

Effectiveness of Supervision and Management on Teaching Staff in Engineering Colleges

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Abstract: The purpose of this study is to examine the impact of effectiveness of supervision and management among male teaching staff in private engineering colleges. This paper aimed to study the significant difference among male teaching staff for effectiveness of supervision and management with respect to their tenure. In order to enhance efficiency, job satisfaction and job commitment of employees, the organization must satisfy the needs of its employees by providing effective supervision and management. A structured 5 point Likert scale questionnaire was administered on 100 male teachers working in private engineering colleges of Nagpur to collect the data. The data was analyzed through SPSS by using statistical tools such as descriptive statistics, t- test and Anova. Based on the statistical findings it was found that there is a significant difference between 1-8 years work experience and 8 years above work experience. The results highlight that employee tenure (work experience) acts as a major important factor for effectiveness of supervision and management.

Keywords: *Effectiveness, Supervision, Management, Engineering colleges.*

Introduction

An organization is an entity comprising of multiple people, such as an institution or an association that has a collective goal and linked to an external environment. Organization is also the act of forming or establishing something. It can also refer to a system of arrangement or order, or a structure for classifying things. Deshmukh (2004) in the article "IIT Model For TQM in Excellence in Higher Education" is of the view that quality of the educational institution depends on the commitment and objectives identified by an institution ensuring that the institute's goals are clearly defined, and all tasks and responsibilities within the institution are specified in relation to these goals, which are effectively supported.

The most important assets of any organization are its employees. The success or failure of any organization depends upon how the employees perceive their work Environment, whether the perception is positive or negative, whether the employees feelings about the organization are cordial or not? This perception which is termed as organizational climate in turn defines growth, satisfaction and happiness of the employees. Sree Rekha & Kamalanabhan (2012) stated that the management should set up an open channel of communication enabling to the employees' daily routine to help employees ventilate. This can help management to elicit information regarding employee job satisfaction. It is also stated that the management needs to concentrate more on improving favourable job attitudes like commitment and satisfaction towards the job and intra-organizational factors, to reduce unfavorable job attitudes.

Sule (2013) in a response to critics on the quality of education and as a measure of improvement on the glaring downward trend on educational achievement observed that supervision (internal or external) has become a veritable instrument for checking teachers' job performance. Biggs (2003) posits that the purpose of teaching in higher education is to promote the development of high order learning processes, which he suggests appear to come naturally to high-achieving undergraduates students. Mullins, Laurie J.(1989) noted that an organization can only perform effectively through interactions with its holistic environment. That implies that the

organizational structure, management systems, and processes must be designed to cope with the factors that are inherent to that environment.

Educational Management involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals. Today, the demand for effective management is rapidly taking centre stage more than ever the world over (Okumbe, 1998). This effectiveness is judged by the extent to which schools acquire the necessary instructional materials and teachers, and how they provide a congenial organizational climate and generally meet the expectations of the society within which they are established. To achieve this objective, immediate supervisor are expected to apply appropriate management skills. The supervisor has a crucial obligation in discharging management duties in the organisation. Therefore, the overall management of departments rests with the head of the department working with and through the teachers to maximize their capabilities in the profession and achieve the desired educational goals. India completed more than six decades after independence; during these years, the country has had eleven five year plans of development. The technology capacity of the nation, a key determinant of the pace, quality and quantum of economic and social growth has increased manifold. This has been possible on account of the corresponding quantitative and qualitative expansion of technical education.

Engineering education is a basic and essential input for national development and strengthening of the industry, economy and ultimately improving the quality of life of the people. It has made a significant contribution to India's economic development. The programs, which have advanced the country and diversified and augmented production since independence, are largely because of the manpower produced by engineering institutions of the country. Pozo-Munoz & B. Fernandez-Ramierz (2000) have emphasized that teaching staff has a key role in the provision of high quality education. They observe that the teaching staff is at the heart of university's work specially in imparting knowledge.

