ABOUT THE AUTHORS

Dr. M. Nirmala is a distinguished and dedicated educator in the field of Commerce, boasting over a decade of experience at Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu. Having pursued her academic journey at the same institution, she secured her postgraduate degree with distinction, followed by her M.Phil. and Ph.D. in Commerce from Bharathiar University, Coimbatore, Tamil Nadu. Dr. Nirmala's academic expertise spans multiple areas, including Accounting, Income Tax, and Human Resource Management, which she has passionately taught and researched. Her scholarly contributions include 13 research articles published in esteemed national and international journals, as well as 11 papers presented at various conferences and seminars, showcasing her commitment to advancing knowledge in her field.

Dr. M. Chithirai Selvan is a devoted teacher in the field of commerce, with a remarkable 25-year tenure at Nallamuthu Gounder Mahalingam College, Pollachi. He laid the foundation for his illustrious career by completing his postgraduate M.Com. degree at NGM College in 2001. His academic pursuits continued with an MBA from Bharathidasan University, Tiruchirappalli, an M.Phil. from Madurai Kamaraj University, Madurai, and a Ph.D. in Commerce from Bharathiar University, Coimbatore. Dr. Selvan's expertise is further validated by his success in the NET exam conducted by UGC, New Delhi.

With a keen interest in Finance and Human Resources, Dr. Chithirai Selvan has been instrumental in organizing numerous workshops and seminars that foster student well-being. His mentorship has guided 7 Ph.D. and 12 M.Phil. scholars to success. As an accomplished author, he has penned four books and published over 50 articles in esteemed national and international refereed journals. His research contributions extend to presenting 60 papers at various conferences and seminars. Additionally, he has evaluated twenty articles for Sage journals, showcasing his expertise.

Dr. Chithirai Selvan's professional affiliations include being a Fellow Member of the Indian Academic Researchers Association, a Lifetime Professional Member of the Institute of Scholars-International Journal of Management and Social Studies, and a Life Member of the Madras Library Association. His dedication was recently recognized with the Smart Inspirer Award 2022-23 from the iNet Technologies Computer Education Centre, Pollachi. Currently, he serves as the Associate NCC Officer at the college, further exemplifying his commitment to nurturing young minds.

ISBN

9789361630446

SHANLAX PUBLICATIONS

www.shanlaxpublications.com

publisher@shanlaxpublications.com

JOB PERFORMANCE OF COLLEGE TEACHERS

JOB PERFORMANCE OF COLLEGE TEACHERS

Dr. M. Nirmala | Dr. M. Chithirai Selvan

JOB PERFORMANCE OF COLLEGE TEACHERS

Dr. M. Nirmala

Dr. M. Chithirai Selvan

SHANLAX PUBLICATIONS

Title:	**JOB PERFORMANCE OF COLLEGE TEACHERS**
Author's Name:	**Dr. M. Nirmala** **Dr. M. Chithirai Selvan**
Published by:	**Shanlax Publications,** **Vasantha Nagar, Madurai – 625003, Tamil Nadu, India**
Publisher's Address:	**61, 66 T.P.K. Main Road,** **Vasantha Nagar, Madurai – 625003,** **Tamil Nadu, India**
Printer's Details:	**Shanlax Press, 66 T.P.K. Main Road, Vasantha Nagar, Madurai – 625003, Tamil Nadu, India**
Edition Details (I,II,III):	**I**
ISBN:	**978-93-6163-044-6**
Month & Year:	**June, 2025**

Pages:	**118**
Price:	**₹400/-**

PREFACE

Teaching is the art of imparting knowledge, sharing real-life experiences, and molding the minds of future leaders, thereby establishing teachers as pillars of authority in society. As educators, they not only deliver academic lessons but also instill vital values like respect, empathy, and ethical decision-making, which are essential for the holistic growth of students. By bridging theoretical concepts with real-world applications, teachers make learning more engaging and accessible, showcasing their unwavering dedication to the advancement of their students and society. This selfless commitment necessitates comprehensive welfare measures that extend beyond salary, encompassing benefits such as allowances, incentives, retirement plans, and facilities like canteens, healthcare services, and employee support programs. Prioritizing teacher welfare enables educational institutions to improve the quality of work-life, job satisfaction, and productivity of their educators, ultimately fostering a more effective and sustainable learning environment. Moreover, effective welfare measures can take diverse forms, all geared toward creating a supportive and motivating work environment that acknowledges the pivotal role teachers play in shaping the future. This book explores the impact of welfare measures on the job performance of college teachers, underscoring the importance of teachers' perception and satisfaction in boosting their productivity and effectiveness.

ACKNOWLEDGEMENT

I extend my deepest and most sincere gratitude to the Almighty for bestowing upon me the unwavering courage, unshakeable morale, and boundless patience that enabled me to bring this research work to fruition in the form of a book. My heartfelt appreciation goes out to my cherished parents, Thiru. S. Muruganadham and Tmt. M. Eswari, whose unconditional love, guidance, and encouragement have been the bedrock of my endeavors. I am deeply indebted to my esteemed co-author, Dr. M. Chithirai Selvan, whose expert guidance, unrelenting support, and motivational leadership have been instrumental in shaping this work. I would also like to express my special gratitude to Dr. R. Manikandan for his meticulous attention to detail in grammar corrections and for offering insightful suggestions that significantly enhanced the quality of this work. Furthermore, I am grateful to Dr. D. Rajasekaran for generously sharing his statistical expertise and providing timely assistance that was pivotal in analyzing the data. Lastly, I extend my sincere thanks to the respondents, colleagues, and friends whose collective contributions, timely help, and unwavering support were crucial in bringing this project to successful completion.

M. Nirmala

COPYRIGHT HOLDERS DETAILS

AUTHOR:

Name	:	**Dr. M. NIRMALA**
Permanent address	:	9/254-1, Thamba Gounder Garden, Vadugapalayam (PO), Pollachi-642001
Mobile Number	:	99760 46158

CO-AUTHOR:

Name	**:**	**DR. M. CHITHIRAI SELVAN**
Address	**:**	C-168 Sidhbhavanandha Street Jothi Nagar 'D' Colony, Pollachi – 642001 Coimbatore District, Tamil Nadu, India.
Phone Number	**:**	99427 43343

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1 Introduction

Teaching is the art of knowledge, sharing the real-life expectation and experience to the people. Moreover, teachers are a great authority in society because they prepare and influence tomorrow's leaders. In fact, everyday students learn important lessons about sharing respect, valuing differences and making ethical decisions from the teachers. Teachers are also playing an essential role in everyone's life and learning easier by connecting different subjects to real life situations. Thus, it is obvious that teachers are sacrificing their entire lives for the betterment of the student's community and the society at large. In order to keep up this commitment and selfless contribution towards tremendous growth of the students, every institution is adopting adequate welfare measures for teachers. Welfare measures include anything that is done for the comfortness and improvement of teachers and is provided above the salary. The welfare measures need not to be in monetary terms but in any forms. Generally, the welfare measures adopted by the educational institutions are allowances and incentives apart from salary, retirement benefits, canteen facilities, drinking water, proper and sufficient lighting, facilities for sitting, first aid appliances, washing places, latrines and urinals, rest rooms, employee assistance programs, mediclaim insurance scheme and the like (Usha Tiwari, 2014). These welfare measures help not only to retain the teachers but also aim to increase their quality of

work-life. As the quality of work-life of teachers increases, their involvement in the job, work performance and job satisfaction also increase and ultimately it will be resulted in increasing productivity of the organization.

1.2 Statement of the Problem

The success and failure of educational activities highly depends on teachers' performance as it plays a significant role in students learning and academic achievements. A very good teaching performance usually results when one teaches with passion, competence, effectiveness and dedication to the profession. But, the job performance of teachers is highly determined by several factors like teachers' aptitude, attitude, subject knowledge, teaching methodology, personal characteristics, the classroom management, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, work culture and the like. Apart from these, the socio-economic profile of the teachers and the provision of adequate welfare measures also determine the teacher's performance at the work place. It raises the following questions: What is the level of job performance of the teachers? What are the variables determining the teachers' level of job performance?

1.3 Objectives of the Study

- The following are the objective of the study.
- To find out the level of job performance of the teachers and the variables determining their level of job performance

1.4 Research Methodology

The methodology executed in the study is briefed in the subsequent paragraphs.

1.4.1 Source of Data

The study is predominantly based on primary data and the essential data for the study have been gathered through distributing questionnaire. The questionnaire comprises questions relating to the profile of the sample respondents, their occupational details, job performance of self-financing college teachers. A pilot study has been done with 40 respondents, consists of the experts in the academic arena to ensure the pertinent questions used. A well-structured questionnaire has been framed after considering their suggestions.

1.4.2 Sample Design

The research primarily focuses on the level of job performance of Self-Financing College teachers working in the Coimbatore district. A sample of 682 teachers working in the Self-Financing Colleges in Coimbatore district has been selected by implementing snowball sampling method.

1.4.3 Framework of Analysis

The gathered data are analysed using (i) Chi square test, (ii) Weighted mean score, (iii) Correlation, (iv) Simple and Multiple Regression analysis and (v) Step-wise Regression analysis. The tools utilized are elucidated in the subsequent paragraphs.

(i) Chi Square Test

To discover the existence or non-existence of significant relationship between the select variables and the teachers' perception on various welfare measures provided along with job performance Chi-Square test is used.

(ii) Weighted mean score

To find out the most significant variables than other variables with regard to teachers' perception on various welfare measures offered, their job performance Weighted mean score analysis is employed.

(iii) Correlation analysis

To evaluate the nature and quantum of association of select variables with regard to teachers' perception on various welfare measures provided and its effect on job performance of teachers, Correlation analysis is employed.

(iv) Regression Analysis

To ascertain the impact of select variables on teachers' perception on various welfare measures offered, their job performance, the multiple regression analysis is utilized whereas to ascertain the impact of welfare measures on job performance of teachers, simple regression analysis is applied.

(v) Step-wise Regression Analysis

To find out the variables that are prominently associated with the teachers' perception on various welfare measures offered, their job performance and prominent aspects of welfare measures that effect the job performance of teachers, Step-wise Regression analysis is applied.

1.5 Significance of the Study

It is found that, so far, none of the researchers have made an attempt to examine the level of job performance of Self-Financing College teachers in the Coimbatore district. Hence, the outcome of the present study will be of immense help to the Government, Management, Teachers, Society and Students in understanding the significance of job performance of Self-Financing College teachers and thereby they can formulate new policies and strategies to enhance the welfare measures provided to their teachers, which might be helpful in enhancing the job performance of the teachers. As a result, it will benefit the teachers to increase their job performance and eventually the students and the society will be benefited much with the increased standards and efficiency of the teachers.

1.6 Limitations of the Study

The opinion given by the teachers may be prejudiced in nature as the study is mainly based on primary data. Further, the study has centred around in identifying the perception of self-financing college teachers working in the Coimbatore district alone. So, enough care should be implemented in generalizing the outcomes of the study to other areas.

1.7 Chapter Scheme

The research work consists of seven chapters. The conceptual framework of the research is as follows:

- First chapter deals with the introduction and design of the study which consists of statement of the problem,

objectives of the study, methodology, significance and limitations of the study

- Second chapter investigates the review of literature carried out in India and abroad
- Third chapter scrutinizes the level of job performance and determinants of job performance of teachers
- Fourth chapter summarizes the findings, suggestions and conclusion of the study

References

1. **Usha Tiwari (2014),** "A Study on Employee Welfare Facilities and its Impact on Employees Efficiency at VindhaTelelinks Ltd. Rewa (M.P.), India", Abhinav*International Monthly Refereed Journal of Research in Management and Technology,* Vol. No.3(11), pp.1-7
2. **Rama Satyanarayanam, M. and R. Jayaprakash Reddy (2012),** "Labour Welfare Measures in Cement Industries in India", *International Journal of Physical and Social Sciences*, Vol. No.2(7), pp.257-264
3. **SindhuSailesh (2012),** "Role of Organization in Welfare Measures for Employees", *International Journal Research in IT and Management (IRRIM)*, Vol. No.2(9), pp.36-40
4. **ChithiraiSelvan, M. and K. Paravathapathini (2017),** "Teachers' Perception on Health, Safety and Welfare Measures adopted by Schools in PollachiTaluk", *International Journal of Application or Innovation in Engineering and Management*, Vol. No. 6(7), pp.12-19

5. **Ganapathy, R. (2017),** "Job satisfaction of arts and college faculty members in Coimbatore city with reference to self-financing colleges", *Journal of Management Research and Analysis,* Vol. No.4(1), pp.13-22
6. **Nigama, K., S. Selvabaskar, S. T. Surulivel, R. Alamelu and D. UthayaJoice (2018),** "Job satisfaction among school teachers*", International Journal of Pure and Applied Mathematics,* Vol. No.7, pp.2645-2655
7. **Nisamudheen, T. (2013),** "Job satisfaction among Government colleges in Kerela", *TRANS Asian Journal of Marketing & Management Research,* Vol. No.2(6), pp.33-41

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The progress of any nation depends upon the standards of educational system and educational institution. The teacher is the most important and the pivot on whom the entire educational structure rests. Moreover, the analysis job performance of teachers reveals a lot of facts and it helps to perform their job efficiently and effectively. In this backdrop, it is imperative to know and analysethe level of job performance of teachers. The foreign studies followed by Indian studies are reviewed in the following paragraphs.

2.2 Research Abroad

Genelyn Baluyos et al. (2019) in their study on "Teachers job satisfaction and work performance" made an effort to determine the relationship of teachers' job satisfaction and their work performance. The primary data have been collected using descriptive correlational research design and the statistical tools like mean, standard deviation and multiple regression analysis are used to analyse the data. The study concludes that the teachers' work performance is inversely affected by the guidance of school heads and directly affected by the job security provided to teachers.

Asumah Sampson et al. (2019) in their study on "Can welfare management affect teacher performance? Evidence from Ghana" made an attempt to identify the welfare management practices that affect teachers' job performance.

The primary data have been collected from 165 teaching staff using descriptive survey design method and the tools like percentage analysis, simple linear regression analysis, ANOVA and co-efficient are used to analysis the data. The study shows that there exists a positive effect of working conditions and fringe benefits on teachers' job performance.

Rosalie Muertigue (2017) carried out a study on "Motivation, Satisfaction and Performance of college teachers and administrator of Western Leyte college: A development plan" with an objective to determine the level of motivation, satisfaction and performance of college teachers and administrators of Western Leyte College. Both primary and secondary data have been collected using descriptive method and the statistical tools like mean, correlation and weighted average are used to analyse the data. The study reveals that performance of both administrators and teachers are satisfied and it has significant association to their level of motivation and satisfaction.

Felista Muthoni Wachira et al. (2017) carried out a study on "Effect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West Sub Country" made an attempt to analyse how principal's leadership styles affect teacher's job performance in public secondary schools. Descriptive research designs have been adopted to collect primary data from 262 teachers using stratified random sampling method and the Chi-square test and correlation analysis are used to analyse the data. They conclude that supportive leadership styles affect the teachers' job performance.

