

STUDY OF CAREER, SOCIAL AND ECONOMIC CONDITIONS OF TEACHERS IN FIRST GRADE COLLEGES.

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ABSTRACT

India occupies third place in the higher education system in the world, with United States of America in the first place and China in the second place. With demographic transition, India is assumed to be the youngest country in the world with an average Indian being 29 years old. In this context, the importance of higher education has been acknowledged as a prominent area and efforts are being made to bring qualified and empowered teaching professionals into the education system. Therefore, the higher education sector is a major indicator of human development. An effort is made to study the Socio-personal, Economic and career related aspects of teaching fraternity in the Degree Education.

Key words: Career , Socio-Economic , Teachers

1. INTRODUCTION

Good teachers can be attracted and retained only when the best of compensation packages are offered to the teaching community. According to a UNESCO report, “State and Society must perceive higher education not as a burden on federal budget but as a long- term domestic investment, in order to increase economic competitiveness, cultural development and social cohesion. The public support to higher education is still essential in order to ensure its educational, social, and institutional mission”. Therefore, education is given importance throughout the world. It not only improves knowledge, but also helps in generating employment, increasing the standard of living, improving culture, attracting foreign income, and helps in advancement in science and technology and government administration. It is the most important aspect in the growth of the country. The higher education system in India is gaining importance as India has more of a young population. According to the AISHE 2020-21 report, there are 16.1 lacks (1.61 million) teachers in higher education institutions in India, of which 68.8 percent are male and 31.2 percent are female. The report states that 60.5 percent of teachers in higher education institutions have a Ph.D. degree, while 24.5 percent have a Master’s degree. The report also highlights that the student-teacher ratio in higher education institutions in India is 26:1.

2. Objectives of the Study

The central purpose of the research is to study and assess the personal, socio-economic, organizational, and career related conditions among teaching professionals in First Grade Colleges of Dakshina Kannada district located in the southern coastal belt of Karnataka, India. The specific objectives of the study are:

- 1) To know the personal, social aspects of the respondents,
- 2) To know the Economic, organizational, and career related aspects of the respondents,
- 3) To know the career related aspects of the respondents.

3. Research Methodology

This study is mainly based on the primary data collected from the respondents with the help of a structured questionnaire for the purpose of the present research and secondary data. Secondary sources of data such as books, periodicals, and journals as well as internet sources like ProQuest, EBSCO, JSTOR, Sage Publications, and Emerald Publications were referred to along with published data from the University Grants Commission, AISHE, Mangalore University, Department of Collegiate Education, and college souvenirs of First Grade Colleges of Dakshina Kannada for the purpose of study. The data was analyzed and interpreted with the help of the Statistical Package for Social Sciences (SPSS). Appropriate statistical tools and techniques such as Arithmetic Mean and Median, standard deviation, Kruskal wallis test and chi-squared test were used.

4. ANALYSIS OF THE STUDY

The career profile of the respondents focuses on career related data like designation, teaching experience, administrative work experience, nature of institution they are working, and area of teaching specialization

4.1 Designation of the Respondents

Of the total 520 respondents, on an average 45.6 percent are working as lecturers in different institutions, out of which 6.0 percent are from Government Colleges 45 percent from Private aided colleges, 81.5 percent from private unaided colleges, and 62.5 percent from Autonomous college. These teachers mostly do not hold the necessary NET or SLET qualification. At the same time, about 18.6 percent respondents are working as Assistant Professors in various institutions, with 12% percent from Government Colleges, 27.5 percent from Private aided Colleges, 10 percent from Private unaided Colleges, and 27.5 percent from Autonomous Colleges. Associate Professors comprise of 13.1 percent, out of which Government Colleges have 9.3, 25 percent from Private Aided Colleges, 6.2 percent from Private Unaided Colleges, and 7.5 percent from Autonomous Colleges. Guest Faculty is mainly found in Government Colleges and comprise of 68.7 percent.

