

## WORK CONDITION AND QUALITY OF WORK LIFE AMONG TEACHERS: A STUDY OF TECHNICAL AND MANAGEMENT INSTITUTIONS IN UTTAR PRADESH

Saroj Pandey\*

***Abstract:** The rapid economic growth leading to demand for skilled human resource and enhance to competitiveness of Indian industries in a globalized economy has made the higher education sector a priority sector today. However, the sector is faced with great challenges in terms of quantity and quality of education delivery, funding, inclusivity, research and development employability of graduates and equitable access to the benefits of international cooperation. Private higher education providers have been supplementing the states' efforts to meet the growing demand for skilled workers. India needs more holistic, flexible and vibrant universities. Indian higher education system has witnessed substantial growth in last decades. There has been phenomenal growth in private academic institutions providing higher education in traditional and professional disciplines and courses. The globalization and economic liberalization have created the opportunities for the expansion of higher education institutions however, there is still deficiency of academic institutions as demand for higher education is gradually increasing. Management and technical education is being provided by a vast network of academic institutions including self-financed AICTE approved institutions and colleges. The quality professional education depends upon the organizational commitment, engagement, and teachers performance which is highly influenced by organizational climate and working conditions. In view of this, present paper has attempted to examine work environment, job performance and job satisfaction among teachers of higher education I institutions of Uttar Pradesh.*

### INTRODUCTION

There is an underlying assumption that organizational factors relate to job satisfaction, motivation, and commitment in the workplace,

---

\* Associate Prof., Deptt. of Education, Dayanand Women's Training College, Kanpur, Uttar Pradesh.

and that motivated workers are more productive and therefore more effective. Studies on the role of organizational climate in determining worker perceptions of job satisfaction have yielded mixed results. Studies conducted by Herzberg, *et al.* (1959) indicate that organizational climate issues are actually hygiene factors. However these results are far from conclusive. Colleges and Universities have been criticized for a lack of effectiveness and efficiency in providing quality education to students (Astin, 1985; Bowen, 1977; Boyer, 1987) Higher education administrators and researchers have countered these attacks by presenting alternative criteria by which to evaluate their effectiveness (Blai, 1975; Brewer and Brewer, 1970; Issler, 1983; Feldman, 1976). This argument illustrates that despite the centrality of teaching and learning to the mission of higher education, there is no universally agreed -upon measure for determining whether institutions are able to effectively accomplish these missions (Kennedy and Bush, 1976; Good and Brophy, 1986; Peterson, 1988). A major reason for this problem is the inability of educational researchers to develop operational definitions for effective teaching and learning (Feldman, 1988). Job satisfaction is the degree to which one's important needs for health, security, nourishment, affiliation, esteem, and so on is fulfilled on the job or as a result of the job. Thus, if we wanted to measure how satisfied the employees in an organization are, we would usually start by measuring their satisfaction with important facts of the job such as pay, promotion, and recognition, and then total our results to obtain a measure of the employees' overall satisfaction. However, an important thing to remember about satisfaction is that since people have many needs, one person could be simultaneously satisfied with something (like pay) and dissatisfied with others (like supervision). Some of the items for which researchers normally obtain satisfaction measures include the work itself, pay, working conditions, and supervision (Lawler, 1973). The quality and level of excellence in education depend upon the quality and competence of teachers. It is rightly said that no system of education can rise above its teachers and no nation can rise above its system of education. The teacher is the echelon in the entire system of education. The importance of teacher in educational set up is unquestionable. He plays a vital role in

teaching-learning process upon whose competency and efficiency the standard of education depends. Teacher who belongs to human factor is the single most important factor responsible for the success reforms and advancement of the educational programmes. Spenser and Ingram (1965) have rightly stated "the degree of success or failure of the enterprise would depend upon the extent to which the leader of the group, the teacher, takes account the emerging social-emotional climate in the classroom and acts accordingly.

### **RESEARCH METHODOLOGY**

The present paper is based on the major research study supported by ICSSR, New Delhi. It is empirical in nature and based on primary data collected through field survey. The study is empirical in nature and based on quantitative technique. The study has represented all the geographical regions viz. Central, Western, Eastern, and Bundelkhand. Lucknow (Central) of the state of Uttar Pradesh. Moradabad (Western), Varanasi (Eastern) and Jhansi (Bundelkhand) were selected for identification of technical and management institutions for field survey. Overall, about 40 academic institutions were surveyed from all the selected regions of state. Colleges, institutes and universities from all the regions were randomly selected for survey. Faculty members (Lecturer, Senior Lecturer, Assistant Professor and Professor) from self-financed technical institutions of Uttar Pradesh were selected for the study. Overall 407 teachers were selected for the field survey. For the purpose of the study, a structured interview schedule was developed and SPSS was applied for data analysis.

