

AIDED OR SELF FINANCED INSTITUTION TEACHERS: WHO SATISFIED MORE?

Mrs. Vinita M. Chaudhary,

Research Scholar, Dept. of Education, V. M. L. G. College, Ghaziabad

ABSTRACT

The practice of privatization began to emerge in the late 1900's, and the public initiatives played a dominant and controlling role in this phase. This calls for suitable mechanisms be available in the country to ensure the quality and standard of the teachers at higher educational institutions. The study reveals that the teachers scoring above 239 have high job satisfaction while the individual falling below 210 have low job satisfaction. The middle range of scores indicates a moderate degree of job satisfaction. The difference in Job Satisfaction scores among college teachers in Government Aided and Self Financed Institutions indicate that the government aided college teachers are more satisfied than the self financed college teachers.

Keywords - Aided colleges, Higher education, Job Satisfaction, Privatization, Teachers

INTRODUCTION

“Education is the most powerful weapon which you can use to change the world”. The above mentioned line by Nelson Mandela exemplifies that education plays an essential role in the advancement of the fate of individuals as well as their society and finally escort to a nation's development. Before Independence, access to higher education was very limited and elitist, with enrollment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. The number of colleges has grown at a CAGR of 11% in the period 2001-2011 as against 6.1% in the period 1951-2001. This type of increase in the number of institutions is due to public / private partnership in higher education. The practice of privatization began to materialize in the late 1900's, as the Indian higher education system has undergone immense expansion in post-independent India with a national resolution to establish several Universities, Technical Institutes, Research Institutions and Professional / Non

Professional Colleges all over the country, to generate and propagate knowledge coupled with the splendid intention of providing easy access to higher education to the common Indian.

Private educational institutions in India could be classified into the following two categories:

Aided Colleges: Aided colleges are the colleges, privately managed but funded by the Government. Section 3 (b) of the Private professional educational institutions bill, 2005 defines an 'aided institution' as a private professional educational institution, receiving financial aid in whole or in part from the government.

Unaided Colleges: Unaided colleges are privately managed and raise their own funds. These are called self financing colleges. The Honorable Supreme Court has announced that the right to admit students being an essential facet of the right to administer educational institutions of their choice (Article 30 of the constitution).

OBJECTIVES OF THE STUDY

1. To investigate the level of Job Satisfaction among college teachers.
2. To find out the difference in Job Satisfaction among college teachers in Government Aided and Self Financed Institutions.

RESEARCH DESIGN

In this research study, the Descriptive Survey cum Correlation method used. The sample was selected through Random Cluster Sampling. First of all, the researcher prepared a list of Aided and Self Financed Institutions. Then from that list of institutions, 30 Self Financed Institutions and 10 Aided Institutions were selected randomly. These Self financed and Government aided institutions, exist about in the same proportion as taken in the study. From these institutions all the teachers from different courses available in the college were taken.