The role of engineering teacher is fast changing due to the rapid changes in the socio-economic scenario in the country. Today's teacher has to perform a variety of tasks pertaining to diverse roles in addition to teaching including research, development of learning resource material, guidance and counseling the students etc., The objective of technical education is not only to provide continuous supply of technical manpower to meet the needs of the industry and the community but also to keep updated in their professional knowledge and skills. Shortage of faculty is another factor which is adversely affecting the quality of teaching learning process. Staff development is a continuous process and has pedagogical, technical, management, industrial exposure and professional development components. It should take into account the present and future job requirements and the innate capabilities and interests of the teachers. It should also conform to the goals and aspirations of individual teachers of building up a career for him in the institution, thus providing for vertical mobility. The teachers are far more important to advancement of engineering education than details of curricula and grandness of physical facilities seems to be ignored by the educational planners.

Higher education should encompass learning and scholarship all the way up to the current frontiers of knowledge, research that pushes the frontiers of knowledge, technology at the cutting edge, innovations to address problems and opportunities in industry / society and finally entrepreneurship that generates wealth in the society.

Hypotheses

H₀: There is no significant difference for the effectiveness of supervision and management among the faculty based on their tenure (level of work experience).

Literature Review

When employees help others complete a task, cooperative with their supervisors, or suggest ways to improve organizational processes, they are engaging in contextual performance (Van Scotter et al., 2000). When roles have to be flexible, tasks change, there is too much work to

do, or different organizational roles create demands that conflict with each other, a social outlet may solve problems that formal organizational change cannot do as quickly (Quick, Quick, Nelson, & Hurrell, 1997). Moreover, on the other side, conflict with one's supervisor is one of the primary predictors of absenteeism (Geurts et al., 1993). Malakolunthu *et al* (2010) studied teachers' professional experience and performance in relation to work environment and general welfare in Malaysian Secondary Schools. Six components of work environment were identified: collective purpose, respect and recognition, job design, health and learning, workload, and institutional support. Results revealed that professional experiences were adverse for the teachers. It is also seen that various trainings based on inculcation of values, ethics, skills etc. have a positive impact on the ability of making adjustment in the respective field of job.

Supervisors are mandated with the responsibility and duty to bring together and coordinate all the resources within the school for the achievement of desired educational goals. Birgen (2007), the ultimate responsibility for effective functioning of the school is the province of the head teacher, the chief executive of the school. As Knezevich (2004) advises, teachers want their head as supervisor to be "a colleague not a boss". The head as a supervisor must be approachable, supportive, and less relying on bureaucratic power. Harris (2013) spells out clearly the effectiveness of supervision which maintains and improve the teaching and learning process. Musungu and Nasongo (2008) argue that teachers generally dislike being the object of supervision, they tend to perceive supervision as inherent in the administrative hierarchy and to see the head as the supervisor as being somewhat a threat.

Supervision

The goal of supervision is that of quality control. Every institutions teacher uses his or her optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of their position and the directions of his efforts. Supervisor support is very important (Loscocco & Spitze, 1990), said that work environment as socially supportive can reduce what could otherwise be adverse effects of high strain or high demand jobs. Supportive, as opposed to more heavy-handed, contacts with supervisors is generally tied to greater job satisfaction (Koslowsky, Schwarzwald, & Ashuri, 2001).

A survey did by Johnson, S.M., Kraft and Pappy (2012) to see the effect of teachers' working conditions on their professional satisfaction and their students' achievement in Massachusetts. Researcher framed three research questions (1) Do the conditions of work in Massachusetts public schools affect teachers' satisfaction with their jobs and their career plans? (2) Are schools with better conditions of work more successful in raising student performance than schools with less supportive working conditions? (3) If the conditions of work are important, what elements of the work environment matter the most? Data was collected by survey method. Teacher satisfaction, teacher career intentions, and student achievement growth were the three primary outcomes of this study. Results revealed that teachers' work environment was significantly correlated with the teacher satisfaction and hence students academic growth. Among all the elements of teachers work environment, clean and well-maintained facilities or access to modern instructional technology were found more important elements for teachers satisfaction and students academic growth.

Oshungboye (2001) identified some qualities of a good instructional supervisor. He said; a good instructional supervisor must be strong-willed, consistent and fair in his dealings with other people. He must be cooperative and view his job as a team-type service. He must be true to his own ideals but at the same time be flexible, needs loyal and respectful of the beliefs and dignity of those around him. He must help to clarify educational objectives and goals and enlighten teachers on their implications. He must maintain, around himself, a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal.