### **ANALYSIS OF DATA**

Most of the respondents reported that working hours are reasonable. However, a significant proportion of respondents in Western region (20.4 per cent) and Central region (10 per cent) reported that working hours are not reasonable (Table 1).

About 56 per cent respondents revealed that they are compensated for work on holidays. This was found more pronouncing in Eastern region (69.4 per cent) and Bundelkhand

**Table 1**  
**Whether Work Hours Are Reasonable**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	90 90.0%	10 10.0%	100 100.0%
Eastern	99 91.7%	9 8.3%	108 100.0%
Western	90 79.6%	23 20.4%	113 100.0%
Bundelkhand	81 94.2%	5 5.8%	86 100.0%
Total	360 88.5%	47 11.5%	407 100.0%

*Source:* Field Survey

region (66.3 per cent). However, about 61 per cent respondents in Central region reported that they are not compensated for work on holidays (Table 2).

**Table 2**  
**Whether You Are Compensated for Work on Holidays**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	39 39.0%	61 61.0%	100 100.0%
Eastern	75 69.4%	33 30.6%	108 100.0%
Western	56 49.6%	57 50.4%	113 100.0%
Bundelkhand	57 66.3%	29 33.7%	86 100.0%
Total	227 55.8%	180 44.2%	407 100.0%

*Source:* Field Survey

The respondents were asked that whether a retrenchment is used as a cost-cutting exercise during off seasons. Majority of the respondents admitted that retrenchment is used as a cost-cutting exercise during off seasons. This was found more pronouncing in Western region (81.4 per cent) followed by Eastern region (72.2 per cent) and Bundelkhand region (67.4 per cent) (Table 3).

**Table 3**  
**Whether Retrenchment is Used as Cost-Cutting Exercise During Off Sessions**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	30 30.0%	70 70.0%	100 100.0%
Eastern	78 72.2%	30 27.8%	108 100.0%
Western	92 81.4%	21 18.6%	113 100.0%
Bundelkhand	58 67.4%	28 32.6%	86 100.0%
Total	258 63.4%	149 36.6%	407 100.0%

*Source:* Field Survey

Majority of the respondents reported that their institutes have well equipped library resources. However, a large proportion of respondents in Bundelkhand (41.9 per cent) and Western region (34.5 per cent) reported that their institutes do not have well equipped library resources (Table 4).

Majority of the respondents reported that their computers labs have adequate number of computers with required software. However, more than half of the respondents in Central region and 38 per cent respondents in Western region reported that computer labs do not have adequate number of computers and required software (Table 5).

**Table 4**  
**Whether Your Institution Has Well Equipped Library Resources**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	75 75.0%	25 25.0%	100 100.0%
Eastern	81 75.0%	27 25.0%	108 100.0%
Western	74 65.5%	39 34.5%	113 100.0%
Bundelkhand	50 58.1%	36 41.9%	86 100.0%
Total	280 68.8%	127 31.2%	407 100.0%

*Source:* Field Survey

**Table 5**  
**Whether Computer Lab Has the Adequate No of Computers with  
the Required Software**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	49 49.0%	51 51.0%	100 100.0%
Eastern	99 91.7%	9 8.3%	108 100.0%
Western	70 61.9%	43 38.1%	113 100.0%
Bundelkhand	77 89.5%	9 10.5%	86 100.0%
Total	295 72.5%	112 27.5%	407 100.0%

*Source:* Field Survey

More than 3/4<sup>th</sup> respondents revealed that internet connectivity is available to faculty. However, a large proportion of respondents in Central region (36 per cent) and Western region (23.9 per cent)

reported that internet connectivity is not available to them (Table 6).

**Table 6**  
**Whether Internet Connectivity Is Available to Faculty**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	64 64.0%	36 36.0%	100 100.0%
Eastern	87 80.6%	21 19.4%	108 100.0%
Western	86 76.1%	27 23.9%	113 100.0%
Bundelkhand	78 90.7%	8 9.3%	86 100.0%
Total	315 77.4%	92 22.6%	407 100.0%

*Source:* Field Survey

Most of the respondents reported that canteen facility is available in the premises of institutes. However, a significant proportion of respondents in Central region and Western region reported that canteen facility is not available in the premises of institutes (Table 7).