Table-4.1: Designation of the Respondents

Designation/ Position	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Principal	6	3	3	2	14
	4.0%	1.9%	2.3%	2.5%	2.7%
Associate Professor	14	40	8	6	68
	9.3%	25.0%	6.2%	7.5%	13.1%
	18	44	13	22	97

Assistant Professor	12.0%	27.5%	10.0%	27.5%	18.6%
Lecturers	9	72	106	50	237
	6.0%	45.0%	81.5%	62.5%	45.6%
Guest Faculty	103	1	0	0	104
	68.7%	0.6%	.0%	.0%	20.0%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$$x^2 = 246.08, p = 0.000 < 0.01, HS$$

Source: Primary data

There is significant difference between the designation held by the respondents of different institutions as $p=0.000<0.01$ with Guest faculty being more in Government Colleges and nil in Private Unaided and Autonomous Colleges. Lecturers are more in Private Unaided Colleges and less in Government Colleges. Associate Professors are more in Private Aided Colleges and less in Private Unaided Colleges.

Personal, and Family of the Respondents

The individual characteristics of respondents described in this section includes gender, age, location of the college, educational qualification, monthly income, dwelling and home, health status, marital status, family information of respondents.

4.2 Gender –wise Classification of Respondents

A study of the gender- wise distribution of the respondents helps to understand which gender is attracted towards the teaching profession and also the existence or non- existence of women empowerment in the study area. The data collected has been analyzed and interpreted with the help of tables and charts.

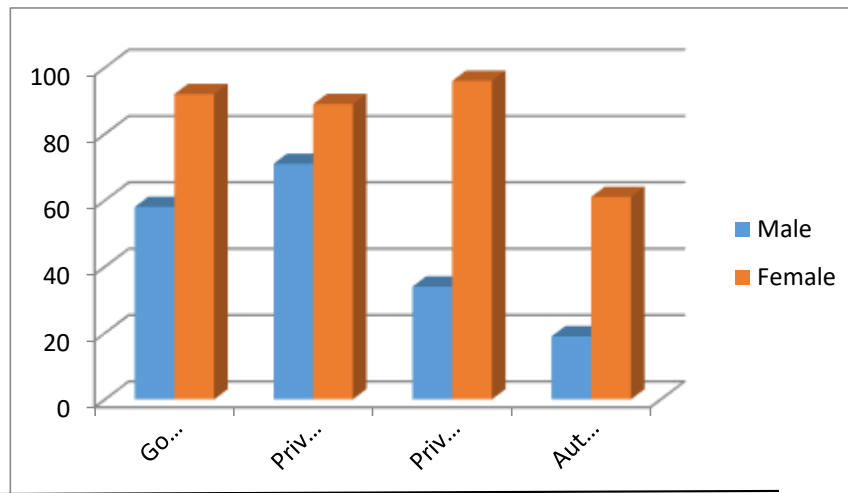
Table4.2: Gender–wise Classification of Respondents

Gender	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Male	58	71	34	19	182
	38.7%	44.4%	26.2%	23.8%	35.0%

Female	92	89	96	61	338
	61.3%	55.6%	73.8%	76.3%	65.0%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 15.990, p = 0.001 < 0.01, H.S.$

Source: Primary data



Gender-wise Classification of Respondents

Table 4.2 depicts the gender of the respondents working in different institutions. Out of 520 respondents, 65 percent respondents are female and 35 percent are males. The composition of the female population comprises of 61.3 percent from Government Colleges, 55.6 percent from Private Aided Colleges, 73.8 percent from Private Unaided Colleges, and 76.3 percent from Autonomous Colleges. As per the test results, there is significant difference across the colleges with respect to gender distribution as $p=0.001<0.01$.

4.3 Age- wise Classification of Respondents

Higher education needs experienced teachers for their in-depth knowledge, and at the same time, requires young teachers to bring innovations to the system. The following table shows the classification of respondents according to their age.