Grant (1999), noticed that supervision is a complex process that requires both situational awareness and a flexible posture. Workers' ability to form supportive relationships at work is one of the strongest characteristics of highly productive work places (Gummer, 2001). Aubry, Milena C.(2010) also studied the perceived work environment of highly effective teachers. Study findings indicated that teachers believed that good work environment is the important factor in promoting student learning. Nakpodia (2006) asserts that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated.(Okendu,2012).

(Glickman et al, 2001) assert that supervision has traditionally been perceived as an act of controlling teachers instructional behavior, the term supervision portrays a system where teachers deliver instructions in a way and manner designed by higher authorities or a set of principles and procedures. It involves direct and indirect inspection and control of teachers' instructional activities. This concept seems to place emphasis on teachers' compliance with laid down procedures rather than allowing them to develop innovative abilities to work. Staff supervision, also known as staff coaching, is described to be one of the components of professional development. This includes the variety of education, training, and development activities. The common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their performance (Burkhauser & Metz, 2009).

Effectiveness

A study of extant literature on effectiveness in teaching in both schools and higher education reveals that defining effectiveness is inherently contentious. Evans (1998) maintained that there can be no consensus about what characterizes effective teaching until the aims of higher education are agreed upon. Debates about the purpose of higher education proliferate, and the emphasis placed by teachers on the rapid acquisition of evolving knowledge or the development of high level cognitive and personal skills colors diverse notions of the aims of HE and hence of effectiveness. In teasing out what might be meant by an effective university teacher, Yates (2005, p. 687) suggests that it is "crucial to differentiate between the notion of the "effective" teacher (indexed by student learning criteria) and that of the "good teacher" (indexed by professional respect and humanistic criteria)".

Berliner (2005) perceives these as conceptually separate parts – he suggests that good is normative, representing what is expected of a professional in a teaching post, while "in contrast, effective teaching is about reaching achievement goals, it is about students learning what they are supposed to in a particular context, grade or subject" (p. 207). The implication of this is that assessment of teaching effectiveness should derive more from the extent of student engagement and positive achievement outcomes than from overt measures of teacher behaviour or performativity, the latter relating more to teacher evaluation or appraisal than any evaluation of their effectiveness. Perversely, while this stance is logical from an educationalist's perspective, policies and discourses that inform higher education policy and governmental notions of high quality provision are heavily associated with performativity, managerialism and marketization (Ball, 2003).

These three contextual factors are posited by Skelton (2005) as providing a useful framework to consider notions of excellence in higher education teaching. New managerialism emphasises the 3Es of economy, efficiency, and effectiveness, which together comprise crucial criteria for

judging excellence from the perspective of governments and senior managers in higher education and also provide the basis for greater accountability, the salient feature of structures and systems dependent on market forces and competition. High rankings in public league tables render institutions more attractive to potential students who, increasingly, expect high quality teaching.

As Campbell *et al* (2004) point out, most studies in teacher effectiveness take achievement against standardized tests as the benchmark for an outcome measure, with the implication that these tests stand “as a proxy for other kinds of learning”. In a contemporary higher education context, these other kinds of learning may be defined as:

- Becoming an independent learner.
- Developing meta-cognitive skills.
- Solving problems.
- Acting on feedback.
- Assessing one’s strengths and weaknesses.
- Acquiring generic study skills, e.g. communicating effectively, making effective use of technology to promote one’s own learning.
- Working effectively with others and
- Efficient time-management.

The promotion of these skills is as difficult for university teachers to assess as it is for school teachers, but if such learning is embodied in the expected learning outcomes, a valid model of an effective university teacher must logically include this assessment. There are many definitions of organizational effectiveness, and the term is often used interchangeably with organizational performance. However, most researchers agree that organizational effectiveness extends beyond organizational performance (market share, profits, return on investment, or efficiency) to embrace measures such as customer service and social responsibility.

Campbell also identified thirty possible indicators of organizational effectiveness. While there are several ways to measure organizational effectiveness, selection of the appropriate criteria depends on the primary purpose of the organization—that is, whether it is focused on internal priorities (such as return on investment) or external outcomes (such as contribution to society). Protected areas management institutions mostly manage public lands (or private lands under agreement with private or community owners) for the production of public benefits. As such, for the purpose of this paper, organizational effectiveness is defined as “the extent to which an organization achieves the outcomes it is mandated to produce.

