



TEACHING EMPLOYEES' PERSPECTIVE ON WORK ENVIRONMENT OF SELF – FINANCING ARTS AND SCIENCE COLLEGES OF INDIA WITH SPECIAL REFERENCE TO CHENNAI CITY – A STUDY

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Abstract

Any person, who is working, should have calmness in mind and a conducive work place. Only then the job performed by him will be completed flawlessly. To have a flawless completion of work, one must have interest, involvement and innovation. To gain all those three, he must have confidence and concentration. Confidence and concentration can be developed only when there is job satisfaction and a conducive work environment. The teacher may be considered as the divine representation as he saves the mankind from the evil ignorance and enlightens with the Power of Knowledge. Teaching profession is considered to be the Noble profession. Such profession is based on three major factors namely, work aspects, students' aspect and work environment aspect. A teacher does justice to his profession only when all these factors satisfy his requirements.

This paper focuses on perspective of teaching employees upon the work environment, who belong to the self – financing arts and science colleges of India, with special reference to Chennai city.

Key Words: *Work aspects, Students' aspect, Work environment aspect, Job Satisfaction.*

1. INTRODUCTION

“Agyaana Timiraandhasya Gnyaana Anjana Shalaakayaa Chakshuhu Unmeelitam Yenam Tasmai Sri Gurave Namaha”.

A Guru can save us from the pangs of ignorance (darkness) by applying to us the balm of knowledge or awareness of the Supreme, I salute such a Guru. The God is the Supreme power who saves mankind from the Evil. The teacher may be considered as the divine representation as he saves the mankind from the evil ignorance and enlightens with the Knowledge. Such a divine kind of personality a teacher possesses.

Job satisfaction is the state of feelings towards the job undertaken by an employee either positively or negatively. Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job.” It is an affective reaction to one's job;” It is also called an attitude towards one's job.”According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. “Okpara (2005) observed on job satisfaction: “as senior faculty members retire at the leading U.S. universities over the next decade, it is increasingly likely that they will be replaced by younger faculty members who are women, under-represented minorities or foreign-born scholars. This changing landscape of faculty members at U.S. universities will require that university administrators deal with issues related to faculty job satisfaction across a variety of personal and professional dimensions.”

1.1 JOB SATISFACTION OF COLLEGE TEACHERS AND NEED FOR THE STUDY

Educational institutions are the place you have divinity is filled. Teaching is a Noble Profession. Teachers are considered to be ladders as they help people to grow, but they stay static. The only consideration they yield is the happiness on seeing their student's growth both mentally and socially. And this is the real satisfaction they attain. Job satisfaction as a pleasurable positive emotion state, resulting from the appraisal of one's job or job experiences. It results from the perception that one's job fulfils or allows the fulfillment of one's important job values, providing and to the degree that these values are congruent with one's needs (Locke, 1976). Any person who is working should have calmness in mind and conducive work place. Only then the job performed by him will be completed flawlessly. To have a flawless completion of work, one must have interest, involvement and

innovation. To gain all those three, he must have confidence and concentration. Confidence and concentration can be developed only when there is job satisfaction and conducive work environment. Today, there is generally a widespread feeling that teachers do not have satisfaction in their job at all levels of education. The growing discontentment among teachers has resulted in the fall of standards in education as a whole. At present, in spite of various plans and programmes to improve the conditions of teachers, serious attempts have not been made to identify the factors affecting the Job Satisfaction of teachers. It is therefore considered necessary to conduct an investigation concerning the factors associated with the Job Satisfaction of teachers. This paper focuses on perspective of teaching employees of self – financing arts and science colleges at Chennai upon the work environment.

1.2 RATIONALE AND SIGNIFICANCE OF THE STUDY

Teaching profession is considered to be the Noble profession. Such profession is based on three major factors namely, work aspects, students' aspect and work environment aspect. A teacher does justice to his profession only when all these factors satisfy his requirements. Many researches would have taken place on job satisfaction of teachers, from any one of the above factors. But this research focuses on all the three aspects which would help the researcher to determine the level or degree of absolute satisfaction of a teaching employee which he receives from his working environment.

