

Employment Aspects of Regular and Temporary College teachers: Association with their Efforts, Treatment and Satisfaction in job

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Abstract

Purpose – The axle of this study is to study relationship between job security/insecurity with that of job satisfaction, job commitment and job performance.

Design/methodology/approach – This study is an empirical study and deploys statistical tools like Regression, T-test, Mood's Median Test and Correlation to draw conclusions. Primary data was collected through a structured questionnaire from 304 college teachers (157 – Permanent teachers, 147- Temporary Teachers) teaching in both government and private higher education Institutions in the Tri-city (Chandigarh, Mohali & Panchkula) of North India.

Findings – No significant differences were observed with respect to Workload, Initiative and Job performance among temporary and permanent teachers. It implies that temporary teachers do the same work like regular teachers do and Initiate best efforts in terms of performance in job despite being suffering from dissatisfaction in job owing to partial treatment received at the organisational level, which results in low job commitment level. However significant differences are observed in the treatment of teachers; temporary teachers get very less Recognition and lack in Development and Growth Opportunities. The best possible explanation for this could be personal reasons to continue with the job. Thus, the study concludes that though the temporary teachers have job insecurity but they work at par with that of regular teachers not out of any motivation but compulsion and without commitment.

Originality/value – The study is based on primary data and the scope of the study is college teachers working in Tri-city (Chandigarh, Mohali, Panchkula) of north India .This is a novel work as a comparison has been drawn between regular and temporary college teachers when it comes to study the effect of job security/insecurity over job commitment, job performance and job satisfaction. Education sector engages a very high percentage of teachers on temporary basis resulting in job insecurity amongst them. Thus it becomes imperative to study this significant proportion of teachers

Keywords: Job Security/ Insecurity, Job Satisfaction, Job Commitment, Job Performance, College teachers

1. Introduction

Temporary employment is prevalent in many sectors of the economy, and is relatively common in academics .The highest educated class i.e. teachers are hired on temporary basis in the form of Contractual , Ad-hoc, Resource Person, Guest Faculty, Adjunct etc. In this study, we will study the effect of regular/temporary

employment on the working of the highest educated group in the labour force. Teachers are amongst that group of the society who build the nation. They are made to suffer the threat of insecurity in job which may have detrimental consequences. Therefore it is required that organisations should pay attention towards this alarming issue in order to avoid its consequences in the form of poor job performance and job dissatisfaction. It is necessary for organisations to decide on the strategy regarding the contractual arrangements and thereby the employment relationship with their employees. The concept of job insecurity in temporary work is the employee's perception and associated worries about potential involuntary job loss (Sverke et al. 2002). Job Security is the state of knowing that one's job is secure and that one is unlikely to be dismissed or made redundant. It is the assurance that an employee has about the continuity of gainful employment for his or her work life. Job security is a component of job satisfaction which is an important element in an organization because of its relationship with work behaviour. Security in job is expected by every employee. It makes them feel relaxed with an assurance of continuity in job. It eases the employees from the fear of job loss and helps them to concentrate on their work. Similarly, it facilitates teachers to perform their jobs to their fullest. They can be expected to deliver their lectures to the best possible extent. Insecurity in job can cause stress in the minds of employees on account of fear of job loss. Job stress may further lead to ill health and poor job performance. On the other hand, due to security in job, employees might not bother to perform their jobs well. Findings on the relationship between job insecurity and job performance can be described as "mixed" – with studies either finding no (e.g. Sverke et al., 2002) or a slightly negative relationship (e.g. Cheng and Chan, 2008). At the same time, job insecurity can also be appraised as a challenge stressor because employees might hope that they can decrease the likelihood of losing their jobs by performing better (Staufenbiel and Konig, 2010). Engellandt & Riphahn (2003) reveals that temporary workers exert significantly more effort compared to permanent workers. Among those employed with time limited contracts, different levels of effort depending on type of contract is being seen. High effort among temporary workers is positively correlated with the probability of career advancement. Not having employment protection causes workers to provide significantly higher levels of effort compared to workers in secure permanent contracts. Job satisfaction is the most important factor in understanding worker motivation, effectiveness, retention and performance (Shaju & Subhashini, 2017). Increasing insecurity in job might lower down quality of teaching due to the stress of job loss. Also, it may lead to job dissatisfaction and poor job commitment. Fear of job loss may cause detrimental ill effects both for the organizations and teachers.