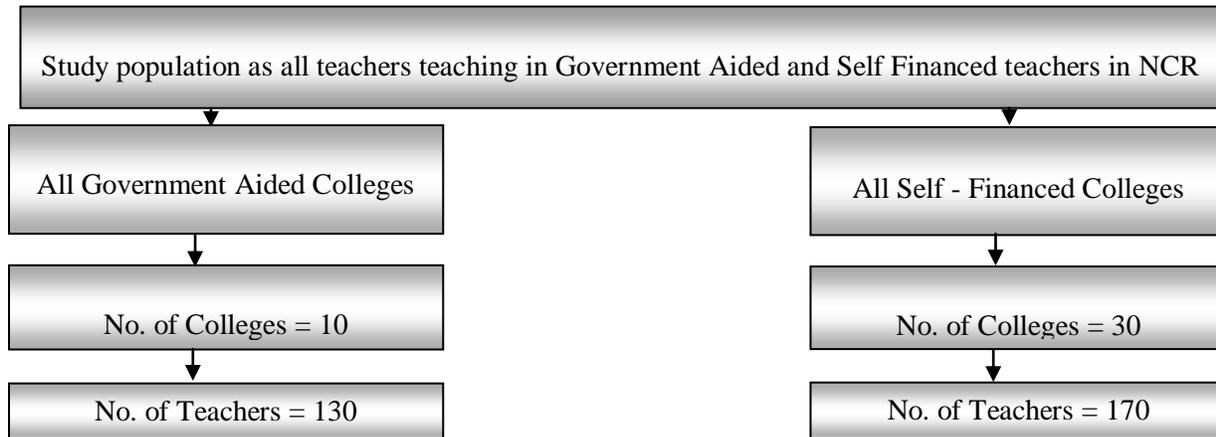


Figure 1: Flowchart representing Sample Selections

Tools: Considering nature and objectives of the study, researcher constructed a comprehensive Job Satisfaction Characteristics Scale (JSCS) for intensive study of Job Satisfaction using Likert type summated rating method. Job Satisfaction was measured in ten dimensions: (i) Workload (ii) Work conflict (iii) Job- Involvement (iv) Salary (v) Supervision (vi) Management policies (vii) Interpersonal relations (viii) Academic facilities (ix) Infrastructure facilities and (x) Teaching itself. The Scale consists of 69 items. The reliability of the scale was determined using Split Half method which was found to be 0.868, suggesting that scale is highly internally consistent (reliable). The validity coefficient was worked out and it was found to be 0.583.

ANALYSIS AND INTERPRETATION OF DATA

To study the level and determinants of Job Satisfaction among teachers teaching in Self Financing and Govt. Aided institutions in NCR areas, data were analyzed through descriptive statistics as (Mean, SD), as well as inferential statistics.

1. DESCRIPTIVE STATISTICS OF JOB SATISFACTION OF COLLEGE TEACHERS

To study job satisfaction of teachers teaching in Aided and Self Financing Institutions, descriptive statistics were calculated as shown in following table:

*Table 1.1: Descriptive Statistics of Scores of College Teachers on TJSS**

| N | Mean | Mdn. | Mode | Kurt | Skew | Min. Score | Max. Score | Q1 | Q3 |
|-----|--------|------|------|------|-------|------------|------------|-----|-----|
| 300 | 254.23 | 255 | 258 | 0.39 | -0.08 | 200 | 288 | 244 | 259 |

* Teacher's Job Satisfaction Scale (TJSS)

The scores of job satisfaction were based on primary data and are stated in table 1.1 Total teachers are 300, minimum job satisfaction scores were 200 and maximum were 288. There was a slight difference between mean, median and mode. Due to this difference, skewness was reduced by -0.08 and a kurtosis by 0.39 respectively, which is negligible. The table shows that Q1 and Q3 have large differences. Moreover, according to the Teachers Job Satisfaction Scale, the teachers scoring above 239 would be having high job satisfaction while the individual falling below 210 would be rated as having low job satisfaction. The middle range indicates a moderate degree of job satisfaction. But mean scores of 254.23 points towards high job satisfaction of teachers.

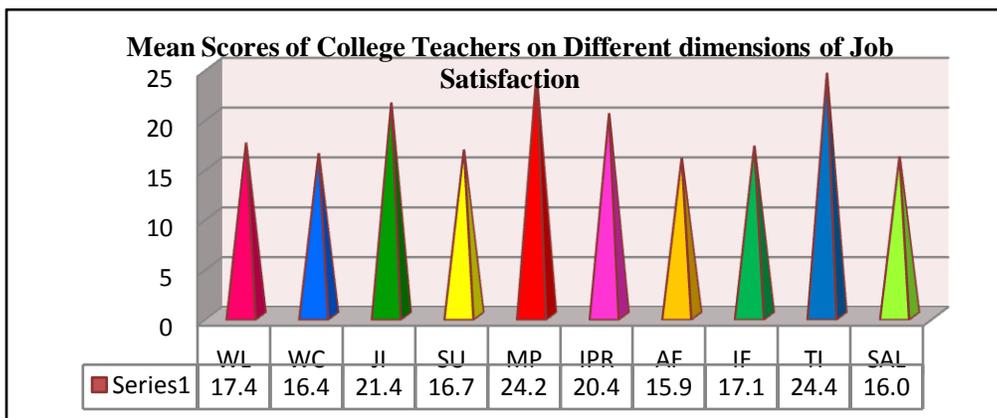


Figure 1.1 Mean Scores of Various Dimensions of Job Satisfaction

Mean Scores of different dimensions of job satisfaction of college teachers are shown in figure 1.1 Work Load, Work Conflict, Supervision, Infrastructural Facilities and Salary were on a moderately low down while Job Involvement, Management Policies and Inter Personal Relations were slightly higher. The degree of satisfaction of management policies is quiet similar to teaching itself. Moreover, on the basis of mean score of teaching itself, it can be interpreted that teachers are highly satisfied with their teaching. The sphere of academic facilities (M= 15.9) was