Table-4.3: Age- wise Classification of Respondents

Age Group	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Below 30	38	41	46	48	173
	25.3%	25.6%	35.4%	60.0%	33.3%
30 - 40	52	43	54	17	166
	34.7%	26.9%	41.5%	21.3%	31.9%
	35	32	21	11	99

40 - 50	23.3%	20.0%	16.2%	13.8%	19.0%
50 - 60	23	43	9	4	79
	15.3%	26.9%	6.9%	5.0%	15.2%
60 & above	2	1	0	0	3
	1.3%	.6%	.0%	.0%	.6%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 62,935, P = 0.000 < 0.01, H. S.$

Source: Primary data

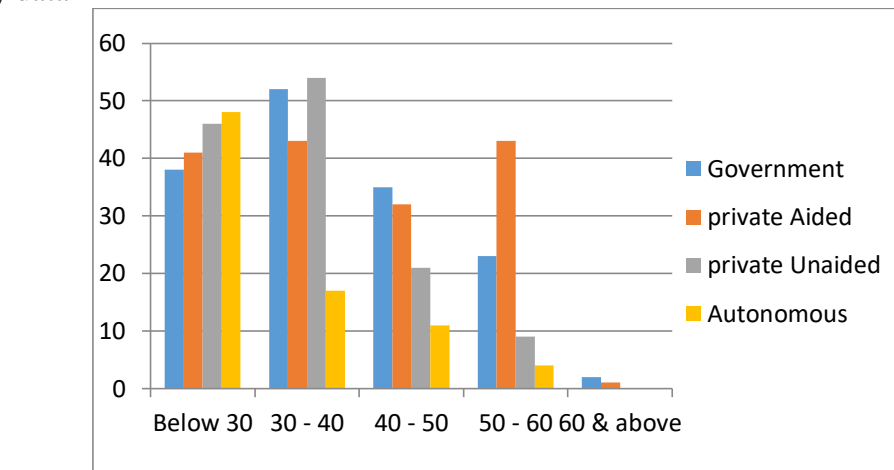


Figure 4.3: Age- wise Classification of Respondents

With regard to age- wise classification of the respondents as seen in Table 4.3, 33.3 per cent of the total respondents are below 30 years of age, 31.9 per cent are 30 to 40 years of age, 19.0 per cent are in 40 to 50 per cent age group, 15.2 per cent of the respondents are between 50 to 60 years, and 0.6 per cent are above 60 years of age. In Government Colleges, 34.7 per cent are of 30-40 years of age. In Private Aided Colleges, 26.9 per cent respondents are 30-40 years of age. In Private Unaided Colleges, 41.5 per cent of the respondents are 30-40 years of age, and in Autonomous Colleges, 60.0 per cent of the respondents are less than 30 years of age.

There is significant difference among the colleges with respect in respect to age group of the respondents as $p=0.000<0.01$. Respondents belonging to Autonomous College in the age group of below 30 years are high compared to Government Colleges. At the same time, respondents of 30-40 years are much higher in Private Unaided Colleges than in other colleges.

4.4 Location of First Grade Colleges

The location of the place of work helps in understanding the institution- wise distribution of colleges in urban, semi- urban, and rural places. The following table explains the institution- wise location of First Grade Colleges of the respondents.

Table-4.4: Location of First Grade Colleges

Location College	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Rural	60	49	44	4	157
	40.0%	30.6%	33.8%	5.0%	30.2%
Semi -urban	11	52	35	0	98
	7.3%	32.5%	26.9%	.0%	18.8%
Urban	79	59	51	76	265
	52.7%	36.9%	39.2%	95.0%	51.0%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 108.404, p = 0.000 < 0.01$, H.S.