Methods

Participants and procedure

In this surveys, respondents were informed the purpose of conducting this study and assured anonymity. Specifically, they were informed that individual responses would not be shared with any one in the organization the data would be used solely for research purpose. All the respondents were given time to complete the surveys at work, and asked them to return the filled questionnaire directly to the researcher. The study was conducted on a sample of 100 male individuals who is working as a faculty in private engineering colleges in Nagpur, Maharashtra. The sample divided in two groups. Group A = 1-8 years’ work experience (N=50) and Group B = 8 years above work experience (N=50). The sample consisted of faculty with same occupation with different designations, namely, assistant professors, associate professors and professors. The hypotheses were tested by using MS- Excel and SPSS Version 20.

Measures

In order to understand the influence of tenure on effectiveness of supervision and management among teaching staff. Researcher administered a questionnaire on individual participants to fill the items manually with work experience to check their level of effectiveness of management and supervision. PWES (Perceived work environment scale) scale developed by (S.M. Khan,

2011), with reliability ($\alpha = 0.93$) as well as discriminant and convergent validity. Variable consists of 13 positive items, no negative items were involved which talks about the level of organization supervision and management. A sample item is: “Management encourages us to make suggestions for improvements here; my supervisor/boss motivates employees to work together as a team and the organizations employees benefit program are satisfactory. The research utilized convenient sampling method that is considered appropriate for the exploratory studies underlying further research (Coolican, 2004). All the 13 items from the questionnaire were rated on a on a 5-point Likert type scale ranging from 1- strongly disagree to 5-strongly agree, 4- agree, 3 -undecided, 2-disagree.

Data analysis and Results

Descriptive Statistics

At first to analyze, the effectiveness of supervision and management descriptive statistics were performed individually for group A, group B and overall sample. Independent sample *t- Test and Analysis of variance (ANOVA)* were also used to check our hypotheses. Mean, SD and percentage is calculated separately for each item of questionnaire to exhibit item wise analysis. where the mean score of 1 indicates extremely low, 2 indicates below average tendency, 3 indicates average, 4 indicates high level and 5 represents extremely high level of effectiveness of supervision management among the respondents. In order to make interpretation easy the mean score were converted in to percentage by using the formula percentage score = (Mean – 1)* 25. This indicates the score of 1 is 0 percent, 2 indicates 25 percent, 3 indicates 50 percent, 4 indicate 75 percent, 5 indicate 100 percent. Percentage score indicates the degree of effectiveness of supervision and management.

Table1: Means, Standard Deviations and percentage

S.No	Items	1-8 years work experience		
		Mean	SD	Percentage
1	Management tells employees about organizations plans and development.	2.96	1.18	59.20%
2	Management encourages us to make suggestions for improvements here,	3.34	1.08	66.80%
3	For my kind of job, the working conditions are O.K.	3.36	1.08	67.20%
4	Supervisor has always been fair in his dealings with me.	3.22	1.25	64.40%
5	My supervisor/boss motivates employees to work together as a team.	3.24	1.25	64.80%
6	I have confidence in the fairness and honesty of management.	3.54	0.91	70.80%
7	Management here is really interested in the welfare of the employees.	3.51	1.15	70.00%
8	Most of the higher-ups behave friendly towards employees.	3.68	1.15	73.60%
9	I’m satisfied that employees benefits are taken care off here.	3.28	1.31	65.60%
10	The organizations employees benefit program is satisfactory.	3.48	1.28	69.60%
11	My supervisor/boss tries to get our ideas about things.	3.38	1.07	67.60%
12	My supervisor/boss work is well organized	3.33	1.16	66.00%
13	This organization operates most efficiently and smoothly	3.36	1.14	67.20%
Total		3.36	1.15	67.14

Table 1 shows descriptive analyses for effectiveness of supervision and management among male teaching staff who is having teaching experience of 1-8 years. Item no 8 shows that they are above average level of effectiveness of management/supervision with mean score (M=3.68; SD=1.15), where 73.60% participants agree that their higher-ups behave friendly with them. Item no 1, shows they are below average level of effectiveness of management/supervision with mean score (M= 2.96; SD=1.18), where 59.20% participants only agree Management tells employees about their organizations plans and development.

