twelve colleges (7%) have three assistant professors, 60 (34.9%) colleges have four assistant professors and 5 (2.9%) colleges have five or more assistant professors working in the institute respectively.

Table 4.8
Number of Assistant Professors Working in College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	2.9	2.9	2.9
	2	90	52.3	52.3	55.2
	3	12	7.0	7.0	62.2
	4	60	34.9	34.9	97.1
	5 or more	5	2.9	2.9	100.0
	Total	172	100.0	100.0	

Teachers are the building blocks of any academic institution. The colleges to a greater extent are known by the quality of faculties working in the institute. More over learning is believed to be a slow process and thus teachers with experience can do more justice to the subjects that they teach. More over experienced teachers can make learning of students more meaningful and effective.

From the table below it is observed that out of 172 respondents, 92 (53.5%) have been working in MBA institutes since 1-3 years only, 36 (20.9%) have been working since 4-6 years, 20 (11.6%) are working since 7-9 years, 11 (6.4%) teachers are working since 10-15 years in MBA profession and finally 13 (7.6%) management teachers are in MBA teaching profession since more than 15 years. We can conclude that 74.4 % teachers possess MBA teaching experience of only 1-6 years. These teachers have just got an opportunity to work as faculty in MBA College due to rapid up-coming of new colleges with in last two to three years.

Table 4.9
Experience of Teaching in MBA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	92	53.5	53.5	53.5
	4-6 years	36	20.9	20.9	74.4
	7-9 years	20	11.6	11.6	86.0
	10-15 years	11	6.4	6.4	92.4
	15 years or more	13	7.6	7.6	100.0
	Total	172	100.0	100.0	

The concept of self finance colleges in Gujarat just started in the year 1998-1999. Earlier there was only couple of state government university departments imparting post graduate management education in the state. The self finance MBA colleges during their inception in 1999 had to depend on industries or fresh MBA graduates for filling up

teaching positions in the colleges. One important aspect that needs to be mentioned in terms of duration of stay of the teacher with its first institute depends upon the work environment and growth opportunities that the institute can provide to its existing faculties. The teacher's long working association with the same institute denotes to certain extent the teacher's overall job satisfaction. As we are aware that currently in Gujarat, both government university departments and self finance private colleges impart management education. As government departments provide more job security and conducive work environment, a teacher working in such departments rarely leaves the job. However it has been observed that many of the self finance private MBA colleges could not create a conducive, work atmosphere on one hand and on the other there was demand for experienced and trained management teachers from upcoming new institutes and job hopping has taken place in many self finance MBA colleges.

From the below table it becomes clear that out of 172 management teachers, 122 (70.9%) teachers are working with their current institute for a duration of 1-4 years, 48 (27.9%) are working since last 5-10 years and finally 2 (1.2%) management teachers are old man of the institute and are working with the same institute since last 11-15 years.

Table 4.10
Number of Years of Work with Current Institute

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-4 years	122	70.9	70.9	70.9
	5-10 years	48	27.9	27.9	98.8
	11-15 years	2	1.2	1.2	100.0
	Total	172	100.0	100.0	

Majority of MBA institutes in the state are conducting two years full time MBA course approved by AICTE New Delhi and thus operate for seven to eight hours daily. The full time faculties are also expected to stay in the institute for six to seven hours daily. Over and above the normal teaching load of the teachers, they are also expected to mentor,

guide and groom the students in their academic and related activities after they have completed their normal teaching duty of the day.

Thus from the below table it is observed that 36 (20.9%) teachers spent 31-40% of the time with the students out of the total time the faculty spent in the institute, 80 (46.5%) teachers spent 41-50% of time with the students and 56 (32.6%) teachers spent more than 50% time with the students.

Table 4.11
Percentage of Time Spent With Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40 %	36	20.9	20.9	20.9
	41-50%	80	46.5	46.5	67.4
	More than 50%	56	32.6	32.6	100.0
	Total	172	100.0	100.0	

As per AICTE New Delhi guidelines those educational trust and colleges interested in starting MBA College has to first get approval from it. The AICTE has laid down detailed norms for starting an MBA course. The colleges have to fulfill the infrastructure, faculty, library etc norms. It is only after proper verification of physical and manpower availability with the institute, AICTE gives approval to the institutes. As per the conditions laid down by AICTE in its approval process hand book for starting new MBA College, initially AICTE gives approval for intake of only sixty students in the first year of MBA. An MBA Institute can only admit that number of students for which AICTE has given approval. If the operation of the approved institute for sixty students' intake has been found satisfactory, AICTE may approve to increase the intake from 60 students in first year to 120 students.

Thus from the below table it is observed that majority of the institutes in Gujarat has been approved by AICTE with an intake capacity of sixty students to first year two years full time MBA. Out of 172 respondents, 90 (52.3%) teachers say that they have intake

capacity of 60 students in its first year, 12 (7%) teachers say that they have intake capacity of 90 seats and 70 (40.7%) teachers say that they have an intake capacity of 120 students in first year of MBA.

Table 4.12
Intake Capacity of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	90	52.3	52.3	52.3
	90	12	7.0	7.0	59.3
	120	70	40.7	40.7	100.0
	Total	172	100.0	100.0	

Much debate and deliberations have taken place with regard to quality of education in the country. Many expert committees have been setup by the central government to identify factors that will enable universities and colleges to impart quality education to the students in India. In line with the recommendations of expert committees from time to time, the UGC and AICTE, the two monitoring and controlling bodies for higher and professional education in the country has come out with idea of accreditation of universities, its departments and self finance colleges. Quality education is the function of many factors like availability of infrastructure facilities like class rooms, teaching aids, laboratories and workshops, skilled and seasoned faculties, availability of library resources, supporting staff, availability of information technology facilities etc.

UGC has made it mandatory for all the government funded universities and its affiliated department to get accreditation. There are clear guidelines and parameters set forth on the basis of which comprehensive inspections are carried out by the expert's committee constituted by UGC. Only after physical verification by expert committee of the universities and its departments regard to fulfilling of various norms of accreditation, they are given certain ratings. The UGC in its guidelines has made it clear that it will

extend certain type of extra financial assistance to only those universities and colleges that gets them selves accredited.

However it has not been made mandatory by UGC/AICTE for self finance private MBA colleges to get their colleges accredited. As we are aware that majority of the self finance MBA colleges which are not given the status of private university, are required to be affiliated to the government university following in their jurisdiction. Thus up to academic year 2008-2009, all the self finance MBA colleges in Gujarat were affiliated to concerned university. The concerned university use to conduct the quality checks by conducting and setting LIC (Local Inquiry Committee) as to availability and fulfillment of various norms. Thus from the below table we can observe that out of 172 MBA teachers who responded to the survey, 10 (5.8%) say that their MBA college is fully accredited, another 150 (87.2%) teachers said that their college is provisionally accredited and meets state standards, 8 (4.7%) are of view that their college is provisionally accredited but needs improvements and finally 4 (2.3%) teachers say that their college has been accredited with warning.

Table 4.13
Accreditation Status of College

	Frequency	Percent	Valid Percent	Cumulative Percent
Fully Accredited	10	5.8	5.8	5.8
Provisionally Accredited & Meets State Standards	150	87.2	87.2	93.0
Provisionally Accredited but Needs Improvements	8	4.7	4.7	97.7
Accredited with Warning	4	2.3	2.3	100.0
Total	172	100.0	100.0	

4.2 Opinions regarding various dimensions of job satisfaction of post graduate management teachers in Gujarat .

In today's competitive environment organizations thrive and survive on their human resources. Values, attitudes, perceptions and behavior, which form these resources, influence employee performance. It is a key factor in realizing organizational and individual goals that in turn greatly depends on individual's self-motivation and job satisfaction. 'A happy worker is a productive worker'. The Hawthorne studies conducted at an electrical plant in Chicago from 1924-1932 revealed that employee morale and satisfaction increase productivity. Since then, management has pursued the topic of job satisfaction, as it is believed to enhance performance, reduce absenteeism, retain qualified workers and establish smooth employment relations.

