



A Study Among Government Degree Colleges Of Kolkata

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Abstract –The term Human Capital was coined by T A Schulz in 2007. The Human Capital consists of the resources or people who contribute towards the Organization. The last 21 years since 2005 has seen a 30% increase in the number of contractual staff members in General Degree Colleges of Kolkata. This number is more in case of Teaching Staff (70%) than that of Non Teaching Staff. The contractual teachers surveyed (N=100) from across different colleges have already served the college for 5 years and looking for a shift immediately. The Contractual Non Teaching Staff (N =50) are ready to move out with a better opportunity whenever availed. Though 60 teachers out of 100 teachers surveyed feels that they were not satisfied with the pay scale they receive. Although, hygiene factors like nature of work, conditions of working, (for example a vestibule of a Seven Star Hotel with all facilities which has been developed at IHM Taratala, Kolkata City), favourable time for research teaching and Work Life Balance is there for teachers. Though, the tag of “ contract teachers” is a detrimental aspect to their societal image. The present study has surveyed on both State and Centrally Aided Colleges. A total number of N =100 teachers were observed. Relevant tests and Cases are developed to justify the study. Findings and Conclusions with suggestions have been rendered by the researcher as was observed by him. Some Suggestive measures were also rendered by the researchers. Perspectives of teachers have been shared by the researcher. His personal observation is highlighted which might differ from one researcher to another.

Keywords: Human Capital, Contractual Employees, Contractual Teaching Staff, Non-Teaching Staff, General Degree Colleges, Job Satisfaction, Pay Scale, Job Security, Employee Retention, Work-Life Balance, Hygiene Factors, Organizational Commitment, Career Mobility, Societal Image, Higher Education Institutions, Kolkata, State-Aided Colleges, Centrally-Aided Colleges.

I. Introduction

The teachers who are employed by the norms of the College or Universities without sanction of the UGC or the University Grants Commission. They are absorbed in large numbers every 3 to 4 years in a Government Aided Organization. It is the salary, what varies. The responsibilities remain the same. Often their contribution towards their Organization or Institution is significantly more than their counterparts serving in the substantive positions.

But due to unknown reasons, such teachers are denied the Central Pay Scales. When with the same qualification, two teachers, one under the Central Pay Commission and another Contractual, even in the Indian Institute of Management, Kolkata, are paid differently, human psychology plays a significant part. The lesser paid teacher tends to move away from the current place and work somewhere else.

This might be called the loss of Intellectual Capital. The teachers are often referred as intellectual Capital from across Organizations in India. Problem Statement- Every Research begins with a problem. Nicholas Watkis in 2018 stated that the purpose of this process is to align every aspect of a Company 's (here college or University) internal



operations to ensure they are as capable of providing values to the customers. Still the word taken together On Contract is detrimental to the societal image of such companies.

Teachers constitute one of the most important forms of intellectual capital in any educational institution. Their knowledge, academic qualifications, teaching experience, professional skills, research capabilities, institutional understanding, and contribution to students and the organization collectively influence the quality and effectiveness of an institution. In colleges and universities, therefore, human resources are not merely employees performing assigned duties; they represent a significant repository of intellectual capital that contributes to the academic, administrative, and developmental objectives of the institution. Unlike physical resources, the value of this intellectual capital is embedded in the knowledge, experience, relationships, competencies, and institutional familiarity developed by teachers over time

Within the higher education system, a considerable number of teachers are employed by colleges and universities according to the requirements of the respective institutions without occupying sanctioned positions under the University Grants Commission (UGC) or the concerned university. Such teachers are generally appointed under contractual arrangements. In Government-aided institutions, contractual teachers may constitute a substantial proportion of the teaching workforce and may continue to serve the institution for extended periods through successive contractual appointments. Although the nature and amount of remuneration may vary considerably between contractual and substantive positions, the responsibilities assigned to the teachers may remain substantially similar. Contractual teachers may perform teaching, academic, administrative, student-support, examination-related, mentoring, research, and institutional responsibilities comparable to those performed by teachers holding substantive positions.

