

**A STUDY OF PROBLEMS FACED BY NEW TEACHERS
IN THEIR FIRST YEAR OF JOB IN
HIGHER EDUCATION**

**A Dissertation submitted in the Partial Fulfillment
of the Requirement of the Degree Of
Master of Education**

GUIDE

DR VANDANA TALEGAONKAR

INVESTIGATOR

NIRMALA KHIDKIKAR



NAVRACHANA UNIVERSITY

VASNA- BHAYLI ROAD

VADODARA 390021.

APRIL, 2015

I

DECLARATION

This dissertation entitled "**A Study Of Problems Faced By New Teachers In Their First Year of Job In Higher Education**" is my original work submitted to the Navrachana University for the degree of **Master of Education**. It has not been submitted to any other university for any other degree.

A small rectangular box containing a handwritten signature in black ink. The signature appears to be 'N.K.' with a flourish.

The investigator

Ms. Nirmala Khidkikar

II

CERTIFICATE

This is to certify that **Ms. Nirmala Khidkikar** has completed the M. Ed. Dissertation entitled " **A Study Of Problems Faced By New Teachers In Their First Year of Job In Higher Education**" under my guidance and supervision. As far as I know, her work is original and keeps up to my expectations and satisfaction. No part of it has been submitted for any other degree or diploma or other similar title to any other University.

April 2015

Dr. Vandana Talegaonkar

Associate professor,

Navrachana University,

Vasna -Bhayli road,

Vadodara.

III

ACKNOWLEDGEMENT

The successful completion of this Dissertation is an achievement, which could not have been possible without the guidance, support, help, co-operation and good wishes of my all well wishers. This is the opportunity for expressing my feelings and I would like to thank all those who have helped me to complete the study.

First of all, I am very grateful to the **Almighty God**, for blessings to complete my thesis.

I would like to express my sincere gratitude to my guru, idealist and dearest guide, **Dr. Vandana Talegaonkar** for her continuous support through my journey of my research. Her patience, motivation, enthusiasm, and immense knowledge helped me through out my research and writing of the thesis. I would also thank her for being an open person to ideas, and for encouraging and helping me to shape up my interest and ideas, taking up all the challenges coming through my way.

Special thanks to **Dr. P. V. Xavier**, Principal of Navrachana University , of Science and Education Faculty, whose presence was a source of encouragement me.

I would like to thank **Dr Shyamal Pradhan**, Coordinator of Faculty of Commerce who gave me entire list of staff of M. S. University and directed

IV

to me got permission letter from M. S. University.

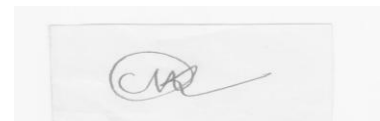
I am very much thankful to **Dr Amit Dholakia**, the Registrar of M. S. University, who granted permission to collect data from esteem faculties, staff, and students of various faculties of the M. S. University.

I profusely thank the principals, teachers and students of both universities, Navrachana University and M. S. University for their co-operation and support.

A deep rooted thanks for friends whose valuable suggestion during discussion from time to time helped me to polish my work.

My heartily thank to my loving husband, **Mr Milind M Khidkikar** and my lovely two kids, son **Harsh** and daughter **Priya**, who motivate me, boost me to complete the task. My sincere thanks to **my parents, parents-in-laws** for their continuous support for my endeavor and be my anchor in my turbulence. Special thanks to **my brother and sister-in-law**, whose support have helped me abundantly to complete my project.

I conclude by thanking once agin one and each who has contributed directly or indirectly in completing my study successfully.



The investigator

Ms. Nirmala Khidkikar

INDEX		
POINTS		PAGE NO
DECLARATION		I
CERTIFICATE		II
ACKNOWLEDGEMENT		III
TABLE OF CONTENTS		
CHAPTER I		
CONCEPTUAL FRAMEWORK		
SR NO	TOPIC	PAGE NO
1.0	INTRODUCTION	2
1.1	HIGHER EDUCATION: EXPANSION AND PROBLEMS	2
1.2	ROLE OF TEACHERS IN HIGHER EDUCATION	4
1.3	STRUCTURE OF HIGHER EDUCATION IN INDIA	10
1.4	ELIGIBILITY TO BE A TEACHER IN HIGHER EDUCATION	15
1.5	HIGHER EDUCATION IN VADODARA	16

1.6	NATURE OF TEACHING SKILLS IN HIGHER EDUCATION	17
1.7	STAGES IN THE CAREER OF TEACHERS	17
1.8	PROBLEMS OF NEW TEACHERS	19
1.9	RATIONALE	20
1.10	RESEARCH QUESTIONS	21
1.11	STATEMENT OF THE PROBLEM	22
1.12	OBJECTIVES OF THE STUDY	22
1.13	CONCLUSION	22
CHAPTER II		
REVIEW OF RELATED LITERATURE		
SR NO	TOPIC	PAGE NO
2.0	INTRODUCTION	25
2.1	A) STUDIES RELATED TO TEACHERS AND PROBLEMS OF TEACHERS	25
2.2	B) STUDIES RELATED TO TEACHING PROCESS IN HIGHER EDUCATION	33
2.3	OVERVIEW OF GROUP A AND B	37
2.4	IMPLICATIONS FOR THE PRESENT STUDY	39
2.5	CONCLUSION	39

CHAPTER III
METHODOLOGY

SR NO	TOPIC	PAGE NO
3.0	INTRODUCTION	42
3.1	STATEMENT OF PROBLEM	42
3.2	OBJECTIVES OF STUDY	42
3.3	EXPLANATION OF TERMS	43
3.4	DESIGN OF THE STUDY	43
3.5	POPULATION	43
3.6	SAMPLES AND SAMPLING TECHNIQUE	44
3.7	TOOLS FOR DATA COLLECTION	46
3.8	VALIDATION OF TOOLS BY EXPERTS	47
3.9	DELIMITATIONS	47
3.10	DATA COLLECTION PROCEDURE	47
3.11	DATA ANALYSIS	48
3.12	CONCLUSION	50

CHAPTER IV
ANALYSIS OF DATA

SR NO	TOPIC	PAGE NO
4.0	INTRODUCTION	53

4.1	ANALYSIS OF DATA	53
4.2	OBJECTIVES OF THE STUDY	53
4.3	ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY OF PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	54
4.4	ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY THE SUPERVISING AUTHORITIES' PERCEPTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	63
4.5	ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY STUDENTS' PERCEPTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	71
4.6	INTERPRETATION OF DATA ANALYSIS FOR THE THREE OBJECTIVES	78
4.7	CONCLUSION	78
CHAPTER V		
FINDINGS AND CONCLUSION		
SR NO	TOPIC	PAGE NO
5.0	INTRODUCTION	81
5.1	SUMMARY	81
5.2	MAJOR FINDINGS	90

5.3	DISCUSSION OF FINDINGS	91
5.4	IMPLICATIONS	92
5.5	SUGGESTIONS	93
BIBLIOGRAPHY		
REFERENCES		95
BIBLIOGRAPHY		96
WIBIBLIOGRAPHY		98

LIST OF TABLES		
SR NO	TOPIC	PAGE NO
1	ENROLLMENT OF INSTITUTIONS IN HIGHER EDUCATION	11
2	TARGETS AS PER XII th PLAN	11
3	KEY FACULTY & STAFF INDICATORS - INDIA	13
4	POST-WISE SHARE OF TEACHING STAFF OF HIGHER EDUCATION IN INDIA	13
5	QUESTION PAPER PATTERN OF NET EXAMINATION	16
6	STAGES IN THE CAREER OF TEACHERS	18

7	SAMPLE OF NEW TEACHERS	45
8	SAMPLE OF STUDENTS	45
9	SYNOPTIC VIEW OF OJECTIVES, NATURE OF DATA, SOURCE OF DATA, TOOLS AND DATA ANALYSIS	49
10	PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	55
11	SUPERVISING AUTHORITIES' PERSPECTIVE ON THE PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	64
12	STUDENTS' PERSPECTIVE ON THE PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION	72
13	EFFECTIVE TEACHING OF A NEW TEACHER	75
14	EFFECTIVENESS IN ASSESSMENT BY A NEW TEACHER	76
15	VIEWS, PERCEPTIONS OF PERSONALITY OF THE NEW TEACHER ON STUDENTS	76
16	DEALING WITH STUDETNS' BEHAVIOUR/MAINTAIN DISCIPLINE IN CLASS	77

17	WANT TO SEE CHANGES IN THE OVERALL CONDUCT OF NEW TEACHER	77
----	--	----

APPENDICES		
SR NO	TOPIC	PAGE NO
APPENDIX I	INTERVIEW SCHEDULE FOR NEW TEACHERS	100
APPENDIX II	INTERVIEW SCHEDULE FOR SUPERVISING AUTHORITIES	102
APPENDIX III	QUESTIONNAIRE SCHEDULE FOR STUDNETS	104
APPENDIX IV	LIST OF EXPERTS	106
APPENDIX V	PERMISSION LETTER FROM M.S.UNIVERSITY	108
APPENDIX VI	PERMISSION LETTER FROM NAVRACHANA UNIVERSITY	109

CHAPTER I

CONCEPTUAL **FRAMEWORK**

CHAPTER I

CONCEPTUAL FRAMEWORK

- 1.0 INTRODUCTION
- 1.1 HIGHER EDUCATION: EXPANSION AND PROBLEMS
- 1.2 ROLE OF TEACHERS IN HIGHER EDUCATION
- 1.3 STRUCTURE OF HIGHER EDUCATION IN INDIA
- 1.4 ELIGIBILITY TO BE A TEACHER IN HIGHER EDUCATION
- 1.5 HIGHER EDUCATION IN VADODARA
- 1.6 NATURE OF TEACHING SKILLS IN HIGHER EDUCATION
- 1.7 STAGES IN THE CAREER OF TEACHERS
- 1.8 PROBLEMS OF NEW TEACHERS
- 1.9 RATIONALE
- 1.10 STATEMENT OF THE PROBLEM
- 1.11 RESEARCH QUESTIONS
- 1.12 OBJECTIVES OF THE STUDY
- 1.13 CONCLUSION

CHAPTER I

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Present society is knowledge society and the economy is knowledge economy. Higher education is important for economic development of a country. Higher education trains people to take up different economic roles in society and spurs technological innovation that drives economic growth. Higher education is also important for the overall development of society. Today, Knowledge is power. The more knowledge one has, the more empowered one is. In this context higher education and quality of higher education becomes very important.

1.1 HIGHER EDUCATION: EXPANSION AND PROBLEMS

The expansion of higher education system in India has been chaotic and unplanned. According to the University Grant Commission (UGC), India needs 1500 more universities with adequate research facilities by the end of the year 2015 in order to compete in the global market. Former President Pratibha Patil (2010) said that India aspires to increase enrollment of educators in higher education. She added that the country intends to raise gross enrollment ratio in higher education to 30 percent by the year 2020, which means almost tripling the enrollment from the present 14 million to about 40 million. The drive to make higher education socially inclusive has led to a sudden and dramatic increase in numbers of institutions without a proportionate increase in material and intellectual resources. As a result, academic standards have been jeopardized (Béteille, 2005). There are many basic problems facing higher education in India today which are related to inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest

ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Report of the National Knowledge Commission if implemented can help boost education sector in India. According to Ex-Prime Minister of India Dr. Manmohan Singh (2007) '*The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building*'.

According to Phillip G. Altbach (2013), Universities need their own institutional research capacity, particularly the ability to generate data on aspects of university management, student issues, and other key topics to guide planning and management. Governments need data and analysis to help them shape effective higher education policies. Knowledge, based on good research, is necessary if policies are to be thoughtfully planned and implemented. According to Andre Beteille (2007) with limited opportunities and over-emphasis on 'utility', the Indian higher education system has been failing its students. The students need an education that is at par with global standards and is able to help them imbibe skills of the 21st century. Teacher to be the real manager of the classroom teaching learning process must have skills, competence, inclination and of course entire satisfaction with the job. The quality of education determines the quality of citizen of a country.

Pranab Mukherjee (2013) while speaking on the delivery of higher education said that India cannot be allowed to continue in a "routine fashion", that there has to be an "elevated level of urgency" among administrators and academicians to introduce innovative changes. He also regretted that no Indian university has found place in the top 200 global ranking list and said they have to be "careful" in positioning themselves among the top institutions in the world. The President emphasized on better coordination among various departments of the universities to achieve excellence and help them to be among the best in the world. "Our academic syllabus is not up to the highest standards as recognised by world universities. We are not emphasizing on ranking ourselves. Have to be careful," the President said. Mukherjee said Indian universities have to foster greater linkages with international universities for student and teacher exchange programmes. He also stressed on improving facilities in the various departments of the universities and

said though Nobel laureates like Amartya Sen, P V Chandrasekhar and Hargobind Khurana passed out from Indian universities, they won their respective Nobel prizes after going abroad. The President suggested fostering endowment culture in the campuses, saying most of the top-league universities like Harvard and Cambridge excelled over the centuries largely because of the endowment received.

Thus, quest for quality in higher education will be a continuous process. One of the important aspects of quality in higher education is dependent upon its teacher.

1.2 ROLE OF TEACHERS IN HIGHER EDUCATION

Function of Higher Education is threefold: teaching, research and dissemination. These thus become the main functions of a teacher in Higher Education. These functions were contained in the 1915 "Declaration of Principles" formulated by a representative committee of faculty members including members of the American Association of University Professors (AAUP). According to Joughin, (1994), the functions of colleges and universities are "to promote inquiry and advance the sum of human knowledge, to provide general instruction to the students, and to develop experts for various branches of the public service" . Correspondingly, college and university faculty members undertake research, teaching, and service roles to carry out the academic work of their respective institutions. Each of these roles enables faculty members to generate and disseminate knowledge to peers, students, and external audiences. The balance among teaching, research, and service, however, differs widely across institution types and by terms of the faculty member's appointment.

The Teaching Role - The teaching role of faculty members reflects their centrality in addressing the primary educational mission among colleges and universities. As faculty members teach, they disseminate and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge. In this construction of the teaching role, the teacher is the content expert, and students are regarded as learners or novices to the academic discipline or field of study. Faculty members are expected to follow developments in the field so their expertise and knowledge base remain current. At many universities, faculty members are also expected to participate in

creating the new developments that are taught, which sometimes leads to tensions about appropriate priorities for research and teaching roles.

The Research Role - Many university faculty members engage in research, thereby contributing to the knowledge base of the discipline or academic field. Research commonly is associated with conducting empirical studies, whether confirmatory or exploratory, but in some academic disciplines research also encompasses highly theoretical work. The extent to which faculty members have a research role as part of their work responsibilities depends largely on the mission of the employing institution, with larger universities more likely to have research and knowledge creation as a significant part of their missions. Although higher education institutions are most often the sites for and sponsors of faculty members' research, the primary audience for most academic researchers is their national and international community of disciplinary colleagues. Faculty members with active research agendas and involvement in their disciplinary communities have been regarded as more cosmopolitan in orientation, with stronger allegiances and loyalties to their disciplines than to their home institutions.

Research is seldom, if ever, a significant part of a community college's or virtual university's mission, and participation in research by faculty members at these institutions is not especially common. Although these institutions may employ part-time and adjunct faculty members who work in the research and development divisions of their companies and agencies, their primary work at the community college is to teach. However, the research role is not restricted to faculty members at research-oriented universities. Faculty members at institutions other than research-oriented universities conduct research as part of their faculty role, partly because faculty members who have earned terminal degrees from large universities likely were socialized to conduct research and seek funding for such pursuits. Also, colleges and universities increasingly have focused on faculty research as a way to increase their institutional profiles and prestige.

The Dissemination Role - Institutional service performed by faculty members includes serving on internal committees and advisory boards, mentoring and advising students, and assuming part-time administrative appointments as program or unit leaders. In some cases, faculty members also assume term appointments in fulltime roles as mid-level or

senior level institutional administrators. Some level of faculty members' service to the institution is expected, although tenure-track faculty members may be discouraged or exempted from heavy service commitments to permit greater focus on their research and teaching. Some institutional service roles may carry some prestige, and appointments may include a salary supplement. However, institutional service is not as highly regarded as research and teaching with respect to advancement within faculty ranks.

The public service role for faculty is associated with colonial colleges' preparation of ministers and teachers to serve the citizenry. A local, outreach oriented faculty service role was codified through land-grant institutions, with their instruction in agricultural, mechanical, and practical subjects. In addition to incorporating these subjects within the curriculum, land-grant institutions also disseminate scientific knowledge and best practices to residents of the state. These universities utilize extension services, often with satellite offices, to provide information in areas such as agricultural innovations, economic and community development, child development and nutrition, and environmental conservation. Faculty members' extension and service roles tend to be less highly valued and rewarded than the research and teaching roles at universities. However, revitalizing the service role has also been offered as an important way to recapture public trust in higher education and demonstrate institutional responsiveness to society and its concerns.

On the basis of the three specific dimensions of teacher's role, the following roles and responsibilities are laid out.

