

Job Satisfaction among Non-Teaching Employees of Universities in India – A Comparative Study

Dr. M.A. Azeem (Corresponding Author)
Associate Professor

Department of Management & Commerce, Maulana Azad National Urdu University
Gachibowli, Hyderabad – 500 032, Andhra Pradesh – INDIA
Telephone: +91-40-23008304
e-mail : azeem1234@gmail.com

Dr. M.A. Quddus

Section Officer (Pro Vice-Chancellor's Office)
Maulana Azad National Urdu University, Gachibowli, Hyderabad – 500 032
Andhra Pradesh – INDIA
Telephone: +91-40-23006602
e-mail : quddus_maq@hotmail.com

ABSTRACT

The efficient management of staff is the key factor for effective management of a University. Key role players for the existence of a University and its functioning are students, teaching and non-teaching employees. While the students form fundamental part of the universities, the teaching employees are regarded as key players. On the other hand, the Non-Teaching employees are pillars of the University functioning. The job satisfaction forms the important aspect of effective and efficient management system. Hence, it would be necessary to make sure that the non-teaching staff employed in the University is satisfied with their jobs and the working conditions so that they can give their maximum output for the betterment of the University. This paper attempted to find out the factors that contribute to Job Satisfaction among Non-Teaching Employees of the Universities in study. Also, to find the difference in the perception of the Non-Teaching Employees regarding the factors that contribute to Job Satisfaction. The study is based on both primary and secondary data. The main source of primary data is the non-teaching employees of both the Central Universities situated in Hyderabad i.e. University of Hyderabad and Maulana Azad National Urdu University. Both these Universities are functioning under the aegis of University Grants Commission and Ministry of Human Resource Development, Government of India. The secondary source includes the journals, books and university websites, etc.

Key words : Job Satisfaction, Maulana Azad National Urdu University, University of Hyderabad, Non-Teaching Employees

INTRODUCTION

The efficient management of staff is the key factor for effective management of a University. Since last one decade the Universities have been forced to have both effective and efficient management system to face the challenges of privatization and globalisation. The year 2002 brought reduction in the Non-Teaching staff. The University Grants Commission communicated to all the Central Universities that the Government of India on the recommendations of the Expenditure Reforms Commission in its 5th Report on Autonomous Organisations, decided to implement with immediate effect a complete freeze on recruitment, ban on creation of posts at all levels, an ad-hoc cut of 10% in the total staff strength and abolition of all vacant posts which have been vacant for more than one-year. The vacant non-teaching posts may not be filled up till the teaching to non-teaching ratio is brought out to 1:1.5 to 2.00 as communicated by Universities Grants Commission.

REVIEW OF LITERATURE

Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity called the Hawthorne Effect. It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that

people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labour and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work.

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are met or not met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

NEED OF THE STUDY

The Universities mainly comprises of both Teaching and Non-Teaching staff. In the language of human anatomy, the University may be considered as a human body. Of which, the Teaching staff may be termed as "HEART" which is the important organ of a human body. It would not be wrong to term the Non-Teaching staff as "CENTRAL NERVOUS SYSTEM" of a human body; in this context the University. This would be of equal importance as compared to HEART. It is the Non-Teaching staff that renders its services to develop and implement the plans needed for development of a University besides helping in achieving the goals and objectives for which it (University) came into existence.

The job satisfaction forms the important aspect of effective and efficient management system. Hence, it would be necessary to make sure that the non-teaching staff employed in the University is satisfied with their jobs and the working conditions so that they can give their maximum output for the betterment of the University.

Hence to study the job satisfaction among Non-Teaching employees two Central Universities located in Hyderabad (Andhra Pradesh, India) were considered.

OBJECTIVES OF THE STUDY

The major objective of the study is to find the factors that contribute to job satisfaction among Non-Teaching employees of the Central Universities in study i.e. Maulana Azad National Urdu University and University of Hyderabad. Also, to find the difference in the perception of the Non-Teaching Employees regarding the factors that contribute to Job Satisfaction.