The difference in remuneration becomes particularly significant when teachers with similar educational qualifications, professional capabilities, teaching responsibilities, and experience are placed under different employment arrangements. A teacher appointed under the Central Pay Commission or an equivalent sanctioned pay structure may receive substantially different remuneration from another teacher performing comparable responsibilities on a contractual basis. Thus, employment status can create considerable differences in financial compensation even when the academic and institutional contribution of the individuals is similar. In some situations, contractual teachers may also contribute significantly to the functioning and development of their respective institutions because of their accumulated teaching experience, familiarity with institutional practices, and long-term association with students and colleagues.

Such differences in employment conditions extend beyond financial compensation. Remuneration and employment status may influence an individual's perception of recognition, organizational value, professional dignity, fairness, and future career prospects. When teachers possessing comparable qualifications and performing similar responsibilities experience substantial differences in compensation and employment security, perceptions of organizational inequity may emerge. A contractual teacher who perceives that his or her contribution is not adequately recognized may experience lower job satisfaction, reduced organizational commitment, diminished motivation, or weaker work engagement. Consequently, employment conditions may influence not only the individual's relationship with the institution but also the intention to continue or discontinue the employment relationship.

The issue becomes particularly important when contractual teachers have acquired substantial institutional experience. Over time, such teachers develop familiarity with students, colleagues, academic processes, administrative procedures, institutional culture,



curriculum implementation, and organizational practices. They may also establish professional and interpersonal relationships that contribute to the smooth functioning of the institution. However, continued uncertainty regarding employment, remuneration, career progression, and professional recognition may encourage experienced teachers to explore alternative employment opportunities. In this context, teacher mobility cannot be viewed merely as an individual employment decision; it may also have important organizational consequences.

The movement of experienced teachers from one institution to another can result in the loss of accumulated knowledge and institutional experience. When a teacher leaves, the institution loses more than the services associated with a particular position. It may also lose teaching expertise, institutional memory, student relationships, professional networks, organizational knowledge, research capabilities, and experience accumulated through years of service. These elements constitute important dimensions of intellectual capital. The replacement of an experienced teacher may therefore require considerable time and organizational resources, while the newly appointed teacher may need a period of adjustment before developing comparable institutional familiarity and professional relationships.

This situation creates a significant human resource challenge for higher educational institutions. Colleges and universities depend heavily on teachers for the creation, transmission, application, and development of knowledge. Teachers contribute not only through classroom instruction but also through curriculum development, mentoring, student counselling, examination activities, research, seminars, institutional committees, extension activities, and various academic and administrative responsibilities. Their contribution can influence student development, academic continuity, institutional reputation, and the overall academic environment. Consequently, retaining qualified and experienced teachers is important for preserving and strengthening the intellectual capital of an institution.

The problem becomes more complex in Government-aided colleges and universities, where institutions are expected to maintain academic quality while operating within regulatory, financial, and administrative constraints. Contractual employment can provide institutions with flexibility in meeting staffing requirements; however, prolonged dependence on contractual teachers may raise concerns relating to remuneration, employment security, recognition, career progression, professional identity, and organizational commitment. When these concerns persist, they may affect the psychological relationship between teachers and their institutions and may contribute to a greater intention to seek alternative employment.

From an organizational perspective, the distinction between contractual and substantive employment should therefore not be understood merely as a difference in salary. It may represent a broader difference in the perceived value attached to employees within an organization. The concept of organizational value creation is closely associated with the effective alignment of internal resources and processes with the needs of organizational stakeholders. In higher education, teachers constitute a central internal resource through which academic and institutional value is created for students and other stakeholders. Consequently, policies relating to recruitment, remuneration, recognition, career development, employment security, and employee retention have implications for the institution's capacity to create and sustain academic value.



The central concern is particularly evident when teachers with comparable qualifications and responsibilities experience significantly different employment conditions. If contractual teachers perceive that their knowledge, qualifications, responsibilities, and contribution are not adequately reflected in their compensation or employment conditions, their psychological association with the institution may gradually weaken. This may manifest through lower motivation, reduced engagement, weaker organizational commitment, and eventually an intention to leave the institution. The resulting movement of experienced teachers may create a cycle in which institutions repeatedly lose accumulated knowledge and subsequently invest additional resources in recruiting and developing replacements.