Source: Primary data

Table 4.4 shows the location of the college of the respondents. About 52.7 per cent respondents from Government Colleges, 36.9 per cent from Private Aided Colleges, 39.2 per cent from Private Unaided Colleges and 95 per cent from Autonomous Colleges have their colleges in urban areas. About 18.8 per cent and 30.2 per cent of respondents work in colleges situated in semi-urban and rural places, respectively. This shows that more than half of the respondents covered by this study work in colleges situated in urban areas.

χ^2 Test shows that there is significant difference among the colleges with respect to college location as $p=0.000<0.01$. Highest 52.7 per cent of the respondents from Government Colleges reported that their college is situated in the rural area, while at the same time, the lowest 5 per cent of the respondents from Autonomous Colleges come from rural colleges. In case of urban colleges, highest 95 per cent of the respondents from Autonomous Colleges came from urban areas and lowest 36.9% per cent teaching in Private Unaided Colleges come from urban areas.

4.5 Educational Qualification of Respondents

Education is a continuous up gradation of knowledge. Teachers are no exception to this rule. The following table shows the educational qualification of the respondents.

Table-4.5: Educational Qualification of Respondents

Educational Qualification	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	

Master's degree	107	101	105	63	376
	71.3%	63.1%	80.8%	78.8%	72.3%
MPhil	17	36	13	9	75
	11.3%	22.5%	10.0%	11.3%	14.4%
PhD	26	23	12	8	69
	17.3%	14.4%	9.2%	10.0%	13.3%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 18.440, p = 0.005 < 0.01, H.S.$

Source: Primary data

Table 4.5 shows that 71.3 per cent of the teachers from Government Colleges are post graduates, 11.3% are M.Phil. and 17.3 per cent are doctorates. About 63.1 per cent Private Aided College lectures possess master's degree, 22.5 per cent M.Phil. degrees, and 14.4 per cent have PhDs. At the same time, in Private Unaided Colleges, 80.8 per cent lecturers are post graduates, 10 per cent are M.Phil., 9.2 per cent are doctorates. From Autonomous Colleges, 78.8 per cent have master's degree as their highest qualification, 11.3 per cent are M.Phil., and 10 per cent possess doctorates.

There is significant difference among the colleges with respect to the educational qualification of the respondents, as $p=0.005<0.01$. About 22.5 per cent of the respondent from Private Aided colleges reported that they have M. Phil degree as their highest qualification, but 10 per from Private Unaided colleges claimed that to have M.Phil. degree as their highest qualification. On the other hand, 17.7 per cent of the respondents from Government Institutions had PhD as highest qualification, and 9.2 per cent respondents from Private Unaided Colleges had PhD as highest qualification.

4.6 Monthly Income of the Respondents

Good pay package helps in fulfilling the needs and aspirations an employee. At the same time, it attracts able and efficient employees.

Table- 4.6: Monthly Income of the Respondents

Monthly Income (In ₹)	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Below 40000	63	59	81	28	231
	42.0%	36.9%	62.3%	35.0%	44.4%

40001-60000	8	37	42	42	129
	5.3%	23.1%	32.3%	52.5%	24.8%
60001-80000	29	11	1	0	41
	19.3%	6.9%	.8%	.0%	7.9%
80001-100000	15	16	3	4	38
	10.0%	10.0%	2.3%	5.0%	7.3%
100001-200000	7	10	1	0	18
	4.7%	6.3%	.8%	.0%	3.5%
above 200001	28	27	2	6	63
	18.7%	16.9%	1.5%	7.5%	12.1%
Total	150	160	130	80	520
	100%	100%	100%	100%	100%

$$\chi^2 = 143.336, p = 0.000 < 0.01, H.S$$

Source: Primary data

Table 4.6 shows the distribution of the respondents based on total monthly income. The average monthly income of 44.4 per cent of the respondents is below ₹ 40000 per month. And when we analyze group-wise income, 42 per cent of Government college teachers, 36.9 per cent of Private aided college teachers, 62.3 per cent Private unaided college teachers, and 35 percent of Autonomous college respondents get less than ₹ 40000 per month, but 52.5 percent of Autonomous college teachers draw a monthly salary ranging from ₹ 40000-60000. Hence, Autonomous college teachers are in a better position when we take the salary at the lower end. As per the test results, there is significant difference in income level among different institutions. Here, $P=0.000<0.01$

4.7 Details of Residence of Respondents

Owning a house is the dream of every human being. Therefore, a study of the dwelling place of the respondents has been made.