Raiza Mae Calbonero-Narciso (2017) in their study entitled, "Work stress and performance of UM Tagum college faculty", made an attempt to identify and investigate the relationship between work stress and performance of UM Tagum college faculty. The primary data have been collected from 130 faculty members and the gathered data have been analysed using non-experimental quantitative research method and the correlation technique, mean and standard deviation and Pearson correlation. The study shows that there exists no significant relationship between work stress and performance of the college faculty.

Mahfuzil Anwar et al. (2017) in their study entitled, "Lecturer job performance study: Motivation, Emotional Intelligence, Organizational culture and Transformational leadership as Antecedents with job satisfaction as intervening", made an attempt to find out the lecturers' job satisfaction and their performance achievement by considering aspects of motivation, emotional intelligence, organisation culture and implementation of transformational leadership. The study is based on quantitative research design with survey method and structured equation modeling is used to analyse the data. They reveal that there is an effect of lecturer motivation, lecturer emotional intelligence, organizational culture and transformational leadership on job satisfaction and individual job performance.

Katijah Abu Bakar et al.(2016) in their study on "The Relation of Work Culture towards Job Satisfaction and Job Performance among Teachers in Vocational College" try to find out the relation of work culture towards job satisfaction and job performance of teachers. The primary data have been

collected using quantitative research methodology and the likert scale is used to analyze the data. The study reveals that demographic factors like gender and education do not influence the work culture of the teachers.

Abebaw Bizuneh (2016)conducted a study on "Factors that Affect Teachers' Performance Appraisal at Bahir Dar Polytechnic College" with an objective to investigate factors that affect teachers' performance evaluation system. The primary data have been collected using purposive sampling method. The statistical tools like correlation coefficient,'t'-test and rank order method are used to analyse the data. The study shows that teachers' attitude towards their performance evaluation is negative and it is find that teachers performance evaluation score by students and administrators negatively correlated and inconsistent.

Behrooz Saljooghi and Keyvan Salehi (2016) in their study on "Developing a Teacher Evaluation Model: The Impact of Teachers' Attitude toward the Performance Evaluation System (PES) on Job Satisfaction and Organizational Commitment with the Mediating Role of Teachers' Sense of Efficacy" made an effort to identify and evaluate a casual model of teachers attitude towards the performance evaluation system with the mediating role of teachers sense of efficacy on job satisfaction and organizational commitment. The primary data have been collected from 117 teachers using descriptive research method and multiple regression have been used to analyse the data. They reveal that the teachers' attitude to the performance evaluation system have a positive and significant effect on organizational commitment with the mediating role of self-efficacy.

Edwin Estrella (2016) conducted a study on "Multiple Intelligence and Work Performance of College Teachers" with a motto to establish the perceived association between the levels of the dominant and recessive multiple intelligences and job performance of college teachers. The primary data have been collected using cross-sectional descriptive study design and the tools namely frequency, percentage, weighted mean and standard deviation are used to analyse the data. The result shows that majority of the respondents displays an outstanding job performance and there is no significant association between the dominant intelligence of the respondents and their job performance.

Naluwemba Frances et al. (2016) carried out a study on "The interplay at school welfare provision and teachers performance: The case of Ugandan secondary schools" with an objective to identify whether school welfare provision influences teacher performance in six government aided secondary school in Uganda. The primary data have been collected using convenience sampling method and the statistical tools like mean, standard deviation and correlation analysis are used to analysis to data. They reveal that school administrators provide welfare programs which have a direct bearing on task accomplishment and teachers' performance. These are highly significant in examination, management, punctuality and co-curricular activities.

Olamiposi Usikalu et al. (2015) carried out a study titled, "Organizational Trust, Job Satisfaction and Job Performance among Teachers in Ekiti State, Nigeria", with a view to study the influence of organizational trust and job satisfaction on teachers' job performance in Ekiti state. The primary data

have been collected from 258 teachers using survey method and the tools like ANOVA and't'-test are used to analyse the data. The study reveals that organizational trust and job satisfaction have significant influence on the job performance of teachers.

Edilber to Andal (2015) carried out a study on "Correlates of Job Satisfaction and Performance among the Faculty of Laguna State Polytechnic University, San Pablo City Campus: Input to Faculty Development Program" with an objective to analyse the level of job satisfaction and performance of faculty at Laguna State Polytechnic University. The primary data have been collected from 69 teachers using purposive sampling technique and the statistical tools like frequency, percentage, weighted mean, Pearson product moment of correlation, multiple regression analysis and ANOVA have been used to analyze the data The study shows that respondents are satisfied in their job physiologically, socially and intellectually as the demands of the profession and the job performance of faculty denotes that they performed well in their which implies that they are satisfied in their job.

Mae Amalia Pilarta (2015) carried out a study on "Job satisfaction and teachers' performance in Abra State Institute of Science and Technology" with an objective to determine the job satisfaction of teachers and its relationship to their student's achievement and teacher's performance. The primary data have been collected using descriptive correlation method and the statistical tools like frequency counts, percentages, mean and multiple regression are used to analyse the data. The study discloses that job satisfaction is found to be associated with teachers 'job status, interpersonal

relationship, physical condition of the school, supervision, work and responsibility, achievements and professional development and most of them are satisfied with their salary, work and responsibility, achievement, promotion and professional growth.

Razinah Sikul et al. (2015) have conducted a study on "Factors Influencing Job Performance: A Case Study Amongst Teaching Staff in Kota Kinabalu Polytechnic" with an objective to identify the determinants of job performance among teaching staffs. The primary data have been collected from 149 teachers using probability sampling method. Multiple regression analysis is employed to analyse the data. The study discloses that job satisfaction, age, training and development are considered as the main determinants of job performance.

Julieta Remedios Betonio (2015) made a study on "Stress factors and the teaching performance of the college faculty" with an objective to identify the level of stress experienced by the college faculty and their level of effectiveness in teaching performance. The primary data have been collected using descriptive research study and the statistical tools like weighted mean and rank are used to analyse the data. The study shows that the overall rating of the effectiveness of the performance of the faculty in all parameters is very satisfactory such as class room management, communication skill, facilitating students learning evaluation and teacher-student relationship.

Carlos Aguado et al. (2015) carried out a study on "Teaching performance and Extent of work values among faculty members in one Asian Maritime Academy" with an

objective to determine the extent of work values based on its importance and work performance rating between Maritime faculty members. The primary data have been collected using descriptive research method and the statistical tools like percentage, average, ranking and Mann-Whitney 'U' test are used to analyse the data. The study shows that maritime faculty members have above average performance rating with extent of work values.

Victoria Toyin Fadeyi et al.(2015) in their study on "Influence of teachers' welfare scheme on job performance in selected Kwara state secondary schools" with an objective to examine the relationship between teachers' welfare scheme and job performance in secondary schools in Kwara state, Nigeria. The primary data have been collected from 470 teachers using descriptive and quantitative research method. The chi-square test is used to analyse the data. The study shows that there exists a significant relationship between fringe benefit and class room management.

Sanjay Jain and Shiladitya Verma (2014) in their study entitled, "Teacher's job satisfaction and job performance", made an attempt to find out the reasons for job dissatisfaction amongst teaching fraternity in private higher education institutions. The correlation method is used to analyse the data. The study shows that to increase the satisfaction level of teacher of private colleges is closely associated with the provision of salary benefits, promotion opportunities and the like.

Ogundele and Michael Olarewaju (2014) carried out a study on "Teachers job satisfaction and job performance of secondary Schools in Kwara state" with an objective to

identify the influence of teacher's job satisfaction on the job performance of secondary School in Kwara state. The primary data have been collected using stratified random sampling technique. The tool like Pearson product moment correlation statistics is used to test the gathered data. This study reveals that teachers' job satisfaction have positive influence with the job performance of teachers working in schools.

AnguoXu and Long Ye (2014) carried out a study on "Impacts of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator" with a motto to examine the impact of teachers' competency on job performance in research universities with industry characteristics. The primary data have been collected using proposed competency model. The statistical tools like correlation analysis, regression analysis and mechanism analysis are used to analyse the data. The study reveals that there exists a significant positive correlation between the teachers 'competency level with the four dimensions like basic quality, teaching ability, industry awareness and research capacity and job performance in research universities with industry characteristics. Especially the research capacity, teaching ability, industry awareness and job performance and academic atmosphere plays a regulatory role in the attraction between the competency and performance.

Muhammad Amin et al.(2013) in their study entitled, "Teachers' Job Performance at Secondary Level in Khyber Pakhyunkhwa, Pakistan", made an attempt to find out the job performance of secondary school teachers. The primary data have been collected from 400 teachers using multistage

random sampling method. The statistical tools like mean and standard deviation are employed to analyse the data. The study shows that the level of job performance of teachers is above average and good.

Annierah Maulana Usop et al. (2013) carried out a study on "Work Performance and Job Satisfaction among Teachers" with an objective to analyze the relationship of work performance and job satisfaction among teachers. The primary data have been collected from 200 teachers, who are working in the public schools, by adopting descriptive correlation design. The statistical tools namely group frequency distribution, percentile, mean, standard deviation and Pearson product moment correlation coefficient are used to analyze the data. They disclose that work performance of the teachers on the seven domains like school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition and responsibility are rated proficient and majority of the teachers are satisfied.

Annierah Usop et al.(2013) in their study on "The Significance Relationship between Work Performance and Job Satisfaction in Philippines" try to analyse the relationship of work performance and job satisfaction among teachers of Cotabato City. Descriptive correlational design have been adopted to collect primary data from 200 teachers, who are working in elementary public schools. The correlation and regression tools are used to analyse the data. They reveal that majority of the teachers are female and they are more contented with their job which in turn helps to develop and maintain their high level of performance.

Nurharani Selamatin et al. (2013) intheir study on "The impact of organisational climate on teachers performance" made an effort to identify the influence of organizational climate on teachers' job performance. The primary data have been collected from 37 secondary school teachers using random sampling method. Tools namely mean, standard deviation and Pearson correlation moment coefficient are used to analyse the data. The study shows that most of teachers in a secondary school are under-performer in their tasks and organisational climate dimensions acts as the crucial factors in enhancing teachers' job performance.

Hassan Danial Aslam (2013) conducted a study on "Analysis of performance evaluation system for teachers in college of Pakistan" with an objective to find out the relationship between performance evaluation of teachers in private and public colleges of Punjab. Both primary and secondary data have been collected using random sampling method. The tools like mean and standard deviation are used to analyse the data. The study reveals that majority of the public and private college principals in an open environment is positively related with teachers' performance but protective and closed environment is negatively resulted to teachers' performance.

Alamdar Hussain Khan et al. (2012) carried out a study on "Impact of Job Satisfaction on Employee Performance: An Empirical Study of Autonomous Medical Institution of Pakistan" with an objective to identify the level of job satisfaction on employee performance of medical institutions in Punjab. The primary data have been collected using convenience sampling method. The frequency and regression

equation statistical tools are used to analyze the data. The study reveals that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers and supervisors and nature of work significantly affect the level of job satisfaction of employees.

Dauda Abdulsalam and Mohammed Abubakar Mawoli (2012) have conducted a study on "Motivation and Job Performance of Academic Staff of State Universities in Nigeria" with an objective to analyse the relationship between motivation and teaching performance and motivation and research performance. The primary data have been collected using survey research method. The statistical tools like Pearson correlation and linear regression are used to analyse the data. The study reveals that there exists a positive correlation between motivation and teaching performance whereas negative correlation found between motivation and research performance.

Maqsood Ahmed et al. (2012) in their study on "A study of the factors affecting the professional performance of teachers at higher education level in Khyber Pakhtunkhwa" made an attempt to measure the factors affecting the performance of teachers at higher education level. The primary data have been collected using descriptive method. The tools like mean, standard deviation, average rating and ANOVA are used to analyse the data. The study reveals that teachers are presenting the subject matter of the lesson with more interest but their attention towards the students in the class environment is found to be poor.

Atiya Inayatullah and Palwasha Jehangir (2012) have carried out a study on "Teachers' job performance the role of motivation" with an view to analyse the effect of motivation on job performance of public and private school teachers. The primary data have been collected using quantitative research design. The statistical tools namely correlation and regression, independent sample 't'-test and one way ANOVA test are utilized. The study discloses that there exists a positive relationship between teachers' motivation and job performance and it is found that teachers are not satisfied with the salary provided to them which in turn affects their performance.

Nwosu Jonathan (2011) conducted a study on "Motivation and Teachers Performance in Selected Public Secondary Schools in Ikenne Local Government Area of Ogun State" with an aim to identify the motivation and teachers performance in selected public schools. The primary data have been collected using descriptive research design. The statistical tools like correlation coefficient and multiple regressions are used to analyze the data. The study discloses that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized especially when it comes to the provision of reward for a job done and being happy on the job.

Eliezer Yariv (2011) has conducted a study on "Deterioration in Teachers Performance: Causes and some Remedies" with an objective to identify the causes and remedies of teachers' job performance. The primary data have been collected using systematic probability sampling method. The frequency tool is used to analyse the data. The study

shows that the three main sources of difficulties namely improper management and poor supervision, short coming of the teachers and non-job related influences like marital difficulties and financial problems are affecting the teachers' performance.

Wang Cai-feng (2010) has carried out a study on "An Empirical Study of the Performance of University Teachers Based on Organizational Commitment, Job Stress, Mental Health and Achievement Motivation" with an objective to study the performance of university teachers and identifies the four variables of organizational commitment, job stress, mental health and achievement motivation. The primary data have been collected using convenience sampling technique. The statistical tools like factor anlaysis, structural equation model and mediating efficient test are used to analyse the data. The study shows that work stress has a positive effect on work performance whereas mental health has a negative effect on work performance and emotion commitment is the intermediary variable of the sustained commitment to job performance. Also, the study discloses that the intermediary variable of work pressure affects job performance of teachers whereas there exists a positive correlation between achievement motivation and mental health.

Adeyemi (2010) has conducted a study on "Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria" with an objective to identify the principals' leadership styles and job performance of senior secondary school teachers. The study is mainly based on primary data which have been collected from 281 teachers, who are working in the secondary schools, by adopting

stratified random sampling method. The statistical tools like frequency counts, percentages, correlation matrix and't'-test are used to analyse the data. The study depicts that the autocratic leadership styles is the best style of leadership that can enhance better job performance among teachers in senior secondary schools in the state.

Shukor Shaari et al. (2002) in their study entitled, "Job Motivation and Performance of Secondary School Teachers", try to determine the job motivation and job performance of teachers. The primary data have been collected from 245 secondary school teachers using simple random sampling method. The statistical tools like't' test and ANOVA are used to analyze the data. The study shows that there is no significant differences found between motivation and job performance of teachers.

