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day government working. It supports in removing the human interface between the government and people- working towards the ideal of the least governance.

The current scenario expects the re-engineering in using IT to simplify and make the government processes more efficient is critical for transformation to make the delivery of government services more effective across various government domains and therefore needs to be implemented e-governance.

Conceptual Framework of e-governance:

With the increasing awareness among citizens about their rights and the resultant increase in expectations from the government to perform and deliver, the whole paradigm of governance has changed. Government, today, is expected to be transparent in its dealings, accountable for its activities and faster in its responses. This has made the use of ICT imperative in any agenda drawn towards achieving good governance.

e-Governance or 'electronic governance' is basically the application of Information and Communications Technology to the processes of Government functioning in order to bring about 'Simple, Moral, Accountable, Responsive and Transparent' (SMART) governance.3 This would generally involve the use of ICTs by government agencies for any or all of the following reasons: (a) Exchange of information with citizens, businesses or other government departments (b) Speedier and more efficient delivery of public services (c) Improving internal efficiency (d) Reducing costs / increasing revenue (e) Re-structuring of administrative processes and (f) Improving quality of services.

AccordingtotheWorldBank

 "E-Government   referstotheuse   bygovernmentagenciesof informationtechnologies(suchasWideAreaNetworks,theInternet,andmobilecomputing)thathavetheability totransformrelationswithcitizens,businesses,andotherarmsofgovernment. Thesetechnologiescanserveavarietyofdifferentends:betterdeliveryofgovernmentservicestocitizens,impro vedinteractionswithbusinessandindustry,citizenempowermentthroughaccesstoinformation,ormoreefficie ntgovernmentmanagement.

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India
Theresultingbenefitscanbelesscorruption,increasedtransparency,greaterconvenience,revenuegrowth, and/orcostreductions."

UNESCOdefinese-Governanceas;

"Governancereferstotheexerciseofpolitical,economicandadministrativeauthorityinthemanagementofac ountry'saffairs,includingcitizens'articulationoftheirinterestsandexerciseoftheirlegalrightsandobligatio ns.E- Governancemaybeunderstoodastheperformanceofthisgovernanceviatheelectronicmediuminordertofacili tateanefficient,speedyandtransparentprocessofdisseminatinginformationtothepublic,andotheragencies,a ndforperforminggovernmentadministrationactivities."

ThecouncilofEuropehastakene-Governancetomean:

"Theuseofelectronictechnologiesinthreeareasofpublicaction: relationsbetweenthepublicauthoritiesandcivilsociety, functioningofthepublicauthoritiesatallstagesofthedemocraticprocess(electronicdemocracy), theprovisionofpublicservices(electronicpublicservices)"

Dr.APJAbdulKalam,formerPresidentofIndia,hasvisualizede-GovernanceintheIndiancontexttomean: "Atransparentsmarte- Governancewithseamlessaccess,secureandauthenticlowofinformationcrossingtheinterdepartmentalbarrie randprovidingafairandunbiasedservicetothecitizen."

Conceptualizing Good Governance:

Good governance is a concept that has recently came in regular use political science, public administration and in development management. It is conceptualized as a development process. This provides a framework within which political, social and economic priorities are based on a board consensus in society, and that the voices of the poorest and most vulnerable are heard in the decisions making processes regarding the allocation of resources. It has major implications for equity, poverty and quality of life. In particular Good Governance may be defined as comprising the processes and

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structures that guide political and socio-economic relationships, with particular reference to commitment to democratic values, trusted services and just and honest business (Darwell, 2002)

Review of Literature:

Dr.Pradeep Mittal and Amandeep Kaur, 2013highlighted in their work the main challenges related to the implementation of e-Governance in India. They pointed out that there are a large number of obstacles in implementation of e-Governance in India. They made categories of challenges of e-governance: Environmental and Social Challenges, Economical Challenges and Technical Challenges.

SanjayKumarDwivedi & AjaykumarBharti, 2010emphasized theproblems facing by the government and public sector organizations in all over the world to perform their administration and to making it efficient and cost effective. They have considered the effective use of information and communication technology (ICT) for e-governance for to provide proper services to citizen. Findings of their research were considered e-Governance as a high priority agenda in India, they found out that e-governance is the best way to make the business of governance inexpensive, qualitatively responsive, and truly encompassing.

Sachdeva, 2008discussed about the knowledge of the user ofthe e-governance website government as well as people for whom this e-governance isestablished. Results of this paper were that government should make short term as well as long termstrategies for the implementation of the e-governance. He further emphasised upon properformat for the Standards, Infrastructure, Legislations, and strategies to facilitate proper implementation and also required establishment of different institutions under the Ministry of Information Technology.