**Table 7**  
**Whether Canteen Facilities Are Available in Institute Premises**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	86 86.0%	14 14.0%	100 100.0%
Eastern	102 94.4%	6 5.6%	108 100.0%
Western	104 92.0%	9 8.0%	113 100.0%
Bundelkhand	86 100.0%	0 0.0%	86 100.0%
Total	378 92.9%	29 7.1%	407 100.0%

*Source:* Field Survey

Majority of the respondents reported that banking facility is available as per their convenience. However, more than half of the respondents in Central region reported that banking facility is not available as per their convenience (Table 8).

**Table 8**  
**Whether Banking Facilities are Available as Per Your Convenience**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	48 48.0%	52 52.0%	100 100.0%
Eastern	84 77.8%	24 22.2%	108 100.0%
Western	81 71.7%	32 28.3%	113 100.0%
Bundelkhand	68 79.1%	18 20.9%	86 100.0%
Total	281 69.0%	126 31.0%	407 100.0%

Source: Field Survey

Most of the respondents reported that there is adequate lighting in the rooms and corridors. However, a significant proportion of respondents in Western (21.2 per cent) and Bundelkhand (16.3 per cent) reported that adequate lighting in rooms and corridors is not available (Table 9).

**Table 9**  
**Whether There is Adequate Lighting in the Rooms and Corridors**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	88 88.0%	12 12.0%	100 100.0%
Eastern	96 88.9%	12 11.1%	108 100.0%
Western	89 78.8%	24 21.2%	113 100.0%
Bundelkhand	72 83.7%	14 16.3%	86 100.0%
Total	345 84.8%	62 15.2%	407 100.0%

Source: Field Survey



Most of the respondents reported that there is proper ventilation in rooms, labs and library in their institutes. However, a significant proportion of respondents in Eastern region (22.2 per cent) and Western region (15 per cent) reported that there is no proper ventilation in rooms, laboratory and library (Table 10).

**Table 10**  
**Whether There is Proper Ventilation in the Rooms, Labs, Library Etc.**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	88 88.0%	12 12.0%	100 100.0%
Eastern	84 77.8%	24 22.2%	108 100.0%
Western	96 85.0%	17 15.0%	113 100.0%
Bundelkhand	82 95.3%	4 4.7%	86 100.0%
Total	350 86.0%	57 14.0%	407 100.0%

*Source:* Field Survey

More than 3/4<sup>th</sup> respondents reported that there is purified drinking water available in each floor of the institute. This was found more pronouncing in Bundelkhand followed by Western and Eastern region. However, about 37 per cent respondents in Central region and 28 per cent respondents in Eastern region reported that purified drinking water is not available in each floor of the institute (Table 11).

About 80 per cent respondents reported that washrooms and toilets of the institutes are well maintained. This was found more pronouncing in Eastern region followed by Bundelkhand and Western region. However, about half of the respondents in Central region and 19 per cent respondents in Western region reported that washrooms and toilets are not well maintained in their institutes (Table 12).

**Table 11**  
**Whether There is Purified Drinking Water Available in**  
**Each Floor of the Institute**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	63 63.0%	37 37.0%	100 100.0%
Eastern	78 72.2%	30 27.8%	108 100.0%
Western	98 86.7%	15 13.3%	113 100.0%
Bundelkhand	77 89.5%	9 10.5%	86 100.0%
Total	316 77.6%	91 22.4%	407 100.0%

*Source:* Field Survey

**Table 12**  
**Whether The Washrooms and Toilets Are Well-Maintained**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	50 50.0%	50 50.0%	100 100.0%
Eastern	105 97.2%	3 2.8%	108 100.0%
Western	92 81.4%	21 18.6%	113 100.0%
Bundelkhand	77 89.5%	9 10.5%	86 100.0%
Total	324 79.6%	83 20.4%	407 100.0%

*Source:* Field Survey

Most of the respondents reported that furniture and furnishing are well maintained in their institutes. However, about 1/4<sup>th</sup> respondents in Bundelkhand and 19 per cent respondents in Western region admitted that furniture and furnishing are not well maintained in their institutes (Table 13).