scored the lowest by the teachers reviewed, therefore it can be said that teachers are not much satisfied with academic facilities provided by the college. According to the review, after academic facilities salary was found to be the main point of dissatisfaction among most teachers.

2. COMPARISION OF JOB SATISFACTION OF TEACHERS TEACHING IN SELF FINANCING AND GOVERNMENT AIDED INSTITUTIONS

The scores of job satisfaction were based on primary data and are stated in table 1.1 Total teachers are 300, minimum job satisfaction scores were 200 and maximum were 288. To find out the difference in Job Satisfaction among college teachers in Government Aided and Self Financed Institutions, 't' test was calculated as shown in following table:

Table 1.2 M, SD and t-value of scores of teachers teaching in Self Financing and Government Aided Institutions on JSCS

| Inst. | N | Mean | SD | t' |
|-------|-----|--------|-------|--------|
| SFI | 170 | 250.86 | 16.67 | 3.84** |
| GAI | 130 | 257.44 | 12.99 | |

** (P<0.05& 0.01)

To test the objective 2, 't' test was computed as shown in table 1.2 The above table shows that 't' value was found 3.84, which is greater than the table value therefore the calculated value was found significant, so it can be said that the null hypothesis was rejected at both 0.05 and 0.01 level of significance. It is also clear from the scores of the above table that the mean score of aided college teachers (M= 257.44) is greater than the self financed college teachers (M= 250.86). Thus, it can be concluded that the aided college teachers are more satisfied than the self financed teachers.

FINDINGS

The important findings of the present research work are summarized as below:

1. Descriptive statistics of job satisfaction of teachers teaching in the college stated that the teachers scoring above 239 have high job satisfaction while the individual falling below 210 have low job satisfaction. The middle range of scores indicates a moderate degree of job satisfaction.

2. The difference in Job Satisfaction scores among college teachers in Government Aided and Self Financed Institutions indicate that the government aided college teachers are more satisfied than the self financed college teachers.

EDUCATIONAL IMPLICATIONS OF THE FINDINGS

The important objective to conduct research is to find out the answer to the problem under consideration. The solution of the problem has its implication from which the sample was collected. In spite of the limited time and resources, the investigator has made a sincere attempt to examine the present problem as extensively and deeply as possible. The findings of this study have some important implications for a teacher job satisfaction in different courses and institutions.

1) Educational Implications for Administration

The analytical outcome of the present study reveals the truth that the aided college teachers are more satisfied than the self financed teachers. Thus the need is that more facilities should be provided to teachers teaching in self financed institutions.

2) Educational Implications for Teachers

The study reveals the outcome that the aided college teachers are more satisfied. Thus the need is that teachers should make awareness about the advantages of self financed institutions, which aided colleges' have or have not.

REFERENCE

Adams, (1963), "Equity theory", *Journal of Theory and Research*, Allyn and Bacon, Inc.

Best, (1978), "The measurement of satisfaction in work", *Journal of Applied Psychology*, Vol. 51: pp 99-102.

Education Commission (India) (1966), "*Report (1964-1966)*", Chairman: D S Kothari, Ministry of Education, Delhi, P. 61.

Government of India, Ministry of Human Resource Development, Department of Secondary and Higher Education, *Report of the Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions*. New Delhi: Government of India, June 2009-10 (cited as CABE 2009-10)
(<http://education.nic.in/cabe/AutonomyHEL.pdf>)

Herzberg, F., Mausner, B. and Synderman, B. B. (1962), "The Motivation to Work," *New York: John Wiley and sons*, p 113.