Make acceptably from the citizen and employees for e-governance.

SinghShalini, 2010focused onthe system related to right to information,The Right to Information (RTI), which gave the citizens of India access to records of the centralgovernment and state governments, was thought to be one of the most revolutionary of legislation inrecent India which can make India one of the highly developed democracies. He has also discussedabout the some booming initiatives that can guide Results of this article that there are several challengesarising for e-governance restrained and not excitement. Government is still failure to deliver e-governancein better way from last more than a decade.

Kalsi, RaviKiran, & SCVaidya, 2009 statedthe requirement for revolutionfrom traditional governance to e-governance. In addition, they tried to identify good way for governance. They emphasized on utilization of e-governance for citizen and how much they were benefited fromit.

Findings revealed that the developing country and governance requires Joint Corporation between variousmajor players in the society. Government should limit on mutual approach.

(AnandAgarwal, PragyaShah, & VarunWadhawa, 2008)have stated about the quality of thegovernance online services. In the finding part they proposed a comprehensive model for the qualitymeasurement for measuring quality of the electronic governance. They have recommended a two stagedesign combining which covers qualitative and quantitative research methods to develop themeasurement model.

Tapscott and Agnew (1996)emphasized that the internet, in particular, creates an opening for new forms of interaction with the citizen that allow real time participation in the governmental and democratic process.

Peng (2003) stated that we recognize that we do not have all the answers. We will continue to consult our stakeholders on how they would like their country's technical future to take shape. We should also needs to exchange with other govt. on best practices and plans. It is anybody's guess how the next IT revolution will take shape.

Scope of the Study:

The Study is focused on Administration of Good Governance and Challenges faced in implementation of e-Governance in Maharashtra State of India. This study was confined to State of Maharashtra where in all five region of Maharashtra State from Rural as well urban parts were taken for the responses.

Research Problem:

This study was aimed at investigating the various factors of good adaptation of e governance and various challenges of e governance. Do these challenges of e governance vary as per demographic factors?

Research Question

1) Which are the challenges of e-governance mostly influences in implementations of good governance.
2) Whether there is difference among demographic al variables influence on the various challenges of e-governance and factors of good adaptation of e-governance.

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3) Whether there is difference in terms of challenges of e governance as per region wise response of respondents.

Research Objectives

1. To study the factors creating impact for good governance for effective implementation of e-Governance.

2. To identify the challenges of e-governance implementation in Maharashtra State of India.

3. To understand the relationship between the various challenges of e-governance and demographic factors variables.

Hypotheses

Hypothesis 1: There is statistically difference between region of the respondents and challenges of e-governance

Hypothesis 2: There is significant difference between educational qualification of respondents and challenges of e-governance

Hypothesis 3: There is statistically difference between gender of the respondents and challenges of e-governance

Research Methodology:

In this study Quantitative Research Method was adopted where in Descriptive research design was administered to carry out the research. The self-structured questionnaire was used as the primary survey instrument for carrying out perception of the citizens of Maharashtra State. The researchers have adopted Non- Probability convenient sampling technique was preferred for collecting data.

The sample respondents were Maharashtra State where all five regions are covered to get varied responses from the respondents. The sample, inter alia, includes: the urban, semi-urban and rural areas, Tehsil, males and female, bureaucrats and politicians, businessmen, IT professionals, and academicians, farmers, students etc.

The two sets of questionnaires were administered to about 350 citizens through one to one interview and googleforms, responses were collected. In total 256 responses were included for analysis. The survey instrument were consist of 8 demographic variables where as two scales were adopted where in;

The Construct: Factors for providing good administration of governance and e-governance have 14 items of constructs and in the next scale; the challenges of e-governance were covered. In this Scale the challenges are divided as per; Human related, Environmental and Social Challenges, Economical Challenges and Technical Challenges and other challenges. In this scale 44 items/questions/statements are included to carry this survey.

The study has administered SPSS Software for data analysis wherein the tests used are as follows;

The reliability was checked through Cronbach's alpha. Frequency table, Charts, descriptive statistics, one way Annova, Post Hoc Tests for multiple comparisons, Independent Samples Test etc were used.