Despite the importance of teacher retention in higher education, the movement of contractual teachers is often examined primarily as an issue of job satisfaction, employment insecurity, organizational commitment, or turnover intention. Comparatively less attention is given to the organizational consequence of such movement in terms of the loss of intellectual capital. The departure of an experienced contractual teacher may represent a loss of tacit knowledge, institutional memory, professional relationships, teaching expertise, and organizational experience that cannot be immediately replaced through recruitment. Therefore, teacher turnover needs to be examined not only as an individual-level human resource outcome but also as a potential organizational-level mechanism through which institutions lose valuable intellectual capital.

The present study consequently focuses on the relationship between contractual employment conditions, remuneration disparity, organizational perceptions, teacher retention, and intellectual capital. It seeks to examine whether differences in remuneration and employment status are associated with perceptions of organizational fairness, recognition, job satisfaction, organizational commitment, and intention to leave among contractual teachers. It further considers how the movement of qualified and experienced teachers may affect the intellectual capital of higher educational institutions.

The significance of the issue lies in the fact that educational institutions are fundamentally knowledge-based organizations. Their infrastructure, technology, laboratories, libraries, and other physical resources are important, but their effective utilization and academic value depend substantially upon the knowledge and capabilities of the people working within the institution. Teachers therefore represent a critical component of institutional intellectual capital. When experienced teachers leave because of perceived disparities in remuneration, employment conditions, recognition, or career prospects, the institution may experience not only a staffing gap but also a loss of accumulated knowledge and organizational experience.

Accordingly, the present study addresses the broader organizational problem of how contractual employment status and differential remuneration may influence the engagement, commitment, retention, and mobility of teachers, and how the resulting movement of experienced teachers may contribute to the loss of intellectual capital in higher educational institutions. Examining this relationship can contribute to a better understanding of contractual teachers as an important component of institutional intellectual capital and can provide insights into the human resource practices required to recognize, develop, and retain experienced academic talent. Such an approach shifts the discussion from remuneration disparity alone towards the broader organizational consequences of teacher mobility and the preservation of intellectual capital in higher education.



II. Literature Review

Employee engagement has increasingly emerged as an important area of research in higher education because the engagement of faculty members is closely associated with their motivation, commitment, satisfaction, teaching effectiveness, and contribution to institutional development. Tahir and Sajid (2019) examined job satisfaction among Indian academicians and reported that the nature of work, opportunities for advancement, and teaching responsibilities were important sources of satisfaction, while working conditions, remuneration, and recognition were significant areas of concern. Their findings suggest that institutional conditions and professional opportunities can shape the attitudes of faculty members toward their work. Similarly, Van Wingerden and Poell (2019) examined meaningful work, work engagement, and resilience among teachers and found that meaningful work could enhance resilience through work engagement and job crafting. This indicates that faculty members are more likely to become actively engaged when they perceive their academic work as meaningful and have opportunities to shape their work environment. Meng and Sun (2019), in their study of university faculty members, established a significant relationship between psychological empowerment and work engagement, highlighting the importance of autonomy, competence, meaningfulness, and influence in strengthening faculty engagement. De Stasio et al. (2019) further examined teachers' work engagement and reported that positive psychological resources, including subjective happiness and compassion, were associated with greater engagement, suggesting that both individual and organizational factors need to be considered when studying faculty engagement.

The importance of job demands and organizational resources in determining faculty engagement was further demonstrated by Han et al. (2020). Based on data from 2,758 university teachers, the researchers found that job demands such as teaching pressure and teaching–research conflict could contribute to exhaustion, whereas teaching resources, social support, and administrative support promoted positive work outcomes through work engagement. A related study by Han et al. (2020) showed that job resources and teacher efficacy were important in explaining teacher well-being and work engagement. These findings are particularly relevant to Government Degree Colleges, where faculty members may simultaneously undertake teaching, research, examination, administrative, and student-related responsibilities. Bashir and Gani (2020) examined job satisfaction and organizational commitment among university teachers in India and reported a significant relationship between the two constructs. Their findings indicate that organizational support, job security, compensation, and challenging work can influence faculty commitment. Such findings provide a basis for examining organizational commitment as a related outcome of employee engagement among college teachers. Research on work-life balance has also emphasized the importance of institutional conditions. Mayya et al. (2021), in their study of college and university teachers in Karnataka, examined work-life balance and demographic differences among faculty members and demonstrated that personal and professional characteristics influence faculty experiences of work-life balance. Franco et al. (2021), through a systematic review, highlighted the importance of work-life balance for teacher well-being and emphasized the pressures created by academic responsibilities.