- (a) Provide academic input to the Government and to the Universities, research institutions and other centers of higher education in the State for the formulation and implementation of the policies on higher education and evolve a perspective plan.
- (b) The development of higher education, on the suggestion from Government or requests from Universities or other institutions;
- (b) Undertake independent research for the generation of new ideas for the promotion of social justice and academic excellence in higher education, hold awareness programs

for the academia and initiate or propose or pilot projects on an experimental basis in selected higher education institutions for implementation of the new ideas;

(c) Undertake human resources development planning for the State and plan the growth and development of higher education in accordance with such planning;

(d) Evolve guidelines for linkages of an academic nature between higher education institutions in the State and institutions within and outside the country;

(e) Evolve programs in order to promote the relevance of higher education for the economic, social and cultural development of the State;

(f) Review existing guidelines and furnish recommendations for regulating admissions to various courses and for appointments to the posts of teachers and teacher-administrators in Universities, colleges and other institutions of higher education;

(g) Suggest improvements in curriculum and syllabus in accordance with the changing societal and academic requirements and facilitate the development and publication of appropriate teaching material, including textbooks, educational softwares and e-learning facilities in order to improve the quality of education;

(h) Organize short term courses to train and update the knowledge and skills of higher education teaching personnel, educational administrators and other similarly situated;

(i) Advise the Government on the starting of new courses, colleges, and other higher education institutions in the State;

(j) Make proposals for the generation and utilization of funds in accordance with the objectives of this Act;

(k) Evolve general guidelines for the release of grants by the Government to Universities and other institutions of higher education and to advise the Government about the release of such grants to each University and other institutions of higher education;

(l) Evolve schemes for providing equitable opportunities for higher education and

scholarships and free-ships and financial assistance to the needy students and coordinate implementation of Scheduled Castes and Scheduled Tribes and other eligible backward classes welfare programs of the Central and the State Governments and other Central and State Level Funding Agencies;

(m) Review periodically the Statutes, Ordinances and Regulations of the Universities in the State and suggest appropriate improvements for the realization of the objectives of social justice and academic excellence in education and suggest the framework for new Statutes, Ordinances, or Regulations for existing Universities or other institutions of higher education or new Universities or other institutions of higher education;

(n) To provide common facilities for the entire State by establishing centers, namely: (i) Centre for Research on Policies in Higher Education, (ii) Curriculum Development Centre, (iii) Centre for Capacity Building in respect of faculty and educational administrators, (iv) State Council for Assessment of Higher Education Institutions, (v) Examination Reforms Cell, (vi) Human Resources Development, Employment and Global Skills Development Cell.

(o) Hold discussions, conduct workshops and seminars with the objective of facilitating the widest possible consultations with experts and stakeholders including organizations of students and teachers for formulating the policies on higher education and facilitating their proper implementation;

(p) Facilitate the development of a synergic relationship among different agencies such as the State Government, Universities, colleges and other institutions of higher education in the State and the Central Government and regulatory bodies at the national level;

(q) Co-ordinate various programs being promoted and undertaken by Central and State Governments and national level bodies like University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, Medical Council of India, Bar Council of India and other similar statutory bodies and State level institutions like Universities, research institutions, colleges and other institutions of higher education in the territory of India;

- (r) Provide a forum for the interaction among the academy, industries, agriculture and service sectors;
- (s) Facilitate the conduct of workshops and seminars on questions of importance in higher education in different parts of the State;
- (t) Undertake necessary steps for establishing inter-linkages between research and learning processes;
- (u) Promote extension activities in colleges, institutions and Universities and encourage their integration into the curriculum so that the students and teachers become sensitive to social issues;
- (v) Promote sports and cultural activities in the colleges, other institutions and Universities and integrate them with the co-curricular activities;
- (w) Perform such other functions for the realization of the twin objectives of social justice and excellence in higher education;
- (x) Suggest steps for promoting democratization and academic autonomy of Universities and other institutions of higher education;
- (y) Evolve schemes to sensitize the students to environmental and gender issues.

Thus a teacher's role has a wide scope of roles and responsibilities. Teachers who consider their job as a profession, work only for pay, salary, their work is considered useful for their own self. An ideal teacher, a professional person, should not work with pecuniary motives. To follow professional value in its right perspective, a teacher must learn-teach, to influence and show good examples to others. Teacher must follow a code of ethics and maintain high professional standards. Students tend to copy the behaviour and mannerisms of teachers. The teacher's entire personality is a reflection on the mind of the students.

The teacher should take a pledge to follow the code of ethics which may bring credit to the entire profession and trying to adopt as his/her professional ethics like, **Towards Students**, its prime duty to understand students, to promote a spirit of inquiry, fellowship and joy in them, not to exploit them for personal interest and set before them a high

standard of character, discipline and personality. **Towards Profession,** teacher have to be sincere and honest to our work and go thoroughly prepared to the work, to endeavor to maintain the efficiency by study, and not to say or do anything which may lower prestige in the eyes of our students, not to exert any pressure upon students or their parents to engage private tuition, not to act an agent or accept commissions and other compensation for recommending books. **Towards Society,** it must be our primary duty to set an example of good citizenship, to endeavor to promote the public good, to uphold the dignity of our calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired. **Teacher's Union,** it plays significant role in creating an atmosphere in which shrinkers and other people with doubtful intentions may not find a congenial environment. Unions should create a public opinion which serve as an adequate sanction against such unsocial acts. Now Teacher's union are used as a forum for ventilating their grievances and otherwise typing to process service conditions.

1.3 STRUCTURE OF HIGHER EDUCATION IN INDIA

Higher education refers to the post-secondary education. It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programs such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education generally includes those post graduate studies in where you can gain your Master and Doctorate degrees. The amount of time it takes one to earn a master's degree depends upon the program one is enrolled in, but one should usually expect to study at least for 2 years. The second type of graduate degree, and one considered higher than a master's degree, is a doctoral degree. These are awarded for a particular course of study beyond the master's degree. Doctoral degrees can be professional degrees, such as the Doctor of Ministry, or academic degrees, such as the Doctor of Philosophy. Those who earn doctorates often assume the title 'Doctor.' The amount of time one must study before earning such a degree varies greatly by field, institution.

With the launch of Rastriya Uchchar Shiksha Abhiyan (RUSA), there is an attempt to strengthen higher education in India.

TABLE 1 - ENROLLMENT OF INSTITUTIONS IN HIGHER EDUCATION

No. of Institutions/	2010-11 Enrollment	2011-12 Enrollment
Universities	621	642 (upto December, 2013)
Colleges	32974	34908
Enrolment (figure in lac)	275.00	285.63
Enrolment in Distance lac mode (Figure in lac)	33.14	35.60

Source: All India Survey on Higher Education 2010-2011 and 2011-12 (provisional) Enrollment, MHRD, ANNUAL REPORT 2013-14

The above statistics shows that there is an increase in universities/ colleges and enrolment between 2010-11 and 2011-12. There is phenomenal growth of 1937 colleges during that period. At the same time enrolment figure also shows positive picture of higher education and also indicates the success of distance mode in higher education.

The physical target for the 12th plan as per MHRD Rashtriya Uchchar Shiksha Abhiyan (RUSA), ANNUAL REPORT 2013-14, to implement in higher education planning in human resource department is as follows.

TABLE 2 - TARGETS AS PER XII th PLAN

Sl. No	Component	No of Universities/ Colleges/ States/Units
1	Creation Universities by way of up gradation of existing autonomous colleges	45
2	Creation of Universities by conversion of colleges in a cluster	35

3	Infrastructure grants to Universities	150
4	New Model Colleges(General)	60
5	Upgradation of existing degree colleges to model colleges	54
6	New Colleges (Professional)	40
7	Infrastructure grants to colleges	3500
8	Research, innovation and quality improvement	10
9	Equity initiatives	20
10	Faculty Recruitment Support	5000
11	Faculty improvements	20
12	Vocationalization of Higher Education	20
13	Leadership Development of Educational Administrators	20
14	Institutional restructuring & reforms	20
15	Capacity building & preparation, Data collection & planning	20
16	Management Information System	20

Source: UGC Higher Education at a Glance - June, 2013

According to the latest reports by UGC (2013), 178 proposals were received, out of which approval was conveyed for 74, while 71 were under process call and 33 were rejected on grounds of ineligibility. In case of the 64 MCDs, proposals were received for 31 from the respective State Governments of which, 16 proposals have been approved. Since a new Scheme Rashtriya Uchchar Shiksha Abhiyan has been approved by the Cabinet, the Model Degree College Scheme has since been subsumed under RUSA.

TABLE - 3 KEY FACULTY & STAFF INDICATORS - INDIA

KEY INDICATORS	INDIA
Pupil Teacher Ratio (PTR)	15.1
Teachers per College	46.4
Non-teaching staff per College	37.3

Source: UGC Annual Report, Status of Higher Education of States in India 2013

The PTR of colleges in India is 15.1. Dadra & Nagar Haveli (5.1) ranks first with the lowest PTR, followed by Daman & Diu (5.3), Chandigarh (6.1), Tamil Nadu (7.0), and Punjab (7.6). It is important to note although Dadra & Nagar Haveli and Daman & Diu rank the highest, each accounted for less than 1% of the total enrolments in higher education (regular mode). Tamil Nadu performs well in this regard being ranked fourth in India even in terms of enrolments (7.4% of total). On the other hand, Uttar Pradesh had the highest PTR at 40.0, and is notably the state with the largest enrolment in higher education (15.6% of total) Maharashtra had the highest estimated number of teaching and non-teaching staff in all colleges, 2.6 lakhs and 2.3 lakhs respectively. The number of teachers per college is 46.4 and non-teaching staff per college is 34.3 in India, with Arunachal Pradesh ranked first with 218.7 teachers per college and Chandigarh with 266.1 non-teaching staff per college.

TABLE 4: POST-WISE SHARE OF TEACHING STAFF OF HIGHER EDUCATION IN INDIA

Post	Teaching Staff
Lecturer / Assistant Professor	62%
Temporary Teacher	8%
Reader & Associate Professor	13%
Professor & Equivalent	12%
Demonstrator / Tutor	5%

Source: UGC Annual Report, Status of Higher Education of States in India 2013

In terms of the post-wise share of teaching staff, provides the break-up in India. 62% of

the teaching posts are at level of Lecturer/ Assistant professor. Around 13% of the staff are Readers & Associate Professors, while 12% are professors & equivalent. Temporary teachers comprise 8% of total teaching staff.

The teachers place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills, from generation to generation and helps to keep the lamp of civilization burning." - Dr. S. Radhakrishnan(1962). "No nation can rise above its teachers." (Education Commission,1964-66). "Every teacher and educationist of experience knows that even best curriculum and the most perfect syllabus remains dead unless intended into life by the right method of teaching and the kind of teachers." (Secondary Education Commission,1962).

In ancient period and even now-a-days also a teacher is like our guru, our creator, facilitator to gain knowledge, comparing with God. At the level of teacher's importance on society, in history there are number of examples where teachers guided kings, emperors and the all round development of society. Guru Dronacharya and Chanakya there such kind of examples who inspired. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge The teacher is a dynamic force of the education. Without a teacher it is just like a body without soul, a skeleton without flesh and blood, a shadow without substance. The teacher is the yardstick that measures the achievement and aspirations of the nation. The worth and potentialities of a concern and evaluated in and through the work of the teacher, they are the real builders of country's future. A teacher is not only a teacher but also a friend, philosopher and guide of the student. Students of higher education stage is very critical period where teacher have to be their friend cum teacher.

A teacher who is well adjusted to profession is ready to face the present challenges . All the possible care should be taken to maintain healthy environment of education. The teachers should be recruited to the education system on the basis of their capabilities, so preparing good teachers may ensure quality of education. It is said the teacher who preferred to become a teacher would be having better professional adjustment and his level of job satisfaction would be high, which will be reflected in his teaching and if the

teacher is satisfied them only all round growth and development of the individual and society is possible. If the teacher is not professionally adjusted he can do an incalculable harm in terms of poor guidance to the student. Hence teacher cannot do justice to the job assigned.

1.4 ELIGIBILITY TO BE A TEACHER IN HIGHER EDUCATION

The eligibility to be a teacher in Higher Education needs National Eligibility Test (NET) exam need clearance. The NET is a national level exam conducted in India by University Grants Commission (UGC). The test is conducted in Humanities (including languages), Social Sciences, Forensic Science, Environmental Sciences, Computer Science and Applications and Electronic Science. The basic objective is to determine eligibility for college and university level lectureship and for award of Junior Research Fellowship (JRF) for Indian nationals in order to ensure minimum standards for the entrants in the teaching profession and research. The test for Junior Research Fellowship is being conducted since 1984. The Government of India, through its notification dated 22 July 1988 entrusted the task of conducting the eligibility test for lectureship to University Grants Commission. Consequently, UGC conducted the first ever National Eligibility Test (NET), common to both Eligibility for Lectureship and Junior Research Fellowship in December 1989. Since then it is conducted twice every year, once each in June and December. The age criteria for Junior Research Fellowship is not more than 28 years as on 1 December; Assistant Professor there is no upper age limit for Assistant Professor; Educational eligibility is candidates who have secured at least 55 percent marks in their Masters degree. Candidates who have appeared or will be appearing for the Masters degree final year examination; While clearing NET is a must have criteria in many colleges and universities, the final appointment will depend on how well one fares in the interview conducted by the concerned university. Junior Research Fellowship is for those who have their heart set on research. One becomes eligible for the Junior Research Fellowship if one has applied for it in ones application form and has subsequently cleared NET. Once you get selected, then one can pursue research in any prestigious university and get the tuition fees reimbursed. In some universities, the students even get direct admission into M.Phil programs. Examination pattern of NET consists of three papers

which are objective in nature.

TABLE - 5 QUESTION PAPER PATTERN OF NET EXAMINATION

Paper	Marks	Number of questions	Time
Paper I	100	60, out of which 50 have to be answered	1.15 hrs
Paper II	100	50 questions. All are compulsory	1.15 hrs
Paper III	150	75 questions. All are compulsory	2.30 hrs

Paper I - This paper assesses the candidate's reasoning ability, comprehension, divergent thinking and general awareness. There are 60 questions, each of two marks. The candidates have to answer 50 questions only. Paper II -This test is based on the subject chosen by the candidate. There are 50 questions of two marks each. All the questions are compulsory. Paper III - This consists of 150 marks and has questions from the subject the candidate has chosen. There are 75 objective-type questions of two marks each.

There are several questions on this eligibility criteria and examination for teachers in Higher Education such as is it an appropriate way to test knowledge and competence on teaching skills of the candidate; and an appropriate way to prepare teachers for higher education.

1.5 HIGHER EDUCATION IN VADODARA

Sayajirao Gawekwad III, the Maharaja of Baroda State was a visionary and has contributed to the education of the then Baroda State. He demanded from Britishers for free elementary and primary education. He established The Maharaja Sayajirao University of Baroda which is one of the renowned universities of the country. This University offers professional and non professional programs. In the last decade, many private universities, colleges have been established in Vadodara. Navrachana University offers professional and non-professional courses. Sumandeep University offers only professional courses. These are some private colleges in Vadodara like Parul Institute, Babaria Institute, Sigma, Sumandeep. They offer mainly professional courses. There are some colleges which are affiliated to the SNDT University, Mumbai. Also there are

centre of study of Indira Gandhi National Open University at The Maharaja Sayajirao University of Baroda.

1.6 NATURE OF TEACHING SKILLS IN HIGHER EDUCATION

At any level of teaching, teachers must have skills and qualities as a teacher. Basic essential qualities in teachers are, **Domain Knowledge**, teaching at the college level means one is an expert in one's field. One can't get away with just cursory knowledge as are students and colleagues will be all too eager to put one to the test. **Presentation Skills** are the heart of most higher-education teachers' jobs is the classroom. These classes can be intimate discussion groups or massive lecture halls. Either way, one must be confident speaking in front of large groups and keeping your students challenged. **Critical-thinking** is important as being a professional academic means conducting research and presenting new ideas within the university and your field at large. **Teaching ability** is also important. Often aspiring academics get so caught up in their own passion that they lose track of the key function of their profession that is teaching. One must have the ability to take ideas that come naturally and present them simply and creatively to novices. **Ability to handle pressure** is about overall work pressure career in higher education teaching remains a very competitive field. One may have to get by for a while teaching part-time before one gains a full-time position. Once one is on one's tenure track, one will still be in a hotly competitive and intellectual atmosphere, with constant pressure to publish research.

Teachers may be able to deal with these roles and responsibilities or must be facing difficulties. The way of challenges may be different for each teachers at different levels and stages in teacher's career.

1.7 STAGES IN THE CAREER OF TEACHERS

In every profession there are different stages of works. Huberman (1989) describes it in terms of professional cycle of a teacher: 1) Beginning career teacher, 2) Mid career teacher, 3) Late career teacher.

TABLE - 6 STAGES IN THE CAREER OF TEACHERS

YEARS	THE STAGES IN THE CAREER OF TEACHERS
1-3 years	Career entry: painful or easy beginnings; survival, discovery, reality shock.
4-6 years	Stabilization: taking on adult responsibilities; making a commitment to a defined professional goal; giving up other options.
7-18 years	Experimentation/Activism: experimenting with different materials, student groupings, sequencing; attempts to make institutional changes. Reassessment/Self-doubts: growing sense of monotony (between the 12 th and 20 th year of teaching); thoughts of leaving teaching; realizing that other careers will have to be ruled out if they do not move quickly.
19-30 years	Serenity/Relational Distance: more “mechanical,” “relaxed,” “self-accepting.” Conservatism: resistance to innovation, nostalgia for the past; concern with holding on to what one has rather than with getting what one wants.
31-40 years	Disengagement: disengaging from investment in work; serene or bitter.