**Table 13**  
**Whether the Furniture and Furnishing Are Well-Maintained in the Institute**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	91 91.0%	9 9.0%	100 100.0%
Eastern	99 91.7%	9 8.3%	108 100.0%
Western	90 79.6%	23 20.35%	113 100.0%
Bundelkhand	65 75.6%	21 24.4%	86 100.0%
Total	345 84.8%	62 15.23%	407 100.0%

Source: Field Survey

Majority of the respondents reported that there is control of noise from surroundings to minimize disturbance in academic work in their institute. However, about 1/3<sup>rd</sup> respondents in Bundelkhand, Eastern and Western region reported that there is no proper control of noise from surroundings to minimize disturbance in academic work (Table 14).

**Table 14**  
**Whether there is Control of Noise from Surroundings to Minimize Disturbance in Academic Work**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	86 86.0%	14 14.0%	100 100.0%
Eastern	72 66.7%	36 33.3%	108 100.0%
Western	78 69.0%	35 31.0%	113 100.0%
Bundelkhand	54 62.8%	32 37.2%	86 100.0%
Total	290 71.3%	117 28.7%	407 100.0%

Source: Field Survey

Majority of the respondents reported that sufficient number of air coolers and air conditioners are available in their institutes. This was found more pronouncing in Bundelkhand followed by Western and Eastern region. However, majority of the respondents in Central region reported that there is no sufficient number of air coolers and air conditioners in their institutions (Table 15).

**Table 15**  
**Whether Sufficient Number of Air Coolers/ Air Conditioners Are Available**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	30 30.0%	70 70.0%	100 100.0%
Eastern	69 63.9%	39 36.1%	108 100.0%
Western	86 76.1%	27 23.9%	113 100.0%
Bundelkhand	76 88.4%	10 11.6%	86 100.0%
Total	261 64.1%	146 35.9%	407 100.0%

*Source:* Field Survey

Majority of the respondents reported that there are right numbers of peons and attendants available for support services. However, a large proportion of respondents in Western region reported that adequate number of peons/attendants is not available for support services (Table 16).

About 3/4<sup>th</sup> respondents reported that sitting areas for the faculty are partitioned rather than open space. This was found more pronouncing in Eastern (88.9 per cent) followed by Bundelkhand (81.4 per cent). However, a large proportion of respondents in Central and Western region reported that sitting areas for faculty are in open spaces. Thus, majority of the respondents revealed 17 that the sitting space for faculty has not been in separate rooms (Table 17).

**Table 16**  
**Whether There are Right Numbers of Peons/ Attendants Available for Support Services**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	87 87.0%	13 13.0%	100 100.0%
Eastern	90 83.3%	18 16.7%	108 100.0%
Western	84 74.3%	29 25.7%	113 100.0%
Bundelkhand	69 80.2%	17 19.8%	86 100.0%
Total	330 81.1%	77 18.9%	407 100.0%

Source: Field Survey

**Table 17**  
**Whether the Sitting Areas for the Faculty are Partitioned Rather than Open Spaces**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	60 60.0%	40 40.0%	100 100.0%
Eastern	96 88.9%	12 11.1%	108 100.0%
Western	79 69.9%	34 30.1%	113 100.0%
Bundelkhand	70 81.4%	16 18.6%	86 100.0%
Total	305 74.9%	102 25.1%	407 100.0%

Source: Field Survey

More than half of the respondents reported that there is always a shortage of space for the academic purposes. This was found more

pronouncing in Western region (78.8 per cent) followed by Bundelkhand (68.6 per cent). However, about 2/5<sup>th</sup> respondents said that there is no shortage of space for academic purposes. This was reported significantly high in Central and Eastern region (Table 18).

**Table 18**  
**Whether there is Always Shortage of Space for the Academic Purposes**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	35	65	100
	35.0%	65.0%	100.0%
Eastern	48	60	108
	44.4%	55.6%	100.0%
Western	89	24	113
	78.8%	21.2%	100.0%
Bundelkhand	59	27	86
	68.6%	31.4%	100.0%
Total	231	176	407
	56.8%	43.2%	100.0%

*Source:* Field Survey

Majority of the respondents reported that electrical fixtures and fittings are regularly checked and repaired promptly. This was found more pronouncing in Central region (87 per cent) followed by Eastern region (86.1 per cent). However, about 1/3<sup>rd</sup> respondents in Bundelkhand and 1/4<sup>th</sup> respondents in Western region revealed that electrical fixtures and fittings are not regularly checked and repaired promptly (Table 19).