Since job satisfaction is subjective to individual experience and expectation, personality often plays an influential role. Stable personality traits could influence satisfaction or dissatisfaction at work. Type A' personalities tend to be more aggressive, set high standards for themselves and therefore are more susceptible to job dissatisfaction. In contrast, Type B's seem to be more relaxed and, this may reflect on their attitudes towards work. Today, there is an increasing interest in the concept of the 'person –job-fit' theory. The managerial implications are that people who get themselves into the right job that fit their attitudes and personalities seem to be more satisfied. The characteristics of the job may also influence one's attitude towards it. This could include the physical environment like lighting, temperature and space. Work, when too difficult or easy can lead to dissatisfaction. Reward is viewed as satisfactory only when it is equitable and is in line with expectations. A friendly and supportive group at work is conducive to job satisfaction.

Ideally, research into teacher satisfaction is becoming more important given not only that growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity. As there is no agreed upon definition of teacher job satisfaction or of what constitutes teacher satisfaction although there might be some

international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self growth and so on as the context seemed to be most powerful predictor of the job satisfaction. However, there can be argued that teacher satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher from within level of aspiration in particular area as one factor looking for job satisfaction among teachers, also strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Aside, several proponents have mention certain factors that subvert teacher's sense of empowerment and motivation as related to feelings of loss, disillusionment, negative perceptions of self-worth from within monotony of daily routines, lack of motivation and discipline from students' part, and lack of support and appreciation from colleagues and administration as the latter points can lead to a negative perception of job satisfaction expressed by these teachers.

In today's competitive world, management of educational institutes needs to continuously emulate practices that will attract and retain highly qualified and skilled teachers. Dissatisfied teachers may be forced to work due to unemployment or insecurity, but this is not in the interests of the long-term success of the academic institutes. Dissatisfaction may be expressed in other forms like internal conflicts, poor interpersonal relations, low trust, and stress leading to workplace conflict, violence and low productivity. Though job satisfaction is difficult to measure and is dependent on a number of factors, management may reduce levels of dissatisfaction and control workplace conflicts through common objectives like career development, training, appropriate rewards and improvements in the quality of working life.

Ho 1: The management teacher in Gujarat does not differ significantly in terms of degree of job satisfaction.

Rule for Interpretation of ‘t’ test result using SPSS:

The above table presents the output of t-test performed at 95% confidence level and taking sample mean as 3 using SPSS. In a ‘t’ test for a 95% confidence level, if the significance level is greater than or equal to 0.05, it signifies that there is no significant difference between the two variables and if the significance level is less than 0.05, then it signifies that there is a significant difference between the selected variables. If the ‘p’ value is less than significance level set up for the test, we reject the null hypothesis. Otherwise, we accept the null hypothesis.

Table 4.14
One-Sample Statistics and one Sample ‘t’ test

S. No	Variable	N	Mean	Std. Deviation	Std. Error Mean	‘t’ Value	df	Sig. (2-tailed) ‘p’
1	Most days I am enthusiastic about my work	172	4.4651	0.57629	0.04394	33.342	171	0.000
2	I feel my job is more interesting than others job	172	3.9767	1.05937	0.08078	12.092	171	0.000
3	I find real enjoyment in work	172	3.8837	1.00779	0.07684	11.500	171	0.000
4	I am happy in my work compared to other people	172	4.3605	.89066	0.06791	20.033	171	0.000
5	Job is interesting	172	3.9767	1.05937	0.08078	12.092	171	0.000

	and does not bore me							
6	I feel fairly well satisfied with my present job	172	4.0756	0.96735	0.07376	14.582	171	.000
7	I am satisfied with my job for the time being	172	4.2791	0.71166	0.05426	23.571	171	0.000
8	I like my job better than the average worker does	172	4.3605	0.80804	0.06161	22.081	171	0.000
9	My job is like hobby to me	172	4.3605	0.80804	0.06161	22.081	171	0.000
10	It seems that my friends are more interested in their job	172	3.9942	0.95205	0.07259	13.695	171	0.000
11	My job has a fair promotion policy	172	4.1047	0.93069	0.07096	15.566	171	0.000
12	I enjoy my work more than my leisure time	172	4.1047	0.93069	0.07096	15.566	171	0.000
13	Most of the time I have to force myself to go to work.	172	4.2093	0.83233	0.06346	19.055	171	0.000
14	I consider my job rather unpleasant	172	4.2093	0.83233	0.06346	19.055	171	0.000

15	I am disappointed that I took this job	172	4.0000	1.02598	0.07823	12.783	171	0.000
16	My job is pretty interesting	172	3.9942	0.95205	0.07259	13.695	171	0.000
17	Each day of work seems it will never end	172	4.2093	0.83233	0.06346	19.055	171	0.000
18	I am adequately paid for the job I do	172	2.3488	1.10042	0.08391	7.761	171	0.000
19	I am often bored with my job	172	4.2093	0.83233	0.06346	19.055	171	0.000
20	I definitely dislike my work	172	4.2093	0.83233	0.06346	19.055	171	0.000

From the above 't' test output table we see that a significance level of 0.000 has been achieved ($p < .05$) for all the opinions measuring dimensions of job satisfaction of management teachers of MBA colleges in Gujarat. This means the 't' test is showing a significant difference between the opinions regarding degree of job satisfaction of management teachers of Gujarat. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there exists significant difference in opinions regarding the degree of job satisfaction of management teachers across different institution in Gujarat. The difference of opinion regarding degree of job satisfaction of management teachers of private self finance MBA institution in Gujarat is also found. If the 'p' value had been larger than 0.05, we would have accepted the null hypothesis and concluded that the management teachers of MBA colleges of Gujarat does not differ significantly on their opinions related to degree of job satisfaction while working with their institutes.

4.3 Job Satisfaction and Salary Drawn.

According to Salary.com, there is a relationship between job satisfaction and salary. The website explains that the higher the salary of an individual the more satisfied they are likely to be. However, other factors, such as ranking within an organization and an employee's age, have also been found to influence job satisfaction. Salary.com also explained that employers often underestimate the percentage of their employees who are passively or actively looking for a new job. They also overestimate the number of their employees who are satisfied with their jobs. The 2008/2009 Employee Satisfaction and Retention Survey determined that employers estimated that 77 percent of their employees were satisfied. However, only 65% of the employees were actually satisfied. Inadequate compensation is one of the top reasons that employees leave a job. Other prominent reasons individuals leave their job are because of insufficient recognition and inadequate development opportunities.

Ho 2: There is no systematic association between salary drawn by management teacher in Gujarat and their degree of job satisfaction.

The below table shows the degree of job satisfaction and the salary received by a management teachers in Gujarat. There are 64 teachers who draw salary in the range of Rs. 10,000 to 20,000. Amongst these teachers, 12 teachers strongly disagreed on the statement that they are adequately paid. Another 34 teachers disagreed and only 18 teachers felt that they are adequately paid for the job they do. 60 teachers draw salary in the range of Rs. 20,000 to 30,000 per month. Out of these 64 teachers 12 of them strongly disagreed, 30 disagreed and 18 said they are adequately paid. Out of 48 teachers whose salary is more than 40,000, 12 strongly disagreed, 24 disagreed and 12 management teachers agreed and felt that they are adequately paid for the job that they are doing.

Table 14.15

I am adequately paid for the job I do * Salary Drawn Cross tabulation

		Salary Drawn (Rupees) per month			Total
		10,000- 20,000	20,000- 30,000	More than 40,000	
I am adequately paid for the job I do	Strongly Disagree	12	12	12	36
	Disagree	34	30	24	88
	Agree	18	18	12	48
Total		64	60	48	172

Rule for Interpreting Chi-Square Result:

In a Chi-Square test, for a 95% confidence level, if the significance level is greater than or equal to 0.05, it signifies that there is no systematic association between the two variables in the cross-tabulation and if the significance level is less than 0.05, then it signifies that there is a systematic association between the selected two variables.

From the chi-square test output table we see that a significance level of 0.929 has been achieved. This means the chi-square test is not showing a systematic association between the above two variables at 95 % confidence level. Hence the null hypothesis is accepted and we conclude that at 95% confidence level, there is no systematic association between salary paid by the management colleges in Gujarat and the degree of job satisfaction derived by the management teachers of Gujarat.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.867(a)	4	0.929
Likelihood Ratio	.853	4	0.931
Linear-by-Linear Association	.308	1	0.579
N of Valid Cases	172		

0 cells (.0%) have expected count less than 5. The minimum expected count is 10.05.