Muhammad Jamal and Vishwanath Baba (2001) have carried out a study on "Type-A Behavior, Job Performance, and Well-Being in College Teachers" with a view to find out the relationship between behaviors, job performanceand employee well-being among college teachers in Canada. The primary data have been collected using structured questionnaire. The statistical tools like Pearson correlation and moderate multiple regressions are used to analyse the data. The study shows that type-A behavior is not related to job performance of the sample college teachers and there is a significant relationship between type-A behavior and burnout, social support, work satisfaction and turnover motivation.

Ulyssis Bacharo (2012) conducted a study on "Job Satisfaction and Teaching Performance of College Faculty"

with an objective to identify the teaching performance and level of satisfaction of college faculty. The primary data have been collected using descriptive method. The tools like frequency distribution, mode, percentage, mean, standard deviation, Pearson product moment correlation coefficient and multiple regression analysis are used to analyse the data. The study shows that the significantfactors describing the teaching performance are pay or salary and supervision.

2.3 Research in India

Pavan Kumar (2022) has conducted a study on "Influence of university teachers' job satisfaction on subjective well-being and job performance" with an intention to identify the impact of job satisfaction on job performance of private engineering college teachers in Telangana and Andhra Pradesh states of India. The primary data have been collected from 395 teachers by adopting random sampling method. The tools like mean and standard deviation, reliability coefficients, correlation, average variance extracted (AVEs) and square root of AVEs are used to analyse the data. The study reveals that the job satisfaction of teachers predicts job performance directly and more satisfied teachers are showing better job performance.

Anik Justina and Edward William Benjamin(2020) in their study on "A Study of Job Involvement and Job Performance of Higher Secondary School Teachers" made an attempt to find out the relationship between job involvement and job performance of higher secondary school teachers, Pondicherry region. The study is mainly based on primary data which have been collected from 400 teachers, who are working in the higher secondary schools, Pondicherry region,

by adopting simple random sampling technique. The tools like mean, standard deviation and correlation analysis are used to analyse the data. The study shows that that there exists a positive relationship between job performance and job involvement of teachers.

Harish and Jeya Prabha (2019) in their study on "Performance on the Work-related Stress and Job contentment of Primary School Teachers of Government and Private Sectors" with an objective to find out the teachers' job-related stress and satisfaction level of government as well as private sector teachers. The primary data have been collected using simple random sampling technique. The tools like mean, standard deviation and't'-test are used to analyse the data. The study shows that the teachers working in the government schools are found to be satisfied than the teachers working in private schools due to remuneration in terms of intrinsic rewards and extrinsic rewards offered by government sectors.

Arul Krishnan and Balaji (2019) in their study entitled, "Faculty Performance in B-Schools: Workplace and Job Influencers", made an effort to assess faculty performance in B-school in Tamilnadu. The primary data have been collected from 583 teachers, who are working in B-schools, Tamilnadu, by adopting purposive sampling technique. The structural equation modelling is used to analyse the data. They reveal that majority of the teachers working B-Schools in Tamilnadu perceive that their performance are affected by accreditations and ranking processes, lack of infrastructural facilities, minimal corporate interaction and generate unimpressive placements.

Syed Sayeeduddin and Vijayakumar (2018) have carried a study on "A Study on Attitude of Teachers towards Performance Appraisal in Private Higher Secondary Schools in Kanchipuram District" with a motto to find out the attitude towards performance appraisal and job performance of teachers of private higher secondary schools. The study is mainly depends on primary data which have been collected from 150 teachers, who are working in the private higher secondary schools, Kanchipuram District, by adopting simple random sampling method. The statistical tools like percentages, mean, standard deviation,'t'-test, F-test and correlation analysis have been used to analysis the data. The study discloses that the attitude towards performance appraisal has positive relationship with job performance of teachers working in private higher secondary schools.

Ashok Kumar Asthana and Bhawna Bhatnagar (2018)in their study entitled, "Impact of Attitude on Job Performance of Teaching Staff: A Theoretical Perspective", try to identify attitude of teachers working in higher educational institutions in National Capital Region, India. The study is mainly based on primary data which have been collected from 336 teachers by adopting simple random technique. The tools like mean, standard deviation and't'-test are used to analyse the data. They reveal that both male and female teachers have a positive attitude towards teaching profession and there exists no significant difference between teaching attitude among the male and female teachers.

Shabir Ahmad Bhat and AnoopBeri (2016) in their study entitled, "Social Adjustment and job Performance of College Teachers: An analytical study", with an objective to evaluate

the disparity among social adjustment and job performance of college teachers. The primary data have been collected from 100 teachers using convenience sampling technique. The statistical tools like 't'-test, regression analysis, ANOVA and Coefficient of regression are used to analyse the data. The study reveals that higher value of social adjustment leads college teachers towards better job performance.

Sashikanta Khuntia and Subhodip Adhikary (2015) have carried out a study entitled, "A Study on Job Satisfaction and Performance of Management Guru's of Management Colleges-with Reference Odisha", try to study the association between job satisfaction and performance of teachers. The primary data have been collected from 100 teaching staffs using convenience sampling method. The tools namely chi-square test and regression analyses are used to analyze the data. They reveal that the job satisfaction level of teachers are highly affected by the work pressure and salary package.

Datta Pawase (2013) has conducted a study on "Role of Job Satisfaction on Job Performance of Teachers from Government and Private Polytechnics" with an objective to identify the role of job satisfaction on job performance of the teachers from government and private polytechnics. The primary data have been collected and the data have been analysed using statistical like mean, standard deviationand 't'-test. The study observes that there exists a significant difference between the teachers from government and private polytechnics in their job satisfaction due to promotion, relationships of co-workers and communication.

2.4 Conclusion

In this chapter, ninety-seven studies have been reviewed which include both Indian and foreign studies. From the analysis of the review of literature, it is found that some of the researchers have carried out their study with regard to the job performance of teachers working in various colleges while other researchers have done their study with regard to various welfare measures offered to the school teachers. Surprisingly, it is found that no researchers have made an attempt to study about impact of welfare measures on job performance of the college teachers especially teachers working in self-financing colleges in Coimbatore district. To fill this vacuum, the present study has been carried out and it is considered as the research gap for this study.

References

1. **Asumah, Sampson, Kuranchie, Alfred and Mensah, Monica Konnie (2019),** "Can welfare management affect teachers performance", *European Journal of Training and Development Studies*, Vol. No.6(1), pp.29-41
2. **Abebaw Bizuneh (2016),** "Factors that Affect Teachers' Performance Appraisal at Bahir Dar Polytechnic College", *International Journal of Emerging Trends in Science and Technology,* Vol. No.3(7), pp.4316 – 4323
3. **AnguoXu and Long Ye (2014),** "Impacts of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator", *Journal of Industrial Engineering and Management,* Vol. No.7(5), pp.1285-1292

4. **Annierah M. Usop, Maeda L. Kadtong and Datu Amir Sajid O. Usop (2013),** "The Significant Relationship between Work Performance and Job Satisfaction in Philippines", *International Journal of Human Resource Management and Research,* Vol. No.3(2), pp.9-16
5. **Alamdar Hussain Khan, Muhammad Musarrat Nawaz, Muhammad Aleem and Wasim Hamed (2012),** "Impact of Job Satisfaction on Employee Performance: An Empirical Study of Autonomous Medical Institution of Pakistan",*African Journal of Business Management,* Vol. No.6(7), pp.2697-2705
6. **AtiyaInayatullah and PalwashaJehangir (2012),** "Teachers job performance the role of motivation", *Abasyn Journal of Social Sciences,* Vol. No.5(2), pp.78-99
7. **Adeyemi, T. O. (2010),** "Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria", J*ournal of Education Administration and Policy Studies*, Vol. No.2(6), pp.83-91
8. **Arul Krishnan, S. and B. Balaji (2019),**"Faculty Performance in B-Schools: Workplace and Job Influencers", *Journal of Information and Computational Science*, Vol. No.9(9), pp.325-332
9. **Anik Justina, I. and Edward William Benjamin (2020),**"A Study of Job Involvement and Job Performance of Higher Secondary School Teachers", *AEGAEUM Journal*, Vol. No.8(8), pp.612-617
10. **Behrooz Saljooghi and Keyvan Salehi (2016),** "Developing a Teacher Evaluation Model: The Impact of Teachers' Attitude toward the Performance

Evaluation System (PES) on Job Satisfaction and Organizational Commitment with the Mediating Role of Teachers' Sense of Efficacy", *International Journal of Medical Research & Health Sciences,* Vol. No.5(5), pp.200 – 209

11. **Carlos L. Aguado, Olympio B. Garcia, Jake M. Laguador and Joseph Cezar L. Deligero (2015),** "Teacher's job satisfaction & job performance", *Global Journal of Multidisciplinary Studies,* Vol. No.2(2), pp.805-816
12. **DaudaAbdulsalam and Mohammed Abubakar Mawoli (2012),** "Motivation and Job Performance of Academic Staff of State Universities in Nigeria", *International Journal of Business and Manegement,* Vol. No.7(14), pp.142 – 148
13. **Datta B. Pawase (2013),** "Role of Job Satisfaction on Job Performance of Teachers from Government and Private Polytechnics", *International Journal of Modern Engineering Research,* Vol. No.3(3) , pp.1561 - 1565
14. **Edwin A. Estrella (2016),** "Multiple Intelligence and Work Performance of College Teachers", *International Journal of Educational Research,* Vol. No.7(1), pp.24 – 32
15. **Edilberto Z. Andal, Ed. D. (2015),** "Deterioration Correlates of Job Satisfaction and Performance among the Faculty of Laguna State Polytechnic University, San Pablo City Campus: Input to Faculty Development Program", *International Journal of Social Science and Humanities Research,* Vol. No.3(1), pp.240-245

16. **Eliezer Yariv (2011),** "Deterioration in Teachers Performance: Causes and some Remedies", *World Journal of Education***,** Vol. No.1(1), pp.81-91
17. **Felista Muthoni Wachira, Margaret Gitumu and Zachary Mbugua (2017),** "Efffect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West Sub Country", *International Journal of Humanities and Social Science Invention,* Vol. No.6(8), pp.72 - 86
18. **Genelyn R. Baluyos, Helen L. Rivera and Esther L. Baluyos (2019),** "Teachers job satisfaction and work performance*", Open Journal of Social Sciences,* Vol. No.7, pp.206-221
19. **Hassan Danial Aslam (2013),** "Analysis of performance evaluation system for teachers in college of Pakistan*", International Journal of Learning & Development,* Vol. No.3(5), pp.145-158
20. **Harish, K.A. and B. Jeya Prabha (2019),** " Performance on the Work-related Stress and Job contentment of Primary School Teachers of Government and Private Sectors", *International Journal of Recent Technology and Engineering,* Vol. No.8(2S2), pp.143-147
21. **Julieta Remedios Betonio (2015),** "Stress factors and the teaching performance of the college faculty", *International Journal of Social Science and Humanity,* Vol. No.5(7), pp. 651-655
22. **Katijah Abu Bakar, Abd Razak Zakaria and Abdul Muhsien Sulaiman (2016),** "The Relation of Work Culture towards Job Satisfaction and Job Performance among Teachers in Vocational College", *Educational*

*Foundations and Humanities available at https://www.researchgate.net/publication/*309126651_work_culture_and_its_relationship_with_job_satisfaction_and_job_performance_among_teacher_in_vocational_college

23. **Mahfuzil Anwar, Grahita Chandrarin, Junianto Tjahjo Darsono and Harianto Respati (2017),** "Lecturer job performance study: Motivation, Emotional Intelligence, Organizational culture and Transformational leadership as Antecedents with job satisfaction as intervening*", IOSR Journal of Business and Management,* Vol. No.19(6), pp.1-9
24. **Muhammad Amin, Rahmat Ullah Shah, Muhammad Ayaz and Malik Amer Atta (2013),** "Teachers Job Performance at Secondary Level in Khyber Pakhyunkhwa, Pakistan",*Gomal University Journal of Research*, Vol. No.29(2), pp.100-104
25. **Maqsood Ahmed, Ishtiaq Hussain, Maqsood Ahmed, Sarfraz Ahmed and M. QamarUd Din (2012),** "A study of the factors affecting the professional performance of teachers at higher education level in Khyber Pakhtunkhwa*", Academic Research International,* Vol. No.2(2), pp.336-341
26. **Muhammad Jamal and Vishwanath V. Baba (2001),** "Type-A Behavior, Job Performance, and Well-Being in College Teachers",*International Journal of Stress Management,* Vol. No.8(3), pp.231-240
27. **Naluwemba frances, Sekiwu Denis and Okwenje Vincent (2016),** "The interplay at school welfare provision and teachers performance: The case of

Ugandan secondary schools", *International Journal of Educational Policy Research and Review*, Vol. No.3(1), pp.6-13

28. **Nurharani Selamat, Nur Zahira Samsu and Nur Shaminah Mustafa Kamalu (2013),** "The interplay at school welfare provision and teachers performance: The case of Ugandan secondary schools", Educational Research e-Journal, Vol. No.2(1), pp.71-82
29. **Nwosu Jonathan, C. (2011),** "Motivation and Teachers Performance in Selected Public Secondary Schools in Ikenne Local Government Area of Ogun State*, British Journal of Psychology Research*, Vol. No.5(3), pp.40-50
30. **Ogundele and Michael Olarewaju (2014),** "Teachers job satisfaction and job performance of secondary Schools in Kwara state*", International Journal of Research,* Vol. No.1(11), pp.1129-1138
31. **Olamiposi Usikalu, Adedeji J. Ogunleye and James Effiong (2015),** "Organisational Trust, Job Satisfaction and Job Performance among Teachers in Ekiti State, Nigeria", *British Open Journal of Psychology,* Vol. No.1(1), pp.1-10
32. **Pavan Kumar, S. (2022),** "Influence of university teachers' job satisfaction on subjective well-being and job performance", *Journal of Engineering Education Transformations*, Vol. No.35, pp.60-167
33. **Rosalie R. Mugertigue (2017),** "Motivation, Satisfaction and Performance of college teachers and administrator of Western leyte college: A developmentplan",*Journal of Research in Business and Management,* Vol. No.5(2), pp.24-39

34. **Raiza Mae Calbonero- Narciso (2017),** "Work stress and performance of UM Tagum college faculty", *International Journal of Advancements in Research & Technology,* Vol. No.6(2), pp.13-22
35. **Razinah Sikul, Amran Harun, Tini Maizura Mohtar and Datu Razali Datu Eranza (2015),** "Factors Influencing Job Performance: A Case Study amongst Teaching Staff in Kota Kinabalu Polytechnic", *Malaysian Journal of Business and Economics*, Vol. No.2(2), pp.41-58
36. **Sanjay Jain and Shiladitya Verma (2014),** "Teaching performance and Extent of work values among faculty members in one Asian Maritime Academy", *International Journal of Management Sciences,* Vol. No.5(12), pp.1-15
37. **Shukor Shaari. ABD, Noran Fauziah Yaakub and Rosna Awang Hashim (2002),** "Job Motivation and Performance of Secondary School Teachers", *Malaysian Management Journal, Vol*. No.6(1&2), pp.17-24
38. **Sashikanta Khuntia and Subhodip Adhikary (2015),** "Study on Job Satisfaction and Performance of Management Guru's of Management Colleges-with Reference Odisha", *International Journal of Research and Development*, Vol. No.4(1), pp.94-100
39. **Shabir Ahmad Bhat and AnoopBeri (2016),** "Social Adjustment and job Performance of College Teachers: An analytical study", *Indian Journal of Positive Psychology,* Vol. No.7(2), pp.206-208