About 84 per cent respondents reported that infrastructure of the institute/college is well. This was reported slightly high in Eastern region (91.7 per cent). Thus, about 20 per cent respondents in Western region and slightly less than 20 per cent respondents in Bundelkhand revealed that the infrastructure of institute/college is not well (Table 20).

**Table 19**  
**Whether Electrical Fixtures and Fitting are Regularly Checked and Repaired Promptly**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	87 87.0%	13 13.0%	100 100.0%
Eastern	93 86.1%	15 13.9%	108 100.0%
Western	86 76.1%	27 23.9%	113 100.0%
Bundelkhand	57 66.3%	29 33.7%	86 100.0%
Total	323 79.4%	84 20.6%	407 100.0%

Source: Field Survey

**Table 20**  
**Whether Infrastructure of Institute is Well**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	83 83.0%	17 17.0%	100 100.0%
Eastern	99 91.7%	9 8.3%	108 100.0%
Western	90 79.6%	23 20.4%	113 100.0%
Bundelkhand	69 80.2%	17 19.8%	86 100.0%
Total	341 83.8%	66 16.2%	407 100.0%

Source: Field Survey

About 3/4<sup>th</sup> respondents reported that their institutes have good power backup. This was found significantly high in Central region (99 per cent) and Eastern region (77.8 per cent). However, slightly less than half of the respondents in Bundelkhand and 29 per cent respondents in Western region reported that there is no good power backup in their institutes (Table 21).

**Table 21**  
**Whether the Institute Has Good Power Backup**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	99 99.0%	1 1.0%	100 100.0%
Eastern	84 77.8%	24 22.2%	108 100.0%
Western	80 70.8%	33 29.2%	113 100.0%
Bundelkhand	45 52.3%	41 47.7%	86 100.0%
Total	308 75.7%	99 24.3%	407 100.0%

Source: Field Survey

About 3/4<sup>th</sup> respondents revealed that roads around their institutes are in smooth condition. This was found more pronouncing in Central region (84 per cent) followed by Bundelkhand (83.7 per cent). Thus, about 1/4<sup>th</sup> respondents reported that roads around their institutes are not in good condition. This was found more pronouncing in Western region (38.1 per cent) and Eastern region (27.8 per cent) (Table 22).

**Table 22**  
**Whether Roads Around the Institutes Are in Smooth Conditions**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	84 84.0%	16 16.0%	100 100.0%
Eastern	78 72.2%	30 27.8%	108 100.0%
Western	70 61.9%	43 38.1%	113 100.0%
Bundelkhand	72 83.7%	14 16.3%	86 100.0%
Total	304 74.7%	103 25.3%	407 100.0%

Source: Field Survey



Majority of the respondents reported that the location of their institutes is cut off from the main city and connectivity. This was found more pronouncing in Bundelkhand (84.9 per cent). However, a large segment of respondents in Eastern region followed by Central and Western region reported that their institutes are situated in prime locations and have good road connectivity (Table 23).

**Table 23**  
**Whether the Locations of the Institute is Cut-Off from the Main City and Connectivity**

<i>Region</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
Central	58 58.0%	42 42.0%	100 100.0%
Eastern	57 52.8%	51 47.2%	108 100.0%
Western	69 61.1%	44 38.9%	113 100.0%
Bundelkhand	73 84.9%	13 15.1%	86 100.0%
Total	257 63.1%	150 36.9%	407 100.0%

*Source:* Field Survey

Majority of the respondents were of the view that there is no share amount of job security (69.8 per cent) while about 15 per cent respondents were found in undecided situation. The job security was found significant in Central region (33 per cent) and Western region (24.8 per cent) (Table 24).

## SUGGESTIONS

- It is recommended that a scientific performance appraisal system should be formulated and there in this regard the management can take the help of external OD (Organizational Development) specialists to formulate such appraisal systems. Since the institutes stand at various life cycle stages because of the continuous mushrooming every session hence there has to be

**Table 24**  
**Whether there is Fair Amount of Job Security**

<i>Region</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Total</i>
Central	10 10.0%	38 38.0%	19 19.0%	25 25.0%	8 8.0%	100 100.0%
Eastern	0 0.0%	93 86.1%	15 13.9%	0 0.0%	0 0.0%	108 100.0%
Western	22 19.5%	44 38.9%	19 16.8%	28 24.8%	0 0.0%	113 100.0%
Bundelkhand	24 27.9%	53 61.6%	9 10.5%	0 0.0%	0 0.0%	86 100.0%
Total	56 13.8%	228 56.0%	62 15.2%	53 13.0%	8 2.0%	407 100.0%

*Source:* Field Survey

different kinds of such systems. There can be an external inspector or expert who will study the feasibility of respective system eventually and shall chart out the promotional policies and increment stages from it.