Rules for interpreting other symmetric statistics associated with Chi-Square test:

After deciding whether there exists any systematic association between two variables, it is necessary to measure the strength of the association prevailing between two variables. The phi coefficient used as a measure of the strength of association in the special case of a table with two rows and two columns (a 2x2 table). It takes value of 0 when there is no association. The value between 0.5 and 1.0 indicates a strong association between the two variables.

Contingency Coefficient C can be used to assess the strength of association in a table of any size. It takes the value of 0 when there is no association. The value between 0.5 and 1.0 indicates a strong association between the two variables.

Cramer's V is modified version of phi correlation coefficient, and is used in tables larger than 2x2. Cramer's V is obtained by adjusting phi correlation coefficient for either the number of rows or the number of columns in the table, based on which of the two is smaller. The V ranges between 0 to 1. A large value of V merely indicates a high degree of association.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is weak association between the dependent and independent variable, as the value of 0.057 (directional measure), 0.071 (phi correlation coefficient), 0.050 (Cramer's V) and 0.071 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the degree of job satisfaction to management teachers of Gujarat is independent irrespective of amount of salary that they draw from their institute.

Directional Measures

			Value
Nominal by Interval	Eta	I am adequately paid for the job I do Dependent	0.057
		Salary Drawn Dependent	.060

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.071	0.929
	Cramer's V	.050	.929
	Contingency Coefficient	.071	.929
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.4 Degree of job satisfaction and experience of management teachers.

Job satisfaction is the state of contentment in both the mind and feelings of an individual regarding their current work. Job satisfaction can have an impact on various factors such as the relationship of the employee to his/her colleagues and supervisor, the quality of the environment in which the employee is currently working, the level of fulfilment with the job, or even the relationship of the individual to its family members can influence the satisfaction in the workplace.

Here the researcher is trying to study whether any association exists between total years of experience as management teacher in MBA institute and the degree of job satisfaction. In other words the researcher felt that experience teachers are more satisfied as compared to MBA teachers with lesser job experience.

Ho 3: There is no systematic association between total years of experience of management teacher in Gujarat and their degree of job satisfaction.

From the cross table below out of 172 management teachers of Gujarat, 5 teachers with work experience ranging between 11-15 years and more say that most of the time they have to force themselves to go to work. This situation expresses the degree of job dissatisfaction. Another 5 teachers with work experience of 15 years and above also feels that they are not happy with their current institute. More over 163 management teachers with work experience ranging from 1-15 years and 1-7 years have disagreed or strongly disagreed on the statement that most of the time they have to go for work forcefully. Meaning teachers having work experience ranging from 1-7 years tend to be more satisfied. Small numbers of teachers with work experience of 10 or more years are found to be unhappy with their job.

Table 14.16

Most of the time I have to force myself to go to work * Experience Cross tab

Degree of Job Satisfaction		Experience					Total
		1-3 years	4-7 years	8-10 years	11-15 years	15 years & above	
Most of the time I have to force myself to go to work	Strongly Agree	0	0	0	3	2	5
	Agree	0	0	0	0	5	5
	Disagree	61	31	5	4	0	101
	Strongly Disagree	41	20	0	0	0	61
Total		102	51	5	7	7	172

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there exists systematic association between designation of management teachers of Gujarat and their degree of job satisfaction.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	189.949(a)	12	0.000
Likelihood Ratio	81.067	12	.000
Linear-by-Linear Association	72.648	1	.000
N of Valid Cases	172		

16 cells (80.0%) have expected count less than 5. The minimum expected count is **.15**.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is strong association between the dependent and independent variable, as the value of 0.740 (directional measure), 1.051 (phi correlation coefficient), 0.607 (Cramer's V) and 0.724 (contingency coefficient) are closer to 1 than 0. This leads us to conclude that the degree of job satisfaction of management teachers of Gujarat is also dependent on aggregate years of work experience.

Directional Measures

		Value
Nominal by Interval	Eta	Most of the time I have to force myself to go to work Dependent
		Experience Dependent
		0.740
		.761

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.051	.000
	Cramer's V	0.607	.000
	Contingency Coefficient	0.724	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.5 Degree of job satisfaction and designation of management teachers of Gujarat.

Here the researcher wants to find out whether any association exists between designation of management teachers and degree of job satisfaction. In other words are junior teachers more satisfied as compared to senior teachers or vice-versa.

Ho: There is no systematic association between designation of management teacher of Gujarat and their degree of job satisfaction.

From the below table it becomes visible that out of 108 lecturers, 69 and 39 of them respectively have disagreed and strongly disagreed on the statement related to disliking of their job as management teachers. Similarly out of 45 Assistant Professors 26 and 19 of them has disagreed and strongly disagreed as to liking of their job. However some deviation in responses has been observed in senior positions of management teachers. Out of 7 Professors and out of 12 Principal/Director, 10 of these senior people seem to have low degree of job satisfaction.

Table 14.17

Designation of Teacher * I definitely dislike my work Cross tab

Designation of Teacher		I definitely dislike my work				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
	Lecturer	0	0	69	39	108
	Assistant Professor	0	0	26	19	45
	Professor	2	0	4	1	7
	Principal/Dean/Director	3	5	2	2	12
Total		5	5	101	61	172

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between aggregate work experience of management teachers of Gujarat and the degree of job satisfaction.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	113.912(a)	9	0.000
Likelihood Ratio	57.416	9	.000
Linear-by-Linear Association	48.193	1	.000
N of Valid Cases	172		

A 11 cells (68.8%) have expected count less than 5. The minimum expected count is .20.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is strong association between the dependent and independent variable, as the value of 0.695 (directional measure), 0.814 (phi correlation coefficient), 0.470 (Cramer's V) and 0.631 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the degree of job satisfaction of management teachers of Gujarat is strongly to moderately associate with the designation.

Directional Measures

		Value
Nominal by Interval	Eta	Designation of Teacher Dependent
		I definitely dislike my work Dependent
		0.695
		.597

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.814	.000
	Cramer's V	.470	.000
	Contingency Coefficient	.631	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.6 Degree of job satisfaction and age of management teachers of Gujarat.

Numerous studies in India and abroad shows that employee satisfaction at work is decreasing significantly since past twenty years and researchers and social scientist predict that employee satisfaction will get worse in the next few coming years. A combination of events is creating a perfect storm affecting employee satisfaction. A generation of employees who feel entitled to employee satisfaction has entered the workforce and several generations of employees for whom work never quite fulfilled their dreams, are leaving. And, they are leaving in the worst of economic times which will affect their satisfaction with the rest of the quality of life they experience. This downward trend in job satisfaction raises concerns about the overall engagement of employees and ultimately employee productivity, retention, creativity, risk-taking, mentoring, and in overall employee motivation and interest in work.

Through this hypothesis the researcher is trying to find out whether age affects the degree of job satisfaction of employees in general and management teachers in particular.

Ho: There is systematic association between age of management teacher of Gujarat and degree of job satisfaction.

From the table below it can be inferred that only one teacher in the age group of 46 years and above has expressed opinion as strongly disagree as to satisfaction on present job. However 22 teachers across age group ranging from 31-35 years, 41-45 years and above 46 years have disagreed on the above statement. Two teachers could not express their state of job satisfaction. More over 147 teachers across various age group feels that they are satisfied with their present job and thus ranked either agree or strongly agree in terms of their degree of job satisfaction.

Table 14.18**I feel fairly well satisfied with my present job * Age Cross tab**

I feel fairly well satisfied with my present job		Age					Total
		24-30 years	31-35 years	36-40 years	41-45 years	46 years & above	
	Strongly Disagree	0	0	0	0	1	1
	Disagree	0	20	0	1	1	22
	Undecided	0	0	0	1	1	2
	Agree	44	16	10	12	3	85
	Strongly Agree	58	2	1	0	1	62
Total		102	38	11	14	7	172

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is accepted and we conclude that at 95% confidence level, there is systematic association between age of management teachers of Gujarat and the degree of job satisfaction.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	141.257(a)	16	.000
Likelihood Ratio	118.729	16	.000
Linear-by-Linear Association	26.982	1	.000
N of Valid Cases	172		

17 cells (68.0%) have expected count less than 5. The minimum expected count is .04.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is strong association between the dependent and independent variable, as the value of 0.681 (directional measure), 0.906 (phi correlation coefficient), 0.453 (Cramer's V) and 0.672

(contingency coefficient) are closer to 0 than 1. This leads us to conclude that the degree of job satisfaction of management teachers of Gujarat is strongly associated with the age of teachers.