Table2: Means, Standard Deviations and percentage

S.No	Items	8 years above experience		
		Mean	SD	Percentage
1	Management tells employees about organizations plans and development.	3.86	1.03	79.20
2	Management encourages us to make suggestions for improvements here,	4.12	1.00	82.40
3	For my kind of job, the working conditions are O.K.	3.61	1.12	72.00
4	Supervisor has always been fair in his dealings with me.	3.76	1.02	75.20
5	My supervisor/boss motivates employees to work together as a team.	3.78	1.11	75.60
6	I have confidence in the fairness and honesty of management.	4.16	0.84	83.20
7	Management here is interested in the welfare of the employees.	3.78	1.00	75.60
8	Most of the higher-ups behave friendly towards employees.	4.12	0.85	82.40
9	I'm satisfied that employees benefits are taken care off here.	3.42	1.21	68.40
10	The organizations employees benefit program is satisfactory.	3.51	1.22	70.00
11	My supervisor/boss tries to get our ideas about things.	3.82	0.96	76.40
12	My supervisor/boss work is well organized.	3.56	1.01	71.20
13	This organization operates most efficiently and smoothly.	4.04	0.73	80.80
Total		3.81	1.01	76.34

Table 2 shows descriptive analyses for effectiveness of supervision and management among male teaching staff who is having teaching experience of 8 years and above. Item no 6, shows that they are above high level effectiveness of management and supervision with a score (M=4.16; SD =0.84), where 83.20% indicates that most of the respondents have confidence in the fairness and honesty of management. Item no 9,shows they are above average level of effectiveness of management and supervision with a score of (M=3.42;SD=1.21), where 68.40% indicate they are satisfied that employees benefits are taken care off.

Table3: Descriptive statistics of both groups

Tenure	N	Mean	Std. Deviation	Std. Error Mean
male 1-8 years' work experience	50	43.6400	9.12668	1.29071
male 8 years above work experience	50	49.6200	7.57787	1.07167

The mean score of group A, male with 1-8 years' work experience was 49.62 (SD = 7.5) and the mean score of group B, male with 8 years above work experience was 43.64 (SD = 9.12). Group B, Male with 8 years above work experience are more satisfied with effectiveness of supervision and management than the group A, Male with 1-8 years' work experience

Table 4: t- test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	5.757	.018	-3.565	98	.001	-5.980	1.677	-9.309	-2.650
Equal variances not assumed			-3.565	94.79	.001	-5.980	1.677	-9.310	-2.649

Now from the above table we can observe the results for the T Test. This table contains two sets of analyses: the first assumes equal variance and second does not. To assess whether our statistics is for equal and unequal variance, researcher used the significance level associated with the value under the heading, *Levene's test for equality of variances*. It tests the hypothesis that the variances of two groups are equal or not. According to above observation, the value under column of Sig is less than .05 ($Sig=.018 < .05$), which indicates two groups do indeed have unequal variance. In the above case the value 0.18 which was less than .05 which shows variance of two group, group A and group B are not equal in their effectiveness of supervision and management, the t statistics under the assumption of unequal variance has a value of – 3.565 and the degree of freedom as a value of 94.79 with an associated significance level of .001.

The significance level tells us that the probability that there is no significant difference between the effectiveness of supervision and management for male faculty of different tenure is false. Thus, we should use the T test statistics in row labelled equal variance not assumed. Under the column of “equal variance not assumed” the P-value of .001 is less than “0.05” alpha level, so we can reject the null hypothesis. According to the t-test, we can reject the null hypothesis. Hence there was a enough evidence to suggest a significant difference between the scores of ESM of two groups of faculty with different level of work experience, $t(94.79) = -3.56, p < .05$.

Table 5: ANOVA test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	894.010	1	894.010	12.706	.001
Within Groups	6895.300	98	70.360		
Total	7789.310	99			

Above table indicates that there were significant difference between group A, male with 8 years' work experience and group B, male with 8 years above work experience. According to the Analysis of Variance, there were significant differences between the means of two groups for the effectiveness of supervision and management with their tenure $F(1,98) = 12.70, p < .01$.