Kashyap et al. (2022) provided direct empirical evidence regarding faculty work engagement in the Indian higher-education sector. Using data from 293 faculty members, the researchers examined the relationship between dimensions of decent work and work engagement. Their findings showed that access to healthcare and complementary values significantly predicted work engagement, whereas adequate compensation, free time and rest, and safe interpersonal working conditions were not significant predictors. The study therefore suggests that the nature and quality of the work environment are important



considerations when examining faculty engagement. Singh (2022) examined institutional factors of work-life balance among faculty members in higher education institutions and considered recruitment and career progression, work environment, job autonomy, performance assessment, and rewards and recognition. The findings indicated that these institutional factors were associated with faculty job engagement, satisfaction, motivation, and work-life balance. Annamalai (2022) investigated perceived equity, job enrichment, burnout, job satisfaction, and intention to quit among educators in Indian private universities. The study emphasized that perceptions of fairness and the design of academic work influence faculty attitudes and employment outcomes. Rajput and Sharma (2022) specifically examined employee engagement among university teachers in India and considered rewarding coworker relationships, supervisory support, compensation, and opportunities for development as important antecedents of engagement. Their study also examined engagement in relation to in-role performance, organizational citizenship behaviour, and innovative work behaviour, thereby demonstrating that faculty engagement can have implications beyond individual job satisfaction.

Chandel and Chandan (2022) examined faculty engagement and disengagement among 360 faculty members in higher-education institutions and assessed engagement through the dimensions of vigor, dedication, and absorption. Their findings provide support for the use of these three dimensions in measuring faculty work engagement. The study also emphasized the role of institution-specific human resource policies in reducing faculty disengagement. Yaqoob and Kitchlew (2022) investigated the influence of extrinsic rewards on innovative work behaviour, considering work engagement and perceived organizational support. Their findings indicated that work engagement played an important role in connecting organizational rewards with innovative behaviour, while perceived organizational support strengthened the relationship between rewards and engagement. Similarly, van der Ross et al. (2022) examined academic staff engagement during the COVID-19 period and highlighted perceived organizational support, burnout risk, and reciprocity as important psychological conditions associated with engagement. These findings collectively indicate that employee engagement among faculty members cannot be understood solely through individual motivation; institutional support, rewards, leadership, work conditions, and psychological well-being also play important roles.

More recent research has further strengthened the relationship between faculty development and employee engagement. Kovid and Kumar (2023), through a literature review of work engagement among teachers in higher education, identified organizational, job-related, and individual factors as important determinants of faculty engagement and emphasized the need for more context-specific research in Indian higher education. Luthra et al. (2024) empirically examined the impact of faculty-development programmes on employee engagement using data from 267 faculty members and investigated the mediating role of professional development. Their findings suggest that opportunities for training and professional development can contribute to stronger faculty engagement. Li (2023) examined organizational support, job satisfaction, and work engagement among university teachers and emphasized the importance of institutional support and career development in strengthening faculty engagement. Kanujiya and Sahni (2023) examined employee engagement and retention among faculty members in self-supporting colleges in Lucknow and highlighted the importance of engagement for faculty retention and institutional stability. Mishra and Aithal (2023) also examined employee engagement among faculty members in higher education and considered vigor, dedication, and absorption as important dimensions of engagement. Their study highlighted the role of senior management and academic leadership in creating conditions that encourage faculty members to contribute actively to institutional objectives.



Work-life balance has received increasing attention in recent higher-education research. Jain and Jain (2023) examined the influence of work-life balance on employee engagement among teachers in higher education institutions in North India using data from 425 teachers. The study found that work-life balance positively influenced quality of life and that quality of life fully mediated the relationship between work-life balance and employee engagement. Tiwari et al. (2024) extended this area by examining perceived work-life benefits, job satisfaction, organizational commitment, and employee engagement among 270 teaching professionals in Northern India. Their findings indicated that perceptions of work-life benefits influenced organizational commitment and that job satisfaction played a mediating role. The researchers also highlighted the limited amount of research specifically examining employee engagement in the academic sector. Sharma and Upadhyay (2024) examined work-life balance policies, employee engagement, and turnover intention in the higher-education sector of Rajasthan. Their findings emphasized the importance of leadership support, mentoring, flexibility, and career-development opportunities in improving faculty commitment and reducing turnover intention.