Directional Measures

			Value
Nominal by Interval	Eta	I feel fairly well satisfied with my present job Dependent	0.681
		Age Dependent	.518

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.906	.000
	Cramer's V	.453	.000
	Contingency Coefficient	.672	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.7 Degree of job satisfaction of management teachers and length of service with their current college.

Through this hypothesis the researcher wants to find that whether satisfied teachers work with the same college for long years or any other reason can be cited.

Ho: There is no systematic association between length of service of management teachers of Gujarat with their current college and degree of job satisfaction.

From the table below it can be inferred that 23 management teachers strongly disagree and disagree on the above statement. This shows these teachers are dissatisfied with their current job. Two teachers are not sure of their situation. More over 147 management teachers has expressed their opinion positively in terms of their degree of job satisfaction. 85 teachers have agreed and 62 teachers have strongly agreed on the statement of job satisfaction.

Table 14.19

I feel fairly well satisfied with my present job * No. of years of work with current institute cross tab

		Number of Years of Work With Current Institute			Total
		1-4 years	5-10 years	11-15 years	
I feel fairly well satisfied with my present job	Strongly Disagree	1	0	0	1
	Disagree	12	10	0	22
	Undecided	1	1	0	2
	Agree	59	26	0	85
	Strongly Agree	49	11	2	62
Total		122	48	2	172

From the chi-square test output table we see that a significance level of 0.214 has been achieved, where $p \geq 0.05$. This means the chi-square test is not showing a systematic association between the above two variables even at 80 % confidence level. Hence the null hypothesis is accepted and we conclude that at 95% confidence level, there is no systematic association between length of management teachers of Gujarat and the degree of job satisfaction.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.796(a)	8	.214
Likelihood Ratio	11.540	8	.173
Linear-by-Linear Association	2.616	1	.106
N of Valid Cases	172		

9 cells (60.0%) have expected count less than 5. The minimum expected count is .01.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is no association between the dependent and independent variable, as the value of 0.205 (directional measure), 0.251 (phi correlation coefficient), 0.177 (Cramer's V) and 0.243 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the degrees of job satisfaction of management teachers of Gujarat and length of service with the current organization are independent of each other.

Directional Measures

		Value
Nominal by Interval	Eta	I feel fairly well satisfied with my present job Dependent 0.205
		Number of Years of Work With Current Institute Dependent .150

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.251	0.214
	Cramer's V	.177	.214
	Contingency Coefficient	.243	.214
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.8 Degree of job satisfaction of management teachers and size of Management College.

College size refers to the number of students enrolled. With an increase in business school size comes more extra and co-curricular activities and thus more supervisory responsibilities and more activities to monitor.

Thus through this hypothesis the researcher wants find out what is the impact of job satisfaction with number of students enrolled to MBA course.

Ho: There is systematic association between intake capacity of MBA College and degree of job satisfaction of management teachers of Gujarat.

Out of 172 management teachers, it can be observed that MBA Colleges in Gujarat vary in intake capacity of students ranging from 60 students to 120 students per year. Four teachers in the college with 120 students' intake capacity disagree to the statement on job satisfaction. However other management teachers have positive opinion for their degree of job satisfaction. 14 management teachers are not sure of their degree of job satisfaction and thus have remained undecided.

Table 14.20

I am satisfied with my job for the time being Intake Capacity of Students Cross tab

		Intake Capacity of Students			Total
		60	90	120	
I am satisfied with my job for the time being	Disagree	0	0	4	4
	Undecided	10	0	4	14
	Agree	64	12	8	84
	Strongly Agree	16	0	54	70
Total		90	12	70	172

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between intake capacity of students and the degree of job satisfaction.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	83.267(a)	6	0.000
Likelihood Ratio	95.206	6	.000
Linear-by-Linear Association	21.652	1	.000
N of Valid Cases	172		

5 cells (41.7%) have expected count less than 5. The minimum expected count is .28.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is strong association between the dependent and independent variable, as the value of 0.375 (directional measure), 0.696 (phi correlation coefficient), 0.492 (Cramer's V) and 0.571 (contingency coefficient) are closer to 1 than 0. This leads us to conclude that the degrees of job satisfaction of management teachers of Gujarat and intake capacity of students have strong association.

Directional Measure

			Value
Nominal by Interval	Eta	I am satisfied with my job for the time being	0.375
		Intake Capacity of Students	.628

Symmetric Measure

		Value	Approx. Sig.
Nominal by Nominal	Phi	.696	.000
	Cramer's V	.492	.000
	Contingency Coefficient	.571	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

4.9 Degree of job satisfaction measured through various job satisfaction parameters.

The concept of job satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society. A number of consequences have been shown to result from job satisfaction/dissatisfaction. Despite the large number of studies that have dealt with these issues, however, there has been little cumulation of knowledge. Much of this difficulty stems from problems in comparing studies and estimating trends due to difference in measurement of job satisfaction, sampled populations and time periods. Of these, differences in measurement techniques are especially problematic since a multitude of indicators have been developed and it is questionable whether they all measure the same thing.

Ho: The management teachers of Gujarat do not significantly differ on various degree of job satisfaction.

Table 14.21
One-Sample Statistics and t test

S. No	Variable	N	Mean	Std. Deviation	Std. Error Mean	't' Value	df	Sig. (2-tailed) 'p'
1	The chance to be of service of others	172	3.4419	1.18079	.09003	4.908	171	.000
2	The variety in my work	172	3.4419	1.18079	.09003	4.908	171	.000
3	The way my supervisor and I understand each other	172	3.4419	1.18079	.09003	4.908	171	.000
4	The technical know how of	172	2.5581	1.39006	.10599	-4.169	171	.000

	my supervisor							
5	The chance to be active much of the time	172	3.4419	1.18079	.09003	4.908	171	.000
6	The chance to do different things from time to time	172	3.4419	1.18079	.09003	4.908	171	.000
7	The way my boss handles his/her employees	172	3.4419	1.18079	.09003	4.908	171	.000
8	The chance to develop close friendship with my co-workers	172	3.4419	1.18079	.09003	4.908	171	.000
9	Being able to do things that don't go against my conscience	172	3.4419	1.18079	.09003	4.908	171	.000
10	The way my boss backs up his/her employees w/top management	172	3.4419	1.18079	.09003	4.908	171	.000
11	The way my boss delegates work to others.	172	3.4419	1.18079	.09003	4.908	171	.000
12	Being able to stay busy	172	3.4419	1.18079	.09003	4.908	171	.000

13	The chance to tell people what to do.	172	3.4419	1.18079	.09003	4.908	171	.000
14	My pay and the amount of work I do.	172	3.4419	1.18079	.09003	4.908	171	.000
15	The way they usually tell me when I do my job well	172	3.4419	1.18079	.09003	4.908	171	.000
16	The chance to do many different things on the job	172	3.4419	1.18079	.09003	4.908	171	.000
17	The way layoffs and transfers are avoided in my job	172	3.4419	1.18079	.09003	4.908	171	.000
18	My chances for advancement	172	3.4419	1.18079	.09003	4.908	171	.000
19	The praise I get for doing a good job	172	3.4419	1.18079	.09003	4.908	171	.000
20	Being able to keep busy all the time	172	3.4419	1.18079	.09003	4.908	171	.000

From the above 't' test output table we see that a significance level of 0.000 has been achieved ($p < .05$) for all the opinions measuring degree of job satisfaction of management teachers of MBA colleges in Gujarat. This means the 't' test is showing a significant difference on job satisfaction level of management teachers of Gujarat. Hence the null

hypothesis is rejected and we conclude that at 95% confidence level, there exists significant difference in job satisfaction level of management teachers across different institution in Gujarat. If the 'p' value had been larger than 0.05, we would have accepted the null hypothesis and concluded that the management teachers of MBA colleges of Gujarat does not differ significantly on degree of job satisfaction.