Frances Fuller (1969) also speaks on Stages of Concerns for Teacher Candidates like and their survival in teaching situation with pupils, other teachers, administrators, faculty staff. They have lot of pressure of expectations to fulfil certain kinds of responsibilities. At any stage or level whether it is new or experienced teacher, there are various type of challenges, that teacher have to face.

The new teachers stage has been described by Huberman(1989) and Fuller (1969) in detail. The beginning career teacher stage indicates survival part with either in teaching

strategies, methods, what kind of impact on student is made, confused with lots of experiments. Experienced teachers in this stage usually feel much confident about their all areas like professional skills, knowledge and settle into a comfortable zone compared to other teachers. They are reflecting their own experience and even others also most of time when find problems and trying to come out with different options. In later career stage teachers also not feel disengagement as they approach near by retirement, they may be focus on their personal lives rather than professional life, for it may be this point of view beyond the classrooms, the distance coming with that students.

1.8 PROBLEMS OF NEW TEACHERS

Teachers in all stages of career face different types of challenges. New teachers face a set of specific challenges. The experience of a new teacher that is in the first three years can be explained in the words of Huberman(1989) and Fuller(1969). The stages of career entry in anywhere is always painful or easy beginnings. There is a struggle for survival, discovery, and reality shock. Anything that new is strange and unfamiliar to us. So feeling of anxiety with unseen fear is experienced. According to Huberman in beginning career stage many beginning teacher find that the daily reality is very different from what they expected in their field. They had entered the field with lots of dreams and expectations.

According to Mohanty, J.(2004), there are some usual problems that all teachers face.

Feeling of Frustration -There are trained graduates teachers with post-graduate and with research degree. They have been in the department, working there from so many times, they develops a sense of frustration and fail to perform their duties with devotion.

Feeling of Rejection - This is the feeling of highly qualified and experienced teachers who apply for better jobs but do not get them. This is very common in aided system, where principal, faculty member is not selected from amongst the staff members. Senior teachers, though not all, get a sense of rejection and are not able to give their best to the institute.

Feeling of Rivalry and Jealousy - Sometimes in the staff members there is healthy but sometimes unhealthy by some misunderstanding it creates more gap and rivalry and jealousy in profession and indirectly in institute also.

Feeling of Insecurity - Some

teachers on transfer might have some sad experience and other principal, senior faculty member. Behind every action of the member of system, trying to trace evil intentions behind move. **Groupism** - Sometimes there is a tussle for leadership between two or more teachers. In this result the information of groups which view at actions of the dean, principal from the angle of their group without caring for the larger interest of the part of system and the students.

1.9 RATIONALE

The importance of education is an accepted fact. Education should empower the people of a country to meet the challenges of a knowledge based society of the 21st century. Higher education is important for economic development of a country. It is also important for the overall development of society. Education system occupies a significant position in our society.

The teachers may be in different career stages like the beginning career stage, the middle career stage, and the later career stage. Huberman (1989), and Fuller (1969) also indicate the stages problems of teachers, that each career stage have their own difficulties, challenges, problems, the beginning career stage has its own different problems. Generally the new teachers who are in first stage have various types of difficulties. They face the problems of survival and of reality shock. The new teachers want to fulfill all kinds of roles and responsibilities of a teacher's duty. The transition from a professional course, NET, whole study knowledge, into the reality of workplace is a transition phase. And this kind of transition phase always brings out problems as the new teachers are trying to understand the new environment of the higher education/ school. There are several questions on this eligibility criteria and examination for teachers in Higher Education. If this is the criteria and pattern of exam then how does it help to test knowledge and competence on teaching skills of the candidate? How much does NET exam help in preparing teachers for higher education?

Teacher plays an important role in Higher Education. With the launch of Rashtriya Uchchar Shiksha Abhiyan (RUSA), the Higher Education in India is set to expand. With

expansion, there will be need of more teachers. As more teachers join, it is important that they are facilitated in their work place. This will help them to fulfill their roles and responsibilities well. This will have an impact on students and the institutions of Higher Education.

Various researches have been conducted on aspects of teachers in higher education. Like on job satisfaction by Reddy, Subramanyam M(1990), Atreya, Jai Shanker.(1989), Ramkrishnaiah, D.(1989), on attitude by Jaleel, S. S. and Pillay, G. S.(1979), Gupta, S. A.(1979), on problems of married and unmarried teachers by Pandey, S, and Deb, R.(2003), Naseem, S. And Anas, N. (2011) conducted a research on problems of teacher in education. One study in the higher education institution in Vadodara has been conducted on job satisfaction of teaching assistants Naik, G.C.(1990) of M. S. University. But the researcher could not identify study on problems of new teachers of higher education and that too in Vadodara.

Vadodara has many institutions of Higher Education. There are universities like M. S. University, Navrachana University and Sumandeep University which is a deemed University. Also, there are institutions like Babariya, Parul, Sigma affiliated to universities outside Vadodara. It is significant to know what kinds of problems do new teachers face in these institutions. Since M. S. University is a state funded university and Navrachana University is a private university, and both the universities offer professional and non-professional programs both were identified as sample for the study.

The findings of the study will help to develop orientation programs and support systems to help the new teachers to fulfil their roles and responsibilities and management to improve the higher education environment. It will indirectly help students also.

1.10 RESEARCH QUESTIONS

1. What are the problems of new teachers in higher education?
2. What are the expectations of new teachers related to work in higher education?
3. What are the views of students on new teachers in higher education?

4. What is the opinion of Principal / Head of Department on new teachers, on their problem in higher education?

In order to address the above research the present study was planned.

1.11 STATEMENT OF THE PROBLEM

The title of the study is as follows:

A Study of Problems Faced by New Teachers in their First Year of Job in Higher Education

1.12 OBJECTIVES OF THE STUDY

1. To study the problems faced by new teachers in their first year of job in higher education.
2. To study the supervising authorities' perspective on the problems faced by new teachers in their first year of job in higher education.
3. To study students' perspective on the problems faced by new teachers in their first year of job in higher education.

1.13 CONCLUSION

In this chapter, the conceptual framework has presented details on Higher Education in India. It also presents the rationale, research questions, and statement of the problem, objectives . The next chapter deals with the review of related literature.

CHAPTER II

REVIEW OF RELATED

LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

2.1 (A)STUDIES RELATED TO TEACHERS AND PROBLEMS OF
TEACEHRS

2.2 (B) STUDIES RELATED TO TEACHING PROCESS IN HIGHER
EDUCATION

2.3 OVERVIEW OF GROUP A AND B

2.4 IMPLICATIONS FOR THE PRESENT STUDY

2.5 CONCLUSION

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The review of related literature involves the systematic identification of the problems, location and analysis of documents and studies containing information related to research problem. The researcher reviewed some of the studies conducted in the area of problems faced by new teachers.

The various studies reviewed have been categorized into two groups which are presented below:

- A) Studies related to teachers and problems of teachers.
- B) Studies related to teaching process in Higher Education.

2.1 A) Studies related to teachers and problems of teachers.

1. Pandey, S, and Deb, R. (2003) studied **how different are the problems of married and unmarried women teachers. The objectives of study were:** (i) To compare the problems of married and unmarried women teachers in the context of different areas of teaching problems. (ii) To compare the teaching problems of married and unmarried women teachers with reference to age, teaching experiences and educational qualification. **Methodology** was the **sample** composed of 307 women teachers teaching in Varansi, who were selected through incidental and purposive sample technique. This study was survey type research employing an ex-post facto research design. **The tool** developed and used in the study was Sikshak Samsya Anusuchi (SSA). **And findings of the study were:** (i) There was no significant difference found between married and unmarried women teachers in the context of different areas of teaching problems. (ii) There was no significant difference found with reference to age, teaching experiences and education qualification.

2. Naseem, S. And Anas, N. (2011) conducted a research on problems of teacher in education, their teaching leaning style, in India. The **findings of study** were (i) Defects in selection procedure lead to deterioration of quality teacher. Suggestion given by them are (a) candidates should be interviewed. (b) test on subjects, (c) test of intelligence should be administered, (d) test of language. (ii) Deficiencies of small time period provided for training of teachers. (iii) Problems of practice teaching. (iv) Problems of supervision of teaching. (v) Lack of subject knowledge. (vi) Faculty method of teaching.

3. Naik, G.C. 1990. Job satisfaction of teaching assistants of the M. S. University of Baroda. Problem: To study the job satisfaction of temporary teachers / teaching assistants in terms of job-related factors. Objectives: (i) To find out the job satisfaction of teaching assistants, (ii) To find out the relationship between job satisfaction and sex, age, experience of teaching and marital status and (ii) To find out the intentions of teaching assistants in joining the job. **Methodology:** In this descriptive survey an incidental sample of the teaching assistants of the M.S.University of Baroda was selected. An information schedule was used to collect personal data. C.N.Daftwar's Job Satisfaction Scale was used to collect data regarding the job satisfaction of the teaching assistants, and a personal interview was conducted to know their intensions. Percentages, mean, SD, 't' tests, ANOVA and chi-square test were employed while analysing the data. **Major Findings:** (1) Most of the teaching assistants were satisfied with their job responsibility and social conditions within the department. (2) They did not differ in their level of job satisfaction in terms of sex, age-group, experience and marital status. (3) The main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession; facilities for further study and financial considerations.

4. Maurya, H.C. 1990. Conducted a study titled “A Study of the relationship between teachers' attitudes and teacher efficiency of university and pre-university lectures”. Problem: It is an attempt to study the relationship between attitude and teaching efficiency of university and pre-university lecturers. **Objectives:** (i) To study the

attitudes, teaching efficiency and adjustment of university and pre-university teachers, and find their inter-relationship, and (ii) To see the sex difference in teaching efficiency and adjustment of university and pre-university teachers. **Methodology:** In this descriptive survey, a sample of 100 university and 100 pre-university teachers was taken from both the sexes. The tools used for this study were the Teachers' Proficiency Test of Mithlesh Varma, the Adjustment Inventory of Asthana and the T.A.I. Of Ahluwalia. The collected data were treated with mean, SD, 't' test and correlation. **Major Findings:** (1) External surroundings contributed a great deal in formulating teaching attitude. (2) Frequent changes in the curriculum adversely affected teaching efficiency. (3) The size of the classroom affected adjustment and teaching efficiency. (4) Indiscipline and violence on the campus caused problems of adjustment. (5) Attitude and academic achievement were not significantly related. (6) Sex difference existed both in teaching proficiency and adjustment. (7) Pre-university teachers were better in teaching efficiency.

5. **Reddy, Subramanyam M. 1990. An investigation into the job satisfaction of university teachers in relation to some variables. Problem:** The present study tries to investigate the job satisfaction of university teachers in relation to some variables. **Objectives:** (i) To probe into the job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, cadre, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, possession of properties at the native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work load, administrative work-load, research output, number of published, life satisfaction and family satisfaction, and (ii) To analyze the attitude of the teachers towards teaching the their job involvement in relation to the variables. **Methodology:** The sample for the study was 210 university teachers selected by the stratified random sampling procedure. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale, and a personal data sheet were used to collect the data. Analysis of variance, 't' test and multiple regression were used to analyses the data. **Major Findings:** (1) The mean overall job satisfaction (JS) score of the teachers was 307.26, indicating that the teachers

were satisfied with their jobs. (2) Similar results were obtained for JS as measured by eight of the ten factors. (3) Sub groups of teachers classified on the basis of their ATT differed significantly in their overall JS. (4) The F-values were significant for overall JS and five factors. (5) The teachers had a favourable attitude towards their profession. (6) This was true for overall attitude, and also for all the five attitude factors. (7) Thirty-eight percent of the teachers 'liked teaching very much', while 62% 'liked' it. (8) The F -values were significant for one or more of the attitude factors in the case of variables c, e, and i. (9) For all other variables the F - values were not significant either for overall attitude or for any of the attitude factors. (10) The teachers exhibited a high level of psychological involvement in their job.

6. Awasthi, Neelam. 1989. Conducted a study titled Personality profiles of popular and unpopular teachers and their relationship with teaching proficiency.

Problem: The aim of the study is to find out the personality profiles of popular and unpopular teachers and their relationship with teaching proficiency. **Objectives:** (i) To study the personality profiles of popular teachers, (ii) To study the personality profiles of unpopular teachers, (iii) To compare the personality profiles of popular and unpopular teachers, and (iv) To find out the relationship of personality profiles of popular teachers with their teaching proficiency. **Methodology:** This was an independent study wherein the initial sample comprised 99 male and female teachers from six intermediate colleges of Kanpur (U.P.). The final sample comprised 80 teachers who were administered Cattell's 16-Personality Factor Questionnaire and Verma's 25-Rating Scale of Traits to select popular and unpopular teachers. Mean, SD, 't' values, and correlation were computed while treating the data. **Major Findings:** The popularity of teachers in their profession is related to their prescribed traits- that is, they were reserved (A-) which indicated the qualities of detachment and coolness; assertive (E-); sober (F-); conscientious (G+); slightly tough-minded (I-); extremely shrewd (N+); slightly experimenting (Q1+); and slightly self-sufficient (Q2+).

7. Atreya, Jai Shanker.1989. Conducted a study titled A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree-college level.

Problem: The main aim of the research is to study the values and job satisfaction of teachers having high, average and low teaching effectiveness. **Objectives:** (i) To identify teachers of high, average and low teaching effectiveness, (ii) To find out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness, and (iii) To find out the degree of influence of teachers' values and job satisfaction on teaching effectiveness. **Methodology:** The study was an ex-post facto research where in 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new Test for Study of Values by Gilani; the Teachers' Job Satisfaction Questionnaire of Kumar and the Teachers' Effectiveness Scale (adapted form, by Kumar and Mutha). The data were treated with 't' test, partial correlation and multiple correlation. **Major Findings:** (1) It was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction. (2) Teaching effectiveness was found to be a normally distributed trait. (3) The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

8. Ramkrishnaiah, D. (1989) studied Job Satisfaction of College Teachers. Problem :

The investigator made an in-depth study of the job satisfaction of college teachers in relation to variables like attitude towards teaching, management, sex, personality, etc.

Objectives : (i) To estimate the general level of job satisfaction(JS) among college teachers. (ii) To identify factors with which the teachers were satisfied/dissatisfied. (iii) To find the relation between JS and personal and demographic variables like (a) qualification, (b) marital status, (c) experience, (d) age, (e) size of family. (iv) To find the relation between attitude (ATT) and JS. (v) To identify personality factors which influence the level of JS. (vi) to make a comparative study of personality profiles of satisfied and dissatisfied teachers. (vii) To find out whether college teachers have a favorable ATT. (viii) To find out the relation between the personal and demographic

variables (a) to (c) cited in objective (iii) and ATT. (ix) To identify personality characteristics that affect ATT. (x) To make a comparative analysis of the personality profiles to teachers who have a favorable and those who have an unfavorable ATT, and (xi) To develop multiple regression equations to predict JS and ATT. **Methodology** : Four hundred and eighty college teachers, equality distributed between the two sexes, two types of management (government and private) and two levels of teaching (junior college lectures and degree college lectures), severed as the subjects for the study. **The sample** was selected by a multi-stage stratified random sampling procedure form three districts of Andhra Pradesh. The study was of a 23-factorial design. A job satisfaction Scale, an Attitude Inventory. Cattell's 16 Personality Factors Questionnaire (form C) and a personnel data sheet were used to collect the data. ANOVA test, profile similarity coefficient and multiple regression were used to analysis the data. **Major Findings** : (i) The teachers, in general, were satisfied with their job. (ii) Three factors which contributed to dissatisfaction and six factors which contributed to satisfaction were identified. (iii) Considering overall JS, teachers working in junior college were less satisfied than those working in degree college. (iv) The type of management and sex of the teachers did not have any significant influence on the JS of the teachers. (v) A similar analysis was carried out for each of the nine job factors and results presented. (vi) Those who had more favorable ATT were more satisfied with their job. (vii) The different variables like qualification, marital status, experience, age, size of family or personality factors did not have any significant influence on the overall JS of the teachers. Similar analysis was carried out on the different job factors also. (viii) The personality profiles of satisfied and dissatisfied teachers were similar. (ix) College teachers in general had a favorable ATT. (x) The type of the management, sex or level of teaching had no significant effect on the ATT of the SS. (xi) Young teachers had a more favorable ATT than middle-aged teachers. (xii) Other variables, like qualification, marital status, experience and size of the family, did not have any influence on ATT. (xiii) Among the 16 personality factors, factor A, B, C, G, L, N, O, Q 1 and Q 3 had a significant influence on ATT. (xiv) The personality profiles of teachers who had a more favorable ATT were similar. (xv) 7.35% of variance in JS and 19.27% of variance in ATT was predicted by the different variables included in the study.

9. Chopra, R.K. 1988. Status of teachers in India. Independent Study. National council of Educational Research and Training.

Problem: It attempts to study the status of teachers in India. **Objectives:** (i) To investigate the academic economic, professional and social status of pre primary, elementary, secondary, higher secondary, higher education teachers, (ii) To assess the status of teaching manpower in terms of quantity as well as quality, and (iii) To find out the areas of improvement and deficiency in order to suggest future programme of action to accelerate teacher development.