Recent studies have increasingly focused on organizational climate, psychological conditions, and institutional practices. Sarangal et al. (2024) examined internal marketing, faculty engagement, and innovative behaviour among teachers in public-sector universities and investigated the mediating role of faculty engagement. The study indicates that institutional practices directed toward employees can contribute to engagement and innovative academic behaviour. Tiwari et al. (2024) similarly demonstrated that work-life benefits and job satisfaction are connected with organizational commitment among teaching professionals. In 2025, research by Gupta et al. examined the use of enterprise social networks for developing faculty engagement in an Indian higher-education institution. The study highlighted the usefulness of digital communication platforms for information sharing, recognition, communication, and strengthening faculty interaction. Another recent study involving 442 academics from 32 Indian universities examined psychological climate, job crafting, and work engagement. The findings indicated that psychological climate directly predicted work engagement and that job crafting mediated the relationship between psychological climate and engagement. Research on meaningful academic work has also demonstrated that high-performance work practices can enhance employee engagement and psychological capital among faculty members in Indian higher-education institutions.

The geographical context of Kolkata provides an additional basis for the present study. Mukhopadhyay and Ghosh (2025) examined work-life balance among teaching professionals in Kolkata and identified workload, work flexibility, and communication beyond working hours as important work-related considerations. Although their study focused primarily on work-life balance rather than employee engagement, it provides useful evidence regarding the distinctive work experiences of teaching professionals in Kolkata. More recent research has also examined the relationship between work-life balance and job satisfaction among Indian higher-education faculty, highlighting the importance of institutional support and the management of academic and personal responsibilities. A 2025 study specifically examining employee engagement among teaching faculty members in higher educational institutions identified management support, institutional culture, recognition and rewards, work-life balance, and job security as important factors associated with faculty engagement. These recent findings reinforce the importance of examining multiple organizational and work-related factors simultaneously rather than treating employee engagement as an isolated construct.

P Brown in 2020 experimented on the loss of Human Capital in Organizations across US.



E Pufferra in 2024 had analysed the loss of human capital in terms of emigration and imbalanced immigration from across the states of US.

Gomez Mejia R, in 2018 have done a thorough study on whether motivation matter.

Research Objectives

- a. To analyze the magnitude of loss of human capital in Government Aided Colleges, both Central and State.
- b. To conduct a survey based research on the teachers serving on Contractual teachers in selected colleges in Kolkata.

III. Research Gap

A study based on Stratification of Teachers based on State Aided College Teachers of Kolkata, Central Institutions of Kolkata and College Paid teachers of Kolkata has not been studied so far. Mukherjee, 2021, and others had researched on Specific Determinants on Hygiene and Motivation – A study among College Hired Contractual College Teachers of Kolkata but the aspect of State Aided College Teachers or Teachers serving the Central Aided Colleges in Kolkata have not been highlighted in their study.

Besides this, The reviewed literature indicates that employee engagement among higher-education faculty has been examined from several perspectives, including job satisfaction, organizational commitment, work-life balance, organizational support, leadership, faculty development, rewards, psychological climate, job demands, and professional development. However, a substantial proportion of existing Indian studies focus on universities, private institutions, self-financing colleges, or higher-education institutions collectively. There is comparatively less empirical research specifically focusing on Government Degree Colleges in Kolkata. A study based on Stratification of Teachers based on State Aided College Teachers of Kolkata, Central Institutions of Kolkata and College Paid teachers of Kolkata has not been studied so far. Mukherjee, 2021, and others had researched on Specific Determinants on Hygiene and Motivation – A study among College Hired Contractual College Teachers of Kolkata but the aspect of State Aided College Teachers or Teachers serving the Central Aided Colleges in Kolkata have not been highlighted in their study.

Furthermore, although a recent study has examined work-life balance among teaching professionals in Kolkata, it does not specifically investigate the determinants of employee engagement among faculty members of Government Degree Colleges. Thus, the present study can contribute to the literature by examining employee engagement among faculty members of Government Degree Colleges in Kolkata and by simultaneously considering factors such as job satisfaction, organizational support, leadership support, faculty development, work-life balance, organizational commitment, and institutional climate.