1.3 REVIEW OF LITERATURE

1.3.1 Rama krishnaiah (1980) made a study on “A study of job satisfaction, attitude towards teaching and job involvement of college teachers”. The result reveals that the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

1.3.2 Birmingham (1985) made a study on “Need Achievement, job satisfaction, job involvement as a function of role stress of control and participation in academic climate: A study of college and secondary teachers” and he found that job involvement was significantly related to different aspects of Job Satisfaction.

1.3.3 Arlene Gray Blix et al (1994) made a study on “Occupational stress among University teachers”. The findings indicate that one-half of the teachers felt satisfied with teaching as a career 90 per cent of the time and teachers who reported less satisfaction with teaching as a career were more likely to feel burned out and ready to consider changing jobs to escape the stress at work.

1.3.4 Filak and Shelden (2003) made a study on “Student psychological need satisfaction and college teacher-course evaluations” and showed that teachers are best off when their needs are satisfied and worst off when they are not satisfied.

1.3.5 Mausud Ibn Rahman (2008), made a research about the” Job satisfaction among the private and public colleges at Dhaka city: A comparative analysis” and found that there are significant differences between public and private college teachers regarding job satisfaction. Analysis shows gender disparity exists among their responses. This suggests us how to handle the dissatisfaction of the college teachers.

1.3.6 Marston Susan H and Brunetti Gerald (2009) made a study on “Job satisfaction of experienced professors in Liberasl Arts College, California” and examined that career satisfaction among experienced professors at a moderate-sized liberal arts college and explored their motivations for staying in the profession. Experienced professors were defined as tenure-track faculty who had been teaching in higher education for at least 15 years. Results showed the importance of professional over practical motivators and of teaching and scholarship over service. Ways to enhance faculty satisfaction and to support new faculty members are considered.

1.3.7 D. Sugumar and A. Ambethraj (2011), conducted a research on “Teachers’ job satisfaction: An Organizational study with reference to Twelve Arts and Science Colleges at Tanjore” The study is mainly about two dimensions such as workplace conditions and compensation. Under workplace conditions six variables were

tested and under compensation two variables were tested. Further this study suggests analyzing the students' performance and comparing with teaching faculty job satisfaction.

1.3.8 Rajareegam and Dr. Christy Doss (2012) made a study on “Analysing job satisfaction of engineering college teachers at Pudhucherry”. In this study Job Satisfaction alone is taken as independent variable. The conclusion of the study says that the present role of Job Satisfaction forms a positively platykurtic distribution, which indicates that there is a greater satisfaction in the present job among the Teachers in Engineering Colleges.

1.3.9 Sivasakthi Rajammal.T and Muthu Manikkam. R (2012), made a study on “Job involvement of school teachers” and found that teachers significantly differ in job involvement in respect of marital status, type of management and monthly income for and they do not differ in job involvement in respect of gender, place of school, age, level of teaching and years of experience and monthly income of teachers.

1.3.10 Om Raj Katoch (2012), in his research about, “Job satisfaction among college teachers – A study on Govt. colleges in Jammu & Kashmir” states that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

1.4 PROBLEM FOCUS

Job satisfaction is a set of feeling, thought, emotion and intentions with which the workers view their work. Job satisfaction is an effective attitude towards the overall job related dimensions and factors such as workplace conditions, compensation, infrastructure, professional development and others. Job satisfaction creates intangible benefits to the organization which include reduction in complaints and grievances, absenteeism, turnover and termination. Andrew Carnegie is clearly depicting the role of job satisfied employees in an organization. Although there are many job satisfaction studies focusing on industrial and organizational setting, there is only less literature on job satisfaction of academic faculty. Pearson and Seiler view that this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting. Since 1993 there has been a number of mushrooming self financing Arts and Science Colleges in India after the introduction of the new economic policy. In India over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education to meet the growing demand Privatization of higher education has emerged in several forms and types in the recent decade in India. It is indispensable to understand the level of Job satisfaction of employees and the teaching faculty of self financing colleges, because the level of job satisfaction attained by employees would help to frame strategies not only to improve the satisfaction level but also for the efficient practice of privatization policy. Chennai city is the capital of Tamil Nadu state where University of Madras is functioning. It covers 77 self financing Arts and Science colleges affiliated to University of Madras. Therefore the researcher has chosen to study job satisfaction among the teaching faculty of self financing Arts and Science Colleges affiliated to University of Madras.