This study will help us to investigate the impact of job security/insecurity on job satisfaction, job commitment and job performance. (Spector 1997) believes that in order to achieve job satisfaction; organisations should ensure respect for and impartial treatment of employees, irrespective of their positions. Job Satisfaction leads to positive employee attitude while dissatisfaction results in negative behaviours (Amakiri & Lube 2015). Satisfaction in job is expected to increase job commitment of employees resulting in improved job performance. Job Satisfaction is the extent to which an employee feels self-motivated, content & satisfied with his/her job. "Job Satisfaction is combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job" (Hoppock 1935).

It is expected that motivated and satisfied workforce performs to the fullest. Commitment in job is enhanced by job satisfaction which may further improve job performance. Job satisfaction among teachers is necessary to ensure the quality of teaching. If teachers are satisfied with their jobs, they are likely to perform well in terms of quality of teaching. The future of the nation and the youth lies in the hands of the teachers. It is their efforts which shape the future of the nation. Also, job satisfaction might result in higher job commitment and job performance. Variances in terms of job satisfaction, job commitment and job performance among permanent and temporary teachers are found due to security / insecurity in job. Insecurity at job is negatively correlated with Job Performance (Chirumbolo 2005) other possibility is that, security in job may result in lesser job commitment and job performance whereas insecurity in job may lead to higher efforts and commitment to save one's job.

Dissatisfaction in job may lower job performance and job commitment. It may also lead to higher absenteeism, turnover, demotivation and illness among teachers. Studies have demonstrated that perceived job insecurity relates to negative outcomes, such as reduced job satisfaction, commitment, and well-being, as well as higher turnover intentions (Cheng and Chan, 2008). Therefore, every organization must make their best endeavour to enhance employee job satisfaction so as to have a motivated and committed workforce. Studies reveal mixed results in terms of relationship between job satisfaction, job commitment and job performance among permanent and temporary teachers.

2. Literature Review

Teaching sector is one of the most important sectors of the economy. Since education is a vital component of the country's future, it is not affordable to compromise in terms of quality of teaching. Also, teachers are

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amongst the highest educated group, should not be made to suffer the fear of job loss. No previous studies have been found that have simultaneously studied the impact of job security/insecurity on employee treatment at the workplace and their attitude towards job. (Debus et.al. ,2020) Reactions towards perceived job insecurity in terms of job performance will be dynamic over time. Initially employees may put their best efforts in order to secure their jobs but prolonged insecurity might result in absence of Initiative by employees and performance in job. In the study about “Understanding the relationship between Job Insecurity and Performance: Hindrance or Challenge Effect”; the results support for negative and passive reactions to job insecurity, leading to lower performance (Beatrice et.al 2019). Fear of insecurity in job significantly contributes on the levels of employee performance and satisfaction. It has been found that there is a lot of concern regarding possible job loss amongst temporary employees, which indicates deep seated job insecurity and its negative impact on employee job performance. It shows that employees are highly concerned for insecurity in job. Also, insecurity results in reduced efforts by the employees. This arises the need for organizations to pay attention towards the issue of temporary employment as it is affecting the performance of the organizations (Sanyal et.al 2018). Job satisfaction and organizational commitment are closely connected in both cases of teaching and non-teaching staff. Organizations would only need to increase and maintain the variables (organizational commitment and employee satisfaction) to achieve a positive effect on organizational commitment. And the ways to improve organizational commitment and employee satisfaction may vary from job nature (as study showing the relationship between teaching and nonteaching staff), organization and individuals. And by increasing commitment, organizations will get efficient and greater output which is the desire for any organization (Mishra, 2018). Motivated teachers are committed towards their job. Also, Job Satisfaction is found to be positively correlated with Job Performance and quality of Education. It implies that satisfied teachers outperform their counterparts (Tien ,2018). There is a strong correlation between job satisfaction and job performance. Satisfied employees are likely to exert their best efforts in job (Shaju , et.al. 2017). Private school teachers are more committed as compared to the public-school teachers. There may be several reasons behind this result. Public school teachers have high job security in the schools while in the case of private school teachers they have very low job security. Due to the lack of job security in the private sector schools, teachers put higher commitment to the schools to secure their job for the long period of time (Sadia khan 2015). Job security and job satisfaction jointly and significantly predict organizational commitment. Satisfied employees are more committed. There is a significant difference in relative contribution of job security on job satisfaction, with job satisfaction being the most important contributor followed by job security. Both job security and job satisfaction affect job attitudes of employees (CP Akpan 2013). (Brian A Jacob, 2012) A negative relationship between job security and job performance was proved .Reduction in job security for probationary teachers in Chicago led to 10-25% reduction of teacher absenteeism and improving job performance (Brian A Jacob 2012). There is strong positive relation between motivation and job security and also motivation and commitment which results in enhanced performance (Lubna Rizvi ,2012). It was found that there is a significant positive relationship between job security and employee performance. Contractual employees do not perform at the required level because of uncertainty. Researchers have proved differences in performance and behaviours between permanent and contractual Human Resources (Anwar et.al 2011). Significant differences between organizational commitment of temporary and permanent employees were found. Also, there is a positive and direct significant correlation between job satisfaction and organizational commitment.