CHAPTER-5

ANALYSIS AND INTERPRETATION OF DEGREE OF JOB SATISFACTION OF MANAGEMENT TEACHERS WORKING IN MBA COLLEGES OF GUJARAT STATE - II

Sr. No.	Particular	Page No.
5.1	Pay and Amount of Work done by MBA teachers	199
5.2	Tenure of employment with current college and chances for advancement	202
5.3	Age of Teachers and Sense of Nobility	205
5.4	Variety in Work and Making Job Interesting	208
5.5	Age and Liking of Academic Work	211
5.6	Age and Disappointment with the Job	214
5.7	Salary Drawn and Disliking for the Work	217

5.1 Pay and Amount of Work done by MBA teachers.

Here the researcher wants to check the degree of job satisfaction of management teachers of Gujarat in accordance with the expectations in terms of pay that they receive and the work they do. In other words the researcher wants to know whether there exists any form of association between the amount of work they perform and amount of pay they receive.

Ho: There is no systematic association between satisfaction level of management teachers of Gujarat in terms of amount of work they do and the pay they receive.

From the below table it can be inferred that 16 teachers in different salary range are not satisfied, another 16 teachers are on slightly satisfied, 50 teachers say that they are satisfied with their current pay and work they do. Finally 56 and 34 teachers respectively are very satisfied and extremely satisfied with their work and the pay.

Table 5.1

My pay and the amount of work I do. * Salary Drawn Cross tab

My pay and the amount of work I do.		Salary Drawn			Total
		10,000-20,000	20,000-30,000	More than 40,000	
	Not Satisfied	8	8	0	16
	Only Slightly Satisfied	7	6	3	16
	Satisfied	13	15	22	50
	Very Satisfied	26	21	9	56
	Extremely Satisfied	10	10	14	34
Total		64	60	48	172

From the chi-square test output table we see that a significance level of 0.008 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic

association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between amount of work done and the pay they receive.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.776(a)	8	.008
Likelihood Ratio	24.816	8	.002
Linear-by-Linear Association	2.119	1	.145
N of Valid Cases	172		

2 cells (13.3%) have expected count less than 5. The minimum expected count is 4.47.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is weak association between the dependent and independent variable, as the value of 0.142 and 0.312 (directional measure), 0.348 (phi correlation coefficient), 0.246 (Cramer's V) and 0.328 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the degrees of job satisfaction of management teachers of Gujarat and length of service with the current organization are independent of each other.

Directional Measures

		Value
Nominal by Interval	Eta	My pay and the amount of work I do. Dependent .142
		Salary Drawn Dependent .312

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.348	.008
	Cramer's V	.246	.008
	Contingency Coefficient	.328	.008
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.2 Tenure of employment with current college and chances for advancement.

Here the researcher is trying to find whether duration of employment of management teachers with their current institute have any form of association in terms of their expectations for advancement and growth they fore see in their institute.

Ho: There is no systematic association between duration of work with the institute and opinion regarding advancement in the institute.

From the table below it can be observed that 16 teachers are not satisfied with their chance for advancement in their institute. 16 teachers only have slight satisfaction in terms of their expectation for advancement. 50 teachers seems to be satisfied, 56 teachers are very satisfied and finally 34 teachers are extremely satisfied in terms of carrier advancement that they fore see in their current institute.

Table 5.2

My chances for advancement * Number of Years of Work With Current Institute

Cross tabulation

My chances for advancement		Number of Years of Work With Current Institute			Total
		1-4 years	5-10 years	11-15 years	
	Not Satisfied	16	0	0	16
	Only Slightly Satisfied	15	1	0	16
	Satisfied	33	15	2	50
	Very Satisfied	39	17	0	56
	Extremely Satisfied	19	15	0	34
Total		122	48	2	172

From the chi-square test output table we see that a significance level of 0.011 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between duration of work with the institute and faculty's expectation regarding advancement in the existing institute.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.785(a)	8	.011
Likelihood Ratio	24.834	8	.002
Linear-by-Linear Association	9.439	1	.002
N of Valid Cases	172		

7 cells (46.7%) have expected count less than 5. The minimum expected count is .19.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is weak association between the dependent and independent variable, as the value of 0.274 and (directional measure), 0.339 (phi correlation coefficient), 0.240 (Cramer's V) and 0.321 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the management teachers' expectation regarding advancement in the institute and total duration of employment with their present institute is only slightly dependent on each other.

Directional Measures

		Value
Nominal by Interval	Eta	My chances for advancement Dependent .274
		Number of Years of Work With Current Institute Dependent .288

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.339	.011
	Cramer's V	.240	.011
	Contingency Coefficient	.321	.011
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.3 Age of Teachers and Sense of Nobility.

The profession of a teacher is perceived to be a noble profession, where in one gets a chance to be of service to others, however this state of feeling is surly an individual. Many persons join this profession for doing service to the society by imparting knowledge and able to also earn a decent living for the self and the family. More over in the initial years of an individual, the person have many needs of self and the family to be fulfilled thus one thinks of being more commercial rather than service oriented. Many people perceive profession of academic as non lucrative with low salary and wage structure and thus bright and talented people are less attracted to this profession. Many enter because they could not place themselves appropriately in the industry. Those people who enter the profession willingly tends to get more job satisfaction as they get sense of accomplishing social or noble service. Thus here the researcher is tying to find out whether there exists any association between age and sense of nobility.

Ho: There is no systematic association between the age of management teacher and sense of feeling of being of service to others.

From the below table it becomes visible that 16 teachers in the age group of 24-30yrs and 31-35 yrs are not satisfied. Similarly 16 teachers in the age group of 24-30 yrs, 31-35 yrs and 41-45 yrs are only slightly satisfied. However 50 teachers across all the age groups are satisfied. More over 56 and 34 teachers across different age groups feels that they are very satisfied and extremely satisfied respectively.

Table 5.3
The chance to be of service of others * Age Cross tabulation

The chance to be of service of others		Age					Total
		24-30 years	31-35 yrs	36-40 yrs	41-45 yrs	46 years and above	
	Not Satisfied	14	2	0	0	0	16
	Only Slightly Satisfied	10	2	0	4	0	16
	Satisfied	26	10	3	4	7	50
	Very Satisfied	33	15	5	3	0	56
	Extremely Satisfied	19	9	3	3	0	34
Total		102	38	11	14	7	172

From the chi-square test output table we see that a significance level of 0.009 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between the age of management teacher and sense of feeling of being of service to others.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.434(a)	16	.009
Likelihood Ratio	33.915	16	.006
Linear-by-Linear Association	.139	1	.709
N of Valid Cases	172		

17 cells (68.0%) have expected count less than 5. The minimum expected count is .65.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is weak association between the dependent and independent variable, as the value of 0.195 (directional measure), 0.434 (phi correlation coefficient), 0.217 (Cramer's V) and 0.398 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the management teachers' state of feeling for academic profession and degree of job satisfaction are very weakly associated.

Directional Measures

			Value
Nominal by Interval	Eta	The chance to be of service of others Dependent	.195
		Age Dependent	.256

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.434	.009
	Cramer's V	.217	.009
	Contingency Coefficient	.398	.009
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.4 Variety in Work and Making Job Interesting.

Many social scientist and HR practitioners have come across numerous researches that prove the above point. When a person tends to continue doing the same job regularly and repetitively, the individual gets bored of doing the job thereby losing the interest in the job and may also act as dissatisfier. Therefore in modern days HR people design jobs that contain variety in doing the job. Academic is a profession where an individual gets to learn and teach different subjects and topics amongst different students thereby bringing about variety in the nature of job and the content of the job. Here the researcher is trying to find degree of job satisfaction and state of feelings about a particular variable of job satisfaction.

Ho: There is no systematic association between feelings about variety in work and making job interesting

From the table below it can be observed that 30 teachers having different views about variety of work disagree about their job being enriched and made interesting, 8 teachers are undecided in terms of their job being interesting, 70 and 64 teachers respectively feel that their job is interesting and does not bore them and thus they have agreed and strongly agreed on the statement regarding their job being interesting.