1.5 OBJECTIVES OF THE STUDY

1. To find out the level or degree of job satisfaction derived from the work environment of the teaching employees of arts and science colleges under self finance stream at Chennai.
2. To identify the teaching employees' job satisfaction towards the work aspects and students' aspect.
3. To determine the level of satisfaction of the teaching employees of arts and science college at Chennai towards the work environment aspect.

1.6 HYPOTHESIS

- There is no significance difference between the sample mean. (i.e.) The Working Aspect is dependent of Student aspect and work environment aspect and their overall job satisfaction;
- There is no significant difference between the means of Work Aspect;
- There is no significant difference between the means of student Aspect;
- There is no significant difference between the means of work environment Aspect.

1.7 RESEARCH METHODOLOGY

1.7.1 Primary Data: The primary data are collected through questionnaire survey. The respondents were asked to give their opinions relating to the most common factors influencing their perspective about the work environment of self financing Arts and Science colleges at Chennai. The Questionnaire comprises Demographic factors with optional questions, the various factors such as work, students and work environment aspects with Likert's 5 point scale. The researcher framed the questionnaire on the basis of gaps in the National and International literature. Whether these perceptions are valid and accepted by the researcher has to be verified through the determination of variants. Therefore, the researcher selected the scaling techniques appropriately to identify the wide range of perpetual difference among the respondents.

1.7.2 Secondary Data: The Secondary data are collected from Journals, Magazines, Publications, Reports, Books, Dailies, Periodicals, Articles, Research Papers, Websites, Company Publications, and Booklets.

1.7.3 Sample Size: The researcher collected the responses through a structured questionnaire, from the teaching employees of arts and science self – financing colleges at Chennai. Hence the sample size of the study is 250 on a random basis. The composition of the sample size shall comprise all categories of teachers, irrespective of their experience, gender, qualifications, etc.. Focus shall be thrown to identify the problems and solutions and their perspective about the work environment and job satisfaction level in self financing arts and science colleges at Chennai. In order to retain objectivity every attempt was made to take an unbiased sample. This study is a combination of both exploratory and descriptive one in nature.

1.7.4 Scaling Technique in the Questionnaire: The questionnaire used comprises both optional type and Statements in Likert's 5 point scale. The responses of these were obtained from the teaching employees of the self financed arts and science colleges at Chennai in the 5 point scale, which ranges as follows:

5 – Strongly Agree / 4 – Agree / 3 – Neutral 2 – Disagree / 1 – Strongly Disagree.

1.7.5 Statistical tool: The Primary data collected are analysed using the SPSS (Statistical Package for Social Sciences) computer packages. F test, Inter – Correlation matrix, percentages are the tools used to analyze parameters.

1.8 DATA ANALYSIS

From the Table 8.1, it is observed that men are found to be working at the highest percentage in the Self-financing Arts and Science Colleges than women. Because male respondents are highly motivated towards the flexible working times and immediate employment opportunities. Thus it is inferred that teachers in the self-financing colleges who are above the age of 35, easily move for other colleges for higher post and government vacancies. It is understood that self-financing Arts and Science colleges provide wide opportunities for young teachers who are below 35 years. The above table reveals that 128 respondents are married constituting 52 per cent. Therefore, it could be inferred that the majority of the respondents 52 per cent are married.

Table – 8.1, Socio economic background of the respondents

Gender	No. of Respondents	Percentage
Male	183	73.20
Female	67	26.80
Total	250	100.00
Age		
Below 30 Years	95	38.00
31 to 35 Years	36	14.40
36 to 40 Years	35	14.00
41 to 45 Years	24	9.60

46 to 50 Years	35	14.00
Above 50 Years	25	10.00
Total	250	100.00
Marital Status		
Married	128	51.20
Unmarried	122	48.80
Total	250	100.00
Educational Status		
PG Only	98	39.20
M.Phil	85	34.00
Ph.D	32	12.80
NET/SLET	35	14.00
Total	250	100.00
Experience		
Below 2 Years	95	38.00
3 to 4 Years	67	26.80
5 to 6 Years	53	21.20
7 Years & above	35	14.00
Total	250	100.00
Course / Branch		
Arts	168	67.20
Science	82	32.80
Total	250	100.00

Source: Computed from Primary Data.