40. **Shabir Ahmad Bhat and AnoopBeri (2016),** "Social Adjustment and job Performance of College Teachers: An analytical study", *Indian Journal of Positive Psychology,* Vol. No.7(2), pp.206-208
41. **Syed Sayeeduddin and T. Vijayakumar (2018),** "A Study on Attitude of Teachers towards Performance Appraisal in Private Higher Secondary Schools in Kanchipuram District", *International Journal of Mechanical Engineering and Technology (IJMET)*, Vol. No.9(9), pp.114-121
42. **Ulyssis V. Bacharo (2012),** "Job Satisfaction and Teaching Performance of College Faculty", available at https:// www.academia.edu/27807630/job_satisfaction_and_teaching_performance_of_college_faculty
43. **Victoria Toyin Fadeyi, Abayomi Olumade Sofoluwe and Rotimi Ayodele Gbadeyan (2015),** "Influence of teachers welfare scheme on job performance in selected Kwara state secondary schools", *Asia Pacific Journal of Education Arts and Science*, Vol. 2(4), pp.89-93
44. **Wang Cai-feng (2010),** "An Empirical Study of the Performance of University Teachers Based on Organizational Commitment, Job Stress, Mental Health and Achievement Motivation", C*anadian Social Science,* Vol. No.6(4), pp.127-140

CHAPTER 3

DETERMINANTS OF JOB PERFORMANCE OF TEACHERS WORKING IN SELF-FINANCING COLLEGES

3.1 Introduction

The most respected profession in the world is teaching and so teachers are the real strength of a nation. Typically, the teachers are playing a direct and crucial role in molding people towards education. Also, the teachers cultivate performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. Hence, the performance of teachers becomes very essential in the fields of education, which can be divided into seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning, personal, social growth and professional development **(Annierah Maulana Usop et al., 2013)**. The performance of teachers mainly depends on the teacher and students' characteristics. The characteristics of teachers include knowledge base, sense of responsibility and inquisitiveness whereas the characteristics of students comprise opportunity to learn and academic work. Also, the performance of teaching depends on the factors namely lesson structure and communication; the learning aspects such as involvement and success and the classroom phenomena such as environment and climate and organization and management **(Chamundeswari, 2013)**. If the teachers take care of all these factors, their performance can be

enhanced to the optimum level. All these induced to make an effort in this section to find out the level of job performance and the variables determining the level of job performance of teachers working in self-financing colleges in Coimbatore District.

3.2 Variables Considered for Measuring Job Performance of Teachers

The variables of job performance of teachers are categorized under four heads namely teaching skills, management skills, discipline and regularity and interpersonal relationship skills. These variables are making the employees to deliver the efficient performance in their job and these are briefly explained in the following paragraphs.

(i) Teaching Skills

The teaching skills are the implementation of different practices by teachers for the better learning experience in their job. The variables considered under this head are 'I use different methods of teaching', 'Most of my students get good marks in my subject', 'I teach every student according to his ability','I come well prepared for teaching in class', 'I can also teach difficult lessons with ease', 'If any student asks question, I try to satisfy him at every level' and 'I never do injustice while evaluating the answer scripts'.

(ii) Management Skills

The management skills are the ability to ensure that the work of those working under the supervision of an individual and to enhance the goals and objectives of the organization. The variables considered under this head are:' Apart from

teaching I fulfil other responsibilities very nicely', 'I never let co-curricular activities to affect my class teaching', 'I don't let my domestic affairs to interfere in my duty', 'If someone changes my responsibilities then I adjust myself', 'I try my level best to improve my performance' and 'I never let off my classes for any reason'.

(iii) Discipline and Regularity

The discipline and regularity of teachers are the most essential qualities required to succeed in their job. The variables considered under this head are 'I am punctual to the college', 'I come to college regularly', 'When present at college I attend my classes on time', 'I don't do irrelevant activity in my period', 'I fulfil my assigned activities on time', 'I complete my syllabus on time' and 'I maintain discipline in my class'.

(iv) Interpersonal Relationship Skills

The interpersonal relationship skills helps to increase the morale and productivity of teachers at their workplace. The variables considered under this head are 'Apart from teaching I try to solve any problem of the student', 'I enjoy good relations with my colleagues', 'I co-operate with my colleagues in any work', 'I consult my colleagues in solving my class problems', 'I motivate my students to participate in co-curricular activities', 'For the welfare of my students, I contact their parents' and 'I help the head in solving the problems of the department / institution'.

3.3 Prominent Skills of Job Performance of Teachers

To find out the most prominent factor that leads to better job performance of teachers, weighted mean score analysis has been employed by considering twenty-seven variables under four heads and the findings of the analysis are given below.

Table 3.1: Prominent Skills of Job Performance of Teachers - Weighted Mean Score

S. No.	Factors	Mean Score	Average
	I. Teaching Skills		
1	I use different methods of teaching	4.34	4.00
2	Most of my students get good marks in my subject	3.97	
3	I teach every student according to his ability	3.83	
4	I come well prepared for teaching in class	3.93	
5	I can also teach difficult lessons with ease	3.92	
6	If any student asks question, I try to satisfy him at every level	3.93	
7	I never do injustice while evaluating the answer scripts	4.04	
	II. Management Skills		
1	Apart from teaching I fulfil other responsibilities very nicely	4.21	3.93
2	I never let co-curricular activities to affect my class teaching	3.87	
3	I don't let my domestic affairs to interfere in my duty	3.87	

4	If someone changes my responsibilities then I adjust myself	3.79	
5	I try my level best to improve my performance	3.97	
6	I never let off my classes for any reason	3.88	
III. Discipline and Regularity			
1	I am punctual to the college	4.52	4.10
2	I come to college regularly	4.11	
3	When present at college I attend my classes on time	4.05	
4	I don't do irrelevant activity in my period	3.89	
5	I fulfil my assigned activities on time	4.00	
6	I complete my syllabus on time	4.05	
7	I maintain discipline in my class	4.06	
IV. Interpersonal Relationship Skills			
1	Apart from teaching I try to solve any problem of the student	4.19	4.02
2	I enjoy good relations with my colleagues	4.07	
3	I co-operate with my colleagues in any work	3.95	
4	I consult my colleagues in solving my class problems	3.91	
5	I motivate my students to participate in co-curricular activities	4.04	
6	For the welfare of my students, I contact their parents	3.94	
7	I help the head in solving the problems of the Department / Institution	4.01	

(i) Teaching Skills

From the above table, it is found that among the various job performance variables considered, the mean score value, based on teaching skills is found high with 'I use different methods of teaching' i.e. 4.34 whereas it is found low with 'I teach every student according to his ability'.

(ii) Management Skills

The mean score value, based on teachers' job performance on management skills, is found high with 'Apart from teaching I fulfil other responsibilities very nicely' i.e. 4.21 while it is found low with 'If someone changes my responsibilities then I adjust myself'.

(iii) Discipline and Regularity

It is found that the mean score value, based on teachers' job performance on discipline and regularity, is found high with 'I am punctual to the college' i.e. 4.52 while it is found low with 'I don't do irrelevant activity in my period'.

(iv) Interpersonal Relationship Skills

It is observed that the mean score value, based on teachers' job performance on interpersonal relationship skills, is found high with 'Apart from teaching I try to solve any problem of the student' i.e. 4.19 while it is found low with 'I consult my colleagues in solving of my class problems'.

Finally, the overall weighted mean score depicts that among the various job performance variables considered, the mean value is found high with 'discipline and regularity' i.e. 4.10 than the mean score value of interpersonal relationship skills (4.02), teaching skills (4.00) and management skills

(3.93), which signifies that the teachers' job performance is high with 'discipline and regularity' in their institution.

3.4 Level of Performance

The job performance of teachers working in Self-financing colleges has been measured by assigning scores to job performance related questions. Twenty-seven such questions are included in the questionnaire. Answers to the questions have been rated on five-point scale. Thus, the maximum score a teacher would get is 135. Scores obtained by each teacher is divided by 135 and multiplied by 100 to convert it into an index. This index is named as**'Job performance index'**. Based on the job performance index, the teachers are divided into three groups as teachers with low, medium and high level of job performance. In order to classify the teachers into three such groups, quartiles have been made use of. Accordingly, the teachers with job performance ranging up to 66.31 are termed as teachers with low level of job performance; those with the job performance index between 66.32 and 88.46 are termed as the teachers with medium level of job performance and those teachers with the job performance index above 88.47 are called as teachers with high level of job performance. The mean level of job performance of the sample teachers is 77.39 and their standard deviation is 11.08. Of the 682 teachers, 121 (17.74%) have low level of job performance; 458 (67.16%) have moderate level of job performance and the remaining 103 (15.10%) have high level of job performance.

3.5 Variables Considered for Measuring Teachers' Level of Job Performance

Twenty-one variables namely area of residence, age, gender, educational qualification, marital status, type of family, status in the family, number of children in the family, number of earning members in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, nature of institution, location of institution, types of academic discipline, designation, working hours per day, period of total working experience and level of perception on various welfare measures adopted by the educational institution have been selected. Chi-square test has been applied to examine the association between each of these variables and level of job performance of teachers. Levels of significance chosen are one and five per cent.

3.5.1 Area of Residence

In order to examine whether there exist a significant association between the area of residence and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Area of residence does not influence the level of job performance of teachers

Table 3.2: Area of Residence and Level of Job Performance

Area of Residence	Level of Job Performance			Total
	Low	Moderate	High	
Rural	56	272	55	383
	(14.60%)	(71.00%)	(14.40%)	(100.00%)
Semi- urban	22	115	37	174
	(12.60%)	(66.10%)	(21.30%)	(100.00%)
Urban	43	71	11	125
	(34.40%)	(56.80%)	(8.80%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 34.880

Table Value: Five per cent level: 9.488

One per cent level : 13.277

Out of the 682 teachers, 383 (56.16%) are residing in rural area. Of them, 56 (14.60%) have low level of job performance; 272 (71.00%) have moderate level of job performance and the remaining 55 (14.40%) have high level of job performance.

There are 174 (25.51%) teachers in the second category who are residing in semi-urban area. Of them, 22 (12.60%) have low level of job performance; 115 (66.10%) have moderate level of job performance and the remaining 37 (21.30%) have high level of job performance.

There are 125 (18.33%) teachers in the third category who are residing in urban area. Of them, 43 (34.40%) have low level of job performance; 71 (56.80%) have moderate level of job performance and the remaining 11 (8.80%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are residing in semi-urban area while the

percentage of the teachers with low level of job performance is high with those teachers who are residing in urban area. Hence, it is found that those teachers who are residing in semi-urban area have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the area of residence and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.2 Age

In order to examine whether there exist a significant association between the age and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Age does not influence the level of job performance of teachers

Table 3.3: Age and Level of Job Performance

Age	Level of Job Performance			Total
	Low	Moderate	High	
Up to 30 Years	55 (13.40%)	285 (69.50%)	70 (17.10%)	410 (100.00%)
31 to 50 Years	58 (24.00%)	155 (64.00%)	29 (12.00%)	242 (100.00%)
Above 50 Years	8 (26.70%)	18 (60.00%)	4 (13.30%)	30 (100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 14.550

Table Value: Five per cent level: 9.488

One per cent level : 13.277

Out of the 682 teachers, 410 (60.12%) belong to up to 30 years age group. Of them, 55 (13.40%) have low level of job performance; 285 (69.50%) have moderate level of job performance and the remaining 70 (17.10%) have high level of job performance.

There are 242 (35.48%) teachers in the second category whose age group is between 31 and 50 years. Of them, 58 (24.00%) have low level of job performance; 155 (64.00%) have moderate level of job performance and the remaining 29 (12.00%) have high level of job performance.

There are 30 (4.40%) teachers in the third category whose age group is above 50 years. Of them, eight (26.70%) have low level of job performance; 18 (60.00%) have moderate level of job performance and the remaining four (13.30%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high withthose teachers whose age is up to 30 years while the percentage of the teachers with low level of job performance is high with those teachers whose age is above 50 years. Hence, it is found that those teachers whose age is up to 30 years have high level of job performance. However, the calculated chi-squarevalue is greater than the table value at one per cent level, there exists a highly significant association between the age and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.3 Gender

In order to examine whether there exist a significant association between the gender and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Gender does not influence the level of job performance of teachers

Table 3.4: Gender and Level of Job Performance

Gender	Level of Job Performance			Total
	Low	Moderate	High	
Male	42	187	49	278
	(15.10%)	(67.30%)	(17.60%)	(100.00%)
Female	79	271	54	404
	(19.60%)	(67.10%)	(13.40%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 2 Calculated χ^2 Value: 3.814

Table Value: Five per cent level: 5.991

One per cent level : 9.210

Out of the 682 teachers, 278 (40.76%) are male. Of them, 42 (15.10%) have low level of job performance; 187 (67.30%) have moderate level of job performance and the remaining 49 (17.60%) have high level of job performance.

There are 404 (59.23%) female teachers in the second category. Of them, 79 (19.60%) have low level of job performance; 271 (67.10%) have moderate level of job performance and the remaining 54 (13.40%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with male teachers while the percentage of the teachers with low level of job performance is high with female teachers. Hence, it is found that male teachers have high level of job performance. However, the calculated chi-squarevalue is less than the table value at five per cent level, there does not exist

any significant association between the gender and thelevel of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.4 Educational Qualification

In order to examine whether there exist a significant association between the educational qualification and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Educational qualification does not influence the level of job performance of teachers

Table 3.5: Educational Qualification and Level of Job Performance

Educational Qualification	Level of Job Performance			Total
	Low	Moderate	High	
PG	17	94	21	132
	(12.90%)	(71.20%)	(15.90%)	(100.00%)
M.Phil.	53	213	44	310
	(17.10%)	(68.70%)	(14.20%)	(100.00%)
Ph.D.	51	151	38	240
	(21.20%)	(62.90%)	(15.80%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 4.885

Table Value: Five per cent level: 9.488

One per cent level : 13.277

Out of the 682 teachers, 132 (19.35%) are qualified with Post-graduate. Of them, 17 (12.90%) have low level of job performance; 94 (71.20%) have moderate level of job performance and the remaining 21 (15.90%) have high level of job performance.

There are 310 (45.45%) teachers in the second category who are qualified with M.Phil. Of them, 53 (17.10%) have low level of job performance; 213 (68.70%) have moderate level of job performance and the remaining 44 (14.20%) have high level of job performance.