HYPOTHESIS OF THE STUDY

There is no significant difference in the perceptions of Non-Teaching Employees of the University in study (JOAs / LDCs, UDCs / Office Assistants, Assistants / Senior Assistants and Section Officers

METHODOLOGY OF THE STUDY

Sources of Data: The study is based on both primary and secondary data. The main source of primary data is the non-teaching employees of both the Central Universities situated in Hyderabad i.e. University of Hyderabad and Maulana Azad National Urdu University. Both these Universities are functioning under the aegis of University Grants Commission and Ministry of Human Resource Development, Government of India.

The secondary source includes the journals, books and university websites, etc.

Sample Design: Purposive sampling technique is adopted to select samples from the study organisations. The non-teaching employees of the cadre of JOAs / LDCs, UDCs / Office Assistants, Assistants / Senior Assistants and Section Officers were selected for study purpose.

Sample Size: From each organisation thirty five samples were selected. The sample consists of (15) JOAs / LDCs (10) UDCs / Office Assistants (05) Assistants / Senior Assistants and (05) Section Officers. Hence the total sample size of both the organisations is (70).

Methods of Data Collection:

Primary data is collected through a structured questionnaire prepared based on the objectives of the study. The reliability value of the Questionnaire is found to be .788. Five point Likert rating scale is used, where the following numbers represent the respective description.

- 1 – Strongly Agree
- 2 – Agree
- 3 – Neither Agree nor Disagree
- 4 – Disagree
- 5 – Strongly Disagree

Data Analysis Method:

The responses obtained from the respondents on questionnaire are subjected to factor analysis i.e. Principle Component Analysis with Varimax rotation is performed with the help of SPSS software separately for both the Universities. Each factor is analysed by first identifying those items that had high loading on that factor. Researchers commonly use a cut-off of 0.4 to identify high loading. The same cut-off point is used for assigning variable to factors. The results set of variables on a given factor was then studied in order to develop factor represented by that set of variables. In this manner, key items in each factor were identified and factors were labeled. The other quantitative techniques used were t-test and simple descriptive statistics.

DATA ANALYSIS

Profile of the Respondents

Data is collected from Non-Teaching employees who are in the cadre of LDCs/JOAs, UDCs/Office Assistants, Assistants/Senior Assistants and Section Officers. Among the staff 71.4% are male and 28.6% are female among respondents. Most of the employees in both the Universities are Graduates (45.7% in Maulana Azad National Urdu University and 48.6% in University of Hyderabad). (Reference Table – 1)

Factors that contribute to Job Satisfaction among Non-Teaching Employees of the Universities

Principal component analysis with varimax rotation for variable important for job satisfaction among non-teaching employees in Maulana Azad National Urdu University has extracted the following factors: (Reference Table – 2)

1. Welfare Measures
2. Job Analysis
3. Promotional Avenues
4. Communication

5. Competence
6. Retention
7. Recognition Factor
8. Motivation
9. Miscommunication
10. Development
11. Job Enrichment
12. Inter Personal Relationship
13. Growth Factors
14. Training

Principal component analysis with varimax rotation for variable important for job satisfaction among non-teaching employees in University of Hyderabad has extracted the following factors: (Reference Table – 3)

1. Interpersonal Relationship
2. Organisational Climate
3. Job Analysis
4. Welfare Measures
5. Direction
6. Emotional Factors
7. Motivation
8. Working Conditions
9. Delegation
10. Coordination

It is evident that the following factors are common in perceptions of non-teaching employees of both the Central Universities in study i.e. Maulana Azad National Urdu University and University of Hyderabad about job satisfaction

1. Welfare Measures
2. Interpersonal Relationship
3. Motivation
4. Job Analysis

Welfare Measures: The respondents stated that certain Welfare Measures viz., providing crèche facility to the female employees, construction of working women's hostel(s) on the campus, incentives for working late hours and on holidays, etc. and continuity of the existing welfare measures like reimbursement of medical bills, leave travel concession, reimbursement of tuition fees, etc. would definitely be a source of job satisfaction.