Table- 4.7: Classification of Respondents based on their Dwelling Place

Dwelling Place	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Quarters	7	6	4	0	17
	4.7%	3.8%	3.1%	.0%	3.3%
	34	22	28	11	95

Rented House	22.7%	13.8%	21.5%	13.8%	18.3%
Own House	108	128	96	69	401
	72.0%	80.0%	73.8%	86.3%	77.1%
Others	1	4	2	0	7
	.7%	2.5%	1.5%	.0%	1.3%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$$\chi^2 = 13.607, p = 0.137 > 0.05, NS.$$

Source: Primary data

As per Table 4.7 77.1 percent of the respondents own their homes. It includes 72 per cent of Government college lecturers, 80 per cent of private aided college lecturers, 73.8 per cent of Private unaided college lecturers, and 86.3 per cent of Autonomous college lecturers. About 3.3 percent live in quarters provided by employers, 18.3 percent live in rented houses, 1.3 percent live in hostels, in relative's houses, and as paying guest. There is no significant difference between the respondents of different institutions as $P=0.137>0.05$.

4.8 Means of Transportation to reach Workplace

Means of transport to the place of work plays an important role in the quality of work- life. The following table analyses the means of transport used to reach the place of work.

Table- 4.8: Classification of respondents based on means of transportation used to reach workplace

Transportation	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Walking	5	27	9	1	42
	3.3%	16.9%	6.9%	1.3%	8.1%
Bus	75	62	68	42	247
	50.0%	38.8%	52.3%	52.5%	47.5%
Train	8	0	2	4	14
	5.3%	.0%	1.5%	5.0%	2.7%
Two wheeler	42	52	47	23	164
	28.0%	32.5%	36.2%	28.8%	31.5%
Four wheeler	15	18	4	8	45
	10.0%	11.3%	3.1%	10.0%	8.7%
Other	5	1	0	2	8
	3.3%	.6%	.0%	2.5%	1.5%

Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$$\chi^2 = 53.200, p = 0.000 < 0.01, H.S.$$

Source: Primary data

Table 4.8 shows the means of transport used by lecturers to reach their colleges. On an average 8.1 per cent of the respondents reach college on foot, 47.5 per cent reach their college by bus, 2.7 per cent teachers reach by train, 31.5 per cent by two-wheeler, and 8.7 per cent reach college by four-wheeler. About 68 per cent of Private Unaided College respondents use the bus or public transport for their travel and 42 per cent of Autonomous College respondents use the public transport to reach the college. About 36.2 per cent of Private Unaided Colleges use two wheelers and 28.8 per cent of Autonomous College respondents use two wheelers to reach the college. About 10 per cent of respondents working in Autonomous Colleges own four-wheeler, followed by 11.3 per cent from private aided colleges, and 10 per cent of respondents in Government institutions, but 3.1 per cent of respondents working in private Unaided Colleges use four wheelers to reach the colleges. Others use Taxi or Auto services to reach the college.

The Chi square test found significant difference among respondents of different institutions regarding different modes of transportation used to reach their respective colleges as $p=0.000 < 0.01$. More number of private unaided College respondents use bus service. More number of Government College respondents use train, and no one from the private aided college respondents uses the train.

4.9 Marital Status of the Respondents

As per the marital status reported by the respondents, 71 per cent were married, 28.8 per cent were unmarried, 2 per cent had lost their spouse, and none of the teachers were divorcees. The table shows that more than 70 per cent of the respondents working in Government, private aided, and private unaided colleges are married. But in case of autonomous colleges, 53.8 per cent are married and 46.3 per cent are unmarried.