There are 240 (35.19%) teachers in the third category who are qualified with Ph.D. Of them, 51 (21.20%) have low level of job performance; 151 (62.90%) have moderate level of job performance and the remaining 38 (15.80%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are qualified with PG while the percentage of the teachers with low level of job performance is high with those teachers who are qualified with Ph.D. Hence, it is found that those teachers who are qualified with PG have high level of job performance. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant association between the educational qualification and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.5 Marital Status

In order to examine whether there exist a significant association between the marital status and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Marital status does not influence the level of job performance of teachers

Table 3.6: Marital Status and Level of Job Performance

Marital Status	Level of Job Performance			Total
	Low	Moderate	High	
Unmarried	50	146	27	223
	(22.40%)	(65.50%)	(12.10%)	(100.00%)
Married	71	312	76	459
	(15.50%)	(68.00%)	(16.60%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.:2 Calculated χ^2 Value: 6.198

Table Value: Five per cent level: 5.991

One per cent level: 9.210

Out of the 682 teachers, 223 (32.69%) are unmarried. Of them, 50 (22.40%) have low level of job performance; 146 (65.50%) have moderate level of job performance and the remaining 27 (12.10%) have high level of job performance.

There are 459 (67.31%) married teachers in the second category. Of them, 71 (15.50%) have low level of job performance; 312 (68.00%) have moderate level of job performance and the remaining 76 (16.60%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are married while the percentage of the teachers with low level of job performance is high with those teachers who are unmarried. Hence, it is found that those teachers who are married have high level of job performance. However, the calculated chi-squarevalue is greater than the table value at five per cent level, there exists a significant association between the marital status and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.6 Type of Family

In order to examine whether there exist a significant association between the type of family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Type of family does not influence the level of job performance of teachers

Table 3.7: Type of Family and Level of Job Performance

Type of Family	Level of Job Performance			Total
	Low	Moderate	High	
Nuclear	73	291	65	429
	(17.00%)	(67.80%)	(15.20%)	(100.00%)
Joint	48	167	38	253
	(19.00%)	(66.00%)	(15.00%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 2 Calculated χ^2 Value: 0.424

Table Value: Five per cent level: 5.991

One per cent level: 9.210

Out of the 682 teachers, 429 (62.90%) belong to nuclear family. Of them, 73 (17.00%) have low level of job performance; 291 (67.80%) have moderate level of job performance and the remaining 65 (15.20%) have high level of job performance.

There are 253 (37.10%) teachers in the second category who belong to joint family. Of them, 48 (19.00%) have low level of job performance; 167 (66.00%) have moderate level of job performance and the remaining 38 (15.00%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with

those teachers who belong to nuclear family while the percentage of the teachers with low level of job performance is high with those teachers who belong to joint family. Hence, it is found that those teachers who belong to nuclear family have high level of job performance. However, the calculated chi-squarevalue is less than the table value at five per cent level, there does not exist any significant association between the type of family and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.7 Status in the Family

In order to examine whether there exist a significant association between the status in the family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Status in the family does not influence the level of job performance of teachers

Table 3.8: Status in the Family and Level of Job Performance

Status in the Family	Level of Job Performance			Total
	Low	Moderate	High	
Member	90	335	78	503
	(17.90%)	(66.60%)	(15.50%)	(100.00%)
Head	31	123	25	179
	(17.30%)	(68.70%)	(14.00%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 2 Calculated χ^2 Value: 0.320

Table Value: Five per cent level: 5.991

One per cent level: 9.210

Out of the 682 teachers, 503 (73.75%) are member of their family. of them, 90 (17.90%) have low level of job

performance; 335 (66.60%) have moderate level of job performance and the remaining 78 (15.50%) have high level of job performance.

There are 179 (26.25%) teachers in the second category who are the head in their family. Of them, 31 (17.30%) have low level of job performance; 123 (68.70%) have moderate level of job performance and the remaining 25 (14.00%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are member in their family while the percentage of the teachers with low level of job performance is also high among the same category of teachers. Comparing the percentages, it is noted that high level of job performance is found high with those teachers who are member of their family. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant association between the status in the family and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.8 Number of Children in the Family

In order to examine whether there exist a significant association between the number of children in the family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Number of children in the family does not influence the level of job performance of teachers

Table 3.9: Number of Children in the Family and Level of Job Performance

Number of Children in the Family	Level of Job Performance			Total
	Low	Moderate	High	
Nil	42	132	36	210
	(20.00%)	(62.90%)	(17.10%)	(100.00%)
One	27	183	37	247
	(10.90%)	(74.10%)	(15.00%)	(100.00%)
Two	49	135	28	212
	(23.10%)	(63.70%)	(13.20%)	(100.00%)
Above two	3	8	2	13
	(23.10%)	(61.50%)	(15.40%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 6 Calculated χ^2 Value: 14.592

Table Value: Five per cent level: 12.592

One per cent level : 16.812

Out of the 682 teachers, 210 (30.79%) do not have any children in their family. Of them, 42 (20.00%) have low level of job performance; 132 (62.90%) have moderate level of job performance and the remaining 36 (17.10%) have high level of job performance.

There are 247 (36.22%) teachers in the second category who have one child in their family. Of them, 27 (10.90%) have low level of job performance; 183 (74.10%) have moderate level of job performance and the remaining 37 (15.00%) have high level of job performance.

There are 212 (31.09%) teachers in the third category whohave two children in their family. Of them, 49 (23.10%) have low level of job performance; 135 (63.70%) have moderate level of job performance and the remaining 28 (13.20%) have high level of job performance.

There are 13 (1.90%) teachers in the fourth category who have above two children in their family. Of them, three (23.10%) have low level of job performance; eight (61.50%) have moderate level of job performance and the remaining two (15.40%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers do not have any children in their family while the percentage of the teachers with low level of job performance is also high with those teachers having two children in their family. Hence, it is found that those teachers do not have any children in their family have high level of job performance. However, the calculated chi-square value is greater than the table value at five per cent level, there exists a significant association between the number of children in the family and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.9 Number of Earning Members in the Family

In order to examine whether there exist a significant association between the number of earning members in the family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Number of earning members in the family does not influence the level of job performance of teachers

Table 3.10: Number of Earning Members in the Family and Level of Job Performance

Number of Earning Members in the Family	Level of Job Performance			Total
	Low	Moderate	High	
Up to two	99	396	82	577
	(17.20%)	(68.60%)	(14.20%)	(100.00%)
Three	16	49	19	84
	(19.00%)	(58.30%)	(22.60%)	(100.00%)
Above three	6	13	2	21
	(28.60%)	(61.90%)	(9.50%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 6.705

Table Value: Five per cent level: 9.488

One per cent level: 13.277

Out of the 682 teachers, 577 (84.60%) have up to two earning members in their family. Of them, 99 (17.20%) have low level of job performance; 396 (68.60%) have moderate level of job performance and the remaining 82 (14.20%) have high level of job performance.

There are 84 (12.32%) teachers in the second category who have three earning members in their family. Of them, 16 (19.00%) have low level of job performance; 49 (58.30%) have moderate level of job performance and the remaining 19 (22.60%) have high level of job performance.

There are 21 (3.08%) teachers in the third category who have above three earning members in their family. Of them,

six (28.60%) have low level of job performance; 13 (61.90%) have moderate level of job performance and the remaining two (9.50%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who have three earning members in their family while the percentage of the teachers with low level of job performance is high with those teachers who have above three earning members in their family. Hence, it is found that those teachers who have three earning members in their family have high level of job performance. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant association between the number of earning members in the family and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.10 Number of Non-Earning Members in the Family

In order to examine whether there exist a significant association between the number of non-earning members in the family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Number of non-earning members in the family does not influence the level of job performance of teachers

Table 3.11: Number of Non-Earning Members in the Family and Level of Job Performance

Number of Non-Earning Members in the Family	Level of Job Performance			Total
	Low	Moderate	High	
Up to two	99	370	91	560
	(17.70%)	(66.10%)	(16.20%)	(100.00%)
Three	10	74	11	95
	(10.50%)	(77.90%)	(11.60%)	(100.00%)
Above three	12	14	1	27
	(44.40%)	(51.90%)	(3.70%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 19.903

Table Value: Five per cent level: 9.488

One per cent level : 13.277

Out of the 682 teachers, 560 (82.11%) have up to two non-earning members in their family. Of them, 99 (17.70%) have low level of job performance; 370 (66.10%) have moderate level of job performance and the remaining 91 (16.20%) have high level of job performance.

There are 95 (13.93%) teachers in the second category who have three non-earning members in their family. Of them, 10 (10.50%) have low level of job performance; 74 (77.90%) have moderate level of job performance and the remaining 11 (11.60%) have high level of job performance.

There are 27 (3.96%) teachers in the third category who have above three non-earning members in their family. Of them, 12 (44.40%) have low level of job performance; 14

(51.90%) have moderate level of job performance and the remaining one (3.70%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who have up to two non-earning members in their family while the percentage of the teachers with low level of job performance is high with those teachers who are have above three non-earning members in their family. Hence, it is found that those teachers who are have up to two non-earning members in their family have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the number of non-earning members in the family and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.11 Size of the Family

In order to examine whether there exist a significant association between the size of the family and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Size of the family does not influence the level of job performance of teachers

Table 3.12: Size of the Family and Level of Job Performance

Size of the Family	Level of Job Performance			Total
	Low	Moderate	High	
Up to three	50	229	73	352
	(14.20%)	(65.10%)	(20.70%)	(100.00%)
Four and five	59	210	28	297
	(19.90%)	(70.70%)	(9.40%)	(100.00%)
Above Five	12	19	2	33
	(36.40%)	(57.60%)	(6.10%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.:4 Calculated χ^2 Value: 26.450

Table Value: Five per cent level: 9.488

One per cent level: 13.277

Out of the 682 teachers, 352 (51.61%) have up to three members in their family. Of them, 50 (14.20%) have low level of job performance; 229 (65.10%) have moderate level of job performance and the remaining 73 (20.70%) have high level of job performance.

There are 297 (43.55%) teachers in the second category who have four and five members in their family. Of them, 59 (19.90%) have low level of job performance; 210 (70.70%) have moderate level of job performance and the remaining 28 (9.40%) have high level of job performance.

There are 33 (4.84%) teachers in the third category who have above five members in their family. Of them, 12 (36.40%) have low level of job performance; 19 (57.60%) have moderate level of job performance and the remaining two (6.10%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with

those teachers who have up to three members in their family while the percentage of the teachers with low level of job performance is high with those teachers who have above five members in their family. Hence, it is found that those teachers who have up to three members in their family have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the size of the family and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.12 Monthly Income

In order to examine whether there exist a significant association between the monthly income and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Monthly income does not influence the level of job performance of teachers

Table 3.13: Monthly Income and Level of Job Performance

Monthly Income	Level of Job Performance			Total
	Low	Moderate	High	
Up to Rs.15,000	21	188	28	237
	(8.90%)	(79.30%)	(11.80%)	(100.00%)
Rs.15,001 to Rs.20,000	48	121	30	199
	(24.10%)	(60.80%)	(15.10%)	(100.00%)
Rs.20,001 to Rs.30,000	15	95	27	137
	(10.90%)	(69.30%)	(19.70%)	(100.00%)
Rs.30,001 to Rs.40,000	31	28	13	72
	(43.10%)	(38.90%)	(18.10%)	(100.00%)
Rs.40,001 to Rs.50,000	6	26	5	37
	(16.20%)	(70.30%)	(13.50%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 8 Calculated χ^2 Value: 63.954

Table Value: Five per cent level:15.507

One per cent level: 20.090

Out of the 682 teachers, 237 (34.75%) earningsper month is up to Rs.15,000. Of them, 21 (8.90%) have low level of job performance; 188 (79.30%) have moderate level of job performance and the remaining 28 (11.80%) have high level of job performance.

There are 199 (29.18%) teachers in the second category whose earnings per month is between Rs.15,001 and Rs.20,000. Of them, 48 (24.10%) have low level of job performance; 121 (60.80%) have moderate level of job performance and the remaining 30 (15.10%) have high level of job performance.

There are 137 (20.09%) teachers in the third category whose earnings per month is between Rs.20,001 and Rs.30,000. Of them, 15 (10.90%) have low level of job performance; 95 (69.30%) have moderate level of job performance and the remaining 27 (19.70%) have high level of job performance.

There are 72 (10.55%) teachers in the fourth category whose earnings per month is between Rs. 30,001 and Rs.40,000. of them, 31 (43.10%) have low level of job performance; 28 (38.90%) have moderate level of job performance and the remaining 13 (18.10%) have high level of job performance.

There are 37 (5.43%) teachers in the fifth category whose earnings per month is between Rs.40,001 and Rs.50,000. Of them, six (16.20%) have low level of job performance; 26 (70.30%) have moderate level of job performance and the remaining five (13.50%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers whose earnings per month is between Rs.20,001

and Rs.30,000 while the percentage of the teachers with low level of job performance is high with those teachers whose earnings per month is between Rs.30,001 and Rs.40,000. Hence, it is found that those teachers whose earnings per month is between Rs.20,001 andRs.30,000 have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the monthly income and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.13 Family Income per Month

In order to examine whether there exist a significant association between the family income per month and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Family income per month does not influence the level of job performance of the teachers

Table 3.14: Family Income per Month and Level of Job Performance

Family Income	Level of Job Performance			Total
	Low	Moderate	High	
Up to Rs.25,000	28	167	32	227
	(12.30%)	(73.60%)	(14.10%)	(100.00%)
Rs.25,001 to Rs.50,000	44	186	42	272
	(16.20%)	(68.40%)	(15.40%)	(100.00%)
Rs.50,001 to Rs.1,00,000	24	75	26	125
	(19.20%)	(60.00%)	(20.80%)	(100.00%)
Above Rs.1,00,000	25	30	3	58
	(43.10%)	(51.70%)	(5.20%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 6 Calculated χ^2 Value: 36.400

Table Value: Five per cent level: 12.592

One per cent level : 16.812

Out of the 682 teachers, 227 (33.28%) family income per month is up to Rs.25,000. Of them, 28 (12.30%) have low level of job performance; 167 (73.60%) have moderate level of job performance and the remaining 32 (14.10%) have high level of job performance.

There are 272 (39.88%) teachers in the second category whose family income per monthlies betweenRs.25,001 and Rs.50,000. Of them, 44 (16.20%) have low level of job performance; 186 (68.40%) have moderate level of job performance and the remaining 42 (15.40%) have high level of job performance.

There are 125 (18.33%) teachers in the third category whose family income per month is between Rs.50,001 and Rs.1,00,000. Of them, 24 (19.20%) have low level of job performance; 75 (60.00%) have moderate level of job performance and the remaining 26 (20.80%) have high level of job performance.

There are 58 (8.51%) teachers in the fourth category whose family income per month is above Rs.1,00,000. Of them, 25 (43.10%) have low level of job performance, 30 (51.70%) have moderate level of job performance and the remaining three (5.20%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers whose family income per month lies betweenRs.50,001 and Rs.1,00,000 while the percentage of the teachers with low level of job performance is high with those teachers whose family income per month is above Rs.1,00,000.