Discussion

This study focused on how the teaching staff perceived the work environment and effectiveness of supervision and management among them. Hypothesis is no significance difference in faculty for the effectiveness of supervision and management with the tenure. The findings show that there is significance in their level of effectiveness of supervision and management with the tenure. The results indicate that the tenure (level of work experience) has a positive impact on effectiveness of supervision and management. Increasing the period for level of work experience which leads increasing the level of satisfaction in the faculty towards organization. Nitin Nayak & Madhumita Nayak (2014), survey revealed that the significant predictor for stress management and improving job satisfaction was found to be friend support among officers and staff. Senior support was also found to be an important predictor of job satisfaction among officers

In table 1, Item no 6, mean score ($M= 3.54$; $SD=0.91$) which falls in the category, above average level of effectiveness of management/supervision. This item contributing more than the rest of the items with 70.80%, which means faculty has high confidence in the fairness and honesty of management. Item no 1, mean ($M =2.96$; $SD = 1.18$), 59.20% contributing less to effectiveness of supervision and management. Which means faculty is not much aware of organizations plans and development. Table 2, Item no 2 & 8 both shows above the high level of effectiveness of management and supervision. Mean scores ($M=4.12$; $SD =1.00$) and ($M = 4.12$; $SD=0.85$), where 82.40% indicates that Management encouraged them to make suggestions for improvements and Most of the higher-ups behave friendly with them. Item no 10, shows they are above average level of effectiveness of management and supervision with a score of ($M=3.51$; $SD=1.22$), where 70% participants are satisfied with their employees benefit program in their organization.

Observing the both groups by comparison researcher noticed the average mean scores the group A ($M=3.36$; $SD = 1.15$), 67.14% and group B ($M=3.81$; $SD = 1.01$), 76.34% were above the level of average effectiveness of management and supervision, but group B, is more far from average level and near to high level of effectiveness of supervision and management. This shows group B, 8 years above work experience is highly contributing to effectiveness of supervision and management than group A. Interaction with employees is very important it might be formal or informal, Deshmukh S G, (2006) Learning environment helps faculty member in improving the quality of their research by cross functional efforts through better interaction with different department of same or other institute, industry, controlling bodies, students. Heskett et al. (1997) presented cross-sectional evidence that employees' perceptions of their capabilities, satisfaction, and length-of-service were correlated with customer satisfaction. They found that employees' attitudes towards their company and their jobs lead to positive employee behaviors towards customers (Rucci, Kirn, & Quinn, 1998).

Consequently, we illustrated that there is always resource to handle change, which helps the organization to, accomplished their goals and objectives. Therefore, it is essential for the organization to know the basic needs of the employees to provide efficient supervision and management which leads individual and organization in the path of success. Good working conditions and communication with the employees that ensures organization runs in smooth, resolves the conflicts, and leads ultimately increases organizational effectiveness and success. Ryan et al., (1996) argued that organizational performance is not simply a sum of individuals' performances; therefore, it may be influenced by factors other than that affecting individual-level performance.

Limitations and implications

Data were collected from limited colleges that too in specific regions, which makes researcher to confines for specific factors to analyses. Covering more colleges in different regions, which improve the generalizability of our findings. In this study, it talks about only tenure; in future scholars may add some more variables with different demographics like age, gender,

qualification. Due to time factor researcher unable to collect more sample size from population, this limitation can be overcome in future research by including more organization and more participants. This study performed in private engineering college in future this study can replicate in government engineering colleges to explore more possibility in research.

Conclusion

The result of the present study have shown that teachers having more work experience have significantly better and positive perception towards supervision and management, compare to the teachers having less work experience in the private engineering college. Since organizations imply cooperative effort and hierarchical relations, there must be supervision and personnel relationship, including the training and development of personnel. As most of the authors on the subject have pointed out that, the achievement of an organization depends up on its clear goals and objectives, which should be clearly communicated and coordinated with the individuals. Since the cooperators in organizations are human beings, the element of 'human relations' of inducing loyalty, identification with the organization and its goals becomes an essential element in the efficient functioning of any organization. Top management should come with a valuable tool for improving the efficiency and effectiveness of the organization.

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