Methodology: the teachers working at pre primary, elementary, secondary, higher secondary, and higher education, school and college stages in the country were involved. The professional preparation and the recruitment procedures of teachers were considered. A questionnaire covering major aspects of the status of teachers was developed under three sections-professional education of teachers, economic status and professional status. Percentages, averages and median values were calculated to analyses various aspects of the status of teachers. **Major Findings:** (1) Different levels of teacher education institutions exist in the country. (2) While the procedure of recruitment varied from state to state, service conditions and rules were fairly uniform in different types of schools and colleges. (3) Working facilities required improvement all over, particularly in the rural areas. Salary scales differed greatly from state to state. (4) Teachers received welfare benefits and have organized themselves for safeguarding their interests. (5) Recognition was given to teachers through various awards.

10. Jaleel, S. S. and Pillay, G. S. (1979) studied Bureaucratism of College Teachers and their Attitude towards Teaching Profession.

The major **objectives** of the inquiry were : (i) To analyses the attitudes of college teachers towards teaching with respect to age and professional experience. (ii) To analyses the bureaucratism of college teachers with respect of age and professional experience, and (iii) To find the relationship between the attitude of college teachers towards teaching and their bureaucratism. The **tool** used were Gordon's Work Environment Preference Schedule (WEPS) consisting of twenty four items relating to self-subordination, un-personalization, rule conformity and

traditionalism, and Ahuwalia's Teacher attitude Inventory. The **sample** comprised twenty-seven college teachers from twenty-one different colleges. Descriptive statistics and product moment coefficient of correlation were used for data analysis. The **major findings** of the inquiry were: (i) Nearly two-thirds of the college teachers in the sample were highly bureaucratic. (ii) The age and experience of the college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As teachers grew in age and experience their attitudes towards the teaching profession grew more favorable. (iii) Bureaucratism was negatively correlated with age and experience. (iv) Bureaucratism as an aspect of personality was related to the attitude of the college teachers towards the teaching profession. (v) The teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal.

11. **Desai, H. G. (1975)** studied **Psychological Needs of College Teachers**. The **objectives** of the study were : (i) To locate the psychological needs of male college teachers and female college teachers and college teachers in general, and (ii) To find out whether the psychological need of college teachers differed with age level. A questionnaire prepared by Thurstone. In **the sample** of 20 college teachers (169 male and 32 female) which was drawn from seven colleges of Bhavnagar city, 58 were under 30 years of age, 103 in the age group 30-39 years, 30 in the age group 40-49 years, and 10 were 50 years and above. **The major findings of the study were** : (i) The male teachers had six significant psychological needs. In descending order there was dominance, order, understanding, achievement, change, and exhibition. The male teachers were lowest on abasement and play. (ii) The female teachers had only one significant needs - order. Disregarding significance, their first five needs were: order, dominance, deference, change, and understanding. (iii) The male teachers were significantly high on the need for achievement, while the female teachers tended to have the need for deference. (iv) The college teachers (disregarding the sex) had six significant psychological needs, in descending order these were: dominance, order, understanding, achievement, change and exhibition. (v) The needs for achievement, dominance and order were significantly prominent in the group of the teachers under 30 years of age. The needs for dominance

and order were significantly for the age group 30-39 years. A single need for order was significant for the age group 40-49 years, while not a single need was significant for the teachers 50 years and above. (vi) The need for order ranked first for dominance generally ranked second. (vii) The need for achievement, which was significant in young teachers gradually lost importance as the age level increased and was subsequently replaced by the need for inception.

2.2 B) Studies related to teaching process in higher education.

1. **Gupta, S. K. (1990)** studied **Teaching-Learning process in Higher Education.**

Problem : The study is aimed at defining the concept of teaching-learning process, its main component and developing the methodology for effective teaching. **Objective** : (i) To define the term teaching-learning process. (ii) To determine the main components of TLP, and (iii) To develop the methodology of above components, i.e. Objectives of teaching, organization of learning experiences and the process of evaluation and their use for effective teaching. **Methodology** : The author has suggested a model for the teaching-learning process. (TLP Model) and tried to explain different aspects of the model. **Major Findings**: (i) Objectives of teaching-learning experiences and evaluation are interlinked with each other, (ii) Learning experiences could be brought about through a number of ways such as classroom interactions, library, laboratory, work, radio, TV, films, field trips, museums, seminars, tutorials, assignments and other similar situations. The teacher should make a division about it. Evaluation, the third important component of the model is closely related to teachers goals. It included measuring the extent of achievement, objectives, and suggesting remedial instructions to the learners for enrichment of learning experiences and to reach the goals.

2. **Gupta, B. C. (1982)** studied **Evaluation of the Innovative practices of Teaching in the college of Education.** The main **objectives** of the study were to evaluate the effectiveness of the innovative methods in the direction of better learning and higher achievement in colleges of education. **The methods** of lecture-cum-discussion,

discussion, symposium, seminar, workshop, assignment and supervised study were experimented upon in the colleges of education at Sardar Shahar, Ajmer, Bikaner, Gulabpura, Jaipur, Jodhpur, and Dabok Control and experimental groups of fifty students each were formed in each of the seven colleges. The groups were equated on the age, sex, intelligence, pre-achievement level, and educational qualifications. Each method was experimented upon in one of the seven colleges. Education and social change, the meaning of education, philosophy and its relationship with education, educational sociology, infectious diseases and their treatment, the laws and theories of learning and the teaching methods of Hindi prose were the seven topics from the syllabus selected for teaching by the innovative methods in serial order at the seven colleges selected Unit tests were prepared in each of the selected topics were administered to both the control and the experimental groups after the teaching was over. The control group was taught by the routine lecture method and the experimental group by the innovative method. Each of the groups of fifty students was divided into three subgroups according to their I.Q.-higher, average and lower. The scores obtained by each group were compared by computing means, standard deviations and t-values. **The findings** results showed that the methods of discussion, symposium and supervised study were more effective than the lecture method at both 1 percent and 5 percent levels of significance. The discussion method proved to be very helpful to the lower intelligence group. The symposium method also gave better results and proved to be definitely more useful to the average group. The workshop method proved to be definitely superior in the case of the general groups as well as the higher intelligence group.

3. Gupta, S. A. (1979) studied **the Attitudes of Teachers of Agra University towards Higher Education**. The **objective** were to investigate the attitudes of the teachers of Agra University towards higher education, taking four aspects, viz, university autonomy, admission on the basis of selection, importance assigned to higher education. The attitudes were assessed on the scale based on the method of equal appearing interval. The sample includes 300 teachers selected on the basis of systematic sampling. The study yielded the following **findings**: (i) the majority and colleges had a positive view towards

higher education. (ii) The male and female teachers showed significance difference in their attitudes. (iii) As age increased the attitudes tended to become negative. (iv) The teachers differed significantly in their attitude towards the trade-technical groups and non-trade ad non-technical courses of study. (v) Those teachers who had teaching experiences had negative attitudes while those who had short experience showed positive attitudes. (vi) The standard of teaching influenced the attitude. (vii) Those teachers whose attainment were high showed negative attitude as compared to those whose attainments were low. (viii) The teachers attitudes were affected by their satisfaction in the family life. (ix) Those teachers who had experiences of failure, had negative attitudes. (x) Those who had experience of success, showed favorable attitudes. (xi) The teachers attainments were positively related with the evaluation of students. (xii) The satisfaction / dissatisfaction of the teachers in respect of modern higher education affected the evaluation of students. (xiii) Teaching experience and evaluation of students were interrelated. (xiv) The teaching experiences, scholastic attainments, satisfaction with modern higher education affected the attitudes towards students co-operation and welfare. (xv) The teaching experience and attainments affected their thoughts about vice-chancellor's qualities. (xvi) Higher Educational attainments and teaching experiences affected their thinking towards the role of the University Grants Commission in education.

4. Lakshmikutty Amma, T. S. (1978) studied **The Role Expectations of Teachers** . The major **objectives** of the study were : (i) to list the major roles expected of teachers as viewed by teachers, parents and students, (ii) to evolve a teacher role scale which had the concurrent of these groups, and (iii) to get an idea about the curricular and co-curricular aspects of the secondary school programs and the part played by the teachers. The study was limited to four districts of Kerala, drawn from the southern part of the State. **The sample** for the study considered of 504 secondary school teachers, 100 parents and some headmasters. **A questionnaire was the main tool**. The major **findings** of the study were : (i) some of the major roles expected of teachers were, they should try throughout try to eliminate illiteracy, they should co-operate with the headmaster and the staff in maintaining discipline, they should treat the pupils kindly, they should not be political

workers , they should be social agents, they should, they should mould the problem of the pupils, they should visit the families of problem children, they should work for the community harmony and they should keep close contact with the parents. (ii) There was high positive correlation between the role expectations of teachers and by the parents and the students. (iii) There was high positive correlation between the role expectation of teachers as viewed by the teachers and parents. (iv) The teachers, in general were not in favours of indulging in political activities. (v) the majority of the teachers did not like to work scout masters. (vi) The aided school teachers and the male teachers were more interested in tackling teacher's union problems then the government school teachers and the female teachers. (vii) The urban teachers showed more concern for the student union problems then the rural teachers. (viii) The aided school teachers were more interested in having excursions and study tours as part of their expected role.

5. Bhatnagar (1988) conducted **a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education.** The **objectives** of the study were: (i) To identify activities under student-teaching and other practical work which might be common in the B.Ed. curriculum in the case of most universities in the country, (ii) to develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in the B.Ed. courses being run at that time by various universities and (iii) to try out these scales in actual training situation through feedback from colleges of education. The study had two phases. The first phase concentrated on the review of studies and literature on student-teaching along with the analysis of the B.Ed. syllabi followed by various universities; the second phase was concerned with the development of tools for supervision and evaluation of student-teaching and other practical work of the B.Ed. programme. **The sample** comprised teacher-educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where the tools were finalised on the basis of their judgement. Rating scales were used as the tools for the study and feedback on these was received from the teacher-educators and principals. **The findings** stressed on (1) the need of developing common tools for

assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

6. Khatoon, Tahira. 1990. Teachers' classroom instructional behaviour and their perception of work values. Problem:

This study attempts to find out the relationship between teachers' perception of work values and their classroom instructional behaviour.

Methodology: the sample comprised 150 teachers. Flanders' Interaction Analysis Category (FIAC) system (1970) was used to assess teachers' classroom instructional behaviour. Work values tool was used to collect data about the work values of the teachers. Pearson's product-moment correlation was used to analyze the data. **Major**

Findings: (1) High status was significantly and positively related to motivation and silence behaviour, and negatively related to lecture. (2) Opportunities for social service were significantly and positively related to lecture and negatively to motivational behaviour and questioning. (3) Opportunities for further progress and intellectual stimulation had a significant and positive correlation with motivation and questioning and negative correlation with lecture. (4) Freedom of work had a positive and significant correlation with SSR.

2.3 OVERVIEW OF STUDIES

There are different types of researches done on the area of problems faced by teachers and on their work role, profession. In the first, group (A) Pandey, S, and Deb, R. (2003) studied how different are the problems of married and unmarried women teachers; Naseem, S. And Anas, N. (2011) conducted a research on problems of teacher in education; Naik, G.C. 1990. Job satisfaction of teaching assistants of the M. S. University of Baroda; Maurya, H.C. 1990. Conducted a titled A Study of the relationship between teachers' attitudes and teacher efficiency of university and pre-university lectures; Reddy,

Subramanyam M. 1990. An investigation into the job satisfaction of university teachers in relation to some variable; Awasthi, Neelam. 1989. Conducted a study titled Personality profiles of popular and unpopular teachers and their relationship with teaching proficiency; Atreya, Jai Shanker.1989. Conducted a study titled A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree-college level; RAMKRISHNAIAH, D. (1989) studied Job Satisfaction of College Teachers; Chopra, R.K. 1988. Status of teachers in India. Independent Study. National council of Educational Research and Training; Jaleel, S. S. and Pillay, G. S. (1979) studied Bureaucratism of College Teachers and their Attitude towards Teaching Profession; DESAI, H. G. (1975) studied Psychological Needs of College Teacher. All these researches, studies shows general problems of teachers in education system. All the studies mentioned are various aspects of teachers. **The researcher could not identify studies on problems of new teachers in Higher Education and in Vadodara city.**

In the second, group (B), Gupta, S. K. (1990) studied Teaching-Learning process in Higher Education; Gupta, B. C. (1982) studied Evaluation of the Innovative practices of Teaching in the college of Education; Gupta, S. A. (1979) studied the Attitudes of Teachers. From above the reviews it is evident that the researches could not identified on the researcher's of Agra University towards Higher Education; Lakshmikutty Amma, T. S. (1978) studied The Role Expectations of Teachers ; Bhatnagar (1988) conducted a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education; Khatoon, Tahira. 1990. Teachers' classroom instructional behaviour and their perception of work values . All these reviews indicates the problems of teachers regarding their subject-matter, teaching part, attitudes towards their profession, different strategies. **From above the reviews it is evident that the researches could not identify studies on the researcher's topic that is problems faced by new teachers in their first year job in higher education in Vadodara city.**

2.4 IMPLICATIONS FOR THE PRESENT STUDY

From the studies reviewed above in the two groups: (A) and (B), it is found that problems of teachers has been an area of attention of the researchers. The problems studied have been general and with specific respect to subject and or some stages, areas. So the researcher felt interested in finding out it. This could be the new research/case studies in new teachers of Vadodara city. The various problems that were identified in various studies also provided direction on items to be included in tool. There has been an attempt to understand aspects of teacher's role job satisfaction and attitude; problems of married and unmarried teachers, but a focused study on problems of new teachers in Vadodara could not be identified. Most of the studies are survey. The researcher also felt that survey of problems of new teachers in Vadodara could be conducted.

2.5 CONCLUSION

Thus, in this chapter the review of related chapter, overview of the review and implications for the present study has been presented.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

- 3.0 INTRODUCTION
- 3.1 STATEMENT OF PROBLEM
- 3.2 OBJECTIVES OF STUDY
- 3.3 EXPLANATION OF TERMS
- 3.4 DESIGN OF THE STUDY
- 3.5 POPULATION
- 3.6 SAMPLES AND SAMPLING TECHNIQUE
- 3.7 TOOLS FOR DATA COLLECTION
- 3.8 VALIDATION OF TOOLS BY EXPERTS
- 3.9 DELIMITATIONS
- 3.10 DATA COLLECTION PROCEDURE
- 3.11 DATA ANALYSIS
- 3.12 CONCLUSION

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

This chapter discusses in detail methodology used for this study. It presents research design, delimitations of the study, details of the tools which used, the procedures followed in the data collection and method of data analysis.

3.1 STATEMENT OF PROBLEM

The title of the study is as follows:

A Study of Problems Faced by New Teachers in their First Year of Job in Higher Education

3.2 OBJECTIVES OF STUDY

1. To study the problems faced by new teachers in their first year of job in higher education.
2. To study the supervising authorities' perspective on the problems faced by new teachers in their first year of job in higher education.
3. To study students' perspective on the problems faced by new teachers in their first year of job in higher education.

3.3 EXPLANATION OF TERMS

New Teachers : It refers to teachers who have qualified Master's Degree with minimum 55 percentage and cleared UGC NET Exam and are working in institutions of higher education. These teachers are in the have completed the number of years in job is between one to three years. Secondly these teachers have no previous experience of teaching in higher education prior to the current job.

Supervising Authority : It refers to the authorities in higher education who supervise teachers working. This includes provost, head of department, senior faculty members, supervisor, coordinators, section-in-charge of different departments in higher education.

Problems : It refers to the work situations which are difficult for the new teachers to handle and results in frustration, stress and such unpleasant situations/feelings.

3.4 DESIGN OF THE STUDY

The design of the study is survey.

3.5 POPULATION

The population of the study constituted the following:

All the teachers who have completed one to three years of service in higher education after obtaining Masters Degree and have qualified (UGC)NET EXAM and who have no previous experience of teaching in higher education and are presently working in Higher Education institutions of Vadodara city in 2014-15.