Hence, it is found that those teachers whose family income per month lies betweenRs.50,001 and Rs.1,00,000 have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the family income per month and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.14 Family Expenditure per Month

In order to examine whether there exist a significant association between the family expenditure per month and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Family expenditure per month does not influence the level of job performance of teachers

Table 3.15: Family Expenditure per Month and Level of Job Performance

Family Expenditure Per Month	Level of Job Performance			Total
	Low	Moderate	High	
Up to Rs.10,000	58	140	33	231
	(25.10%)	(60.60%)	(14.30%)	(100.00%)
Rs.10,001 to Rs.20,000	37	198	33	268
	(13.80%)	(73.90%)	(12.30%)	(100.00%)
Rs.20,001 to Rs.30,000	13	87	21	121
	(10.70%)	(71.90%)	(17.40%)	(100.00%)
Above Rs.30,000	13	33	16	62
	(21.00%)	(53.20%)	(25.80%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 6 Calculated χ^2 Value: 25.179

Table Value: Five per cent level: 12.592

One per cent level: 16.812

Out of the 682 teachers, 231 (33.87%) family expenditure per month is up to Rs.10,000. Of them, 58 (25.10%) have low level of job performance; 140 (60.60%) have moderate level of job performance and the remaining 33 (14.30%) have high level of job performance.

There are 268 (39.30%) teachers in the second category whose family expenditure per month isbetween Rs.10,001and Rs.20,000. Of them, 37 (13.80%) have low level of job performance; 198 (73.90%) have moderate level of job performance and the remaining 33 (12.30%) have high level of job performance.

There are 121 (17.73%) teachers in the third category whose family expenditure per month is between Rs.20,001and Rs.30,000. Of them, 13 (10.70%) have low level of job performance; 87 (71.90%) have moderate level of job performance and the remaining 21 (17.40%) have high level of job performance.

There are 62 (9.10%) teachers in the fourth category whose family expenditure per month is above Rs.30,000. Of them, 13 (21.00%) have low level of job performance; 33 (53.20%) have moderate level of job performance and the remaining 16 (25.80%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers whose family expenditure per month is above Rs.30,000 while the percentage of the teachers with low level of job performance is high with those teachers whose family expenditure per month is up to Rs.10,000. Hence, it is found that those teachers whose family expenditure is above Rs.30,000 have high level of job performance. However, the

calculated chi-squarevalue is greater than the table value at one per cent level, there exists a highly significant association between the family expenditure per month and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.15 Nature of Institution

In order to examine whether there exist a significant association between the nature of institution and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Nature of institution does not influence the level of job performance of teachers

Table 3.16: Nature of Institution and Level of Job Performance

Nature of Institution	Level of Job Performance			Total
	Low	Moderate	High	
Arts	20	103	28	151
	(13.20%)	(68.20%)	(18.50%)	(100.00%)
Science	15	54	17	86
	(17.40%)	(62.80%)	(19.80%)	(100.00%)
Both	86	301	58	445
	(19.30%)	(67.60%)	(13.00%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 6.323

Table Value: Five per cent level: 9.488

One per cent level: 13.277

Out of the 682 teachers, 151 (22.14%) are working in arts colleges. Of them, 20 (13.20%) have low level of job performance; 103 (68.20%) have moderate level of job

performance and the remaining 28 (18.50%) have high level of job performance.

There are 86 (12.61%) teachers in the second category who are working in science colleges. Of them, 15 (17.40%) have low level of job performance; 54 (62.80%) have moderate level of job performance and the remaining 17 (19.80%) have high level of job performance.

There are 445 (65.25%) teachers in the third category who are working in arts and science colleges. Of them, 86 (19.30%) have low level of job performance, 301 (67.60%) have moderate level of job performance and the remaining 58 (13.00%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are working in science colleges while the percentage of the teachers with low level of job performance is high with those teachers who are working in arts and science colleges. Hence, it is found that those teachers who are working in science colleges have high level of job performance. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant association between the nature of institution and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.16 Location of Institution

In order to examine whether there exist a significant association between the location of institution and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Location of institution does not influence the level of job performance of teachers

Table 3.17: Location of Institution and Level of Job Performance

Location of Institution	Level of Job Performance			Total
	Low	Moderate	High	
Town	68	299	69	436
	(15.60%)	(68.60%)	(15.80%)	(100.00%)
Village	53	159	34	246
	(21.50%)	(64.60%)	(13.80%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 2 Calculated χ^2 Value: 3.919

Table Value: Five per cent level: 5.991

One per cent level: 9.210

Out of the 682 teachers, 436 (63.93%) are working in the institution located at town area. Of them, 68 (15.60%) have low level of job performance; 299 (68.60%) have moderate level of job performance and the remaining 69 (15.80%) have high level of job performance.

There are 246 (36.07) teachers in the second category who are working in the institution located at village area. Of them, 53 (21.50%) have low level of job performance; 159 (64.60%) have moderate level of job performance and the remaining 34 (13.80%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are working in the institution located at town area while the percentage of the teachers with low level of job performance is high with those teachers who are working in the institution located at village area. Hence, it is

found that those teachers who are working in the institutions located at town area have high level of job performance. However, the calculated chi-squarevalue is less than the table value at five per cent level, there does not exist any significant association between the location of the institution and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.17 Types of Academic Discipline

In order to examine whether there exist a significant association between the types of academic discipline and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Types of academic discipline does not influence the level of job performance of teachers

Table 3.18: Types of Academic Discipline and Level of Job Performance

Types of Academic Discipline	Level of Job Performance			Total
	Low	Moderate	High	
Language	16	83	14	113
	(14.20%)	(73.50%)	(12.40%)	(100.00%)
Arts	84	255	65	404
	(20.80%)	(63.10%)	(16.10%)	(100.00%)
Science	15	96	21	132
	(11.40%)	(72.70%)	(15.90%)	(100.00%)
Sports	6	24	03	33
	(18.20%)	(72.70%)	(9.10%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 6 Calculated χ^2 Value:10.034

Table Value: Five per cent level:12.592

One per cent level: 16.812

Out of the 682 teachers, 113 (16.56%) belong to language category. Of them, 16 (14.20%) have low level of job performance; 83 (73.50%) have moderate level of job performance and the remaining 14 (12.40%) have high level of job performance.

There are 404 (59.24%) teachers in the second category who belong to arts discipline. Of them, 84 (20.80%) have low level of job performance; 255 (63.10%) have moderate level of job performance and the remaining 65 (16.10%) have high level of job performance.

There are 132 (19.35%) teachers in the third category who belong to science discipline. Of them, 15 (11.40%) have low level of job performance; 96 (72.70%) have moderate level of job performance and the remaining 21 (15.90%) have high level of job performance.

There are 33 (4.85%) teachers in the fourth category who belong to sports discipline. Of them, six (18.20%) have low level of job performance; 24 (72.70%) have moderate level of job performance and the remaining three (9.10%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who belong to arts discipline and the percentage of the teachers with low level of job performance is also high with the same category of teachers. Comparing the percentages, it is noted that high level of job performance is found high with those teachers who belong to arts discipline. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant

association between the types of academic discipline and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.18 Designation

In order to examine whether there exist a significant association between the designation and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Designation does not influence the level of job performance of teachers

Table 3.19: Designation and Level of Job Performance

Designation	Level of Job Performance			Total
	Low	Moderate	High	
Dean	7	15	1	23
	(30.40)	(65.20%)	(4.30%)	(100.00%)
Head	24	48	14	86
	(27.90%)	(55.80%)	(16.30%)	(100.00%)
Professor	19	74	23	116
	(16.40%)	(63.80%)	(19.80%)	(100.00%)
Associate Professor	18	44	17	79
	(22.80%)	(55.70%)	(21.50%)	(100.00%)
Assistant Professor	53	277	48	378
	(14.00%)	(73.30%)	(12.70%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 8 Calculated χ^2 Value: 23.968

Table Value: Five per cent level:15.507

One per cent level: 20.090

Out of the 682 teachers, 23 (3.38%) designation is dean. Of them, seven (30.40%) have low level of job performance; 15

(65.20%) have moderate level of job performance and the remaining one (4.30%) have high level of job performance.

There are 86 (12.61%) teachers in the second category whose designation is head. Of them, 24 (27.90%) have low level of job performance; 48 (55.80%) have moderate level of job performance and the remaining 14 (16.30%) have high level of job performance.

There are 116 (17.00%) teachers in the third category whose designation is professor. Of them, 19 (16.40%) have low level of job performance; 74 (63.80%) have moderate level of job performance and the remaining 23 (19.80%) have high level of job performance.

There are 79 (11.58%) teachers in the fourth category whose designation is associate professor. Of them, 18 (22.80%) have low level of job performance; 44 (55.70%) have moderate level of job performance and the remaining 17 (21.50%) have high level of job performance.

There are 378 (55.43%) teachers in the fifth category whose designation is assistant professor. Of them, 53 (14.00%) have low level of job performance; 277 (73.30%) have moderate level of job performance and the remaining 48 (12.70%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers whose designation is associate professor while the percentage of the teachers with low level of job performance is high with those teachers whose designation is dean. Hence, it is found that those teachers whose designation is associate professor have high level of job performance. However, the calculated chi-square value is greater than the

table value at one per cent level, there exists a highly significant association between the designation and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.19 Number of Working Hours per Day

In order to examine whether there exist a significant association between number of working hours per day and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Number of working hours per day does not influence the level of job performance of teachers

Table 3.20: Number of Working Hours Per Day and Level of Job Performance

Number of Working Hours Per Day	Level of Job Performance			Total
	Low	Moderate	High	
Up to 4 Hours	56	206	36	298
	(18.80%)	(69.10%)	(12.10%)	(100.00%)
Above 4 Hours	65	252	67	384
	(16.90%)	(65.60%)	(17.40%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 2 Calculated χ^2 Value: 3.836

Table Value: Five per cent level: 5.991

One per cent level: 9.210

Out of the 682 teachers, 298 (43.69%) are working up to four hours per day. Of them, 56 (18.80%) have low level of job performance; 206 (69.10%) have moderate level of job performance and the remaining 36 (12.10%) have high level of job performance.

There are 384 (56.31%) teachers in the second category who are working above four hours per day. Of them, 65

(16.90%) have low level of job performance; 252 (65.60%) have moderate level of job performance and the remaining 67 (17.40%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are working above four hours per day while the percentage of the teachers with low level of job performance is high with those teachers who are working up to four hours per day. Hence, it is found that those teachers who are working above four hours per day have high level of job performance. However, the calculated chi-square value is less than the table value at five per cent level, there does not exist any significant association between the number of working hours per day and the level of job performance of teachers. Therefore the null hypothesis is accepted.

3.5.20 Total Working Experience

In order to examine whether there exist a significant association between total working experience and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Total working experience does not influence the level of job performance of teachers

Table 3.21: Total Working Experience and Level of Job Performance

Total Working Experience	Level of Job Performance			Total
	Low	Moderate	High	
Up to 5 Years	51	229	55	335
	(15.20%)	(68.40%)	(16.40%)	(100.00%)
5 to 10 Years	50	169	25	244
	(20.50%)	(69.30%)	(10.20%)	(100.00%)
Above 10 Years	20	60	23	103
	(19.40%)	(58.30%)	(22.30%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 11.606

Table Value: Five per cent level: 9.488

One per cent level: 13.277

Out of the 682 teachers, 335 (49.12%) overall working experience is up to five years. Of them, 51 (15.20%) have low level of job performance; 229 (68.40%) have moderate level of job performance and the remaining 55 (16.40%) have high level of job performance.

There are 244 (35.78%) teachers in the second category whose overall working experience is between five and ten years. Of them, 50 (20.50%) have low level of job performance; 169 (69.30%) have moderate level of job performance and the remaining 25 (10.20%) have high level of job performance.

There are 103 (15.10%) teachers in the third category whose overall working experience is above 10 years. Of them, 20 (19.40%) have low level of job performance; 60 (58.30%) have moderate level of job performance and the remaining 23 (22.30%) have high level of job performance.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with

those teachers whose overall working experience is above 10 years while the percentage of the teachers with low level of job performance is high with those teachers whose overall working experience is between five and ten years. Hence, it is found that those teachers whose overall working experience is above 10 years have high level of job performance. However, the calculated chi-square value is greater than the table value at five per cent level, there exists a significant association between the total working experience and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.5.21 Teachers' Level of Perception

In order to examine whether there exist a significant association between teachers' level of perception and level of job performance of teachers, the following hypothesis has been framed and tested.

Ho: Teachers' level of perception does not influence their level of job performance

Table 3.22: Level of Perception and Level of Job Performance

Level of Perception	Level of Job Performance			Total
	Low	Moderate	High	
Low	20	104	13	137
	(14.60%)	(75.90%)	(9.50%)	(100.00%)
Moderate	99	269	50	418
	(23.70%)	(64.40%)	(12.00%)	(100.00%)
High	2	85	40	127
	(1.60%)	(66.90%)	(31.50%)	(100.00%)
Total	**121**	**458**	**103**	**682**

d.f.: 4 Calculated χ^2 Value: 58.034

Table Value: Five per cent level: 9.488

One per cent level: 13.277

There are 137 (20.09%) teachers in the first category who are with low level of perception. Of them, the level of job performance is low with 20 (14.60%) teachers; medium with 104 (75.90%) teachers and high with 13 (9.50%) teachers.

There are 418 (61.29%) teachers in the second category who are with medium level of perception. Of them, the level of job performance is low with 99 (23.70%) teachers; medium with 269 (64.40%) teachers and high with 50 (12.00%) teachers.

There are 127 (18.62%) teachers in the third category who are with high level of perception. Of them, the level of job performance is low with two (1.60%) teachers; medium with 85 (66.90%) teachers and high with 40 (31.50%) teachers.

From the table, it could be inferred that the percentage of the teachers with high level of job performance is high with those teachers who are with high level of perception while the percentage of the teachers who are with low level of job performance is high with teachers who have moderate level of perception. Hence, it is found that those teachers who are with high level of perception have high level of job performance. However, the calculated chi-square value is greater than the table value at one per cent level, there exists a highly significant association between the level of perception and the level of job performance of teachers. Therefore the null hypothesis is rejected.

3.6 Nature of Association of Select Variables with Level of Job Performance of Teachers

In order to find out the nature and quantum of association of select variables with job performance of self-financing college teachers, correlation analysis is employed. Partial correlation co-efficient has been found out first to finalize the variables that can be taken up for correlation analysis. The variables considered for partial correlation are: Area of residence namely rural, semi-urban and urban, Age, Gender namely male and female, Educational qualification namely PG, M.Phil. and Ph.D., and Additional qualification namely NET, SET, NET with JRF and both NET & SET, Marital status namely married and unmarried, Type of family namely joint and nuclear, Status in the family namely head and member, Number of children in the family, Size of the family, Number of earning members in the family, Number of non-earning members in the family, Monthly income, Family income per month, Family expenditure per month, Nature of institution namely arts, science and both, Location of institution namely town and village, Types of academic discipline namely language, arts, science and sports, Designation namely dean, head, professor, associate professor and assistant professor, Number of working hours per day, Total working hours per week, Total working experience, Distance between the home and the work place, Time taken to reach the college and teachers' level of perception. Job performance index is the variable with which association of these variables have been found out.