Interpersonal Relationships: The respondents were of the opinion that the university authorities / officers may think of innovative ways to improve interpersonal relations among the staff. This may include conduct of monthly meetings of staff members, arrangement of get together for the staff and their families from time to time to have informal talks, interactions, etc.

Motivation: The respondents emphasised the need for work motivation as this forms an important factor for job satisfaction. Hence, the authorities may concentrate on motivation of staff for the duties assigned to them. This may include assignment of duties as per their choice, expertise, interest, etc.

Job Analysis: The respondents expressed that timely analysis and evaluation of job assigned to them may help in sorting out their difficulties and clear off the hindrances that might have arisen while performing their duties.

Apart from the above, the other factors that influence the performance of non-teaching employees are Training and Emotional Factors.

The non-teaching employees of Maulana Azad National Urdu University have got less experience of university service as compared to the employees of University of Hyderabad and hence they expressed the need for training which may include in-house training programmes, nomination to different training programmes conducted by government & private organizations. Also, visits to other universities to learn about their functioning would be helpful to them.

The non-teaching employees of University of Hyderabad have emphasized the need for considering the emotional factors as these forms the supplementary aspect of the factors that affect the job satisfaction. In addition to various benefits they enjoy, they may be extended emotional / moral support in their day-to-day activities for better performance of their jobs. This in turn may lead to job satisfaction among them.

Difference in the perception of the Non-Teaching Employees of Universities in study regarding the factors that contribute to Job Satisfaction

The result of the test revealed that there is significant difference in the perception of JOAs/LDCs and Assistants/Senior Assistants with regard to the factors that contribute to their job satisfaction; whereas, there is no significant difference in the perception of UDCs/Office Assistants and Section Officers with regard to the factors that contribute to their job satisfaction. (Reference – Table 4)

CONCLUSION

In a university system key role players for its existence and functioning are students, teaching and non-teaching employees. While the students form fundamental part of the universities, the teaching employees are regarded as key players. On the other hand, the Non-Teaching employees are pillars of the University functioning. Hence, it is pertinent to take measures for their job satisfaction. From this study a few common factors have been extracted that influence for their job satisfaction. These include Welfare Measures, Interpersonal Relationship, Motivation and Job Analysis. Hence, the authorities of the universities in study may consider for implementation of the above for the job satisfaction of their Non-Teaching employees.

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Table 1

Stratification of Data by Designation, Sex and Educational Qualification

Designation	MANUU		UoH		
	Count	Percentage	Count	Percentage	
LDC / JOA	15	(42.9%)	15	(42.9%)	
UDC / Office Assistant	10	(28.6%)	10	(28.6%)	
Assistant / Senior Assistant	5	(14.3%)	5	(14.3%)	
Section Officer	5	(14.3%)	5	(14.3%)	
Sex	Male	25	(71.4%)	25	(71.4%)
	Female	10	(28.6%)	10	(28.6%)
Educational Qualification	Undergraduate	5	(14.3%)	2	(5.7%)
	Graduate	16	(45.7%)	17	(48.6%)
	Post-Graduate	13	(31.1%)	16	(45.7%)
	M.Phil.	1	(2.9%)		

LDC – Lower Division Clerk, JOA – Junior Office Assistant, UDC – Upper Division Clerk

Results of factor analysis for the questions related to Job Satisfaction among Non-Teaching Employees of Maulana Azad National Urdu University

Table 2

ROTATED COMPONENT MATRIX

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Q1				.810										
Q2				.553							.539			
Q3														.448
Q4									.615					
Q5		.435												
Q6			.592					.429						
Q7														
Q8				.691										
Q9							.530							
Q10				.862										
Q11					.666		.453							
Q12		.541									.596			
Q13								.708						
Q14					.461								.537	
Q15													.839	
Q16			.502											
Q17					.552		.502							
Q18		.644										.427		
Q19	.428												.455	

Q20							.638							
Q21														.849
Q22	.781													
Q23	.762													
Q24	.678													
Q25											.868			
Q26														
Q27					.876									
Q28								.463				.442		
Q29					.580			.404						
Q30														
Q31	.891													
Q32	.706				.453									
Q33	.637													
Q34		.431				.592								
Q35			.786											
Q36	.494													
Q37										.879				
Q38			.718											
Q39	.895													
Q40	.789													
Q41							.880							
Q42			.740											
Q43												.851		
Q44						.880								
Q45				.402										

Q46			.850											
Q47						.919								
Q48														
Q49		.846												
Q50		.831												

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 45 iterations.