3. Purpose of the Study

Little, research exists on the relationship between Job Security/Insecurity and Employee efforts (Job Performance), Employee treatment, Satisfaction and Commitment in job. This study explores the impact of security / insecurity in job on employee attitude towards work, differences in job satisfaction and commitment levels among temporary and permanent teachers and treatment given to employees in terms of Recognition and Career advancement Opportunities. This study aims at Comparison between Permanent and Temporary teachers in terms of Recognition, Development & Growth Opportunities, Workload, Initiative, Job Satisfaction and Job Performance. Teaching is the most important sector of the economy as future of the nation depends on the youth. College teaching plays a significant role in shaping the career of the students. Hence, this study will facilitate in investigating the role of job security in the working of teachers. Since this study relates to the teaching sector, it would help to ensure and improve the quality of Education and eradicate disparities among temporary and permanent teachers.

4. Research Design

Statistical Methods-

T-test, Mood's Median Test , Chi- Square statistics, Stepwise Multiple Regression, Pearson Correlation tools were applied to check the relationship between job security/ insecurity , job satisfaction and job

performance. Also, differences in Recognition, Development & Growth Opportunities, Initiative, Workload, Job Satisfaction and Performance are being checked.

Measuring Instruments-

Data was collected with the help of a self-structured interview schedule. Scales were prepared to measure Recognition, Development & growth Opportunities, Workload, Initiative Job satisfaction and Job performance at 5 Point Likert scale which is denoted by 5 as Strongly Agree, 4 as Agree, 3 as Undecided, and 2 as Disagree and 1 as Strongly Disagree.

Research Procedure-

Data from a total of 304 College teachers was collected out of which 157 were permanent teachers and 147 were temporary teachers (Ad- Hoc, Guest Faculty, Resource Person, Adjunct and Contractual). They were ensured as to the confidentiality of their responses. T-test statistics is used to check if differences exist in employee efforts, employee treatment and satisfaction among temporary and permanent teachers. Mood's Median test statistics is used to make a comparison as regards Recognition, Workload, Development & Growth Opportunities, Workload, Job Satisfaction and Job Performance of teachers. Chi Square statistics is used to check the relationship between job security and insecurity with the above variables. Regression analysis is used to investigate the contribution of variables in working attitude of teachers. Correlation coefficients were computed to check the association amongst different variables.

5. Hypotheses Formulation

Depending on the purpose of the study, the following hypotheses have been developed.

Ho - There is no difference in the mean scores of Recognition, Development & Growth Opportunities, Workload, Initiative, Job Satisfaction and Job Performance among temporary and permanent teachers.

Ho1- There is no difference in the median values of the scores of Recognition, Development & Growth Opportunities, Workload, Initiative, Job Satisfaction and Job Performance among temporary and permanent teachers.

Ho2- There is no significant relationship between job security and insecurity on the one hand and Recognition, Development & Growth Opportunities, Workload, Initiative, Job Satisfaction and Job Performance on the other.

6. Statistical Analysis

T-test statistics is used to find differences among the group of temporary and permanent teachers. Results in Table 1 show that significant differences are being found in relation to Recognition, Development & Growth Opportunities, Job satisfaction whereas no differences exist as regards Initiative at work, Job Performance and Workload. It implies that differentiation is being observed between temporary and permanent teachers at the organisational level whereas no such difference is noted in the efforts of temporary teachers in the form of job performance and Initiative at work. Temporary teachers are not given Recognition at work, not given leaves to attend conferences and seminars owing to insecurity in job. Engellandt and Riphahn (2004) infer that workers with temporary contracts provide more effort than permanent employees though they are not given equal status and treatment in job. Null Hypotheses (H₀) is therefore accepted in relation to Workload, Initiative and Job Performance and rejected for Recognition and Job Satisfaction.