- Motivational and attitude surveys are needed to be carried out at least twice a year to gauge the organizational climate, and rectify the vulnerable situations immediately.
- To reduce the deep fear of sudden terminations a strict and clear policy has to be formulated with certain factors incorporated like one month's salary in advance, clearance of all dues. There should be a government aided body to assess such cases to see unfair treatments to such cases. The overall motto should be to see that the exit should be made graceful with proper exit interview.
- Subject allocation should be done in a democratic manner by the respective heads of the departments keeping in mind the faculty member's specialization areas, experience of teaching the subject and student feedback.

- The core competency of the faculty member is teaching, research and academic work so clerical and administrative work should be minimal. This is also because the faculty also requires time for subject preparation and research work. The individual teaching load should be studied minutely and judicious work load to teachers should be given.
- The working hours should not be like the corporate sector and should not be more than 6 hours. This is not followed by the majority of the institutes and faculty members have complained of fatigue in the interviews. Even the holiday list is not completely followed as per the respective university's calendar.
- Though the level of Management support in faculty development programmes have increased still there has to be a training calendar formulated at the beginning of the year by the HR department with the consultation of the departmental head, the Principal/Director. This should be done department and designation wise. In cases where faculty members cannot be sent outside expert trainers should be brought within the campus for such purposes.
- There should be a psychological counseling cell (Management funded) for faculty members whereby the expert is outsourced from outside. Faculty members can go for such sessions to discuss their professional and personal problems which will ease their problems and enhance their morale.
- A grievance handling cell is recommended for the faculty members within the campus which will be comprise of members of senior faculty members management and external mediator.
- There is virtually no faculty association in Uttar Pradesh employed in private technical institutes to check the existing malpractices. Such an Union/Unions will definitely be a great mental support for this intellectual segment. Initiative should be taken to start such an association.
- It is recommended that disengagement behaviour of teachers should be controlled. The management of the institutions may take some measures to discourage disengagement in teachers.

The management may adopt positive attitude to keep the teachers engaged, happy and healthy. Positive attitudes corresponding to open and controlled climates among principals and teachers be ensured through administrative policy.

### *References*

- Astin, A.W. (1985), *Achieving Education Excellence: A Critical Assessment of Priorities and Practices in Higher Education*. San Francisco, Jossey-Bas Publishers.
- Blai, B., Jr. (1975), *Effective College teaching facilitates unbent thinking*. *College Student Journal* 9: 72-74.
- Bowen, D. and J. P. Siegen. (1977), *The Relationship Between Satisfaction and Performance, Proceedings of the Annual Convention of the American Psychological Association*. 23 pp. (typescript).
- Boyer, E. (1987), *College; The Undergraduate Experience in America*, New York; Haper & Row.
- Brewer, R.E. and Brewer, M.B. (1970), *Relative importance of ten Qualities for college teaching determined by peer comparison* *Journal of Educational Research*, 63: 246-253.
- Feldman, K. (1976), *The superior college teacher from the student's view*, *Research in Higher Education*, Vol. 52(3), pp. 1182-1186.
- Good, T. and Brophy, J. (1986), *Teacher behavior and student achievement*. In Wittrock, M.C. (Ed.). *The Third Handbook of Research on Teaching*. New York: Macmillan Publishing Company.
- Herzberg.L. B. Mausner and B.B. Snydeman (1959), *"The Motivation to Work"*; New York: Wiley.
- Kennedy C.W. & Bush L.P. (1983), *Effect of environment and management factors on the accumulation of N-acetyl and N-formyl loline alkaloids in tall fescue*. *Crop Science* 23, 547-552.
- Lawler, E. E. (1973), *Motivation in Work Organization*. Brooks/Cole, Monterey, California. 24.
- Peterson M. W. (1998), *The organizational environment for teaching and learning*. In Stark, J.S. and Mets, L.A. (Eds.). *Improving Teaching and Learning Through Research*, No. 57. San Francisco: Jessey-Bass Publishers. 23-3.
- Spenser, S. and B. Ingram. (1965), *Effective Teaching and Learning*. New Jersey, USA. p. 7-10.