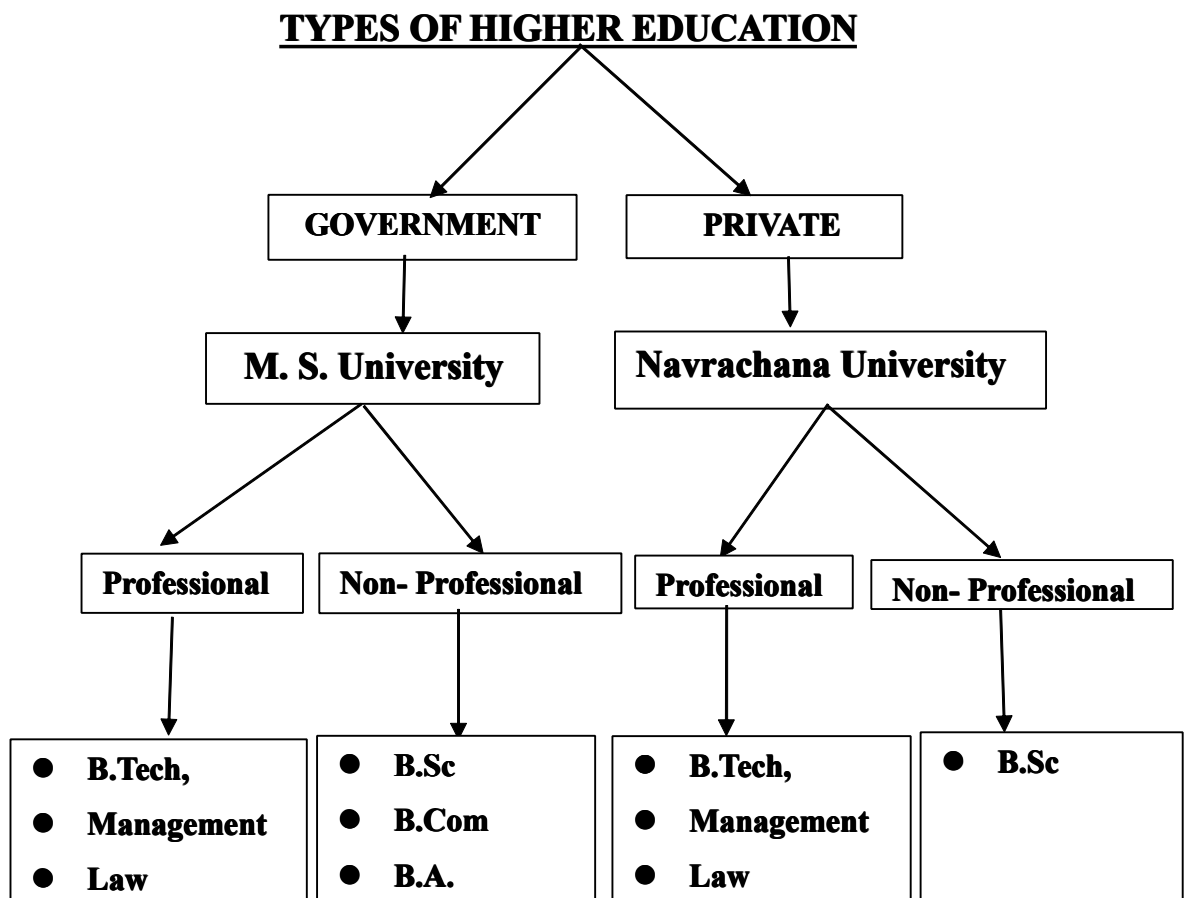
All the supervising authorities in higher education such as Head of Department, or its equivalent known by different norms such as Principal, Supervisor, Co-coordinator Director in institutions of Higher Education of Vadodara city in the academic year 2014-15.

All the students studying in graduation courses in different types of higher education institutions in Vadodara city in the academic year 2014-15.

3.6 SAMPLES AND SAMPLING TECHNIQUE

The sample of new teachers was identified from the population employing the technique of stratified sampling. The various strata were state funded university and private university, professional and non-professional courses.

Stratified sampling Technique



Though higher educations were identified on the basis of stratified sampling technique, it was not that all higher educations have the required sample of new teachers. Thus, random selection of new teachers was not possible from each stratum. In view of this,

care was taken to identify sample from higher educations from each strata.

For **first objective** the sample of was new teachers of which one hundred sample was identified as shown in Table 7.

TABLE - 7 SAMPLE OF NEW TEACHERS

New Teachers	Government Professional	Government Non-professional	Private Professional	Private Non-professional
1 year experience	25	25	25	25

For the **second objective**, the sample of supervising authorities was drawn from the population employing the technique of stratified sampling. There were 25 supervising authorities from M. S. University and 25 from Navrachana University.

For the **third objective**, the samples of 200 students was selected from population employing the technique of stratified sampling, identified as shown in Table 8.

TABLE - 8 SAMPLE OF STUDENTS

Government / Private	Professional From each program	Non-professional From each program	No.of students per University
M S University	20	20	120
Navrachana	20	20	80

University			
Total Students →			200

3.7 TOOLS FOR DATA COLLECTION

Three tools were used for the study. The tools were interview schedule for new teachers, interview schedule for the supervising authorities, and questionnaire for the students. All the tools are enclosed in Appendix number - I, II, III.

Interview schedule for the New Teacher - A semi structure interview schedule was developed for the new teachers by the researcher. It covered various dimensions of the problems faced by new teachers like problem related to teaching the subject, student, principal, faculty members, supervisors, colleagues, administrative staff, administrative procedures, related to co-curricular activities, research work, workshops, environment of higher education, other assigned duties, work pressure and other problems faced by new teacher.

Interview schedule for Supervising Authority - A semi structure interview schedule was developed for supervising authorities by the researcher. It covered various dimensions of the problems ,about new teacher's work, like teaching the subject, student, principal, faculty members, supervisors, colleagues, administrative staff, administrative procedures, related to co-curricular activities, research work, workshops, environment of higher education, other assigned duties, work pressure and other problems faced by new teachers.

Questionnaire for Students - A questionnaire with open-ended and close-ended questions was developed for students by the researcher. It covered various dimensions of the problems faced by new teachers and as experience by the students. These dimensions were identification of a new teachers by students, if the new teachers teach as effectively as the experience teachers, ability of new teachers to solve difficulties related to subject, difficulties faced by teachers in dealing with students, nervousness of teacher, ability to

clarify students doubts and the ability to conduct various activities of higher education.

3.8 VALIDATION OF TOOLS BY EXPERTS

The semi structured interview schedule for teachers and the supervising authority and the questionnaire for students was given to experts for validation. The experts were identified on the basis of their familiarity with the field of higher education. The experts were supervising authorities of higher education: Dean of faculty, Head of department, Senior teachers in higher education. The list of experts is enclosed in Appendix IV.

The suggestions given by experts were as follows:

To note the qualification of teachers, subjects they teach along with their specialization and in grammatical errors. The dimensions of problems were considered appropriate. There were some suggestions on questions of teachers and principal interview, that most of similar type of questions was set. The researcher reflected over this but decided not to accept this suggestions because researcher's intention is to study the problems of new teachers from the perspective of new teachers and from the perspective of supervising authorities. The language in the tool for students should be simple. This suggestion was accepted.

Thus the suggestions given by experts were appropriately incorporated.

3.9 DELIMITATIONS

The study was delimited to the problems faced by new teachers at their work place, that is, the institutions of higher education.

3.10 DATA COLLECTION PROCEDURE

Before administering tools for data collection, formal permission of the authorities of institutions of higher education was obtained. Also permission of the new teachers was

obtained.

The interview of the sample - new teachers, was taken two ways: face to face and telephonically as per the convenience of the sample.

The interview of the sample - supervising authority, was also conduct in two ways: face to face and telephonically as per the convenience of the sample.

The data from the students was collected by the investigator by administering the questionnaire in the classroom.

3.11 DATA ANALYSIS

The data collected was qualitative in nature.

Data for Objective I - The data was qualitative in nature. It was analysed using the technique of content analysis

Data for Objective II- The data was qualitative in nature. It was analysed using the technique of content analysis.

Data for Objective III- The data was qualitative in nature. It was analysed using the technique of content analysis . Where ever needed the data was counted by frequency and percentage were counted.

A synoptic view of objectives, nature of data, Source of data, tools and data analysis os presented in Table 9.

TABLE - 9 SYNOPTIC VIEW OF OBJECTIVES, NATURE OF DATA, SOURCE OF DATA, TOOLS AND DATA ANALYSIS

Sr. No	Objectives	Nature of data	Source of data	Tools	Data analysis
1.	To find out the problems faced by new teachers in their first year of job in higher secondary.	Qualitative	New Teachers of Higher Education	Interview Schedule	Qualitative Content analysis
2.	To study supervising authorities perspective on the problems faced by new teachers in their first year job in higher education.	Qualitative	Supervising Authorities of higher education.	Interview Schedule	Qualitative Content analysis
3.	To study students perspective on the problems faced by new teachers in their first year job in higher education.	Qualitative	Students of Higher Education	Questionnaire	Qualitative Content analysis Frequency and percentage

3.12 CONCLUSION

Thus the present chapter presented all the information regarding need of research design and adopted the research design. The investigator had also discussed the population, sample and sampling technique of the study. Beside this delimitation of the study is also mentioned with proper information. The validation of the tool and procedure of the tools is also discussed. The details of data analysis and interpretations of the findings has been presented in the next chapter.

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

- 4.0 INTRODUCTION
- 4.1 ANALYSIS OF DATA
- 4.2 OBJECTIVES OF THE STUDY
- 4.3 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY OF PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION
- 4.4 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY THE SUPERVISING AUTHORITIES' PERSPECTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION
- 4.5 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY STUDENTS' PERSPECTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION
- 4.6 INTERPRETATION OF DATA ANALYSIS FOR THE THREE OBJECTIVES
- 4.7 CONCLUSION

CHAPTER IV

ANALYSIS OF DATA

4.0 INTRODUCTION

The present chapter deals with analysis and interpretation of collected data. . Data analysis and interpretation is presented objective wise in this chapter.

4.1 ANALYSIS OF DATA

Data was collected through semi structured interview schedule and questionnaire. The data was analyzed qualitatively employing the technique of content analysis where in the responses were read repeatedly and the points emerging were identified. The number of respondents stating whether a problem was felt or not, was stated. This number was converted into percentage to present the data quantitatively also.

4.2 OBJECTIVES OF THE STUDY

The objectives of the study are stated as follows :

1. To study the problems faced by new teachers in their first year of job in higher education.
2. To study the supervising authority's perspective on the problems faced by new teachers in their first year of job in higher education.
3. To study students' perspective on the problems faced by new teachers in their first year of job in higher education.

4.3 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY OF PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

In this section, problems faced by teachers and the strategies adopted by them are presented.

Problem faced by new teachers are presented in ten categories. These categories are (i) problems related to methodologies of teaching, knowledge of content of subject; (ii) problems related to indiscipline created by students; (iii) problems related to adjustment in college/university environment; (iv) problems related to dealing with senior and experienced faculty members and colleagues; (v) problems related to co-ordinating with principal/head of department/and /or supervising authorities and ways of coping up; (vi) problems related to administrative aspects and procedures; (vii) problems related to management of responsibilities like - research work, workshops and seminars; (viii) problems related to other assigned duties; (ix) problems relates to work pressure; and (x) problems in any other category not covered above.

At first quantitative data obtained through percentage of the respondents are presented in Table 10. Following this the qualitative description of data about the nature of problems is presented.

TABLE 10 - PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

Sr no.	Category of problems	Faced problems	Did not face problems
I.	Problems related to methodologies of teaching, knowledge of content of subject	46%	54%
II.	Problems related to indiscipline created by students	68%	32%
III.	Problems related to adjustment in college/university environment	36%	64%
IV.	Problems related to dealing with senior and experienced faculty members and colleagues	29%	71%
V.	Problems related to co-ordinating with principal/head of department/and /or supervising authorities	19%	81%
VI.	Problems related to administrative aspects and procedures	74%	26%
VII.	Problems related to management of responsibilities like - research work, workshops and seminars	26%	74%
VIII.	Problems related to other assigned duties	61%	39%
IX.	Problems related to work pressure	55%	45%
X.	Problems in any other category not covered above	59%	41%

The data in Table - 10 indicated that :

- i.) 46% of respondents faced problems related to methodologies of teaching, knowledge of content of subject
- ii.) 68% of respondents faced problems related to indiscipline created by students
- iii.) 36% of respondents faced problems related to adjustment in college/university environment
- iv.) 29% of respondents faced problems related to dealing with senior and experienced faculty members and colleagues
- v.) 19% of respondents faced problems related to co-ordinating with principal/head of department/and /or supervising authorities and ways of coping up
- vi.) 74% of respondents faced problems related to administrative aspects and procedures
- vii.) 26% of respondents faced problems related to management of responsibilities like - research work, workshops and seminars
- viii.) 61% of respondents faced problems related to other assigned duties
- ix.) 55% of respondents faced problems related to work pressure
- x.) 59% of respondents faced problems in any other category not covered above

Interpretation

Problems faced by most of the new teachers is related to administrative aspects and procedure (74%); indiscipline created by students (68%); problems related to other assigned duties (61%).

Problems faced by least number of new teachers is co-ordinating with principal/head of department/and /or supervising authorities (19%).

Nature of Problems

The nature of problems in various categories mentioned in Table – 9 is presented below:

I. Problems related to methodologies of teaching, knowledge of content of subject

The nature of the problems related to methodologies and content area, subject was explained in three categories as follows: selecting proper methodologies, lot preparation needed in content, language barrier.

Selecting proper methodologies : New teachers felt confused because of lack of experience and so lack of confidence about which method of teaching to adopt, when it will not work. New teachers are not able to handle such type of situation and they feel nervous when they are not able to take class more creatively and their plan of activity does not work. There was lack of teaching skills in new teachers.

Lots of preparation needed in content. Some of teachers felt difficulty when they cannot give explanation of content properly; some teachers said that they do not get enough time for preparation required due to other works; they found difficulty when suddenly students ask questions from any other content and could not answer on the spot to the students' questions, they could not relate with proper relevant examples; most of time they felt scared of such kind of questions and students also; students made fun of new teachers when they did not know answers to their questions.

Language barrier: It was one of most important problem as in higher education all students are not from English medium. Due to this it was difficult for new teacher manage to communication in English/Gujarati/Hindi together. They also had lack of proficiency in English.

II. Problems related to indiscipline created by students

The nature of the problems related to indiscipline created by students was explained like, maintain decorum/discipline in classroom:

Higher education classroom strength was very large; new teacher could not control over it; sometimes raised their voice and shouted which also did not work; they were new in field

so were not aware also of psychology of students; some of new teachers confidently gave prior instructions regarding students' attendance, their assignments' grades, evaluation pattern, rules and regulation which sometimes works and sometimes did not work; some of students still made mischiefs, did not find suitable to give punishment at this age level of higher education; some of teachers were very friendly with students so they were taken lightly; most of new teacher had very small age gap in teacher-student as some of them were appointed just after their studies, so they took time to behave like a teacher and not student; students took them lightly when they ignored students' mischiefs; new teacher lost temper fast;

Strategies new teachers adopted:

Some of teachers keep patience and continue class; few new teachers used punishment like ask constant counter questioning to students, so they are involved and not disturb others; some of teachers are students to stand up and told them to continue rest part of content, explain the points; in rare case students were not able to handled by new teacher that time she took help of seniors; sometimes go direct to supervising authorities so that students take seriously new teacher.

III. Problems related to adjustment in college/university environment

The nature of the problems related to adjustment in a college/university environment was explained as follows:

Non co-operation from seniors, colleagues, and supervising authorities; discipline problem; not proper orientation given; unaware of rules and regulations; strict behaviour and tense atmosphere; partiality done by seniors and supervising authorities; so teacher had to compromise in teaching too much work load given by seniors without any proper guidance; some of senior just pass their contents/topics on new comers without asking that if they were comfortable or not with the content.

Infrastructure of government university and private university is both not good; in

government poor infrastructure of few departments, less facilities specially for some of new teachers like, no proper siting arrangements and cabins, worst condition of washrooms, no cleanliness, projectors not available in every classroom, only in seminar halls projectors available, so teacher had to follow use to lecture method, use of blackboard and chalk.

IV. Problems related to dealing with senior and experienced faculty members and colleagues

The nature of the problems related to dealing with senior and experienced faculty members/colleagues was explained as follows.

Most of new teachers felt that there was a lot of politics surrounding them by senior colleagues; sometimes if the new teacher was not able to complete task within time they were scolded; sometimes the whole credit was taken by seniors while the work was actually done by junior, new teachers; no appreciation about their work, most of time pointing out that work was not done in proper way; sometimes there were jealousy in between both categories senior/junior; some of experienced teachers always were dominating on new teachers; some of senior teachers keep keen observation on new teachers and keep reporting to supervising authorities.

These problems were also contrasted by some cases where the senior teachers were very cooperative in the sense they were ever ready to help them; asking their comfort regarding the given task to them; given new teacher proper guidance and information about assignment or any task.

V. Problems related to co-ordinating with principal/head of department/and /or supervising authorities

The nature of the problems related to co-ordinating with principal/head of department/supervising authorities and how the new teachers cope up with them were

explained as follows.

Most of time new teacher did not have that much contact with supervising authorities; the new teachers most of time had to report to seniors; seniors gave reporting to supervising authorities; very rare chance to meet them if they have any work to meet them then also its through clerks/peons.

Due to less contact to meet personally, new teacher also most of time hesitated to talk if suddenly called or had to report on any matter; most of time new teacher was not able to confidently express their views; so there were very less chances of clash.

VI. Problems related to administrative aspects and procedures

The nature of the problems related to administrative aspects and procedure was explained in three categories, as follows: related to staff, related to examination, related to administrative procedure regarding office work.

Related to staff: Related to staff like clerk and peons,

The clerks in government university, most of time were not easily approachable; not informed on time regarding any paperwork or meeting; and most of time arguing if any document required; so many changes and mistakes in salary slip.

The peons were less qualified, had lack of knowledge; not able to convey message given by supervising authorities to new teachers properly; language barrier problem; peons were more attentive to experienced teachers work and not towards new teachers' work; not informed on time about any visit.

Related to examination: setting a question paper and allocating weight-age to each question was a problem; in paper checking allocation of marks to each question was not clear; how to give grades; not clear about grading system; how to convert marks into percentile.

Related to administrative procedure regarding office work: new teachers had no idea about how to prepare, manage register of attendance, document of students' information ,

how to make and upload mark sheet online, procedure of leave application; how to find out average from the register; there were so many mistake done by new teachers during this work in administrative procedure; new teachers in government institutions had more problems; not given proper reply to their questions also.