Table 1: Results of T- Test Analysis

Sr. No	Variable	t value	p value	Temporary Teachers		Permanent Teachers	
				$\bar{x}$	σ	$\bar{x}$	σ
1.	Recognition	-7.61	0.000**	3.31	0.59	3.83	0.60
2.	Development & Growth Opportunities	-9.12	0.000**	2.73	0.93	3.61	0.75
3.	Workload	-1.86	0.063	2.98	0.62	3.12	0.65
4.	Initiative	1.07	0.287	3.74	0.53	3.68	0.59

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5.	Job Satisfaction	-6.78	0.000*	3.08	0.44	3.47	0.44
6.	Job Performance	- 0.16	0.874	4.27	0.39	4.28	0.39

Analyses of Mood's Median Test results in Table 2 also reveal that there are significant differences in the median values of Recognition, Development & Growth Opportunities, Job Satisfaction whereas no difference exists as regards Initiative at work, Job Performance and Workload. Scores of both regular and temporary teachers were together arranged in ascending order, further categorised as above and below median separately for each group. Thereafter, Moods median test is deployed. Results reveal that Temporary teachers are given very less Recognition and lack support in career advancement opportunities .It implies that differentiation is being observed between temporary and permanent teachers at the organisational level whereas no such difference is noted in the efforts of temporary teachers in the form of job performance and Initiative at work. In the study on Kenya University teaching staff, it was observed that Recognition acts as a motivation for them to perform to their fullest (Ndungu, 2017). Employee commitment depends more on how employees are treated by the organizations than on workers' temporary or permanent status (Gallagher & Connelly, 2008) Null Hypotheses (H01) is therefore accepted in relation to Workload, Initiative and Job Performance. Ho1 is therefore rejected for Recognition and Job Satisfaction.

Table 2: Results of Median Test Analysis

S r. No	Variable	Temporary Teachers		Permanent Teachers		χ^2	d f	Sig
		Belo w Median	Abov e Median	Belo w Median	Above Median			
1	Recognition	136	11	10	147	49.19	1	0.00 **
2	Development & Growth Opportunities	113	34	56	101	12.10	1	0.00 **
3	Workload	33	114	14	144	3.37	1	0.07
4	Initiative	76	71	70	87	0.27	1	0.26
5	Job Satisfaction	105	42	54	103	40.27	1	0.00 **
7	Job Performance	75	72	74	83	.317	1	0.57

Analysis of Chi-Square statistics results in Table 3 show that there are significant differences in Low, Moderate, High categories of Recognition, Development & Growth Opportunities , Job Satisfaction whereas no difference exists as regards Initiative at work, Job Performance and Workload supported by T-Test statistics. Three categories of the scores were made by first arranging the scores of temporary and permanent teachers together in ascending order and then dividing the scores at three levels separately for temporary and permanent teachers i.e. First 27%(considered under Low category) , Second 46% (considered under Medium category) and remaining 27 % (considered under High category) in the third category. Temporary teachers are given very less Recognition and lack support in career advancement opportunities It implies that differentiation is being observed between temporary and permanent teachers at the organisational level whereas no such difference is noted in the efforts of temporary teachers in the form of job performance and Initiative at work. Iwu et.al, (2013) in their study shows the relationship between inferior performance of learner's and teacher motivation in selected high schools in the Western Cape Province of South Africa. Their study depicted that highly motivated educator's experience job satisfaction and always performs better than those poorly motivated counterparts. In terms of motivation the results suggest that extrinsic factors tend to exert more influence on the educator's motivation than intrinsic factors. For ex. working conditions, job security and perceived growth opportunities in order of importance were noted to be the contributing factors. Null Hypotheses (H02) is therefore accepted in relation to Workload, Initiative and Job Performance and rejected for Recognition, Job Satisfaction and Job Commitment.