Data Analysis:

The reliability index of questionnaire is given below;

Table I: Showing reliability Statistics

Scale: Factorsforprovidingagoodqualityadministrationand e - Governance

Reliability Statistics	
Cronbach's Alpha	No. of Items
.959	14

Table II: Scale: All Challenges of e-Governance

Reliability Statistics	
Cronbach's Alpha	Total No. of Items
.974	44

Table III: Reliability Statistics for each challenges of e-governance in details is as below;

Sr. No	Scale	Cronbach's Alpha	No. of Items

	Human Related Challenges	.845	10
	Technological Challenges	.873	8
	Social and Environmental Challenges	.930	9
	Economical Challenges	.946	7
	Other Challenges : Data Systems Infrastructure, Legal Infrastructure, Institutional Infrastructure etc.	.946	10

Result: Since, all the Cronbach's Alpha values are greater than 0.7, hence reliability of Scales are established.

Demographic Profile:

Table IV: Gender of respondents:

Sr. No	Group	Frequency	Percent
1	Male	160	62.5
2	Female	96	37.5
	Total	256	100.0
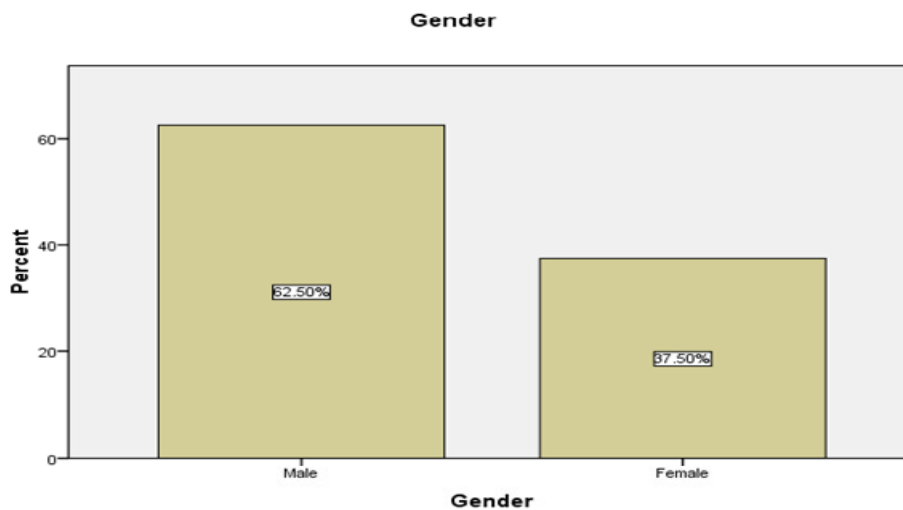
It can be concluded that Gender of respondents depicts that 62.5% are males and 37.5% are females. Thus most of the respondents were Male than female.

Table V: Age of Respondents

Sr. No	Age Group	Frequency	Percent
1	25-30	25	9.8
2	30-35	62	24.2
3	35-40	69	27.0
4	40-45	49	19.1
5	45-50	25	9.8
6	50-55	16	6.2
7	55-60	10	3.9
	Total	256	100.0

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Mention Age (in Years)
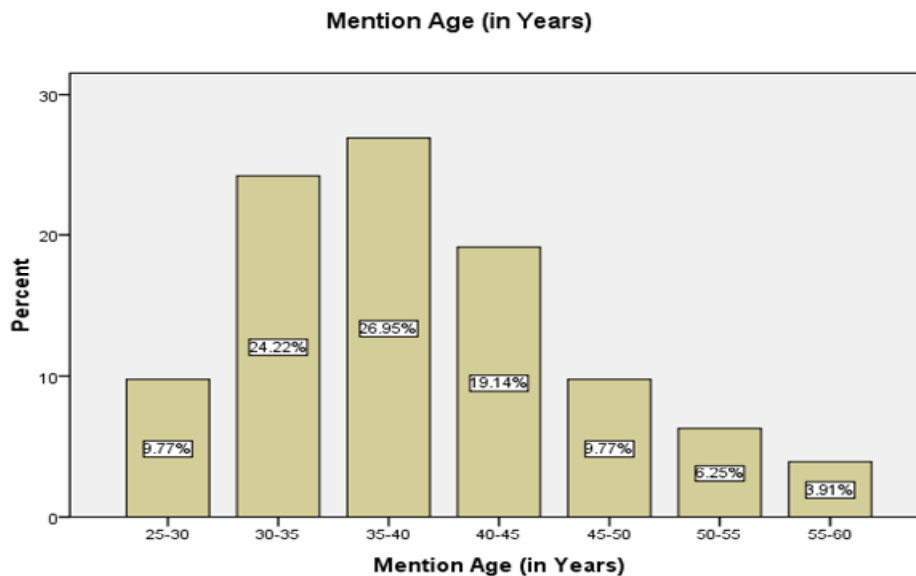
From the above stated graph it can be concluded that age group 25-30 years old- 9.8%, 30-35 Years old-24.2%, 35-40 years old-27%, 40-45years old-19.1%, 45-50 years old- 9.8% , 50-55 years old -6.2%, 55-60 years old-3.9%. Hence, most the respondents were from age group of 30 to 50 years old.