VII. Problems related to management of responsibilities like - research work, workshops and seminars

The nature of the problems related to management of responsibilities like research work, workshops, seminars, was explained as follows.

New teachers want to do research but due to lack of number of experience required for it, not allowed to do research; new teachers had no permission to do independent work independent, handle or add their views, points in matter of seminars, workshops; seniors assigned new teachers in small parts of works regarding to research work, seminars, and workshops; new teachers constantly kept in observation under seniors, they reported to supervising authorities; supervising authorities did not try to know that how much new teacher done work, believed on whatever seniors reported them; along with regular their routine work they also managed; on regular bases new teachers got suggestions and faults in their work.

VIII. Problems related to other assigned duties

The nature of the problems related to other assigned duties were explained as follow.

The nature of their problems related to other assigned duties given to new teachers were: documentation of meetings, planning to manage event, educational event, annual concerts, organize different events in campus, supervise them, guide students in that; new teachers could not focus and were very disturbed due to these extra assigned duties and it affect on their teaching role in class.

The other extra assigned duties were - election duty, admission duty, community services

duty, supervision, sports day, food concerts, exam duty at university level was also to be managed within departmental duties, set up of re-exam duties, conducting functions, being a part judges role in such events organized by students in campus; supervision of field trips with teachers/students; celebration of such kind of days in campus, also supervise it, musical/dance parties manage students to maintain discipline and to ensure that they do not create any issues and also take care of it, different competitions at department and entire university level.

XI. Problems relates to work pressure

The nature of problems related to work pressure explained as: difficult to manage work schedule according to their planning; constant changes due to other works assigned any time without any prior information by seniors; load of paper checking; paper setting; within time bound syllabus completion semester wise; sending for supervision, exam duty in different institutes; other institutions' paper checking; updation university web site on time to time; being responsible to sort out the queries of outsiders through phone/mail; the new teachers felt more work pressure due to all these task.

X. Problems in any other category not covered above

The nature of any other problems was explained as: not concentrate on further studies; hiring on contractual/temporary based; less chances of permanent job; no assurance of job in both private and government universities; fixed low salary package; no remuneration; no balance between professional and personal life; struggle to make rapport, to prove ability which they have.

4.4 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY THE SUPERVISING AUTHORITIES' PERSPECTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

In this section the supervising authorities' perspective of problems faced by new teachers and the strategies adopted by them are presented.

Problem faced by new teachers on the perspective of supervising authorities are presented in eleven categories. These categories are (i) problems related to methodologies of teaching, knowledge of content of subject; (ii) problems related to indiscipline created by students; (iii) problems related to adjustment in college/university environment; (iv) problems related to dealing with senior and experienced faculty members and colleagues; (v) problems related to co-ordinating with principal/head of department/and /or supervising authorities and ways of coping up; (vi) Problems related to ways of coping up with difficulties (vii) problems related to administrative aspects and procedures; (viii) problems related to management of responsibilities like - research work, workshops and seminars; (ix) problems related to other assigned duties; (x) problems relates to work pressure; and (xi) try to solve problems of new teachers.

At first quantitative data obtained through percentage of the respondents are presented in Table 11 Following this the qualitative description of data about the nature of problems is presented.

TABLE 11 - SUPERVISING AUTHORITIES' PERSPECTIVE ON THE PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

Sr no.	Category of problems	Faced problems	Did not face problems
I.	problems related to methodologies of teaching, knowledge of content of subject	63%	37%
II.	problems related to indiscipline created by students	79%	21%
III.	problems related to adjustment in college/university environment	15%	75%
IV.	problems related to dealing with senior and experienced faculty members and colleagues	6%	94%
V.	problems related to co-ordinating with principal/head of department/and /or supervising authorities	10%	90%
VI.	Problems related to ways of coping up with difficulties	21%	79%
VII.	problems related to administrative aspects and procedures	90%	10%
VIII.	problems related to management of responsibilities like - research work, workshops and seminars	9%	91%
IX.	problems related to other assigned duties	19%	81%
X.	Problems related to work pressure and provide counsellings session, and the focus of session	27%	73%
XI.	Try to solved problems	20%	80%

The data in Table - 11 indicated that :

- I. 63%% of respondents indicated that new teachers faced problems related to use of methodologies of teaching, knowledge of content of subject.
- II. 79% of respondents indicated that new teachers faced problems related to indiscipline created by students.
- III. 15% of respondents indicated that new teachers faced problems related to adjustment in a college / University environment.
- IV. 6% of respondents indicated that new teachers faced problems related to dealing with experience one faculty members / colleagues.
- V. 10% of respondents indicated that new teachers faced problems related to co-ordinating with head of department, and supervising authorities, administrative staff.
- VI. 21% of respondents indicated that new teachers faced problems related to cope up with difficulties
- VII. 90% of respondents indicated that new teachers faced problems related to administration aspects and procedures.
- VIII. 9% of respondents indicated that new teachers faced problems related to manage responsibilities - research work, workshops, seminars, etc
- IX. 19% of respondents indicated that new teachers faced problems related to other assigned duties.
- X. 27% of respondents indicated that new teachers faced problems related to work pressure. Providing counsellings session, and the focus of session.
- XI. 20% of respondents indicated that new teachers' problems (tried to solve problem)

Interpretation

Problems faced by most of the new teachers is related to administration aspects and procedures (90%); indiscipline created by students (79%); related to methodologies of teaching, knowledge of content of subject (63%).

Problems faced by least number of new teachers is dealing with senior and experienced

faculty members and colleagues (6%).

The nature of problems faced in each category is described below.

I. Problems related to methodologies of teaching, knowledge of content of subject

The nature of problems faced by new teacher with respect to use of methodologies, content area, subject were explained into five different categories like - confusion in selecting correct methodologies, content mastery, preparing course plan, working style of teacher, conduct appropriate activities and assignments.

Confusion in selecting correct methodologies: They are always in confusion, or fear of not able to solve doubts of questions of students; higher education because of crowded class whatever new teacher planned sometimes does not happen according their planning.

Content mastery: Content mastery of the some new teachers is weak; content mastery differed from person to person; they always need to be prepared with lots of plans and strategies to control, command over class; it depends on teacher, some new teachers were good in explanation part in content mastery and some of new teachers not that much good in content and not confident.

Preparing course plan: Preparing course plan by new teacher always being a confusion or need of constant support, guidance or instruction needed, without supervision they were not able to do it confidently because they were totally new in this field, no prior experience, always being in one kind of pressure of fear.

Working style of teacher: Working style of new teacher was explained as like working style or her teaching style was totally different in higher education; new teachers mostly following same kind of school teaching pattern in higher education.

Conduct appropriate activities and assignments: The nature of problems related to conducting appropriate activities and assignments was not much capable in framing properly; as student they may not have studied seriously, that's why now find difficult due to lack of knowledge.

II. Problems related to indiscipline created by students

The respondents explained the nature of the problems faced by new teacher with respect to indiscipline created by students into two categories like - classroom management, understanding psychology of students.

Classroom management: The nature of problems related to classroom management was explained as: its a challenging task to a new teacher, couldn't be very harsh on the students; they need to take time; right approach was used to be friendly with the class; it differs from person to person; not able to maintain decorum in class, content mastery of new teacher was very weak; they can get easily nervous when students asks cross questions; they were not able to give answer or fumbling, ignoring it and move on next one.

Understand psychology of students: The nature of problems related to understanding psychology of students was explained as: students need adequate time to adjust with new teacher; relevant examples or real life situations; at students' new teachers had no idea about different type of students their psychology; so the new teacher failed to know the level of the students understanding; students need attention; and new teacher not abled to keep eye contact on all.

Strategies new teacher adopted:

New teachers used clear cut instructions before starting lectures on first day; inform them all kinds of rules and regulation during the class participation; Some of teachers keep patience and continue class; some of teachers gave punishments, so they involve and not disturb others; some of teachers stand up students and told them to continue rest part of content, explain the points; sometimes students were not handled well by new teacher that time she took help of seniors; sometimes go direct to supervising authorities so that students take seriously new teacher.

III. Problems related to adjustment in college/university environment

The respondents explained that the nature of problems faced by new teachers with respect related to adjustment in a college/university environment like: new teachers face adjustment problems in higher education; new teachers not much confident, not aware of rules and regulations of faculty; new teachers not being open minded; not being friendly;

not observes, kept eye/ears open; new teachers limited oneself to its own discipline; new teacher do not try to keep adopting new things.

IV. Problems related to dealing with senior and experienced faculty members and colleagues

The respondents explained the nature of problems faced by new teachers with respect to senior and experienced faculty members and colleagues as: sometimes some of senior experience faculty members and colleagues did partiality and played politics with the new teachers; it depends on teachers' behaviour and their mutual understanding.

V. Problems related to co-ordinating with principal/head of department/and /or supervising authorities

The respondents explained the nature of problems faced by new teachers with respect to co-ordinating with principal/head of department/and /or supervising authorities as: sometimes less co-operation from new teachers when assigned some task; lack of respect towards seniors, authorities, created some minor arguments; attitude problems in some of new teachers.

VI. Problems related to ways of coping up with difficulties

The respondents explained the nature of problems faced by new teachers related to cope up with difficulties like: Not able to manage things or lack of proper time management new teacher not able to handle to look all over side; facing difficulty to list out the prior things; confused about their works; not able to follow the schedule; some of teachers do not take seriously their work, and then complaining that too much work load.

VII. Problems related to administrative aspects and procedures

The respondents explained the nature of problems faced by new teachers related to administration aspects, procedures as follows:

Administrative staff: New teacher did not spend some time with administrative staff; they have less contact with administrative staff; they do not observing and even not try to

know/learn about admin work; not readiness to learn new things or taking guidelines and inputs from seniors.

Administrative procedure. New teachers wanted to get training on how to do administrative procedure work; new teachers were took more time to learn how to do administration work; some new teachers needed hints for doing administrative procedure; at least they should know how to maintain register, assessment, evaluation area, uploading details to seniors, how to convert percentile, so at the end of session they are not blank of procedure part.

VIII. Problems related to management of responsibilities like - research work, workshops and seminars

The respondents explained the nature of problems faced by new teachers related to management responsibilities like research work, workshops, seminar, etc as follows ;

As they were new in this field so at initial stage do not give that much high responsibilities, gave small part of work, and examine that what kind of knowledge they had, how they doing, they could able to handle or doing well with the help of seniors then step wise increase in number of works gradually.

They needed constant guidance of seniors, faculty members; again it depends on teacher to teacher, on their alertness and learning ability; they not plan their day appropriately - not using Sundays, vacation periods, sometimes may be required to work late night; they not aware about time management, it plays a vital role in their development.

IX. Problems related to other assigned duties

The respondents explained the nature of problems faced by new teachers related to other assigned duties like as: small organizing works; exam duty; election duty; admission duty; conduct quiz, judge role, supervision duty; handling functions, arrangement; all these assigned duties under guidance of senior are able to do.

A new teacher, teaching load they had; and possibly keeping them in a team with some senior teachers for guidance which they don't like it, they want to do independently.

X. Problems related to work pressure and provide counsellings session, and the focus of session

The respondents explained the nature of problems faced by new teachers related to work pressure, providing counselling session, focus of it like:

Work pressure: very less orientation was given to new teachers; as they had no any prior knowledge or experience about higher education system sometimes they felt pressure of work allotment; they always in dilemma/fear about their work, not confident;

Need of counseling session: Some of teachers not punctual about their duty/responsibility; some of ignoring; sometimes irregularity; not neat ness in their work; in some of teachers developed something kind of attitude, which make them irresponsible towards the profession; seniors constant observing them and reporting to authorities.

Need of motivation: if not did appreciation of new teachers' work then they not gave their full effort in work; that's why on time to time, regular bases gives feedback to motivate them.

XI. Try to solve problems

The respondents explained how they tried to solve problems of new teacher like: interaction with HOD, supervising authorities or seniors; if they felt problem discuss with us, maximum try to sort out their problems and make them comfortable; some felt not that much open/frank to share; those who came try to sort out, those who not came, we keep observing their work and indirectly try to solve like support of senior or colleague to whom new teacher interact or is more comfortable.

4.5 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO STUDY STUDENTS' PERSPECTIVE ON THE PROBLEMS OF THE NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

In this section, students' perspective of problems faced by new teachers and the strategies adopted by them are presented.

Students perspective on problems of new teachers are presented in seven categories. These categories are - (i) Identification of a teacher as a new teacher (ii) Identification of effective teaching of a new teacher (iii) Identification of ability of a new teacher to solve difficulty related to subject (iv) Identification of effective in assessment of a new teacher (v) Identification to know the impact / personality of the new teacher on students (vi) Identification of new teachers difficulties in dealing with students behaviour/maintain discipline in class (vii) Identification of want to see changes in the overall conduct of New teacher.

At first quantitative data obtained through percentage of the respondents are presented in Table 12. Following this the qualitative description of data about students' perspective on the problem faced by new teachers the nature of problems is presented.

TABLE 12 - STUDENTS' PERSPECTIVE ON THE PROBLEMS FACED BY NEW TEACHERS IN THEIR FIRST YEAR OF JOB IN HIGHER EDUCATION

Sr no.	Category of problems	Students' perspective	
		Able to identify	Not able to identify
I.	Identification of a teacher as a new teacher	95%	5%
II.	Identification of effective teaching of a new teacher	34% Agree	66% Disagree
III.	Identification of ability of a new teacher to solve difficulty related to subject	24% Agree	74% Disagree
IV.	Identification of a new teacher in assessment <ul style="list-style-type: none"> ● Fair - 30% ● Strict - 15% ● Lenient - 35% ● Any other(please mention)- 2% 	82%	18%
V.	Identification of the view perception of personality of the new teacher on students <ul style="list-style-type: none"> ● Friendly - 30% ● Strict - 15% ● Helpful - 25% ● Not so helpful - 15% ● Any other (please mention) - 4% 	89%	11%
VI.	Identification of new teachers difficulties in dealing with students behaviour/maintain discipline in class, <ul style="list-style-type: none"> ● Shout - 20% 	93%	7%

	<ul style="list-style-type: none"> ● Asks if there is any problem - 65% ● Straightway goes to Principal Head of Department - 5% ● Any other (please mention) - 3% 		
VII.	<p>Identification of Want to see changes in the overall conduct of New teacher, like</p> <ul style="list-style-type: none"> ● Knowledge of the subject - 34% ● Explanation - 39% ● Attitude towards students - 10% ● Dressing sense- 4% ● Conduct - 2% ● Any other (please mention) - 1% 	90%	10%

The data in Table - 12 indicated that :

- I. 95% of the respondents indicated that they were able to identify whether the teacher has experience or is teaching first time .
- II. 34% of the respondents indicated that new teachers were able to teach as effective as experienced teachers.
- III. 24% of the respondents indicated that new teachers were not able to solve difficulties related to subject.
- IV. 82% of the respondents indicated that the new teacher had problem in assessment
- V. 89% of the respondents indicated that the impact/ personality plays vital role of new teacher
- VI. 93% of the respondents indicated that new teachers did face difficulties in dealing with students' behaviour/maintain discipline in class.
- VII. 90% of the respondents indicated that want to see changes in overall conduct of new teacher

Interpretations

Problems faced by most of the new teachers is identification of a teacher of the new teacher (95%); dealing with students behaviour/maintain discipline in class (93%); indicated that want to see changes in overall conduct of new teacher (90%).

Problems faced by least number of new teachers is new teachers able to solve difficulties related to students of subject area (24%).

I. Identification of a teacher as a new teacher

The respondents explained the way by which they identify the teacher was new in four categories - behaviour of the teacher, teaching styles and use of methodologies, impact/personality of teacher, and confidence level.

Behaviour of the teacher: Students could identify the teacher to be a new teacher through their behaviour when fumbling/hesitate during in class when explanation of content area; when student cross question and the new teacher not able to solve immediately; it takes time or divert or sometimes inform that she will inform in next class; new teacher also inform students to find out themselves and will discuss in next class; sometimes they missed out some words; they seems nervous;

Teaching style and use of methodologies: Students could easily identify the teacher to be a new teacher on the basis of their teaching style, when they talking, sometimes not able to have proper eye contact with students, low in confidence, or stuck on point, or sometimes take a sudden break when situation they not able to handle; basis on lack of proper use of different methodologies, which one is to be applied where; use, guidance and instruction to students as per their level are which the new teacher is not able to touch; one plus point is that new teacher are techno-savvy, but the problem is no ability to give proper reference or guideline materials for extra studies or books to students.

Impact/personality of the teacher: Students could identify the teacher to be a new teacher on the basis of their personality/impact that how they carrying themselves; when they introduced themselves first time; by their dressing sense; through their attitude; body language;

Confidence level of teacher: Students could identify the teacher to be a new teacher on

the basis of confidence when the new teacher is not able to give relevant examples related to content area, they get easily nervous; and not able give as per the students satisfaction answer; they want more explanation, which new teacher is not able to do; even they fail in managing the class interaction; not control over when discussion going on, sometimes it diverts also, so very hard to reconnect/relink the content.

II. Identification of effective teaching of a new teacher

TABLE - 13 EFFECTIVE TEACHING OF A NEW TEACHER

New teacher able to teach effectively (YES)	New teacher not able to teach effectively (NO)
34%	66%

The respondents able to identify, their opinion that 34% new teachers able to teach effectively, and 66% new teachers were not able to teach effectively.