Research Methodology – Conducting Relevant tests on contractual teachers such as F test, ANOVA, among other tests. Mainly primary data is utilized for the survey. Around 100 number of teachers have been surveyed from across colleges in Kolkata where we find three types of contractual teachers. Teachers who are working at Central Government aided institutes like the IIM Calcutta and IHM Taratala in Kolkata. There is a Central Government Funded deemed to be University called the Army Institute of Management. There are more than 150 Government Aided Colleges in Kolkata, 5 Government Administered colleges namely Presidency now deemed to be University, Bethune College, Maulana Azad College, Government Degree College and Goenka College of Commerce and Business Administration. There are State Aided College Teachers in



Kolkata who are chiefly Contractual Teachers selected under Contractual norms of the State Government of West Bengal. A survey across these teachers includes a stratified survey of all these teachers who are divided across groups. A Stratified Sampling of these teachers serving on Contractual norms have been done by the present researcher

Sampling – Stratified Sampling of Teachers across colleges in Kolkata. Around 100 teachers have been surveyed. Only Contractual teachers were approached for the study. The population being large, sampling were done for teachers who serve across Colleges in Kolkata.

IV. Research Methodology

Both Primary and Secondary data sources has been used in this research work. Primary data was collected from observations, interviews and survey feedback.

The researchers have made an attempt to collect and collate raw data which are furnished effectively to analyze and interpret results.

Among other methods, F test, p value measurement have been conducted to measure the attribution aspects of availing motivation for the strata of teachers who enjoy benefits like cash rewards, rewards in kind, recognition for their hard work and efforts for the students, sponsoring for participation in seminars, workshops or research to obtain a PhD degree.

Statistical tools such as SPSS 27 Software has been used.

The " Data Collect " Software was used to obtain data.

1. Variables

The variables are classified into independent and dependent. By variable, we mean any aspect whose value is likely to be changed. We observed the following independent and dependent variables in this research paper.

Independent Variables

- Salary and Perquisites - Dependent Variables leading to Extrinsic Motivation which might be classified as a dependent variable.
- Rewards and Recognition - Dependent variable include improved performance in the job, decrease in turnover which might be termed as dependent variable.
- Nature of tasks and working conditions - to which decrease in burnout can be associated as a variable factor.
- Research and Development Schemes - to which enhancement of job knowledge, commitment towards job or institution served might be associated as dependent variables.

Hypothesis (Null):

a. H1:There is no significant difference between teachers serving on Contractual Teachers with respect to their gender considering factors such as motivation, hygiene among other factors.

H2:here is no significant difference in terms of Stratification of the Contractual teachers in terms of Social Security.

H3:There is no significant difference among the Stratified Contractual Teachers in terms of Subjects they teach.

H4:here is no significant difference between Stratified Contractual Teachers in terms of their marital status.



H5: There is no significant difference among the Stratified Contractual Teachers in terms of Teaching Experience.

H6: There is no significant difference among Stratification of Contractual Teachers with respect to their job security in the Institution they serve.

Testing of Hypothesis using Analysis Of Variance

H1

Table of Anova

Sum of Squares	Degrees of freedom	Mean	F
Between Groups 21	1	2	1.05
Within Groups 730	345	4	
Total 751	346		

The log table value of F is 3.84 but the obtained result is 1.05. Thus there is no difference in terms of Contractual Teachers in terms of their gender /sex is acceptable.

H2

Table of ANOVA

Sum of Squares	Degrees of Freedom	Mean	F value
Between Groups :61	3	16	7
Within Groups :761	367	2	
Total 822	370		

From this table, it was observed that the F value was 7, which was more than the log table value of 3.84. The level of significance is less than 5%. Thus we reject the null hypothesis that there is no significant difference of teachers across strata that there is a significant difference between them in terms of Social Security.

H3

Table of Anova

Sum of Squares	Degrees of Freedom	Mean	F value
Between Groups :17	1	4.98	2.30
Within groups 713	368	2.96	
Total 730	369		

Hence from the table we can see that the value of F test is lower than the log table value. The level of significance was taken at 0.05. Thus it was observed that the teachers across stratification has no significant impact on the subjects they teach.