Table-4.9: Marital Status of the Respondents

Marital status	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Married	109	125	92	43	369
	72.7%	78.1%	70.8%	53.8%	71.0%
Unmarried	41	34	38	37	150
	27.3%	21.3%	29.2%	46.3%	28.8%

Widower/Widow	0	1	0	0	1
	.0%	.6%	.0%	.0%	.2%
Divorcee	0	0	0	0	0
	.0%	.0%	.0%	.0%	.0%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 18.535, p = 0.005 < 0.01, H S.$

Source: Primary data

The chi square test shows significant difference among the colleges with respect to marital status as $p=0.005<0.05$.

4.10 Family Indebtedness of the Respondents

Table 4.10 explains the family indebtedness of the respondents. About 65 percent families of respondents from autonomous college did not borrow, while 6.3 percent families of respondents from Autonomous College borrowed more than ₹ five lakhs. Among 150 Government College respondents, 54.7 percent of the families have nil debt, 30.7 percent have less than ₹ one lakh debt, 12 percent have ₹ one lakh to five lakh as debt, and 2.7 percent owe more than ₹ five lakhs. Among Private aided College's respondents, 66.3 percent families did not borrow, 18.1 percent have borrowed less than ₹ one lakh, 13.1 percent have borrowed between ₹ one lakh to five lakh, and 2.5 percent have borrowed above ₹ five lakhs. About respondents from Private unaided College, 61.5 percent of their families have nil borrowing, 29.2 percent have less than ₹ one lakh as loan, 6.9 percent between ₹ one to five lakh, and 2.3 percent with more than ₹ five lakhs as loan.

Table-4.10: Family indebtedness of the respondent

Family Indebtedness (in ₹)	Government	Private Aided	Private Unaided	Autonomous	Total
Nil	82	106	80	52	320
	54.7%	66.3%	61.5%	65.0%	61.5%
Less than 1000000	46	29	38	20	133
	30.7%	18.1%	29.2%	25.0%	25.6%
1000001-5000000	18	21	9	3	51
	12.0%	13.1%	6.9%	3.8%	9.8%

More than 5000001	4	4	3	5	16
	2.7%	2.5%	2.3%	6.3%	3.1%
Total	150	160	130	80	520
	100.0%	100.0%	100.0%	100.0%	100.0%

$$\chi^2 = 17.315, p = 0.044 < 0.05, \text{Sig}$$

Source: Primary data

As per the results of χ^2 test, there is significant difference in the borrowing pattern among the families of respondents with P value of $0.044 < 0.05$.

4.11 Family Possessions of the Respondents

As per Table 4.11, 94.6 percent own a television, 86.2 percent own a refrigerator and air conditioner, 78.7 percent own two wheelers, 72.1 percent own four wheelers, and 72.1 percent own house or land. About 94.7 percent of respondents from Government Colleges, 93.8 percent from private Aided Colleges, 92.3 percent from Private Unaided College, and 94.6 percent from Autonomous Colleges own a television; 80 percent respondents from Government Colleges, 88.1 percent from Private Aided Colleges, 83.8 percent from Private Unaided Colleges, and 97.5 percent from Autonomous Colleges own a refrigerator or air conditioner; 76.7 percent respondents from Government Colleges, 81.3 percent from private Aided Colleges, 72.3 percent from Private Unaided Colleges, and 87.5 percent from Autonomous Colleges own two wheelers or four wheelers, and 67.3 percent respondents from Government Colleges, 77.5 percent from private Aided Colleges, 69.2 percent from Private Unaided Colleges, and 75 percent from Autonomous Colleges own land or house.