The above table indicates that 39.20 per cent of the respondents have completed both PG degree and Master of Philosophy courses; 34 per cent of the respondents are PG degree holders; 12.80 per cent of the respondents have Doctorate degree and 14 per cent of the respondents have qualified themselves with NET / SET examinations. It is observed that 34 per cent teachers who are holding PG with M.Phil degree are easily admitted in the self financing Arts and Science colleges. The above table replicates that 38 per cent of respondents have got work experience of less than 2years, followed by 26.80 per cent of them belonging to 3 to 4 years, 21.20 per cent of them belonging to 5 to 6 years of experience and 14 per cent of them belonging to 7 years & above category. Thus, it is very much clear that the highest (38 per cent) of the respondents are with less than 2 years of experience, and the lowest percentage of the respondents (14 per cent) with the experience of 7years and above. Therefore, it is observed that teachers of self financing colleges leave the job from one college to another college owing to poor salary structure, no salary increment and threatening by the Administrators / Management not to do any higher studies further.

Table - 8.2, satisfactory level of the respondents towards nature of the management

Nature of the Management	SA	A	N	DA	SD
The management is supportive and encouraging	42 (16.80)	33 (13.20)	38 (15.20)	45 (18.00)	92 (36.80)
The administrators clearly define the college policy	42 (16.80)	48 (19.20)	40 (16.00)	36 (14.40)	84 (33.60)
Access to management is good and easy	38 (15.20)	42 (16.80)	40 (16.00)	36 (14.40)	94 (37.60)

The style of the management is good	35	45	64	41	65
	(14.00)	(18.00)	(25.60)	(16.40)	(26.00)
There is a good treatment	40	56	45	55	54
	(16.00)	(22.40)	(18.00)	(22.00)	(21.60)

Source: Computed from Primary Data

NATURE OF THE MANAGEMENT

- **The Management is supportive and encouraging:** Out of the total respondents, 36.80 per cent of the respondents strongly agreed that the management is not supportive and not encouraging the teaching faculty. But approximately only 31 per cent of the respondents agreed with the statement. The highest 36.80 per cent of the respondents disagreed with the statement. It is very much clear that the management is not supportive and not encouraging academic Endeavors.
- **The administrators clearly define the college policies:** Among the total respondents, 33.60 per cent of the respondents strongly disagree, followed by 14.40 per cent of the respondents who disagree that the administrators clearly define the college policies. Only 16.80 per cent of the respondents strongly agree with the statement.
- **Access to the management is good and easy:** The highest percentages of the respondents 37.60 strongly disagree and another 14.40 per cent disagree that the access to the management is good and easy. Only 15.20 per cent of the respondents strongly agree with the statement. Therefore, it is understood that the present management is rigid and not easily accessible to the staff members.
- **The style of the management is good:** The highest percentage of the respondents 14 per cent have strongly agreed followed by 26 per cent who strongly disagree that the style of the management is good. Only 18 per cent of the respondents and 16.40 percent agree and disagree respectively. 25.60 percent of respondents stand neutral. Therefore the as highest percent of respondents 42.40, opine that existing style of the management is not good, there is more scope for making it interesting to fulfil academic ventures.
- **There is a good treatment:** Out of the total, 21.60 of the respondents strongly disagree and 22 percent of the respondents disagree that there is a good treatment from the management of the Self-Financing Arts and Science colleges.

The following tables 8.3, 8.4, 8.5, 8.6, 8.7, represents the percentage of the respondents, when asked about their satisfactory level regarding discharge of routine work, students' behavior and involvement in class room, monetary (Salary) aspect, availability of infrastructure and teaching aids, and management's support in allowing teachers for development programmes.

Table - 8.3, Satisfactory level of the respondents towards the discharge of routine Work

Questions	SA	A	N	DA	SD
Sufficient time is given for lesson plan preparation	63	36	25	68	60
	25.20	14.40	10.00	27.20	24.00
There is enough time for assignment and paper correction	42	58	40	46	64
	16.80	23.20	16.00	18.40	25.60
Allotment of workload is scientific	40	42	36	46	86
	16.00	16.80	14.40	18.40	34.40
There is enough time to complete the syllabus	35	45	64	41	65
	14.00	18.00	25.60	16.40	26.00
Work activities are relevant and meaningful	45	48	52	47	58
	18.00	19.20	20.80	18.80	23.20