The variables with negligent partial correlation co-efficient are omitted as they are likely to have very thin association with job performance of teachers. Leaving out such variables resulted in the following: Area of residence namely rural and urban, Age, Gender namely female, Educational qualification, Marital status namely unmarried, Type of family namely nuclear, Status in the family namely head, Number of children in the family, Number of earning members in the family, Number of non-earning members in the family, Size of the family, Monthly income, Family income per month, Family expenditure per month, Nature of institution namely arts and science, Location of institution namely village, Types of academic discipline namely language, arts and science, Designation, Number of working hours per day and teachers' level of perception. These are the variables used in correlation, multiple regression and step-wise regression analysis. Variables like Area of residence namely semi-urban, Age, Gender namely male, Additional qualification like NET, SET, NET with JRF and both NET and SET, Marital status namely married, Type of family namely joint, Status in the family namely member, Nature of institution namely arts and science, Location of the institution namely town, Types of academic discipline namely sports, Number of working hours per week, Total working experience, Distance between the home and the work place and Time taken to reach the college are introduced as dummy variables.

Out of the twenty-four variables selected for the correlation analysis, eight variables have been found to be significant. Of them, Area of residence namely urban, Age, Number of children in the family, Number of non-earning

members in the family, Size of the family, Family income per month and Teachers' level of perception are found to be highly significant at one per cent level. Monthly income alone is found to be significant at five per cent level.

Table 3.23: Nature of Association of Select Variables with Level of Job Performance of Teachers - Correlation Analysis

Variables	r	r^2
Area of residence – rural	0.057	0.003
Area of residence – urban	-0.212**	0.045
Age	-0.139**	0.019
Gender – Female	-0.041	0.002
Educational qualification	-0.043	0.002
Marital status – unmarried	-0.048	0.002
Type of family – Nuclear	-0.010	0.000
Status in the family – Head	-0.018	0.000
Number of children in the family	-0.103**	0.011
Number of earning members in the family	-0.043	0.002
Number of non-earning members in the family	-0.147**	0.022
Size of the family	-0.232**	0.054
Monthly income	0.093*	0.009
Family income per month	0.162**	0.026
Family expenditure per month	0.054	0.003
Nature of institution – Arts	0.069	0.005
Nature of institution – Science	0.026	0.001
Location of institution – Village	-0.057	0.003
Types of academic discipline – Language	0.022	0.000
Types of academic discipline – Arts	-0.062	0.004

Types of academic discipline – Science	0.073	0.005
Designation	0.059	0.003
Number of working hours per day	0.029	0.001
Teachers' level of perception	0.232**	0.054

*Significant at five per cent level

**Significant at one per cent level

(i) Area of Residence – Urban

There exists a negative correlation between the area of residence namely urban and the level of job performance of teachers. The co-efficient of determination (r^2) shows that area of residence namely urban account for 21.20 per cent of the variation in the level of job performance of teachers.

(ii) Age

Age and level of job performance of teachers is negatively correlated. This shows that, if the age decreases, the level of job performance of teachers is found to be high. The co-efficient of determination (r^2) shows that age account for 13.90 per cent of the variation in the level of job performance of teachers.

(iii) Number of Children in the Family

The number of children in the family and level of job performance of teachers are negatively correlated. This shows that, if the number of children in the family decreases, the level of job performance of teachers increases. The co-efficient of determination (r^2) shows that number of children in the family account for 10.30 per cent of the variation in the level of job performance of teachers.

(iv) Number of Non-Earning Members in the Family

There exists a negative correlation between the number of non-earning members in the family and level of job performance of teachers. This shows that, if the number of non-earning members in the family increases, the level of job performance of teachers is found to be low. The co-efficient of determination (r^2) shows that number of non-earning members in the family account for 14.70 per cent of the variation in the level of job performance of teachers.

(v) Size of the Family

The size of the family and level of job performance of teachers are negatively correlated. This shows that, if size of the family increases, the level of job performance of teachers is found to be low. The co-efficient of determination (r^2) shows that size of the family account for 23.20 per cent of the variation in the level of job performance of teachers.

(vi) Monthly Income

The correlation analysis depicts that monthly income and level of job performance of teachers are positively correlated. This shows that, if monthly income increases, the level of job performance of teachers is also increases. The co-efficient of determination (r^2) shows that monthly income account for 9.30 per cent of the variation in the level of job performance of teachers.

(vii) Family Income per Month

There exists a positive correlation between the family income per month and level of job performance of teachers. This shows that, if the family income per month increases, the

level of job performance of teachers is also increases. The co-efficient of determination (r^2) shows that family income per month account for 16.20 per cent of the variation in the level of job performance of teachers.

(viii) Teachers' Level of Perception

There exists a positive correlation between teachers' level of perception and their level of job performance which implies that if teachers' level of perception is high, level of job performance of teacher is also high. The co-efficient of determination (r^2) shows that teachers' level of perception account for 23.20 per cent of the variation in theirlevel of job performance.

3.7 Determinants of Job Performance of Teachers

In order to find out the variables that determine job performance of teachers, all the variables included for correlation analysis have been regressed on job performance index. The following regression equation has been framed to ascertain the impact of the variable on job performance of teachers

JPI = a + b1 ARR + b2 ARU + b3 AGE + b4 GENF + b_5 EQ + b_6MSU+b_7TFN

+ b_8SFH + b_9 NNEMF + b_{10}SOF + b_{11}NCF + b_{12}NUCF + b_{13} MI + b_{14} FI +

b_{15} FE + b_{16} NIART + b_{17} NISCI + b_{18} LIV + b_{19} TDLA +b_{20} TDART + b_{21}

TDSC + b_{22} DESIG + b_{23} NWHD + b_{24} TLP + e

Where,

JPI	=	Job Performance Index
a	=	Intercept Term
$b_1 \ldots b_{24}$	=	Regression Co-efficient
ARR	=	Area of residence – Rural
ARU	=	Area of residence – Urban
AGE	=	Age
GENF	=	Gender – Female
EQ	=	Educational Qualification
MSU	=	Marital Status – Unmarried
TFN	=	Type of Family – Nuclear
SFH	=	Status in the Family – Head
NNEMF	=	Number of Non- Earning members in the family
SOF	=	Size of the Family
NCF	=	Number of children in the family
NUCF	=	Number of children in the family
MI	=	Monthly Income
FI	=	Family Income per month
FE	=	Family Expenditure per month
NIART	=	Nature of Institution – Arts
NISCI	=	Nature of Institution – Science
LIV	=	Location of Institution – Village
TDLA	=	Types of Academic Discipline – Language
TDART	=	Types of Academic Discipline – Arts
TDSC	=	Types of Academic Discipline – Science
DESIG	=	Designation
NWHD	=	Number of Working Hours per Day
TLP	=	Teachers' Level of Perception
e	=	Error Term

The results of regression analysis are consolidated in Table 4.24. of the twenty-four variables introduced, six variables are found to significantly influence the job performance of teachers namely, area of residence namely urban, marital status namely unmarried, size of the family, family income per month, family expenditure per month and teachers' level of perception. Only these variables are explained in the paragraphs that follow.

Table 3.24: Determinants of Job Performance of Teachers – Multiple Regression Analysis

Variables	Regression Coefficients		t (d.f. = 657)
	Beta	Std. Error	
Area of residence – Rural	-0.120	1.029	-0.117
Area of residence – Urban	-1.594**	0.433	-3.684
Age	-1.653	0.928	-1.782
Gender – Female	-1.207	0.973	-1.241
Educational qualification	0.840	0.709	1.185
Marital status – Unmarried	-2.899**	1.022	-2.837
Type of family – Nuclear	-1.478	0.912	-1.622
Status in the family – Head	-0.397	1.167	-0.340
Number of non-earning members in the family	-1.211	1.131	-1.071
Size of the family	-2.750**	1.024	-2.687
Number of children in the family	-0.505	0.620	-0.815
Number of children in the family	0.916	1.052	0.871
Monthly income	-0.278	.434	-0.640
Family income per month	2.019**	0.551	-3.663
Family expenditure per month	1.767**	0.499	3.539
Nature of institution – Arts	0.517	1.092	0.473

Nature of institution – Science	-1.039	1.368	-0.759
Location of institution – Village	-0.884	0.872	-1.014
Types of academic discipline – Language	2.211	2.138	1.034
Types of academic discipline – Arts	0.916	1.955	0.469
Types of academic discipline – Science	3.807	2.103	1.811
Designation	0.676	0.370	1.827
Working hours per day	1.016	0.894	1.136
Teachers' level of perception	3.319**	0.727	4.563

*Significant at five per cent level

**Significant at one per cent level

Constant	:	79.025
Standard Error	:	4.745
R Square	:	0.190**
Adjusted R Square	:	0.160

(i) Area of Residence – Urban

The regression co-efficient indicates that the area of residence namely urban is negatively influences the job performance of teachers. This impact is found to be highly significant at one per cent level. The value of regression co-efficient indicates that area of residence namely urban account for 1.594 variation in the level of job performance of teachers.

(ii) Marital status – Unmarried

The regression analysis shows that there exists a negative influence between the marital status namely unmarried and job performance of teachers. The impact is found to be highly significant at one per cent level. The value of regression co-efficient indicates that marital status namely unmarriedaccount for 2.889 variation in the level of job performance of teachers.

(iii) Size of the Family

The regression analysis shows that there exists a negative influence between the size of the family and job performance of teachers. The impact is found to be highly significant at one per cent level. The value of regression co-efficient indicates that if the size of the family decreases by one unit, the job performance of teachers increases by 2.750 units.

(iv) Family income per month

The family income per month have positively influences the level of job performance of teachers and the impact is found to be highly significant at one per cent level. The value of regression co-efficients indicates that if teachers' family income per month increases by one unit, their level of job performance increases by 2.019 units.

(v) Family expenditure per month

The regression co-efficient indicates that there exists a positive influence between the teachers' family expenditure per month and their job performance. The impact is found to be highly significant at one per cent level. The value of regression co-efficients indicates that if teachers' family expenditure per month increases by a unit, their level of job performance increases by 1.767 units.

(vi) Teachers' Level of Perception

Teachers' level of perception positively influences the job performance of teachers and the impact is also found to be highly significant at one per cent level. The value of regression co-efficient indicates that if teachers' level of perception increases by a unit, their level of job performance increases by 3.319 units.

The value of R^2 is found to be significant at one per cent level. This shows that regression equation framed is a good fit. Around 19.00 per cent of variation in level of job performance of self-financing college teachersis due to the selected variables.

3.8 Prominent Variables Leading to Job Performance of Teachers

To find out variables that are prominently associated with job performance of teachers, step-wise regression is carried out.

Table 3.25
Prominent Variables Influencing Level of Job Performance of Teachers - Step-wise Regression Analysis

Step	Constant	TLP	ARU	SOF	FI	FEM	MSU	AGE	TDSC	R^2
1	71.747	4.288	-	-	-	-	-	-	-	0.054
2	73.208	4.104	-1.990	-	-	-	-	-	-	0.094
3	80.055	3.151	-1.914	-3.261	-	-	-	-	-	0.119
4	82.320	3.099	-1.815	-2.961	-1.324	-	-	-	-	0.130
5	80.019	3.237	-1.699	-3.050	-1.909	1.622	-	-	-	0.146
6	81.636	3.171	-1.666	-3.205	-2.124	1.552	-2.111	-	-	0.152
7	83.333	3.313	-1.562	-3.001	-1.875	1.488	-2.537	1.788	-	0.159
8	83.219	3.249	-1.533	-3.110	-1.950	1.501	-2.596	1.733	2.360	0.166

In the first step, the variable 'Teachers' level of perception' has been introduced. This variable contributes 5.4 per cent to the variation in the job performance of teachers. 'Area of residence namely urban' is the variable introduced in step two.

This variable, along with 'Teachers' level of perception', account for 9.4 per cent variation in the job performance of teachers. The contribution has increased by 4 per cent. 'Size of the family', a third variable, has increased the total contribution from 9.4 per cent to 11.9 per cent with an individual contribution of 2.5 per cent. The contribution gets further increased by 1.1 per cent to 13 per cent, with the introduction of the fourth variable 'Family income per month'. The variable 'Family expenditure per month' is introduced in the fifth step. The total contribution has increased to 14.6 per cent with the variable's merely contribution of 1.6 per cent. The sixth variable 'Marital status namely unmarried' has been introduced, which has an individual contribution of 0.6 per cent with a total contribution of 15.2 per cent. 'Age' is the seventh variable introduced and the total contribution has increased from 15.2 to 15.9 per cent. The variable 'Types of academic discipline namely science' is the last variable introduced in the eighth step. The total contribution has increased from 15.9 to 16.6 per cent with the variable's merely contribution of 0.7 per cent.

The total contribution of the eight variables namely, (i) Level of perception (ii) Area of residence namely urban (iii) Size of the family (iv) Family income per month (v) Family expenditure per month (vi) Marital status namely unmarried (vii) Age (viii) Types of academic discipline namely science account for 16.60 per cent. The R^2 value of the multiple regression amount to 19.00 per cent. The difference of 2.4 per cent is due to contribution by other variables.

3.9 Conclusion

From the above analysis, it is observed that **Weighted mean score** test discloses that the level of job performance of teachers is high with 'discipline and regularity' than the other variables namely 'teaching skills', 'management skills' and 'interpersonal relationship skills'. **Chi-square test** reveals that there exist a significant association between the variables like area of residence, age, marital status, number of children in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, designation, total working experience and teachers' level of perception. **Correlation analysis** depicts that the variables like teachers' level of perception is positively influencing their level of job performance. **Multiple Regression analysis** shows that the family expenditure per month and their level of perception are found to influence the level of job performance of teachers with the R square value of 19.00 per cent. Finally, **Step-wise Regression analysis** discloses that the level of job performance of teachers, teachers' level of perception, area of residence namely urban, size of the family, family income per month, family expenditure per month, marital status namely unmarried, age and types of academic discipline namely science are prominently influencing the level of job performance of self-financing college teachers.

In the following Chapter, an effort has been under taken to identify the findings and suggestions of job performance of self-financing college teachers.

References

1. **Annierah Maulana Usop, Doctor Kamarulzaman Askandar, Maeda Langguyuan-Kadtong and Datu Amir Sajid Onotan Usop (2013)**, "Work Performance and Job Satisfaction among Teachers**",** *International Journal of Humanities and Social Science***,** Vol. No.3 (5), pp. 245-252
2. **Chamundeswari (2013)**, "Job Satisfaction and Performance of School Teachers**",** *International Journal of Academic Research in Business and Social Sciences,* Vol. No.3 (5), pp.420-428.
3. **Sashikanta Khuntia and Subhodip Adhikary (2015)**, "Study on Job Satisfaction and Performance of Management Guru's of Management Colleges-with Reference Odisha**",** *International Journal of Research and Development***,** Vol. No.4 (1), pp.94-100.