Table-4.11: Family Possessions of the Respondents

Family Possessions	Government		Private Aided		Private Unaided		Autonomous		Total	
	freq.	%	freq.	%	freq.	%	freq.	%	freq.	%
Television	142	94.7%	150	93.8%	120	92.3%	80	100%	492	94.6%
Refrigerator /AC	120	80%	141	88.1%	109	83.8%	78	97.5%	448	86.2%
Two wheeler/Four wheeler	115	76.7%	130	81.3%	94	72.3%	70	87.5%	409	78.7%
House/Land	101	67.3%	124	77.5%	90	69.2%	60	75%	375	72.1%

Source: primary data

4.12 Spending Pattern of Respondents

The spending pattern respondents will help in analyzing the importance given by the respondents to different avenues of expenditure like food, education, health, loan repayment, saving, investment, and on other expenses.

Table-4.12: Spending pattern respondent

Institution		N	Minimum	Maximum	Mean	S.D	Median	Kruskal wallis test value	d.f	P value
Food	Government	150	5	55	24.42	9.597	20.00	5.799	3	0.122 NS
	Private Aided	160	10	75	23.98	9.535	20.00			
	Private Unaided	130	10	70	23.76	9.048	20.00			
	Autonomous	80	10	50	22.11	8.935	20.00			
	Total	520	5	75	23.57	9.298	20.00			
Education	Government	150	0	40	10.97	7.668	10.00	3.672	3	0.299 NS
	Private Aided	160	0	40	11.62	8.235	10.00			
	Private Unaided	130	0	50	11.08	8.039	10.00			
	Autonomous	80	0	30	9.75	7.266	10.00			
	Total	520	0	50	10.85	7.819	10.00			
Health	Government	150	0	40	7.67	6.161	5.00	2.359	3	0.501 N S
	Private Aided	160	0	25	6.63	4.935	5.00			
	Private Unaided	130	0	40	7.11	5.422	5.00			
	Autonomous	80	0	25	7.35	5.001	5.00			
	Total	520	0	40	7.19	5.400	5.00			
Loan repaying	Government	150	0	40	16.23	11.944	20.00	9.726	3	0.021 sig
	Private Aided	160	0	50	19.11	14.775	25.00			
	Private Unaided	130	0	50	16.46	13.441	20.00			
	Autonomous	80	0	50	21.18	13.905	25.00			
	Total	520	0	50	18.25	13.669	20.00			
Saving	Government	150	0	50	18.77	9.706	20.00	2.790	3	0.425 NS
	Private Aided	160	0	50	17.25	8.244	20.00			
	Private Unaided	130	0	50	18.57	8.818	20.00			

	Autonomous	80	0	40	17.60	7.125	20.00			
	Total	520	0	50	18.05	8.524	20.00			
Investing	Government	150	0	30	10.11	7.328	10.00	9.761	3	0.021 sig
	Private Aided	160	0	30	10.96	6.650	10.00			
	Private Unaided	130	0	40	12.08	7.870	15.00			
	Autonomous	80	0	60	13.69	9.575	15.00			
	Total	520	0	60	11.71	8.020	15.00			
Others	Government	150	0	60	8.32	8.735	5.00	0.760	3	0.859 NS
	Private Aided	160	0	45	8.15	7.806	5.00			
	Private Unaided	130	0	35	6.98	6.010	5.00			
	Autonomous	80	0	35	7.80	7.040	5.00			
	Total	520	0	60	7.81	7.461	5.00			

As per table 4,12 showing the spending pattern of respondents on an average, $23.57 \pm 9.298\%$ is spent on food, $10.85 \pm 7.819\%$ on education, 7.19 ± 5.4 for health expenses, $18.25 \pm 8.524\%$ for savings, $11.71 \pm 8.02\%$ towards investment, and $7.81 \pm 7.461\%$ towards other expenses. There is no significant difference between the respondents of different institutions with respect to spending pattern towards food, education, health, savings, and other expenses with $p=0.122>0.05$, $p=0.299>0.05$, $0.501>0.05$, $0.425>0.05$, and $0.859>0.05$, respectively. There is significant difference among respondents of different institutions over amount spent on loan repaying where in more portion of total income of Autonomous College respondents is spent on loan repayment on the other hand proportion of income spent on home loan is less in case of Government College lecturers. And also There is significant difference in investment pattern of respondents of different educational institution with $p=0.021<0.05$, where Autonomous college respondents spend 13.69% of their income on investment and respondents from Government College spend 10.11% on investment.