Results of factor analysis for the questions related to Job Satisfaction among Non-Teaching Employees in University of Hyderabad

Each factor is analysed by identifying those items that have high factor loading and 0.4 is used as cut-off for assigning variables to the factors.

Table 3

ROTATED COMPONENT MATRIX

	Component									
	1	2	3	4	5	6	7	8	9	10
Q1										.760
Q2							.806			
Q3	.497									
Q4		.685								
Q5									.852	
Q6										
Q7				.681	.534					
Q8	.545						.488			
Q9		.811								
Q10										
Q11					.567		.475			
Q12							.478			
Q13					.665					
Q14			.605							
Q15						.902				
Q16						.464				
Q17		.536								
Q18	.440					.806				
Q19	.416		.580					.552		
Q20	.721									
Q21					.911					
Q22	.696				.517					
Q23	.696									
Q24				.874						
Q25			.875							
Q26		.911								
Q27	.566						.478			
Q28	.846									
Q29		.464		.700						
Q30			.918							
Q31	.625		.503							
Q32		.864								

Q33	.636								
Q34				.821					
Q35	.865								
Q36						.792			
Q37	.907								
Q38	.679								
Q39		.838							
Q40				.585	.617				
Q41									
Q42					.406				
Q43			.417	.738					
Q44									
Q45									
Q46	.414								
Q47		.430		.803					
Q48									
Q49							.783		
Q50	.512			.432					

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 22 iterations.

Table 4

Significance test on perception of respondents of two Universities (MANUU & UoH)

Designation	t-value	df	Sig. (2-tailed)	Mean difference	Standard Error difference	95% confidence interval of the difference		Result
						Lower limit	Upper limit	
LDCs	3.948	1498	.000	0.1933	4.897E-02	9.727E-02	0.2894	S
UDCs	1.184	998	.237	8.000E-02	6.758E-02	-532E-02	0.2126	S
Assistants	3.002	498	0.003	0.2760	9.193E-02	9.539E-02	0.4566	S
SOs	1.578	498	0.115	0.1360	8.619E-02	-3.34E-02	0.3054	S

(For reference only and not to be printed)

QUESTIONNAIRE

JOB SATISFACTION AMONG NON-TEACHING EMPLOYEES OF UNIVERSITIES IN INDIA – A COMPARATIVE STUDY

Read the following statements and kindly give your opinion by circling the number against each. The following scheme may be used for assessment:-

- 5 = Strongly Agree
 4 = Agree
 3 = Neither Agree nor Disagree
 2 = Disagree
 1 = Strongly Disagree

1.	Communication and information flow is excellent	:	5	4	3	2	1
2.	Inter personal relationships are excellent	:	5	4	3	2	1
3.	There is ample scope of communication gap between the Section Heads and the Subordinates	:	5	4	3	2	1
4.	Communication gap is one of the causes of job satisfaction	:	5	4	3	2	1
5.	My Section Head shares his experiences with me	:	5	4	3	2	1
6.	The staff members must have constant touch with each other even after office hours or on holidays	:	5	4	3	2	1
7.	Communication is the key factor of our working relationships	:	5	4	3	2	1
8.	The University Officers have good interpersonal links / relations	:	5	4	3	2	1
9.	The Section Heads communicate to their subordinates the understanding of their strength and weaknesses	:	5	4	3	2	1
10.	Flow of information on matters relating to University / Departmental activities is fast	:	5	4	3	2	1
11.	My superiors are highly motivating	:	5	4	3	2	1
12.	Degree of motivation as far as the job is concerned is high	:	5	4	3	2	1
13.	The manner in which your efforts are valued is encouraging	:	5	4	3	2	1
14.	Extent of your involvement and identification with the University's goals and image is maximum	:	5	4	3	2	1
15.	Personal growth and development is possible in service career	:	5	4	3	2	1
16.	The quantity of work expected / allotted to you is satisfactory	:	5	4	3	2	1
17.	My abilities are being utilized fully	:	5	4	3	2	1
18.	The Section Head is concerned about providing a proper emotional climate for growth of staff	:	5	4	3	2	1