H4

Table of ANOVA

Sum of Squares	Df	Mean	F
Between Groups :0.50	5	0.152	0.87
Within Groups 799	356	0.175	
Total 799.5	361		

Thus the value of F is higher than the log table taken at the level of significance 0.05 where the log table value is 3.84. The value obtained was 0.87 and we can accept the Null Hypothesis that there is no significant reason to believe that the marital status of the Contractual Teachers across Strata and post marital cohesiveness of the teachers are being affected.

H5:

Table of ANOVA

Sum of Squares	Df	Mean	F
Between Groups 47	3	8	8
Within groups 718	360	4	
Total 764	363		

From the above table, we can see that the F value is 8 which is way beyond the log table value taken at 5% levels of significance which is 3.84. We need to reject the Null Hypothesis that there exists a significant difference between the Stratified Teachers in terms of teaching experience. This aspect is very important in terms of the Intellectual Capital of Kolkata teachers as a whole.

H6

Table of ANOVA

Sum of squares	Df	Mean	F
Between Groups 78	6	2	6.75
Within Groups 392	346	4	
Total 470	352		

From the Table H6 we can see that the F test of the Contract Teachers across Stratification is calculated as 6.75. If we take the level of significance as or 5%, the F test value is very high. So we reject the Null Hypothesis that there exists significant difference in terms of Stratification of Contractual Teachers in terms of Job Security. Hence every teacher whether State Aided College Teachers, College Paid Contractual Teachers (Mukherjee, R,2020, Shodhganga thesis Reservoir of the UGC and those of the Contractual Teachers working across Central Government Funded Institutions suffer significantly in terms of Job Security.

V. Findings from Data Collect Software

Remuneration across stratified Contractual teachers, in which case the factorial mean derived from this factor of Motivation of Contractual Teachers with their lack of satisfaction with salary and turnover intentions was arrived as 2.76. 68% of these teachers are dissatisfied with the salary they receive (M=2.58). They cannot avail leaves (M=0.17) apart from only casual leaves and paid holidays of the college. They were also dissatisfied with medical (M=2.33) and housing allowance (M=2.56).



1. Grievance handling - The total mean derived from grievance handling process of the institutions they serve came to 4.72. M=4.89 teachers on mean average said that the grievance handling is better addressed in their Organizations. This value is observed high in Central Government Funded Colleges like IHM Taratala and IIM Joka. The data is low (2.79) in State Funded Colleges.

2. Participation in decision making - The mean score of Participation in decision making was found to be 2.39. The College teachers irrespective of their Strata are dissatisfied with the process of Participation in decision making. M=2.92. Less than 0.01% of them are able to express their opinion to the decision making authority ($r=0.336$ at 1% level of significance) . Besides this, the teachers irrespective of their strata are not consulted about changes at work which is calculated to be around 2.58. This factor leads to burnout and turnover intentions.

3. Physical environment - The factorial mean for Physical environment was figured out at 4.78. Majority of the respondents 84% revealed that the classrooms where they teach are properly illuminated and ventilated M=4.79. The furniture is also adequate for them however regular change and modifications were required M=4.89. 67% of these teachers reported that there was no provision for recreation M=4.45.

4. Socialization

The mean of this factor was arrived at 4.93. 85% of the College teachers across stratification are happy with their colleagues and office staff. The quality of work life is 0.407. However, growth and recognition aspect is lagging and the teachers were not supported for their good work M=2.754.

VI. Conclusion and Discussion

Results of the study indicates that Contractual teachers across Stratification are lagging behind in terms of pay, fringe benefits, reward aspects among others. The Contractual teachers are deprived of fringe benefits and rewards. The nature of work, supervision, communication and operating conditions across the Colleges.

Adequate Levels of Salary and benefits are not reaching these teachers. Not enough security is availed by them. A proper performance appraisal and evaluation system must be incorporated. Clarity in terms of payment should be done.

Furthermore, the grievances must be addressed and redressed. A compact opaque system of retaining staff across stratification must be done in this regard.

Scope of Future Research

- The whole of the State of West Bengal in terms of this research should be done
- b. What are the possible reasons for a Contractual position?
- Why are some posts substantial while others contractual
- The domain or field of study needs to be increased.
- Specific aspects of psychological features of teachers across stratification must be done.
- e clear and unanimous in approach.
- The Contractual Teachers must also pass through a structured induction and socialization process when they enter the Organization to



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