Table 5.4

Job is Interesting and Does not Bore Me * the variety in my work Cross tabulation

Job is Interesting and Does not Bore Me		The Variety in My Work					Total
		Not Satisfied	Only Slightly Satisfied	Satisfied	Very Satisfied	Extremely Satisfied	
Disagree		4	2	5	12	7	30
Undecided		1	1	3	3	0	8
Agree		11	9	17	21	12	70
Strongly Agree		0	4	25	20	15	64
Total		16	16	50	56	34	172

From the chi-square test output table we see that a significance level of 0.082 has been achieved, where $p \geq 0.05$. This means the chi-square test is not showing a systematic association between the above two variables even at 90 % confidence level. Hence the null hypothesis is accepted and we conclude that at 95% confidence level, there is no systematic association between the variety of work and making ones job interesting

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.295(a)	12	.082
Likelihood Ratio	26.256	12	.010
Linear-by-Linear Association	.929	1	.335
N of Valid Cases	172		

7 cells (35.0%) have expected count less than 5. The minimum expected count is .74.

From the obtained value of phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is weak association between the dependent and independent variable, as the value of 0.335 (phi correlation coefficient),

0.193 (Cramer's V) and 0.318 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the association between variety of job and making job interesting is very weak.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	0.335	.082
	Cramer's V	0.193	.082
	Contingency Coefficient	0.318	.082
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.5 Age and Liking of Academic Work.

It has been said that one should take up those jobs that one likes to do. If a person does what he loves to do, the individual gets more satisfaction and will also be more effective and happy with his/her job. Even 'Theories of Personality' talks of personality job fit. The teaching profession demands many aspects of intellectual and cognitive capabilities over and above basic personality fit for the job. Thus through this hypothesis the researcher wants to find out whether like of a particular job/work have any association with the age.

Ho: There is no systematic association between age of management teachers and liking of work

From the table below, it can be inferred that out of 172 management teachers, only five teachers in age group of 41-45 yrs and 46 yrs and above seems to dislike their work. Again 5 teachers in age group of 46 yrs and above dislike work. However 162 teachers across various age groups seem to like their work. This can be inferred as 101 and 61 teachers respectively have rated disagree and strongly agreed to the statement specifying that they definitely dislike their work.

Table 5.5

I definitely dislike my work * Age Cross tabulation

I definitely dislike my work		Age					Total
		24-30 years	31-35 yrs	36-40 yrs	41-45 yrs	46 years & above	
	Strongly Agree	0	0	0	3	2	5
	Agree	0	0	0	0	5	5
	Disagree	61	28	2	10	0	101
	Strongly Disagree	41	10	9	1	0	61
Total		102	38	11	14	7	172

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between the age of management teachers and their degree of feeling regarding their liking for their job.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	177.526(a)	12	.000
Likelihood Ratio	83.455	12	.000
Linear-by-Linear Association	49.508	1	.000
N of Valid Cases	172		

14 cells (70.0%) have expected count less than 5. The minimum expected count is .20.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is a strong association between the dependent and independent variable, as the value of 0.712 (directional measure), 1.016 (phi correlation coefficient), 0.587 (Cramer's V) and 0.713(contingency coefficient) are closer to 1 than 0. This leads us to conclude that the age has strong bearing for liking of the job. In the above case senior teachers seems to be unhappy with their work. The reasons may be numerous.

Directional Measures

			Value
Nominal by Interval	Eta	I definitely dislike my work dependent	.712
		age dependent	.649

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.016	.000
	Cramer's V	.587	.000
	Contingency Coefficient	.713	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.6 Age and Disappointment with the Job.

Here the researcher wants to find out whether variable age and variable disappointment for work have any form of association.

Ho: There is no systematic association between age of management teachers and disappointment regarding taking up academic job.

From the below table it can be observed that only 20 teachers across various age group are disappointed with their job. However all other teachers i.e. 152 teachers are satisfied and thus disagree and strongly disagree as to disappointment with their academic job respectively.

Table 5.6

I am disappointed that I took this job * Age Cross tabulation

I am disappointed that I took this job		Age					Total
		24-30 years	31-35 yrs	36-40 yrs	41-45 yrs	46 years & above	
Strongly Agree		0	0	5	3	2	10
		.0%	.0%	50.0%	30.0%	20.0%	100.0%
Agree		0	0	1	4	5	10
		.0%	.0%	10.0%	40.0%	50.0%	100.0%
Disagree		68	22	5	7	0	102
		66.7%	21.6%	4.9%	6.9%	.0%	100.0%
Strongly Disagree		34	16	0	0	0	50
		68.0%	32.0%	.0%	.0%	.0%	100.0%
Total		102	38	11	14	7	172
		59.3%	22.1%	6.4%	8.1%	4.1%	100.0%

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between the age of management teachers and their degree of feeling regarding disappointment related to their job.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	140.444(a)	12	.000
Likelihood Ratio	104.452	12	.000
Linear-by-Linear Association	75.783	1	.000
N of Valid Cases	172		

12 cells (60.0%) have expected count less than 5. The minimum expected count is .41.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is a strong association between the dependent and independent variable, as the value of 0.751 (directional measure), .904 (phi correlation coefficient), 0.522 (Cramer's V) and 0.670 (contingency coefficient) are closer to 1 than 0. This leads us to conclude that the age has strong bearing for job related disappointment.

Directional Measures

			Value
Nominal by Interval	Eta	I am disappointed that I took this job Dependent	.751
		Age Dependent	.744

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.904	.000
	Cramer's V	.522	.000
	Contingency Coefficient	.670	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

5.7 Salary Drawn and Disliking for the Work.

The 'Theories of Motivation' tends to justify that money acts as motivating factor for individuals to work and also give certain degree of satisfaction. However motivation theories speak of fair wages and equality in wages. In academics salary and wage structures are based on the qualification, designation and experience of individuals. We come across numerous examples in many MBA institutes of Gujarat where a senior person by age has lower designation as compared to other young colleagues. This may be because the senior faculties may not be promoted to higher designation due to lack of requisite educational qualification and thus pay of such teachers would naturally be lower than their younger colleagues. Here the researcher wants to find out whether likings or disliking for their current job is due to salary and monetary benefits.

Ho: There is no systematic association between salary drawn by management teachers and disliking for the job.

From the below table it becomes visible that 152 teachers drawing salary in different range seems to be happy with their work and like their work as these teachers have disagreed and strongly disagreed to the statement regarding disappointment related to their teaching job. However 20 teachers drawing salary in different range are disappointed by taking up academic jobs. Specifically teachers in the salary bracket of Rs.20, 000-30,000 and more than Rs. 40.000 seems to be more disappointed as is visible from the below table.

Table 5.7**I am disappointed that I took this job * Salary Drawn Cross tabulation**

I am disappointed that I took this job		Salary Drawn			Total
		10,000-20,000	20,000-30,000	More than 40,000	
	Strongly Agree	0	0	10	10
		.0%	.0%	100.0%	100.0%
	Agree	0	3	7	10
		.0%	30.0%	70.0%	100.0%
	Disagree	34	44	24	102
		33.3%	43.1%	23.5%	100.0%
	Strongly Disagree	30	13	7	50
		60.0%	26.0%	14.0%	100.0%
Total		64	60	48	172
		37.2%	34.9%	27.9%	100.0%

From the chi-square test output table we see that a significance level of 0.000 has been achieved, where $p \leq 0.05$. This means the chi-square test is showing a systematic association between the above two variables even at 99 % confidence level. Hence the null hypothesis is rejected and we conclude that at 95% confidence level, there is systematic association between the salary drawn by the management teachers and their degree of feeling regarding disappointment related to their job.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.652(a)	6	.000
Likelihood Ratio	51.881	6	.000
Linear-by-Linear Association	38.589	1	.000
N of Valid Cases	172		

6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.79.

From the obtained value of directional measure, phi correlation coefficient (3X5 table), Cramer's V and Contingency Coefficient, it can be inferred that there is a strong association between the dependent and independent variable, as the value of 0.491 (directional measure), 0.543 (phi correlation coefficient), 0.384 (Cramer's V) and 0.477 (contingency coefficient) are closer to 0 than 1. This leads us to conclude that the association between above two variables is weak.