5. FINDINGS OF THE STUDY

- The age group of the respondents shows that 33.3 percent are less than 30 years, 31.9 percent between 30 and 40 years of age, 19 percent between 40 to 50 years age, 15.2 percent between 50 to 60 years age, and a small portion of 3 percent were above 60 years.
- About 30.2 percent of the respondents come from rural areas, 18.8 percent from semi- urban areas, and 51percent from urban areas. About 95 percent of the respondents working in Autonomous Colleges

come from urban areas and 40 percent from Government Colleges come from rural areas. The respondents of private Aided and private Unaided Colleges are proportionately distributed between rural, semi- urban, and urban areas.

- Around 72.3 percent of the respondents had master's degree as the highest qualification, 14.4 percent had M.Phil. degree, and 13.3 percent had PhD qualification. Among PhD holders, 17.3 percent belonged to Government Colleges, 14.4 percent from private Aided Colleges, 10.0 percent from Autonomous Colleges, and 9.2 percent from private Unaided Colleges. More and more teachers with higher qualifications showed interest in joining Government Colleges for job security and better pay (as per UGC scale).
- Majority, 77.1 percent of the respondents' own houses of their own, 18.3 percent live in rented houses, 3.3 percent live in quarters provided by employers, and 1.3 percent of respondents are living in hostels, in relative's house or as a paying guest, etc.
- About 47.5 percent of the respondents travel to their colleges by bus, 31.5 percent uses two wheelers, 8.7 percent use four wheelers, and 8.1 percent reach the college on foot. Majority of the respondents live close to their place of work. The distance between the college and the dwelling place of 34.7 percent of respondents working in Government Colleges, 41.9 percent in Private Aided Colleges, 31.5 percent in private Unaided Colleges and 46.3 percent respondents in Autonomous Colleges is less than 5 kilometers.
- Around 520 respondents comprising of 71.0 percent married respondents and 28.8 percent unmarried respondents. Of the married respondents, 40.6 percent of the spouses of the respondents are professionals, 9.8 percent are in technical work, 15.7 percent are officials, and 12.7 percent are in business. About 88.1 percent of the spouses work in day shifts and 6 percent in night shifts. Regarding the educational qualification of the spouses of the respondents, 36.6 percent are postgraduates, 33.3 percent spouses are graduates, 11.4 percent are SSLC or PUC qualified, 8.7 percent are diploma holders, 7.0 percent are M.Phil. or PhD holders, and 2.4 percent have professional degrees.
- There is wide gap between the incomes of permanent Faculties and Guest faculties teaching in First Grade Colleges.
- The number of women population taking up the teaching profession is increasing day- by- day

6. CONCLUSION

Quality of education by the institutions imparting Higher education decides the prosperity of the nation. Qualified and Experienced Teachers are the need of the hour. According to the All India Survey on Higher Education (AISHE) 2020-21 report, state universities in India have a total of 543,135 sanctioned faculty positions, out of which 409,711 positions are filled, and 133,424 positions are vacant. This indicates a vacancy rate of approximately 24.5 percent. The report further states that during the academic year 2020-21, 51,891 faculty positions were recruited across all types of higher education institutions in India, including state universities. According to a report by the University Grants Commission (UGC) in 2020, there were approximately 45,000 guest faculty positions in state universities across India. However, the UGC report also noted that many guest faculty positions remained vacant due to budgetary constraints and administrative delays in recruitment. These statistics shows the importance of providing better financial and non- financial facilities to young Teachers in order to attract excellent skilled and talented teachers to higher education field,

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