CHAPTER 4

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

4.1 Introduction

Teachers are the most valuable assets as they are not only importing knowledge and skills among students but also to mold them to become a disciplined citizen of the country. In order to motivate and keep-up the interests of the teachers towards the development of students in all spheres, the Government and the educational institutions have to provide adequate welfare facilities to teachers, so that it will also help them to work effectively and productively with more job contentment. But, it is found that all the institutions are not providing the adequate welfare measures to their teachers, which leads to job performance of teachers working in colleges. In this backdrop, it is indeed to find out the impact of welfare measures offered on job performance of teachers working in self-financing colleges in Coimbatore District. Thus, the relevant findings and suggestions of the study are given in this chapter for further enhancement of job performance and job contentment of teachers.

4.2 Findings of the Study

The chapter–wise findings of the study are briefed in the following paragraphs.

4.2.1 Determinants of Job Performance of Teachers Working Self-Financing Colleges

To ascertain the most prominent attributes of job performance of self-financing college teachers, variables associated with level of job performance of teachers and determinants of job performance of teachers, Weighted average score, Chi-square test, Correlation, Multiple Regression and Step-wise Regression analysis have been employed. The findings of the analysis are briefed as follows.

4.2.1.1 Prominent Skills of Job Performance of Teachers – Weighted Mean Score

The overall weighted mean score depicts that among the various job performance variables considered, the mean value is found high with 'discipline and regularity' i.e., 4.10 than the mean score value of interpersonal relationship skills (4.02), teaching skills (4.00) and management skills (3.93), which signifies that the teachers' job performance is high with 'discipline and regularity' in their institution.

4.2.1.2 Variables Considered for Measuring Teachers' Level of Job Performance– Chi-Square Test

Out of the total twenty-one variables selected for chi-square test, the nine variables are found to be highly associated with the job performance of teachers. Of them, area of residence, age, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, designation and level of teachers' perception are found to be highly significant at one per cent level whereas marital status, number of children in the family and total working experience are found to be

significant at five per cent level. Also, it is found that the teachers who are residing in semi-urban area; the teachers whose age is up to 30 years; the teachers who have up to two non-earning members in their family; the teachers who have up to three members in their family; the teachers whose monthly income lies between Rs.20,001 and Rs.30,000; the teachers whose family income per month lies between Rs.50,001 and Rs.1,00,000; the teachers whose family expenditure per month is above Rs.30,000; the teachers whose designation is associate professor; the teachers who are with high level of perception on various welfare measures offered are found to have an association with the level of job performance of teachers**.**

4.2.1.3 Nature of Association of Select Variables with Level of Job Performance of Teachers – Correlation Analysis

Out of the twenty-four variables selected for Correlation analysis, the eight variables have been found to be significant. Of them, monthly income, family income per month and teachers' level of perception are positively associated with the job performance of teachers whereas the variables like area of residence like urban, age, number of children in the family, number of non-earning members in the family and size of the family are negatively correlated with the level of job performance of teachers.

4.2.1.4 Determinants of Level of Job Performance of Teachers - Multiple Regression Analysis

Out of the twenty-four variables considered for Multiple Regression analysis, the six variables are found to significantly influence the job performance of teachers namely, area of

residence namely urban, marital status namely unmarried, size of the family, family income per month, family expenditure per month and teachers' level of perception. All these variables are collectively influencing the level job performance of teachers with R^2 value of 19.00 per cent.

4.2.1.5 Prominent Variables Influencing Level of Job Performance of Teachers – Step-wise Regression Analysis

Out of the twenty-four variables considered for the Step-wise Regression analysis, the eight variables are found to prominently influence the job performance of teachers namely level of perception, area of residence namely urban, size of the family, family income per month, family expenditure per month, marital status namely unmarried, age and types of academic discipline. The total contribution of eight variables amounts to 16.60 per cent. The R^2value of the multiple regression amounts to 19.00 per cent. The difference of 2.40 per cent is due to the contribution by other variables.

4.3 Suggestions to Enhance Job Performance of Teachers

- The Government and all the Self-financing Colleges shall try to concentrate in enhancing the job performance of teachers by considering the factors like management skills and teaching skills through adequate welfare measures which include both monetary and non-monetary benefits and also the timely appreciation of teachers for their achievements and contributions.
- The government and private colleges should also take necessary steps to provide additional incentives by

considering the cost of living of those teachers coming from urban area, which might be helpful to enhance the level of job performance of teachers.

- The private colleges can reduce the workload of the teachers so that they can participate in co-curricular activities by not compromising their classes too.
- Teachers shall try to increase their responsibilities without involving domestic affairs in their job which may help to enhance their job performance.
- The society, which includes the parents and other stakeholders, may visit departments and colleges at regular intervals and giving feedback might be supportive in enriching the level of performance of teachers towards their profession.
- Teachers are advised to take further efforts in updating their knowledge to cope up the current demands of work to boost-up their performance.
- Since low level of job performance is found with age of the teachers, number of children in their family and size of the family, the institution shall monitor them frequently through feedback mechanism so that they may be motivated to perform well in their job.
- The students can support and co-operate with teachers in teaching and learning process which helps them to perform well.

4.4 Conclusion

Teaching is a very noble profession and so the teachers are always a boon to the society. Satisfied teachers are the real assets to any educational institution as they are performing

better than the dissatisfied one. Moreover, the satisfied teachers are the real cradle to develop and maintain high level of job performance, which will help them in advancing teaching-learning process and ultimately makes them more efficient and effective to produce more competitive learners. This implies that the important phenomena for college teachers, their institution, students and society at large. The present study has tried to ascertain the impact of welfare measures on job performance of college teachers with regard to various benefits they receive from their institution. From the study, it is observed that all the private colleges are providing various welfare facilities to its teachers but how far the teachers are perceiving these benefits is of significant concern for further modification or improvements of the welfare measures adopted by the colleges, which in turn helps to enhance the teachers' productivity of the institution. The study depicts that majority of the teachers perceive that they are feeling better with the various skills that lead to job performance and among these 'discipline and regularity' is the major factor of better job performance of teachers than other factors like teaching skills, management skills and interpersonal relationship skills and the variables like teachers' level of perception, area of residence namely urban, family expenditure per month, age, types of academic discipline namely science are prominently influencing the job performance of teachers. Finally, it is found that overall teachers' perception on various welfare measures offered influences extremely the job performance of teachers. As the study exclusively considers the impact of welfare measures on

job performance of self-financing college teachers in Coimbatore district alone, the potential to undertake research in this segment is far and wide. A comparative study between government and private colleges may be carried out in ascertaining teachers' perception on various welfare measures offered. Further, a comparative study on impact of welfare measures on job performance of Government and private college teachers may also be considered.

APPENDIX I

Impact of Welfare Measures on Job Performance of Self-Financing College Teachers

Questionnaire

I. Demographic Profile

1.1 Area of residence **:**
- a) Rural ☐
- b) Semi-Urban ☐
- c) Urban ☐

1.2 Age (in years) **:**
- a) Up to 30 ☐
- b) 31 to 50 ☐
- c) Above 50 ☐

1.3 Gender **:**
- a) Male ☐
- b) Female ☐

1.4 Educational qualification **:**
- a) PG ☐
- b) M.Phil. ☐
- c) Ph.D. ☐

1.5 Have you passed? **:**
- a) SET ☐
- b) NET ☐
- c) NET with JRF ☐
- d) Both SET & NET ☐
- e) Not applicable ☐

1.6 Marital status **:**
- a) Married ☐
- b) Unmarried ☐

1.7 Type of family : a) Joint ☐
b) Nuclear ☐

1.8 Your status in the family : a) Head ☐
b) Member ☐

1.9 Number of children in the family
a) Nil ☐
b) One ☐
c) Two ☐
d) Above two ☐

1.10 Number of members in your family
a) Earning _____ b) Non Earning _____

1.11 Monthly income (Self) :
a) Up to Rs.15, 000 ☐
b) Rs.15,001 to Rs.20,000 ☐
c) Rs.20,001 to Rs.30,000 ☐
d) Rs.30,001 to Rs.40,000 ☐
e) Rs.40,001 to Rs.50,000 ☐
f) Above Rs.50,000 ☐

1.12 Family income per month:
a) Up to Rs.25000 ☐
b) Rs.25001 to Rs.50000 ☐
c) Rs.50,001 to Rs.1,00,000 ☐
d) AboveRs.1,00,000 ☐

1.13 Family expenditure per month:
a) Up to Rs.10, 000 ☐

b) Rs.10, 001 to Rs.20,000 ☐

c) Rs.20,001 to Rs.30,000 ☐

d) Above Rs.30,000 ☐

II. Occupational Details

2.1 To which taluk your college belongs?

a) Annur ☐

b) Coimbatore-North ☐

c) Coimbatore – South ☐

d) Kinathukkadavu ☐

e) Madukkarai ☐

f) Mettupalayam ☐

g) Perur ☐

h) Pollachi ☐

i) Sulur ☐

j) Valparai ☐

2.2 Nature of your institution **:**

a) Arts ☐

b) Science ☐

c) Both ☐

2.3 Location of your institution**:**

a) Town ☐

b) Village ☐

2.4 Your discipline**:**

a) Language ☐

b) Arts ☐

c) Science ☐

d) Sports ☐
e) Others (Specify) _____

2.5 Designation: a) Dean ☐
b) Head ☐
c) Professor ☐
d) Associate Professor ☐
e) Assistant Professor ☐
f) Others (Specify) _____

2.6 Working time of college : From _____ to _____

2.7 No. of working hours per day: _____

2.8 How many days working in a week? _____

2.9 Years of experience:
a) Present institution _____ years
b) Previous institution _____ years

2.10 Distance between your home and work place: _____kms

2.11 Time taken to reach the college: _____ hrs _____ minutes

III. Job Performance of Self-Financing College Teachers

3.1 Specify your level of job performance on the following factors.

(SA-Strongly Agree; A- Agree; N- Neutral; DA-Disagree; SDA-Strongly Disagree.)

S. No.	Factors	SA	A	N	DA	SDA
I. Teaching Skills						
1	I use different methods of teaching					
2	Most of my students get good marks in my subject					
3	I teach every student according to his ability					
4	I come well prepared for teaching in class					
5	I can also teach difficult lessons with ease					
6	If any student asks question, I try to satisfy him at every level					
7	I never do injustice while evaluating the answer scripts					
II. Management Skills						
1	Apart from teaching I fulfil other responsibilities very nicely					
2	I never let co-curricular activities to affect my class teaching					

S. No.	Factors	SA	A	N	DA	SDA
3	I don't let my domestic affairs to interfere in my duty					
4	If someone changes my responsibilities then I adjust myself					
5	I try my level best to improve my performance					
6	I never let off my classes for any reason					
III. Discipline and Regularity						
1	I am punctual to the college					
2	I come to college regularly					
3	When present at college I attend my classes on time					
4	I don't do irrelevant activity in my period					
5	I fulfil my assigned activities on time					
6	I complete my syllabus on time					
7	I maintain discipline in my class					
IV. Interpersonal Relationship Skills						
1	Apart from teaching I try to solve any problem of the student					
2	I enjoy good relations with					

S. No.	Factors	SA	A	N	DA	SDA
	my colleagues					
3	I co-operate with my colleagues in any work					
4	I consult my colleagues in solving my class problems					
5	I motivate my students to participate in co-curricular activities					
6	For the welfare of my students, I contact their parents					
7	I help the head in solving the problems of the Department / Institution					

V. General and Suggestions

5.1 Would you recommend the teaching job to your friends/relatives?

a) Yes b) No

5.2 State your suggestions to improve the job performance and job satisfaction of SF college teachers.

_____

_____

_____

_____

_____

_____

APPENDIX II

Variable Quantification Procedure

Variables namely Area of residence namely rural, semi-urban and urban, Age namely Up to 30 years, 31 to 50 years and Above 50 years, Gender namely male and female, Educational qualification namely PG, M.Phil. and Ph.D., Additional qualification namely NET, SET, NET with JRF and both NET & SET, Marital status namely married and unmarried, Type of family namely joint and nuclear, Status in the family namely head and member, Nature of institution namely arts, science and both arts and science, Location of institution namely town and village, Types of academic discipline namely language, arts, science and sports, Designation namely dean, head, professor, assistant professor and associate professor are introduced as dummy variables. These variables are used for Correlation, Multiple Regression and Step-wise Regression analysis.

Variables	Quantification
Area of Residence – Rural	'1' if Rural, otherwise '0'
Area of Residence – Semi-Urban	'1' if Semi-Urban, otherwise '0'
Area of Residence – Urban	'1' if Urban, otherwise '0'
Age - Up to 30 years	'1' if Up to 30, otherwise '0'
Age - 31 to 50 years	'1' if 31 to 50, otherwise '0'
Age - Above 50 years	'1' if Above 50, otherwise '0'
Gender – Male	'1' if Male, otherwise '0'
Gender – Female	'1' if Female, otherwise '0'
Educational Qualification – PG	'1' if PG, otherwise '0'

Variables	Quantification
Educational Qualification - M.Phil.	'1' if M.Phil., otherwise '0'
Educational Qualification - Ph.D.	'1' if Ph.D., otherwise '0'
Additional Qualification – NET	'1' if NET, otherwise '0'
Additional Qualification – SET	'1' if SET, otherwise '0'
Additional Qualification - NET with JRF	'1' if NET with JRf, otherwise '0'
Additional Qualification - Both NET & SET	'1' if Both NET & SET, otherwise '0'
Marital Status – Married	'1' if Married, otherwise '0'
Marital Status – Unmarried	'1' if Unmarried, otherwise '0'
Type of Family – Joint	'1' if Joint, otherwise '0'
Type of Family – Nuclear	'1' if Nuclear, otherwise '0'
Status in the Family – Head	'1' Head, otherwise '0'
Status in the Family – Member	'1' if Member, otherwise '0'
Nature of Institution – Arts	'1' Arts, otherwise '0'
Nature of Institution – Science	'1' Science, otherwise '0'
Nature of Institution – Both	'1' Both, otherwise '0'
Location of Institution – Town	'1' Town, otherwise '0'
Location of Institution – Village	'1' Village, otherwise '0'
Types of Academic Discipline – Language	'1' Language, otherwise '0'
Types of Academic Discipline – Arts	'1' Arts, otherwise '0'
Types of Academic Discipline – Science	'1' Science, otherwise '0'

Variables	Quantification
Types of Academic Discipline – Sports	'1' Sports, otherwise '0'
Designation – Dean	'1' Dean, otherwise '0'
Designation – Head	'1' Head, otherwise '0'
Designation – Professor	'1' Professor, otherwise '0'
Designation – Assistant Professor	'1' Assistant Professor, otherwise '0'
Designation – Associate Professor	'1' Associate Professor, otherwise '0'