Directional Measures

			Value
Nominal by Interval	Eta	I am disappointed that I took this job dependent	.491
		Salary Drawn Dependent	.475

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.543	.000
	Cramer's V	.384	.000
	Contingency Coefficient	.477	.000
N of Valid Cases		172	

A Not assuming the null hypothesis.

B Using the asymptotic standard error assuming the null hypothesis.

CHAPTER-6
SUMMARY, FINDINGS AND SUGGESTIONS

Sr. No.	Particular	Page No.
6.0	Introduction	221
6.1	Findings from General Characteristics of Management Colleges and Teachers of Gujarat	222
6.2	Findings based on various hypothesis testing	226
6.3	Conclusion	229
6.4	Suggestions.	231
6.5	Appendix: 1 Questionnaire	233
6.6	Bibliography	238

6.0 Introduction.

Like a traveller, who after completing his journey, reaches to destination and looks back to see the distance that he has covered for identifying the important landmarks he came across. Review of the important aspects of the study and summing up of the key observations are presented in this chapter.

Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Given the many definitions of job satisfaction, many scholars have proposed various theories of job satisfaction. These theories have been developed, then either supported or rejected by others in the field of work motivation and behavioural research. Satisfaction is a psychological factor. It cannot be seen and cannot quantify. But its expression in human mind is understandable. When an employee is satisfied with his assigned task and can discharge his function's satisfactorily, it is called 'job satisfaction'. Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors. One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life.

Hence through this study various dimensions of job satisfaction and various degree of job satisfaction of management teachers of Gujarat are studied and the important findings of the study are presented below.

6.1 Findings from General Characteristics of Management Colleges and Teachers of Gujarat.

- All the MBA institutes of sample respondents are approved by AICTE, New Delhi. (point 4.1)
- The sample MBA institutes have intake capacity of varying size ranging from 30 students to 120 students across the state. (point 4.1)
- Out of 172 MBA teachers, 108 (62.8%) are working as lectures, 45 (26.2%) are employed as Assistant Professors, 7 (4.1%) are employed as Professors and 12 (7.0%) are employed as Principals/Directors in different institutions. (point 4.1)
- All the sample respondent management teachers are full time employees in their respective MBA colleges. (point 4.1)
- Out of 172 MBA teachers, 160 (93.0%) teachers are working in purely MBA institutes, 5 (2.9 %) teachers are employed in MBA departments established in engineering colleges and 7 (4.1%) teachers are employed in MBA departments established in MCA colleges. (point 4.1)
- The analysis of data shows that 102 (59.3%) teachers are in the age group of 24-30 years, 38 (22.1%) teachers are employed in age group of 31-35 years, 11 (6.4%) are in the age group of 36-40 years, 14 (8.1%) are in the age group of 41-45 years and 7 (4.1%) MBA teachers are in the age group of 46 and above years. (point 4.1)
- It has also been observed that 102 (59.3%) of teachers has mere work experience ranging from 1-3 years, 51 (29.7%) of teachers have work experience ranging

from 4-7 years, 5 (2.9%) of teachers have work experience of 8-10 years, 7 (4.1%) have experience ranging from 11-15 years and 7 (4.1) of teachers have work experience of above 15 years respectively. (point 4.1)

- It is also observed that 14 (8.1%) teachers are possessing academic qualification of B.Com-M.Com, 83 (48.3%) teachers are B.B.A.-M.B.A, 24 (14%) are B.E.-M.B.A, 6 (3.5%) are B.Pharm-MBA, 18 (10.5%) are B.Sc-MBA and 4 (2.3%) teachers are having BCA-MBA academic qualification respectively. More over there are more than 23 (13.4%) management teachers having Masters with PhD qualification. (point 4.1)

- It has also been observed that 55 (32%) of the management teachers have not participated in any of the mentioned academic activities like seminars, conferences, workshops etc. 66 (38.4%) teachers have participated in 1-5 academic events, 29 (16.9%) teachers have participated in 6-10, 10(5.8%) have participated in 11-15 events, 12 (7%) management teachers have participated in more than 15 workshops, conferences, seminars etc during their course of work in management colleges. (point 4.1)

- The analysis of data revealed that out of 172 management teachers employed in different MBA institutions, 64 (37.2%) teachers draws salary in the range of Rs.10,000 to Rs. 20,000 per month, 60 (34.9%) teachers gets salary in the rang of Rs. 20, 000 to Rs. 30,000 per month and 48 (27.9%) teachers draws salary above Rs. 40,000 per month. (point 4.1)

- It is also observed that only 5 (2.9%) management colleges have one assistant professor , 90 (52.3%) teachers say they have two assistant professors, twelve colleges (7%) have three assistant professors, 60 (34.9%) colleges have four assistant professors and 5 (2.9%) colleges have five or more assistant professors working in the institute respectively. (point 4.1)

- In terms of academic experience of management teachers, the researcher observed that 92 (53.5%) have been working in MBA institutes since 1-3 years only, 36 (20.9%) have been working since 4-6 years, 20 (11.6%) are working since 7-9 years, 11 (6.4%) teachers are working since 10-15 years in MBA profession and finally 13 (7.6%) management teachers are in MBA teaching profession since more than 15 years. (point 4.1)

- On the basis of experience data, the researcher concluded that 74.4 % teachers possess MBA teaching experience of only 1-6 years. These teachers have just got an opportunity to work as faculty in MBA College due to rapid mushrooming of new MBA colleges within last two to three years. (point 4.1)

- It has been observed by researcher that 122 (70.9%) teachers are working with their current institute since last 1-4 years, 48 (27.9%) are working since last 5-10 years and finally 2 (1.2%) management teachers are old man of the institute and are working with the same institute since last 11-15 years. (point 4.1)

- It is also observed that 36 (20.9%) teachers spent 31-40% of the time with the students out of the total time the faculty spent in the institute, 80 (46.5%) teachers spent 41-50% of time with the students and 56 (32.6%) teachers spent more than 50% time with the students. (point 4.1)

- 90 (52.3%) teachers say that they have intake capacity of 60 students in its first year, 12 (7%) teachers say that they have intake capacity of 90 seats and 70 (40.7%) teachers say that they have an intake capacity of 120 students in first year of MBA. (point 4.1)

- 10 (5.8%) teachers say that their MBA college is fully accredited, another 150 (87.2%) teachers said that their college is provisionally accredited and meets state standards, 8 (4.7%) are of view that their college is provisionally accredited but needs improvements and finally 4 (2.3%) teachers say that their college has been accredited with warning. (point 4.1)

6.2 Findings based on hypothesis testing.

- One sample 't' was conducted to know whether management teachers of Gujarat had different degree of opinions for different dimensions of job satisfaction. On the basis of 't' test it has been inferred that degree of opinions for various dimensions of job satisfaction of management teachers of Gujarat **significantly differed for each other.** (point 4.2)
- The Chi Square test did not reveal systematic association between **salary paid by the management colleges** in Gujarat and the degree of job satisfaction derived by the management teachers of Gujarat. The Phi test, Cramer's V and Contingency Coefficient also witnessed this phenomenon as their statistical value showed very weak association. (point 4.3)
- A strong and systematic association between **total years of experience** of management teachers of Gujarat and their degree of job satisfaction has been observed. (point 4.4)
- Even Chi Square test revealed very strong and systematic association between **aggregate work experience** of management teachers of Gujarat and the degree of job satisfaction. (point 4.5)
- The Chi Square test, Phi, Cramer's V and Contingency Coefficient test showed very strong and systematic association between **age of management** teachers of Gujarat and the degree of job satisfaction. (point 4.6)
- However no systematic association was found between the **length of service** of management teachers of Gujarat and the degree of job satisfaction. The

directional measure and symmetric measures also supports this finding. (point 4.7)