III. Identification of ability of a new teacher to solve difficulty related to subject

The respondents explained the way by which they were able to identify if the teacher was able to solve the difficulties related to subject or not like:

Most of time new teachers seemed confused when students asks questions; they were not able to give proper explanation for difficult questions, either they avoided or ignored it or sometimes gave improper answers; sometimes some of new teachers take time to solve if they know, if don't then frankly told student that they will answer in next class till that time they referring, using different resources.

Some new teachers not able to solve difficulty on the spot, either they skip things or start any other new topic or start talk on something new which was not relevant at all, so students also check the level of new teacher, that's why they most of time out of class or bunk or create nuisance or disturbs the class.

IV. Identification of effectiveness in assessment by a new teacher

The respondents explained the way by which they were able to identify the new teacher in assessment area like:

TABLE - 14 EFFECTIVENESS IN ASSESSMENT BY A NEW TEACHER

Fair	Strict	Lenient	Any other
30%	15%	35%	2%

The respondents able to identify, their opinion that in assessment new teachers are fair(30%), and lenient(35%), so the new teachers were able to do assessment appropriately.

V. Identification to know the views perceptions of personality of the new teacher on students

The respondents explained the way by which they were able to identify to know the impact/personality of new teacher is like:

TABLE - 15 VIEWS, PERCEPTIONS OF PERSONALITY OF THE NEW TEACHER ON STUDENTS

Friendly	Strict	Helpful	Not so helpful	Any other
30%	15%	25%	15%	4%

The respondents able to identify, their opinion that new teachers' impact, perception of personality by students was friendly(30%), and helpful(25%).

VI. Identification of new teachers difficulties in dealing with students' behaviour/maintain discipline in class.

The respondents explained the way by which they identify of new teachers difficulties in dealing with students behaviour/maintain disciplines like:

TABLE - 16 DEALING WITH STUDETNS' BEHAVIOUR/MAINTAIN DISCIPLINE IN CLASS

Shout	Asks if there is any problem	Straightway goes to Principal Head of Department	Any other
20%	65%	5%	3%

The respondents able to identify that in dealing with students' behaviour and regarding to discipline new teachers felt difficulty, most of time they asks directly to students if there is any problems(65%).

VII. Identification of want to see changes in the overall conduct of New teacher.

The respondents explained what changes on overall conduct of new teachers they want as:

TABLE - 17 WANT TO SEE CHANGES IN THE OVERALL CONDUCT OF NEW TEACHER

Knowledge of the subject	Explanation	Attitude towards students	Dressing sense	Conduct	Any other
34%	39%	10%	4%	2%	1%

The respondents able to identify that students want to see changes in the overall conduct

of new teachers majorly in knowledge of the subject(34%), and in explanation(39%) part, which is indicates that students want more improvement in knowledge of subject and teaching area.

4.6 INTERPRETATION OF DATA ANALYSIS FOR THE THREE OBJECTIVES

The analyzed data implies that new teachers faced problems in the first year of job in higher education. The main areas wherein the problems were identified were as follows -

- From the point of view new teachers : They had difficulty with respect to administrative aspects and procedure, indiscipline created students, other assigned duties. Major concern of new teachers was more work load given compare with less salary, which not fair.
- From the point of view supervising authorities on new teachers : They had major problems related to administrative aspects and procedure, classroom controlled management, methodologies of teaching and knowledge of content of subject.
- From the point of view students on new teachers : They were not effective in teaching compare to experienced one, not able to dealing with students behaviour/maintain discipline in class, students want to see changes, majorly in content knowledge and teaching.

4.7 CONCLUSION

This chapter deals with the analysis of the data. The objective wise analysis of the data was done. Interpretation of the data is also presented. The major points emerging out of interpretation of the data is presented in the summary.

The emerging findings data analysis and interpretation along with the suggestions for the further studies will be cover up in the next chapter which is Summary, 'Findings and Conclusions' along with some suggestions for future research.

CHAPTER V

FINDINGS

AND CONCLUSION

CHAPTER V

FINDINGS AND CONCLUSION

- 5.0 INTRODUCTION
- 5.1 SUMMARY
- 5.2 MAJOR FINDINGS
- 5.3 DISCUSSION AND CONCLUSION
- 5.4 IMPLICATIONS
- 5.5 SUGGESTIONS

CHAPTER V

FINDINGS AND CONCLUSION

5.0 INTRODUCTION

This chapter deals with the overview of the entire study that includes the discussion on the major findings and ends with the further research suggestions for future researches.

5.1 SUMMARY

CONCEPTUAL FRAMEWROK

"Education is the most powerful weapon which you can use to change the world."
~NelsonMandela. The importance of education is an accepted fact. Education should empower the people of a country to meet the challenges of a knowledge based society of the 21st century.

INTRODUCTION

Present society is knowledge society and the economy is knowledge economy. Higher education is important for economic development of a country. Former President Prtibha Patil (2010) said that India aspires to increase enrollment of educators in higher education. She added that the country intends to raise gross enrollment ratio in higher education to 30 percent by the year 2020, which means almost tripling the enrollment from the present 14 million to about 40 million.

HIGHER EDUCATION: EXPANSION AND PROBLEMS

Pranab Mukherjee (2013) in Shillong: Maintaining that delivery of higher education in India cannot be allowed to continue in a "routine fashion", President Pranab Mukherjee on Tuesday said there has to be an "elevated level of urgency" among administrators and academicians to introduce innovative changes

According to Phillip G. Altbach(2013), The Decline of the Guru: Comparative

Perspectives on the Academic Profession Universities need their own institutional research capacity, particularly the ability to generate data on aspects of university management, student issues, and other key topics to guide planning and management.

Assessment of professional adjustment, job preference and job satisfaction through well-developed tools provide a comprehensive and valuable base, for teacher quality and hence, quality in education. It is high time for us to prepare quality of teachers who will mold the wisdom of coming.

ROLE OF TEACHERS IN HIGHER EDUCATION

The Teaching Role, The Research Role, The Dissemination Role, along with teaching other responsibilities of teachers in Higher Education.

Teacher's role has a wide scope of roles and responsibilities. A Teacher who consider their job as a profession, work only for pay, salary, their work is considered useful for their own self. An ideal teacher, a professional person, should not work with pecuniary motives. To follow professional value in its right perspective, a teacher must learn-teach, to influence and show good examples to others. Teacher must follow a code of ethics and maintain high professional standards.

ELIGIBILITY TO BE A TEACHER IN HIGHER EDUCATION

Master's Degree, with UGC NET/SLET, or PhD. There are several questions on this eligibility criteria and examination for teachers in Higher Education. If this is the criteria and pattern of exam then - How does it help to test knowledge and competence on teaching skills of the candidate? How much does NET exam help in preparing teachers for higher education? Is this a way to check, test person's knowledge and competency of teaching skill? It looks like memorized preparation helps in clearing exam. There is a need of some kind of changes in exam pattern.

NATURE OF TEACHING SKILLS IN HIGHER EDUCATION

Domain knowledge, Mastery in your field, Presentation Skills, Critical-thinking, Teaching ability, Ability to handle pressure. Is there a same criteria or skills set up to being a teacher in higher education or required some concrete skill set or teaching pattern

in higher education?

STAGES IN THE CAREER OF TEACHERS

Huberman (1989) in terms of professional cycle of a teacher as, 1-3 years: Career entry, 4-6 years: Stabilization, 7-18 years: Experimentation/Activism, Reassessment/Self-doubts, 19-30 years: Serenity/Relational Distance, Conservatism, 31-40 years: Disengagement.

NEW TEACHER STAGE

A general description of a new teacher that new teacher usually begin to concentrate on issues such as long-term planning, over all student's goal and individual student's need.

The new teachers stage has been described by Huberman(1989) and Fuller (1969) in detail.

PROBLEMS OF NEW TEACHERS

Feeling of Frustration, Feeling of Rejection, Feeling of Rivalry and Jealousy, Feeling of Insecurity, Groupism, rest through come out in during research by investigator. These problems needs attention, one of the ways of addressing the problems, demanding teachers in field, need to first work on, help on teachers who are already in the higher education.

RATIONALE

The importance of education is an accepted fact. Education should empower the people of a country to meet the challenges of a knowledge based society of the 21st century. The teachers may be different career stages like the beginning career stage, the middle career stage, and the later career stage. Huberman (1989), and Fuller (1969) also indicate the stages problems of teachers, that each career stage have their own difficulties, challenges, problems, the beginning career stage has its own different problems.

The transition from a professional course, NET, whole study knowledge, into the reality of workplace is a transition phase. There are several questions on this eligibility criteria and examination for teachers in Higher Education. If this is the criteria and pattern of exam then how does it help to test knowledge and competence on teaching skills of the candidate? How much does NET exam help in preparing teachers for higher education?

Teacher plays an important role in Higher Education. With the launch of Rashtriya Uchchar Shiksha Abhiyan (RUSA), the Higher Education in India is set to expand. With expansion, there will be need of more teachers.

Various researches have been conducted on aspects of teachers in higher education. Like on job satisfaction by Reddy, Subramanyam M(1990)., Atreya, Jai Shanker.(1989), Ramkrishnaiah, D.(1989), on attitude by Jaleel, S. S. and Pillay, G. S.(1979), Gupta, S. A.(1979), on problems of married and unmarried teachers by Pandey, S, and Deb, R.(2003), Naseem, S. And Anas, N. (2011) conducted a research on problems of teacher in education. One study in the higher education institution in Vadodara has been conducted on job satisfaction of teaching assistants Naik, G.C.(1990) of M. S. University. But the researcher could not identify study on problems of new teachers of higher education and that too in Vadodara.

M. S. University is a state funded university and Navrachana University is a private university, and both the universities offer professional and non-professional programs both were identified as sample for the study.

The findings of the study will help to develop orientation programs and support systems to help the new teachers to fulfill their roles and responsibilities and management to improve the higher education environment. It will indirectly help students also.

STATEMENT OF THE PROBLEM

A Study of Problems Faced by New Teachers in their First Year of Job in Higher Education

EXPLANATION OF TERM

New Teachers

It refers to teachers who have qualified Master's Degree with minimum 55 percentage and cleared UGC NET Exam and are working in institutions of higher education. These teachers are in the have completed the number of years in job is between one to three years. Secondly these teachers have no previous experience of teaching in higher

education prior to the current job.

Supervising Authority : It refers to the authorities in higher education who supervise teachers working. This includes provost, head of department, senior faculty members, supervisor, coordinators, section-in-charge of different departments in higher education.

Problems: It refers to the work situations which are difficult for the new teachers to handle and results in frustration, stress and such unpleasant situations/feelings.

RESEARCH QUESTIONS

1. What are the problems of new teachers in higher education?
2. What are the expectations of new teachers from their related to work in higher education?
3. What are the views of students on new teachers in teaching style of higher education?
4. What is the opinion of Principal / Head of Department on new teachers, on their problem in higher education?

OBJECTIVES OF THE STUDY

- i. To study the problems faced by new teachers in their first year of job in higher education.
- ii. To study the supervising authorities' perspective on the problems faced by new teachers in their first year of job in higher education.
- iii. To study students' perspective on the problems faced by new teachers in their first year of job in higher education.

REVIEW OF RELATED LITERATURE (CHAPTER II)

A) Studies related to teachers and problems of teachers.

B) Studies related to teaching process in Higher Education.

OVERVIEW OF GROUP A AND B

There are different types of researches done on the area of problems faced by teachers and on their work role, profession. In the first, A group PANDEY, S, AND DEB, R. (2003) studied how different are the Problems of married and unmarried women teachers; Naseem, S. And Anas, N. (2011) conducted a research on problems of teacher in education; Naik, G.C. 1990. Job satisfaction of teaching assistants of the M. S. University of Baroda; Maurya, H.C. 1990. Conducted a titled A Study of the relationship between teachers' attitudes and teacher efficiency of university and pre-university lectures; Reddy, Subramanyam M. 1990. An investigation into the job satisfaction of university teachers in relation to some variable; Awasthi, Neelam. 1989. Conducted a study titled Personality profiles of popular and unpopular teachers and their relationship with teaching proficiency; Atreya, Jai Shanker.1989. Conducted a study titled A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree-college level; RAMKRISHNAIAH, D. (1989) studied Job Satisfaction of College Teachers; Chopra, R.K. 1988. Status of teachers in India. Independent Study. National council of Educational Research and Training; JALEEL, S. S. AND PILLAY, G. S. (1979) studied Bureaucratism of College Teachers and their Attitude towards Teaching Profession; DESAI, H. G. (1975) studied Psychological Needs of College Teacher. All these researches, studies shows general problems of teachers in education system. All the studies mentioned are various aspects of teachers. The researcher could not identify studies on problems of new teachers in Higher Education.

In the second, B group GUPTA, S. K. (1990) studied Teaching-Learning process in Higher Education; GUPTA, B. C. (1982) studied Evaluation of the Innovative practices of Teaching in the college of Education; GUPTA, S. A. (1979) studied the Attitudes of Teachers. From above the reviews it is evident that the researches could not identified on the researcher's of Agra University towards Higher Education; Lakshmikutty Amma, T. S. (1978) studied The Role Expectations of Teachers Ph, D. Edu., Ker., U; Bhatnagar (1988) conducted a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education; Khatoon, Tahira. 1990. Teachers' classroom instructional behaviour and their perception of work values . All

these reviews indicates the problems of teachers regarding their subject-matter, teaching part, attitudes towards their profession, different strategies. From above the reviews it is evident that the researches could not identify studies on the researcher's topic that is problems faced by new teachers in their first year job in higher education.

IMPLICATIONS FOR THE PRESENT STUDY

From the studies, reviewed above in the two groups: A and B are, it is found that problems of teachers has been an area of attention of the researchers. The problems studied have been general and with specific respect to subject and or some stages, areas. So the researcher felt interested in finding out it. This could be the new research/case studies in new teachers of Vadodara city. The various problems that were identified in various studies also provided direction on items to be included in tool. There has been an attempt to understand aspects of teacher's role job satisfaction and attitude; problems of married and unmarried teachers, but a focused study on problems of new teachers in Vadodara could not be identified. Most of the studies are survey. The researcher also felt that survey of problems of new teachers in Vadodara could be conducted.

METHODOLOGY, PROCEDURE OF THE STUDY

The design of the study is survey.

The population of the study constituted the following:

All the teachers who have completed one to three years of service in higher education after obtaining Masters Degree and have qualified (UGC)NET EXAM at the end who have no previous experience of teaching in higher education and work in Higher Education of Vadodara city in 2014-15.

All the supervising authorities in higher education such as Head of Department, or its equivalent known by different norms such as Principal, Supervisor, Co-coordinator Director in institutions of Higher Education of Vadodara city in the academic year

2014-15.

All the students studying in graduation courses in different types of higher education institutions in Vadodara city, in the academic year 2014-15.

Sample of the Study

Used stratified sampling technique

The sample was drawn from two universities of Vadodara city - M.S.University and Navrachana University

The samples was drawn from - Arts, Science, Commerce, Management, Engineering & Technology, Law

The new teachers were identified spread across professional courses and non professional courses of Employing the sampling technique of stratified sampling

A sample of - 100 teachers, 50 of supervising authorities, 200 undergraduate students

TOOLS FOR DATA COLLECTION

Three tools were used for the study. The tools were enclosed in Appendix - I, II, III -

1. Semi structured interview schedule for New Teachers
2. Semi structured interview schedule for the Supervising Authorities
3. And questionnaire with open-ended and close-ended for the Students.

VALIDATION OF TOOLS BY EXPERTS

The experts were identified on the basis of their familiarity in their field problems of the new teachers. The experts were supervision of higher education, Dean of faculty, Head of department, assistant professors. The list of experts is enclosed in Appendix IV. the suggestions given by experts were appropriately incorporated.

DELIMITATIONS

The study was delimited to the problems faced by new teachers at their work place, that is the institutions of higher education.

DATA COLLECTION PROCEDURE

Before administrating of tools for data collection, formal permission of the higher educations' principal/dean of the higher educations was obtained. Also permission of the new teachers was obtained.

The interview of the sample - new teachers, was taken two ways: face to face and telephonically as per the convenience of the sample.

The interview of the sample - supervising authority, was also conduct in two ways: face to face and telephonically as per the convenience of the sample.

The data from the students was collected by the investigator by administering the questionnaire.

DATA ANALYSIS

The data collected was qualitative in nature.

Data for Objective I - The data was qualitative in nature. It was analysed using the technique of content analysis

Data for Objective II- The data was qualitative in nature. It was analysed using the technique of content analysis

Data for Objective III- The data was qualitative in nature. It was analysed using the technique of content analysis . Where ever needed the data was counted by frequency and percentage were counted.

5.2 MAJOR FINDINGS

The data analyzed with respect to the objectives of the study was interpreted. From the interpretations major findings were derived. The major findings of the study are as stated below objective wise:

Objective 1 - To study the problems faced by new teachers in their first year of job in higher education.

Major findings with respect to problems faced by new teachers in the first year of job in higher education are listed below:

- New teachers felt difficulty in proper methodology of teaching, language barrier, not able to understand students and so deal with them appropriately and not able to deal with the questions asked in the class by students.
- With respect to administrative aspects, they felt difficulties of communication with administrative staff. The senior colleagues also did not always cooperate with them and gave them many tasks. The new teachers were not able to pursue their studies or conduct research due to more work and also their inexperience. Due to this, they did not feel job satisfaction.
- They also had problems related to their appointment which was on contractual basis. Their contact with supervising authorities was less so they did not face much problem and if they had to deal with them then they were unsure about it.