Table 3: Results of Chi- Square Statistics

Sr . No	Variable	Temporary Teachers			Permanent Teachers			χ^2	df	Sig
		Low	Modera	High	Low	Mode	High			
1.	Recognition	69	49	29	9	57	51	56.39	2	0.00**
2.	Development & Growth Opportunities	67	60	20	40	76	46	45.39	2	0.00**
3.	Workload	50	60	37	43	65	49	4.32	2	0.12
4.	Initiative	43	53	54	33	50	44	3.60	2	0.17
5.	Job Satisfaction	68	61	18	22	87	48	46.26	2	0.00**
7.	Job Performance	44	59	44	57	52	48	3.70	2	0.16

Among temporary teachers, the step-wise multiple regression results, as shown in Table 4, indicate that two predictors i.e. **Recognition** and **Development & Growth Opportunities** account for 28% of the variance ($F = 39.99$, $p < 0.01$) in **job satisfaction**. It was found that Recognition ($\beta = 0.318$, $p < 0.01$), Development & Growth Opportunities ($\beta = 0.350$, $p < 0.01$) significantly influence Job Satisfaction. It implies lack of career advancement opportunities in job and Recognition for work may lead to discontentment and result in discontentment.

Among permanent teachers, the step-wise multiple regression results, as shown in Table 4 , indicate that four predictors i.e. **Development & Growth Opportunities, Recognition, Initiative and Job Performance** accounts for 39% of variance ($F = 24.47$, $p < 0.01$) in **Job Satisfaction** . It was found that Development & Growth Opportunities ($\beta = 0.34$, $p < 0.01$), Recognition ($\beta = 0.25$, $p < 0.01$), Initiative ($\beta = 0.014$, $p < 0.01$), Job Performance ($\beta = 0.15$, $p < 0.01$) positively influence Job Satisfaction. It reveals that as a result of Recognition for work and Career Advancement Opportunities, teachers exert their best efforts and take Initiative at work.

Results of Regression Analyses

Table 4 : Relationship Model with Job Satisfaction as a Dependent Variable

Cat egory	Dep endent Variab le	R	R ²	F Value	β /t/p	Develop ment & Growth Opportuniti es	Recognitio n	Initia tive	Job Performa nce
Te mporar y	Job Satisfac tion	0.60	0.36	39.99	B	0.35	0.32	-	-
					t	4.17	3.80	-	-
					p	0.00**	0.00**	-	-
Per manent	Job Satisfac tion	0.63	0.39	24.47	β	0.34	0.25	0.15	0.14
					t	4.42	3.24	2.19	2.11
					p	0.00**	0.01	0.03	0.04

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Among temporary teachers, the step-wise multiple regression results, as shown in Table 5, indicate that two predictors i.e. **Initiative** and **Job Satisfaction** account for 28% of variance ($F = 11.36$, $p < 0.01$) in **job performance**. It was found that Initiative ($\beta = 0.331$, $p < 0.01$), Job Satisfaction ($\beta = 0.156$, $p < 0.01$) considerably influence Job Performance. It implies that Initiative in job and Job Satisfaction significantly contribute in job performance. Dissatisfaction in job may lower down efforts of teachers.

Among permanent teachers, the step-wise multiple regression results, as shown in Table 5, indicate that two predictors i.e., **Job Satisfaction and Initiative** accounts for 11% of variance ($F (2,144) = 9.18$, $p < 0.01$) in **Job Satisfaction**. It was found that Initiative ($\beta = 0.21$, $p < 0.01$), Job Satisfaction ($\beta = 0.19$, $p < 0.01$) considerably influence Job Performance.

Table 5: Relationship Model with Job Performance as a Dependent Variable

Category	Dependent Variable	R	R ²	F Value	β /t/p	Initiative	Job Satisfaction
Temporary	Job Performance	0.37	0.14	11.36*	B	0.331	0.16
					T	4.28	2.01
					P	0.00**	0.00**
Permanent	Job Performance	0.33	0.11	9.18**	B	0.21	0.19
					T	2.57	2.40
					P	0.00**	0.01**

* $p < .05$

** $p < .01$

Correlation matrix in as shown in Table 6.1 for Temporary Teachers shows that employee efforts and satisfaction in job are positively correlated to the treatment given to teachers i.e. Recognition, Development & Growth Opportunities have a significant positive correlation with Initiative and Job Satisfaction which implies that if employees are given Recognition they feel satisfied and Initiate efforts in job. Job Satisfaction is found to be significantly related to Performance in job.