19.	Believe that staff members are an extremely important resource and that they must be treated well	:	5	4	3	2	1
20.	I find real enjoyment in my work	:	5	4	3	2	1
21.	Knowledge of Training methods and systems is necessary for management / administrative officers	:	5	4	3	2	1
22.	Knowledge of personal growth is very important	:	5	4	3	2	1
23.	Knowledge of creativity and problem solving techniques is a must	:	5	4	3	2	1
24.	Knowledge of the organisational plans, manpower and competency requirements is necessary	:	5	4	3	2	1
25.	Knowledge of the job analysis, job enrichment, job rotation and job-evaluation is a must	:	5	4	3	2	1
26.	The staff must visit other universities to learn about policies, functioning and practices followed	:	5	4	3	2	1
27.	Conduct of Seminars / Symposia / Workshops / Training Programmes for staff for personality development would be encouraging	:	5	4	3	2	1
28.	The staff must be sponsored to attend various Training Programmes / Workshops to groom themselves about the latest developments / modifications in Central Civil Services Rules and GOI Rules.	:	5	4	3	2	1
29.	Providing the right kind of climate to implement new ideas and methods acquired by staff through training would be helpful in carrying out the duties	:	5	4	3	2	1
30.	It is necessary to have a well designed and widely shared training policy for staff in the University	:	5	4	3	2	1
31.	Welfare measures form the important aspect of job satisfaction	:	5	4	3	2	1
32.	Welfare of staff to use most of their energy for work purposes is to be ensured	:	5	4	3	2	1
33.	Section Head should be a good listener to the grievances / problems of staff	:	5	4	3	2	1
34.	Composition of Grievance Redressal Machinery will be helpful in redressing the problems of staff	:	5	4	3	2	1
35.	Incentive based schemes may encourage the staff give output beyond task / target	:	5	4	3	2	1
36.	Extension of medical facility is helpful	:	5	4	3	2	1
37.	The existing medical scheme needs to be reviewed positively	:	5	4	3	2	1
38.	The amount of bonus being paid may be enhanced considerably	:	5	4	3	2	1
39.	Crèche facility for women employees is necessary	:	5	4	3	2	1
40.	Construction of working women's hostel in the campus may be encouraging	:	5	4	3	2	1
41.	My University provides ample promotional avenues	:	5	4	3	2	1
42.	The promotion policy framed is encouraging	:	5	4	3	2	1
43.	The promotion policy needs to be reviewed and modified every (10) years	:	5	4	3	2	1

44.	Implementation of Career Advancement Scheme will be a good alternative	:	5	4	3	2	1
45.	Promotion must be awarded as per seniority	:	5	4	3	2	1
46.	Promotion must be awarded based on the result of written test and interview	:	5	4	3	2	1
47.	Formulation of promotion policies will be helpful in creating positive climate	:	5	4	3	2	1
48.	The university goes outside to fill good jobs instead of promoting the internal staff	:	5	4	3	2	1
49.	An honest employee is rewarded in this university	:	5	4	3	2	1
50.	The applicants for employment in this university are treated courteously.	:	5	4	3	2	1
Any suggestions :							

PERSONAL PROFILE

Present Position	:	(1) LDC / JOA (2) UDC / Office Assistant (3) Assistant / Sr. Assistant (4) Section Officer
Sex	:	(1) Male (2) Female
Educational Qualification	:	(1) Undergraduate (2) Graduate (3) Post-Graduate (4) Any other
No. of years of service you have put in	:	(1) Upto 5 years (2) 5-10 years (3) 10-15 years (4) 15 years and above

I express my deep sense of gratitude for the valuable cooperation extended by you. Thank you.