Objective 2 - To study the Supervising Authorities' perspective on the problems faced by new teachers in their first year of job in higher education.

Major findings with respect to supervising authorities' perspectives on the problems faced by new teachers in the first year of job in higher education are listed below:

- Supervising authorities felt that new teachers faced difficulty in selecting which correct method, scheduling their content and content mastery, preparing course plan,

working style of teacher, framing appropriate activities and assignment, classroom management, understand psychology of students, handle under-graduation classes due to larger strength. In general they also had problem of time management.

- Supervising authorities felt that new teachers not aware of rules and regulations of faculty thoroughly, each department wise. They need to be open minded , observe and learn. They also faced problem due to work pressure.
- Supervising authorities felt colleagues did partiality and played politics with the new teachers. The new teacher had less face problem related to HOD, supervising authorities, administrative staff because all the new teachers had good rapport with them and at beginning very less contact with supervising authorities. At the same time some new teachers also had attitude problem.

Objective 3 - To study students' perspective on the problems faced by new teachers in their first year of job in higher education.

Major findings with respect to students' perspectives on the problems faced by new teachers in the first year of job in higher education are stated below:

- Students could identify whether the teacher is new through some nervous behaviors of teacher and their teaching style, their inability to clarify students' doubts. The reasons for the problems were language barrier and inability to deal with indiscipline. In general, they found new teachers to be friendly and fair in assessment.

5.3 DISCUSSION OF FINDINGS

There is an agreement between the views of the new teachers, the supervising authorities and the students that new teachers did face problems in higher education. These views emerge from the findings of the three objectives. The major points noticed were that the major causes of problems were in dealing with administrative aspects and procedure, using of methodologies, content preparation, deal with classroom management,

assignments, other assigned duties, low salary, temporary job - contractual bases jobs, no security of job, no appreciation words and rewards, less good infrastructure compare to private, equal work loaded.

From the findings it can be concluded that new teachers faced maximum problems related to job satisfaction, in administrative work, indiscipline by students, different methodologies, knowledge of content, depends on individual. Jaleel, S. S. and Pillay, G. S. (1979), Maurya, H.C. (1990), Ramkrishnaiah, D. (1989) were most of similar views in their findings.

New teachers felt that they were paid less as compared to the work they were assigned. Salary was a major concern for them Chopra, R.K. (1988) and Desai, H. G. (1975), in these studies states that less paid and overburden with work affects the teaching and creates frustration in teachers.

It can be concluded that some new teachers did not face problems in their first year of job in higher education. The intensity of problems felt by new teachers varies from individual to individual. It entirely depends on the individual's characteristics and their coping mechanisms to deal with problems of new teachers in higher education.

5.5 IMPLICATIONS

The implication of the study can be stated as follows:

The findings of the study will help to develop orientation programs and support systems to help the new teachers adjust with their role in higher education.

The study will help to identify the areas of concern in higher education which could bring changes in system.

The study will also help the higher education supervising authorities and higher education management area to improve the higher education environment.

The study will indirectly also help to students.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

The study can lead to many other studies which can be conducted in future

1. A training program can be developed for new teachers and its effectiveness can be determined in terms of helping the new teachers to solve their problems.
2. Training modules like tool kit can be developed which can help the new teachers to adopt to their workplaces comfortably.
3. There can be a study on the problems of experienced teachers.
4. The same study can be conducted as a case study taking unique cases wherein the problems of new teachers can be studied in greater detail.

BIBLIOGRAPHY

REFERENCES

- Agarwal, S. (1988) Adjustment Problems and their related factors of more effective and less effective teacher. The Fifth Survey of Research in Education. New Delhi: NCERT
- Atreya, Jai Shanker. (1989). A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree-college level. Ph.D., Edu.Agra Univ. The Fifth Survey of Research in Education. New Delhi: NCERT
- Awasthi, Neelam. (1989). Personality profiles of popular and unpopular teachers and their relationship with teaching proficiency. Indian Educational Review, Vol.24(2):95-104. The Fifth Survey of Research in Education. New Delhi: NCERT
- Bhatnagar. (1988) A study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education (from sodhganga)
- Chopra, R.K. (1988). Status of teachers in India. Independent Study. National council of Educational Research and Training. [ERIC Funded] The Fifth Survey of Research in Education, volume II, New Delhi: NCERT
- Desai, H. G. (1975) A study of Psychological Needs of College Teachers. Third survey of Research in Education. New Delhi: NCERT
- Gupta, B. C. (1982) Evaluation of the Innovative Practices of Teaching in the Colleges of Education. Third survey of Research in Education. New Delhi: NCERT
- Gupta, S. A. (1979) Attitudes of Teachers of Agra University towards Higher Education. Third survey of Research in Education. New Delhi: NCERT
- Jaleel, S. S. And Pillay, G. S. (1979) Bureaucratism of College Teachers and their Attitude towards Teaching Profession. Third survey of Research in Education. New Delhi: NCERT
- Khatoun, Tahira. (1990). Teachers' classroom instructional behaviour and their perception of work values. Indian Educational Review, Vol.25(1):129-34. The Fifth Survey of Research in Education, volume II, New Delhi: NCERT
- Lakshmikutty Amma, T. S. (1978) studied The Role Expectations of Teachers Ph, D. Edu., Ker., U., Fifth survey of Research in Education. New Delhi: NCERT

- Maurya, H.C. (1990). A Study of the relationship between teachers' attitudes and teacher efficiency of university and pre-university lectures. Ph.D., Psy.Agra Univ. The Fifth Survey of Research in Education, volume II, New Delhi:NCERT
- Naik, G.C.(1990). Job satisfaction of teaching assistants of the M. S. University of Baroda, Edu. The Maharaja Sayajirao Univ. Of Baroda.The Fifth Survey of research in Education, volume II, New Delhi:NCERT
- Naseem, S. And Anas, N. (2011) A research on problems of teachers in education, The Fifth Survey of Research in Education, volume II, New Delhi: NCERT
- Pandey,S.,and Deb.R. (2003) How different are the Problems of married and unmarried women teachers. The Fifth survey of Research in Education, New Delhi: NCERT
- Ramkrishnaiah, D. (1989) Job Satisfaction of College Teachers. Ph.D., Edu. Sri Venkateshwara Univ, Fifth survey, volume 2, Research in Education. New Delhi: NCERT
- Reddy, Subramanyam M. (1990). An investigation into the job satisfaction of university teachers in relation to some variables. M. Phil., Edu. Sri Venkateshwara Univ. Fifth survey, volume 2, Research in Education. New Delhi: NCERT

BIBLIOGRAPHY

- Agarwal, P. (2006) Higher Education in India: The Need for Change. Indian Council for Research on International Economic Relations (ICRIER)
- Agarwal, Pawan. (2006). Global competitiveness of higher education in India. ICRIER Working Paper (*forthcoming*). New Delhi.
- Altbach, P. G. (2005a). Higher Education in India, The Hindu, April 12, 2005.
- Béteille, André. (2005). Universities as Public Institutions, Economic and Political weekly, July 30, 2005
- Best, W. J., and Kahn, V. J. (2006) Research in Education. New Delhi: PHI Learning private limited
- Dash, B. N. (2004) School Organization Administration and Management. Hyderabad:

Neelkamal Publication Pvt. Ltd.

Fubler, F. (1969) Concerns of teachers a developmental conceptualization. American educational research journal, 6,207-226

Government of India, Education and National Development (1964-66), Ministry of Education, New Delhi

Huberman, M. (1989) The professional life cycle of teachers, teachers college record, 91 (1), 31-57

MHRD. (2013-14). *Annual Report*. Ministry of Human Resource Development,

Department of Secondary and Higher education. Government of India. New Delhi.

Mohanty, J.(2004)Educational Management Supervision School Organization. Hyderabad:Neelkamal Publication Pvt. Ltd

National Curriculum for Elementary and Secondary education (1988). NCERT: New Delhi

National Curriculum Framework. (2005). Higher Secondary Stage, New Delhi: NCERT 2005, p. 12.

National Policy on Education. (1986). Ministry of Human Resource Development, New Delhi: Govt. of India.

Panda, B. N. And Tewari, A. D. (2009) Teacher Education. New Delhi: A.P.H. Publishing Corporation

George. ,Jennifer. ,Jillian. ,Brian. ,John. (july 2006) what matters to student success: A review of the literature, (NPEC) National Postsecondary Education Cooperative

Karine., Diane., Delorah. (n.d.) Assessment of higher education learning outcomes, feasibility study report, volume 1, design and implementation

Singh, A. (2004). *Challenges in Higher Education, Economic and Political Weekly* May 22, p2155-2158.

The Economist. (2010). The next society: A survey of the near future, in higher education. Vol. 8246, No.361

UGC. (2013). Annual Report 2013-14. University Grants Commission,New Delhi.

WIBIBLIOGRAPHY

Joughin. (1994) pp. 163–164 . *Roles and responsibilities* retrieve from

http://www.dhsekerala.gov.in/downloads/role_teach.pdf

http://mhrd.gov.in/sites/upload_files/mhrd/files/POA_1992.pdf

Educational Research retrieve from en.Wikipedia.org/wiki/Education-research

<http://www.ugc.ac.in>

<http://www.ugcnetonline.in/>

Concept of teacher education in higher education Retrieved from

www.mu.ac.in/myweb_test/ma%20Edu/Teacher%20Education%20IV.pdf, 1-14

http://www.educationinindia.net/research_abstract.pdf

<http://www.sodhganga.com>

<https://www.insidehighered.com/blogs/world-view/african-higher-education-challenges-economics-and-research>

APPENDICES

APPENDIX - I

INTERVIEW SCHEDULE FOR NEW TEACHERS

Objective - To study the problems faced by new teachers in their first year of job in higher education.

The researcher's attempt is to understand the problems of new teachers in the first year of job in higher education. This research will be helpful for new teachers and management educational institutions. This information will be kept very confidential and will be used only for the research purpose. Please describe the problems faced by you in relation to your professional work. (This will be informed orally by researcher)

General Information

1. Name of the university/college/institute :
2. Name of the teacher :
3. Gender :
4. Age :

Qualification

1. Subject at graduation :
2. Subject at post graduation :
3. Year of qualifying UGC NET :
4. Ph. D :
5. Date of joining university/college/institute :
6. Subjects/courses taught : _____

What are the problems faced by you in your job in higher education?

1. What type of difficulties do you face pertaining to teaching in term of methodologies and content?

2. How do you deal with the indiscipline created by the students in the class? What steps do you take in order to make sure it does not happen in future?
3. How difficult or easy is it for you to adjust as a teacher in a college/university environment?
4. What problems do you face related to dealing with senior and experienced faculty members / colleagues?
5. Do you face any difficulties in co-ordinating with principal/head of department/and /or supervising authorities? What are those difficulties that you face? How do you cope up?
6. What difficulties do you face in relation to administrative aspects, procedure?
7. How do you manage your responsibilities as a teacher who has to teach as well as to conduct other activities like - research work, workshops, seminars, etc?
8. What are other assigned duties and what problems do you face in fulfilling them?
9. Is work pressure a problem? What problem does it relate?
10. Any other problems.

APPENDIX - II

INTERVIEW SCHEDULE FOR SUPERVISING AUTHORITIES

Objective - To study the supervising authorities' perspective on the problems faced by new teachers in their first year of job in higher education.

The researcher's attempt is to understand the problems of new teachers in the first year of job in higher education. Your perspective and valuable suggestion on new teacher's problems will be become helpful in understanding new teachers problems, which ultimately helps in identifying solutions to the problems.

This information will be kept very confidential and will be used only for the research purpose. So please describe the problems faced by new teachers in your critical perspectives. (This will be informed orally by researcher)

General Information

1. Name :
2. Age :
3. Name of the university/college/institute :
4. Experience in present university/college/institute as Principal/Head of Department :
5. Total working experience in this field as Principal/Head of Department /Supervisors/Co-coordinator Director :

What are the problems faced by new teachers in institution of in higher education?

1. What type of difficulties does new teacher face pertaining to teaching in term of methodologies and content?
2. How does the new teacher deal with the indiscipline created by the students in the class? What steps does new teacher take in order to make sure it does not happen in

future?

3. How difficult or easy is it for new teacher to adjust as a teacher in a college environment?
4. Any problems of new teachers pertaining dealing with experience one faculty members / colleagues?
5. Does new teacher face any difficulties in co-ordinating with you / head of department, and supervising authorities? What are those difficulties that new teacher face?
6. How does new teachers cope up with that difficulties?
7. What difficulties do the new teacher face with respect to administration aspects, procedure?
8. How does new teacher manage their responsibilities as a teacher who has to teach as well as to conduct other activities like - research work, workshops, seminars, etc?
9. What are other assigned duties of new teacher, and how do they handle it? What kinds of problems are faced in this?
10. Do you provide some counseling sessions to the newly joined teachers if they stressed out in work pressure? What is the focus of such sessions?
11. How can the problems faced by new teachers be solved?

APPENDIX - III

QUESTIONNAIRE FOR STUDENTS

Objective - To study students perspective on the problems faced by new teachers in their first year of job in higher education.

This questionnaire contains a total of seven questions. Kindly answer all the questions. In case you do not understand the meaning of any question, please feel free to ask the researcher. This data will be kept confidential and it will be used for research purpose only. (This will be informed orally by researcher)

General Information

1. Name of the university/college/institute :
2. Name of the course:
3. Year ____ and Semester _____

1. Are you able to know the difference between the new teacher and the experience teacher?

Yes No

If yes, on what bases do you identify a new teacher?

2. Do the new teacher teach effectively?

Yes No

3. Is the new teacher able to solve your doubts / difficulties related to the subject?

Yes No

If yes, how it is done?

If no, then what does the teacher do?

4. How does the new teacher do assessment?

Fair Strict Lenient Any other (please mention)

5. How is the impact / personality of the new teacher on students?

Friendly Strict Helpful Not so helpful Any other
(please mention)

6. Does a new teacher face problems if indiscipline is done by student?

Yes No

If yes, what does she/he do?

- Shouts
 - Asks if there is any problem
 - Straightway goes to Principal / Head of Department
 - Any other (please mention)
-
-

7. Do you want to see changes in the overall conduct of New teacher?

Yes No

If yes, then which aspects of the new teacher(s) do you think should be improved?

- Knowledge of the subject
 - Explanation
 - Attitude towards students
 - Dressing sense
 - Conduct
 - Any other (please mention)
-
-

APPENDIX - IV**LIST OF EXPERTS**

- I Dr. Chaya Goel**
Professor
Department of Education
Faculty of Education and Psychology,
M.S.University
Vadodara.
- II Prof. P Prabhakaran**
Professor and Dean,
School of Engineering and Technology,
Navrachana University,
Vadodara.
- III Dr. Thomas Vadaya**
Professor
School of Science and Education
Navrachana University
Vadodara.
- IV Dr. P. V. Xavier**
Associate Professor (Principal),
School of Science and Education,
Navrachana University,
Vadodara.

V Dr. Reena Godara

Assistant Professor
Department of Education
Faculty of Education and Psychology,
M.S.University,
Vadodara.

VI Dr. Archana Tomar

Assistant professor
School of Science and Education
Navrachana University
Vadodara.

VII Dr. Shilpa Popat

Assistant Professor,
School of Science and Education,
Navrachana University,
Vadodara.

APPENDIX - V
PERMISSION LETTER FROM M. S. UNIVERSITY.

To

Dr Amit Dholakia
The Registrar,
The M. S. University of Baroda.
Vadodara

07/01/2015

Subject - Permission for data collection

Respected sir,

I Ms Nirmala Khidkikar, student of M.Ed., the Navrachana University, am conducting research for M Ed dissertation as a part of the course fulfillment. The title of my research is "A Study Of Problems Faced By New Teachers In Their First Year Of Job In Higher Education".

I would like to request you to grant permission to collect data from the esteemed faculties, staff, and students of various faculties of The M S University of Baroda, Vadodara.

Thanking you


Yours sincerely

Ms Nirmala Milind Khidkikar
Id - 14561009,
Master of Education 2014-15,
Navrachana University.

Permitted
Dr. Amit Dholakia
8/1/2015

DR. AMIT DHOLAKIA
Registrar On Special Duty (Registrar)
The M.S. University of Baroda
Patehgunj
Vadodara-390 005

APPENDIX - VI

PERMISSION LETTER FROM NAVRACHANA UNIVERSITY



NAVYAM NAVRACHANA UNIVERSITY

Dt. 19-12-2014

TO WHOM SO EVER IT MAY CONCERN

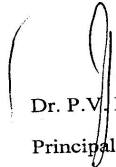
This is to certify that Ms./Mr. Nisomala Khidkhar is a M.Ed. student (Master of Education) of our University. As a part of the curriculum requirement the students are expected to complete their Dissertation on -

A Study of Problems Faced by New Teachers in their First Year of Job in Higher Education.

based on the data collected with your support.

I request you to allow her/his to visit your Institution to undertake her data collection/ Observation/ implementation and discussion which will support in her/ his dissertation work.

Please give the necessary support!


Dr. P.V. Xavier
Principal