Source: Computed from Primary Data

Table - 8.4, Satisfactory level of the teaching faculty towards the Students' behaviour and involvement

Questions	SA	A	N	DA	SD
Students understand the expectation of the teachers	45	50	30	60	65
	18.00	20.00	12.00	24.00	26.00
Students respect and obey the teachers	35	35	40	65	75
	14.00	14.00	16.00	26.00	30.00
Students are interested in knowing new things	42	52	42	54	60
	16.80	20.80	16.80	21.60	24.00
Students are more interactive	43	42	47	58	60
	17.20	16.80	18.80	23.20	24.00
Students clear their doubts spontaneously	42	46	35	45	82
	16.80	18.40	14.00	18.00	32.80

Source: Computed from Primary Data

Table - 8.5, Job satisfactory level of the teaching faculty towards salary

Questions	SA	A	N	DA	SD
Salary is adequate	40	25	28	72	85
	16.00	10.00	11.20	28.80	34.00
There is annual increment	32	45	40	70	63
	12.80	18.00	16.00	28.00	25.20
Leave salary available	35	35	45	48	87
	14.00	14.00	18.00	19.20	34.80
Advance salary available	35	40	54	48	73
	14.00	16.00	21.60	19.20	29.20
Provision of provident funds	48	51	50	45	56
	19.20	20.40	20.00	18.00	22.40

Source: Computed from Primary Data

Table - 8.6, Satisfactory level of the respondents towards Infrastructure in terms of teaching aids

Questions	SA	A	N	DA	SD
ICT enabled class room facility	40	45	60	40	65
	16.00	18.00	24.00	16.00	26.00
OHP/LCD facility available	32	45	38	65	70
	12.80	18.00	15.20	26.00	28.00
Communication lab is available	35	38	45	46	86
	14.00	15.20	18.00	18.40	34.40
Language lab is available	40	42	45	55	68
	16.00	16.80	18.00	22.00	27.20
Virtual class room facility	32	40	35	45	98
	12.80	16.00	14.00	18.00	39.20

Source: Computed from Primary Data

Table - 8.7, Satisfactory level of the respondents towards Professional development and government programme

Questions	SA	A	N	DA	SD
Encouraging to attend the FIP	25	35	30	65	95
	10.00	14.00	12.00	26.00	38.00
Sanction of OD for attending government programme	30	35	38	65	82
	12.00	14.00	15.20	26.00	32.80
According permission for conduct of academic programme	32	36	42	54	86
	12.80	14.40	16.80	21.60	34.40
Granting permission to go as resource person for academic programme	40	40	47	55	68
	16.00	16.00	18.80	22.00	27.20
Simplified procedure for getting approval to attend academic programme	32	41	38	43	96
	12.80	16.40	15.20	17.20	38.40

Source: Computed from Primary Data

Research hypothesis

H₁: •There is a significance difference between the sample mean. (i.e.) The Working Aspect is dependent of Student aspect and work environment aspect and their overall job satisfaction.

Null hypothesis

H₀: •There is no significance difference between the sample mean. (i.e.) The Working Aspect is dependent of Student aspect and work environment aspect and their overall job satisfaction.

Table - 8.8, Students “t” test on difference between the sample mean and their overall job satisfaction

S.No	Overall Job Satisfaction	Mean	S.D	Statistical Inference
1	Work Aspects			
	Male	82.94	10.89	T = -2.884 P<0.05 Significant
	Female	89.56	14.12	
2	Students Aspects			
	Male	46.88	10.84	T = -3.21 P<0.05 Significant
	Female	48.46	13.67	
3	Work Environment Aspects			
	Male	61.48	6.78	T = .612 P > 0.05 Not Significant
	Female	60.73	6.61	
4	Overall Job Satisfaction			
	Male	249.53	24.51	T = -1.856 P > 0.05 Not Significant
	Female	250.45	29.45	

Source: Computed from the primary data

Df = 248

Significant at 5% level P = .029 / .724 / .529 / .059

S.No	Overall Job Satisfaction	Students Value	Statistical Inference
1	Gender of the teaching faculty	t = 1.856	P > 0.05 Not Significant

The calculated value is $t=1.86$ and $P>0.05$. Hence, the calculated value is greater than table value. Therefore, the research hypothesis is rejected and the null hypothesis is accepted. The difference between the gender of the teaching faculty and their job satisfaction is not significant. It is further inferred that there is no significant association between the gender of the teaching faculty and their overall job satisfaction. Therefore Null hypothesis is accepted and Research Hypothesis is rejected. As a result there is no difference in the perception of the teaching faculty towards all the above four tested variables in the study area.