Table 6.1 : Correlation Matrix (Temporary Teachers)

Variables		Recognition	Initiative	Job Satisfaction	Job Performance	Development & Growth Opportunities
Recognition	Pearson Correlation	1	0.163*	0.528**	0.130	0.602**
	Sig. (2-tailed)		0.048	0.000	0.116	0.000
	N	147	147	147	147	147
Initiative	Pearson Correlation	0.163*	1	0.023	0.335**	0.033

Job satisfaction	Sig. (2-tailed)	0.048		0.785	0.000	0.695
	N	147	147	147	147	147
	Pearson Correlation	0.528**	0.023	1	0.163*	0.541**
Job Performance	Sig. (2-tailed)	0.000	0.785		0.048	0.000
	N	147	147	147	147	147
	Pearson Correlation	0.130	0.335**	0.163*	1	0.069
Development & Growth Opportunities	Sig. (2-tailed)	0.116	0.000	0.048		0.408
	N	147	147	147	147	147
	Pearson Correlation	0.602**	0.033	0.541**	0.069	1
	Sig. (2-tailed)	0.000	0.695	0.000	0.408	
	N	147	147	147	147	147

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation Matrix for Permanent Teachers as shown below in table 6.2 reveals that efforts of teachers and treatment enjoyed in the job are positively correlated i.e. Recognition, Development & Growth opportunities are significantly correlated to Initiative, Job Satisfaction and Job Performance. It implies that if teachers are given Recognition and support they will tend to perform better and it enhances their job satisfaction level. Also Initiative is significantly related to Job Satisfaction and Job Performance. Job Satisfaction is significantly related to Performance at job. It implies that teacher's feel dissatisfied in job due to lack of Recognition and support from at the organisational level which might lower down their efforts in job.

Table 6.2 Correlation Matrix (Permanent Teachers)

Variables		Recognition	Initiative	Job satisfaction	Job Performance	Development & Growth Opportunities
Recognition	Pearson Correlation	1	0.276**	0.513**	0.224**	0.554**
	Sig. (2-tailed)		0.000	0.000	0.005	0.000
	N	157	157	157	157	157
Initiative	Pearson Correlation	0.276**	1	0.323**	0.260**	0.215**
	Sig. (2-tailed)	0.000		0.000	0.001	0.007
	N	157	157	157	157	157
Job satisfaction	Pearson Correlation	0.513**	0.323**	1	0.269**	0.522**
	Sig. (2-tailed)	0.000	0.000		0.001	0.000
	N	157	157	157	157	157
Job performance	Pearson Correlation	0.224**	0.260**	0.269**	1	0.088

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Development & Growth Opportunities	Sig. (2-tailed)	0.005	0.001	0.001		0.275
	N	157	157	157	157	157
	Pearson Correlation	0.554**	0.215*	0.522**	0.088	1
	Sig. (2-tailed)	0.000	0.007	0.000	0.0275	
	N	157	157	157	157	157

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

7. Findings and Discussion

Outline of the study –

Outcome of the study shows that there are noticeable differences among temporary and permanent teachers when it comes to Recognition and Development & Growth Opportunities given to them whereas no such differences are seen in relation to Workload, Initiative and performance. It is found that almost equal workload is being shared across both categories of teachers but still differential treatment is being given to temporary teachers in terms of low Recognition and development and Growth Opportunities. It implies that in spite of insecurity in job, temporary teachers put their best efforts and perform equally well. Significant differences are found in terms of job satisfaction.

Practical Implications-

Management of the teaching institutions and government should ensure fair and equitable treatment for both teachers irrespective of their positions. They should make such recruitment policies which eases the teachers from the stress of fear of job loss and let them concentrate on their work and initiative more efforts in terms of lectures delivered. Also same treatment should be ensured in terms of Recognition and Career advancement facilities provided to temporary teacher's as-well.

Limitations of the study and Recommendations-

The study contributed towards the chaotic teaching sector. There were certain limitations of the empirical study: Firstly, participants in the study only include teachers working in Colleges of Northern Region of India i.e. Tri-City (Chandigarh, Mohali & Panchkula). Secondly, the study was confined to the teaching sector in Northern Region of India. As indicated, such a restriction of the study population and the sampling procedure may influence the generalizability of the results. Future studies integrating participants from other geographical area might reveal further insights into the same.

8. Conclusion

The findings of the study conclude that teaching Institutions should ensure fair and equitable treatment for both temporary and permanent teachers to promote standards of quality of Education in Colleges. Disparity in the treatment of permanent and temporary teachers may lead to reduced efforts of temporary teachers in terms of teaching quality. It is hereby concluded that Government should take measures to reduce this disparity by making fixed term recruitment policy for the highest educated class i.e. teachers. Teachers are made to suffer the fear of job loss which is affecting their professional and personal lives. It is required that changes should be made in the employment terms of teachers to ensure quality of education.

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