- A strong and systematic association between **intake capacity of students** and the degree of job satisfaction of management teachers of Gujarat has been found. (point 4.8)
- A one sample 't' test was conducted to find out the **degree/level of job satisfaction** of management teachers of Gujarat through different statements related to degree of job satisfaction. The test revealed that **there exist significant differences in job satisfaction level** of management teachers across different institution in Gujarat. The 'p' value was found to be 0.00, for all the statements measuring degree of job satisfaction supporting the finding. (Point 4.9).
- The Chi Square test, Phi, Cramer's and Contingency Coefficient test revealed that there is systematic association between **amount of work done and the pay they receive**. (point 4.10)
- The research also shows that there is systematic association between **duration of work with the institute and faculty's expectation regarding advancement** in the existing institute. (point 4.11)
- Chi Square test revealed weak but systematic association between the **age of management teacher and sense of feeling of being of service to others** has been observed. The directional measure and symmetric measures also supports the point. (point 4.12)
- The Chi Square test did not reveal any systematic association between **the variety of work and making ones job interesting**. (point 4.13)

- The researcher also observed that systematic association between the **age of management teachers and their degree of feeling regarding their liking for their job** is prevailing. More over this association is very strong as symmetric measures value of all the three tests is closer to 1 and than 0. (point 4.14)

- A strong and systematic association was observed between the **age of management teachers and their degree of feeling regarding disappointment related to their job**. (point 4.15)

- More over there exist moderate but systematic association between the salary drawn by the management teachers and their degree of feeling regarding disappointment related to their job. (point 4.16)

6.3 Conclusion.

The purpose of this study was to investigate predictors of Management Teachers Job Satisfaction including those that are personal and those that are job related in the state of Gujarat. For decades, job satisfaction has been one of the most extensively researched concepts in work and organizational psychology. Job satisfaction is believed to reflect an individual's affective and/or cognitive assessment of his or her working conditions and job attributes. It has been traditionally used to confirm the effectiveness of job redesign and motivational conditions at work.

Management education in our country has come of ages and also houses some of the best and world class management schools like IIM's in our country. With rapid industrialization of the country, the demand for skilled and talented managers is increasing. The central and state governments also have made see changes in the higher and technical education in our country. Availability of quality and competent teachers in required number is the biggest challenge for all the management institution across the country in general and Gujarat in particular. Thus retaining the faculty members has become vital to the sustainable growth and development of management institutions.

There is plenty of research on job satisfaction of employees across different industry in the world. The researcher thus made a humble attempt to study the job satisfaction level of management teachers in Gujarat.

The dimensions and degree of job satisfaction of management teachers of Gujarat is not uniform. The detailed findings of this research have already been appended in the previous section of this report. However after introspecting several of parameters and dimensions, it becomes clear that no single dimension or factor can please human being totally. More over satisfaction is a state of mind.

However management of MBA institutes in Gujarat will have to understand very clearly that faculty members are building blocks of every type of academic institutes and thus they management should aim to create and maintain cordial learning and teaching environment Management of self finance management institutes in Gujarat should understand the importance of providing hygienic factors to its teachers like fair salary, good working, learning environment, carrier growth, challenging work etc.

6.4 Suggestions:

- Many of the private self finance MBA institutes violets the quality standard norms and also attempts to exploit the faculty members by paying low salary. The concerned government regulators should immediately intervene and take strict actions against such institutes.
- The working environment of institutes needs to be made more cordial and friendly.
- The heads of institutes are expected to play an active role in the development and grooming of students and the faculty members in a friendlier manner. This will reduce the unwanted stress levels of both students and teachers.
- The curriculum of management colleges in Gujarat needs to be made more rational and learning oriented. Instead of simply dumping the unwanted knowledge, curriculum development should take place in light of latest development in the concerned field. This will enable the student and teacher to learn and work more efficiently there by creating an environment learning oriented.
- Management sciences are more applied sciences and thus the curriculum should have sufficient space for practical exposure to both students and teachers. This will enrich the job of teachers also that will tend to give job satisfaction.
- There is an emergent need for sound and practical HR policies for all the management institutes of Gujarat. Many of the institutes are running very unprofessionally creating unwanted confusion and stress for teachers. This situation decreases the satisfaction of the management teachers.

- The salary structure of private as well as government management institution should be same and equitable. Most of the self finance MBA institutes have not implemented the 6th pay recommendations as of now. There is mass scale dissatisfaction and frustration of management teachers of Gujarat. Government should immediately intervene and ensure that management teachers of private self finances MBA colleges should be paid the scales as per 6th pay commission recommendations.
- The management of MBA institutes should give sufficient scope for carrier growth and personnel development of its teachers.
- The work of management teachers should be made more pleasant by enriching the job and removing the monotony.
- The salary and wage structure needs to be made fair and equitable.
- Last but not the least I feel that entire education system in our country to a greater extent have become defunct, corrupted, and politicalized. The entire system should be revamped and vibrant if the country has to fulfill its human resource needs for the development scheduled in the coming days.

**A COMPARATIVE ANALYSIS OF JOB SATISFACTION LEVEL OF
MANAGEMENT TEACHERS OF MBA COLLEGES IN GUJARAT STATE**

Dear Sir/Madam

Please find attached here a set of Performa to measure the degree of job satisfaction of the management teachers. Kindly make it convenient to fill the Performa within a week of receipt. This is purely an academic exercise intended to evaluate the factors affecting the level of job satisfaction of an employee in a typical organizational climate. The confidentiality of the responses will be strictly maintained and this will be used for academic purpose only.

INDIVIDUAL DATA SHEET

Name of the Teacher: _____

Designation: _____

Division /department: _____

Age: _____

Experience: _____

Academic qualification: _____

Degree: _____

Masters degree: _____

Training /seminars/conferences/workshops attended in the last five years

(1)

(2)

(3)

(4)

(5)

(6)

What is your salary range?

a. Less than 10,000 [] b. 10,000 - 20,000 []

c. 20,000 - 30,000 [] d. More than 40,000 []

How many assistant Professors work for you in your College?

a. 0 [] b. 1 []

c. 2 [] d. 3 []

e. 4 [] f. 5 or more []

1. How many years have you been in MBA Profession?

a. 1-3 []

b. 4-6 []

c. 7-9 []

d. 10-15 []

e. 15 or more []

2. How many years have you been with your current College?

a. 1-4 [] b. 5-10 []

c. 11-15 [] d. More than 15 []

3. What percentage of time spent do you spend directly with students?

- | | | | |
|------------------|-----|------------------|-----|
| a. Less than 10% | [] | b. 11-20% | [] |
| c. 21-30% | [] | d. 31-40% | [] |
| e. 41-50% | [] | f. More than 50% | [] |

4. What is the size of your college?

- | | | | |
|-----------------------|-----|---------------------|-----|
| a. 60 student or less | [] | b. 61-120 students | [] |
| c. 121-180 students | [] | d. 181-240 students | [] |
| e. Over 240 students | [] | | |

5. What is your College's accreditation status?

- | | |
|---|-----|
| a. Fully accredited | [] |
| b. Provisionally accredited meets state standards | [] |
| c. Provisionally accredited needs improvement | [] |
| d. Accredited with warning | [] |

6. Did your College make Adequate Yearly Progress under No Student Left Behind?

- | | | | |
|--------|-----|-------|-----|
| a. Yes | [] | b. No | [] |
|--------|-----|-------|-----|

7. Given below is a table containing twenty statements to reflect the degree of job satisfaction of an employee. Kindly read these carefully and tick marks your response against the appropriate category.

Job satisfaction item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. My job is usually interesting enough to keep me from getting bored					
2. Most days I am enthusiastic about my work.					
3. I feel my job is more interesting than others I could get					
4. I find real enjoyment in work					
5. I feel that I am happier in my work than most other people.					
6. I feel fairly well satisfied with my present job.					
7. I am satisfied with my job for the time being.					
8. I like my job better than the average worker does.					
9. My job is like a hobby to me.					
10. It seems that my friends are more interested in their jobs.					
11. My job has a fair					

(impartial) promotion policy.					
12. I enjoy my work more than my leisure time.					
13. Most of the time I have to force myself to go to work.					
14. I consider my job rather unpleasant.					
15. I am disappointed that I took this job.					
16. My job is pretty interesting.					
17. Each day of work seems it will never end.					
18. I am adequately paid for the job I do.					
19. I am often bored with my job.					
20. I definitely dislike my work.					

8. Any Suggestion

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