Table - 8.9 ,Cron Batch Alpha – To check reliability & Validity

Analysis of Group variance	Cronbatch's Alpha	Cronbatch's Alpha Based on Standardized Items	N of Items	Interpretation
Work Aspects	.958	960	9	Excellent
Student Aspects	885	915	8	Excellent
Work Environment Aspects	.920	936	20	Excellent

Source: Computed from Primary Data.

The researcher applied Cron Batch Alpha method to check the reliability and validity of the research instrument. As the Cron batch Alpha tests the internal consistency of the data collected to the agreement of the hypothesis, all the aspects collected viz. Work aspect, Student aspect as well as work environment aspect are reliable, almost 91 per cent - 96 per cent . (ie.) the data are unbiased.

1.9 FINDINGS

- It is observed that Men (**73.20%- Table:8.1**) are found to be working at the highest in the self-financing Arts & Science college at Chennai.
- It is inferred that teachers in the self – financing colleges who are above the age of 35 years, easily move for other colleges for higher post and government vacancies.
- It is also found that teachers in self-financing colleges at Chennai, shift themselves from one college to another owing to poor salary structure (**85% of respondents have strongly disagreed – Table:8.5**), no salary increment and threats from the administrators/management not to do any higher studies further.
- Majority of the respondents has opined that they are not satisfied with the work aspect where in they are not happy about the time given for completion of work, about allotment of work, etc. It is inferred that they have a very poor satisfactory level towards the discharge of routine work.
- In the present scenario, the young people are very energetic and intelligent, but they feel that they are too brilliant. Though they are intelligent, there is absence of modesty and willingness to listen to elders. However, there is advancement of technology, the experience is the teacher for everything. Elders and specially teachers are well experienced. Hence they help their followers to lead a right path. But it is surprising to notice that the present Gen Y are not ready to accept long lecture, they don't understand the expectation of the teachers, they don't obey them etc. Hence Majority of teachers are not satisfied as far as the students' behavior and involvement, as shown in table: 8.4.
- It is inferred that 62% teachers are not that happy with the monetary benefits they receive as shown in table: 8.5. The lack of virtual class room facilities, infrastructure facilities, and teaching aids provided to them are not helping them to have a satisfied environment. Apart from it, 55.60% of teaching faculty opine that the management is not supportive in allowing them to participate in faculty development programmes and refresher courses, etc. as shown in table: 8.7.

1.10 CONCLUSION

Job satisfaction is the fulfilment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectation of people may not be homogeneous. It

may differ from person to person, place to place, job to job, context to context, and organization to organization. So, job satisfaction cannot be generalized. From the academic perspective, Workplace conditions, compensation, infrastructure and professional development affect the job satisfaction of the teaching faculty. The present study has tried to discover the level of job satisfaction among the teaching faculty of self-financing Arts and Science colleges affiliated to the University of Madras considering the three dimensions namely Workplace aspects, Students aspects and work environment aspects. The study shows that Workplace and infrastructure significantly creates overall job satisfaction of the teaching faculty, strategic attention need to be given specifically for the compensation dimension which is closely associated with overall job satisfaction. Formation of consortium at the state level would be the best choice to exercise compensation dimension with reasoning.

SUGGESTIONS

- It is suggested that the self-financing colleges are surprisingly inspect to know the infrastructure of the colleges and to give the suggestions to develop their infrastructure.
- The administrator of self-financing Arts and Science colleges is expected to define employment policy or conditions clearly to the teaching faculty while they join. This includes tenure, condition for leaving, salary, working hours, and acknowledgement for receiving the certificates and appointment order by stating all these things. If given to teaching faculty well in advance, it would increase their job satisfaction.
- There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.
- Faculty members can be included for decision making with respect to academic matters. This would create better relationship between the employer and employee
- It is suggested to have students mentoring system to share their personal, family and academic related issues and problems. Each faculty is allocated a group of students so that they may be continuously monitored by the teachers and this minimizes all sorts of misbehavior of the students.

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