Table VI: Region of Respondents

Region of Maharashtra				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pashim Maharashtra	25	9.8	9.8	9.8
	Khandesh	79	30.9	30.9	40.6
	Vidharba	74	28.9	28.9	69.5
	Kokan	58	22.7	22.7	92.2
	Marathwada	20	7.8	7.8	100.0
	Total	256	100.0	100.0	

Region of Mahrarshtra
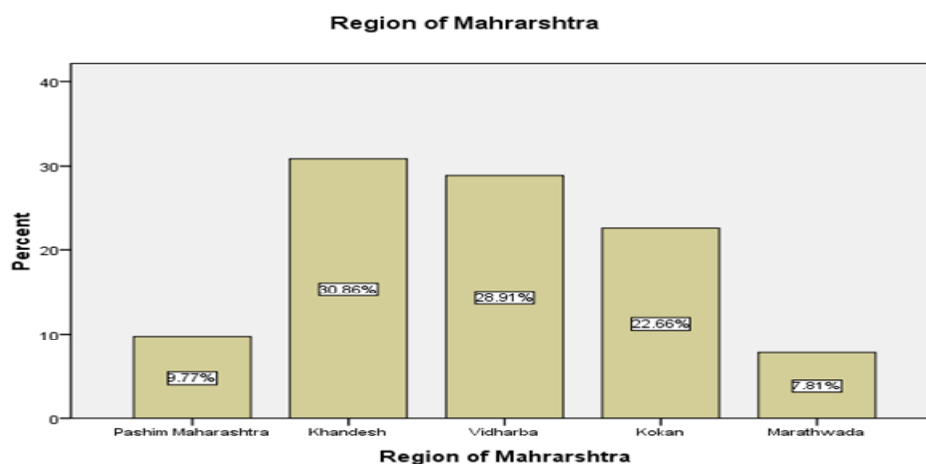
From above table and chart it can be depicted that the region wise res 9.8% respondents were from Pashim Maharashtra, 30.9% respondents were Khandesh, and 28.9% were from Vidharba, 22.7% from Kokan and 7.8% were from Marathwada.

Table VII: Educational Qualification of Respondents

Sr. No	Group of Qualification	Frequency	Percent
	Illiterate	11	4.3
	1st Std to 5th Std.	19	7.4
	5th to 10th Std	23	9.0
	Graduation	54	21.1
	Post Graduation	70	27.3
	Doctorate	72	28.1
	Any other	7	2.7
	Total	256	100.0
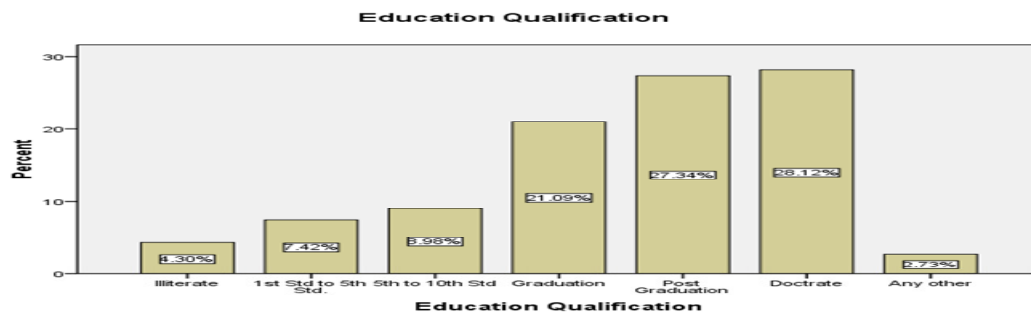
From the above table and chart it can be concluded that 4.3% are illiterate citizens, 7.4% are studied up to 1st to 5th Standard. 5th to 10th are 9%. 21.1% are Graduate and 27.3% are Post graduate whereas 28.1% are doctorate and other are 2.7%. Thus, it can be summarized that most of the respondents are graduate, post graduate and doctorate.

Table VIII: Respondents Reside in Area

Sr. No	Name of Reside Area	Frequency	Percent
	Urban	25	9.8
	Semi-Urban Area	59	23.0
	Rural Area/ Village	121	47.3
	Taluka/Tehsil	51	19.9
	Total	256	100.0

Reside in Area
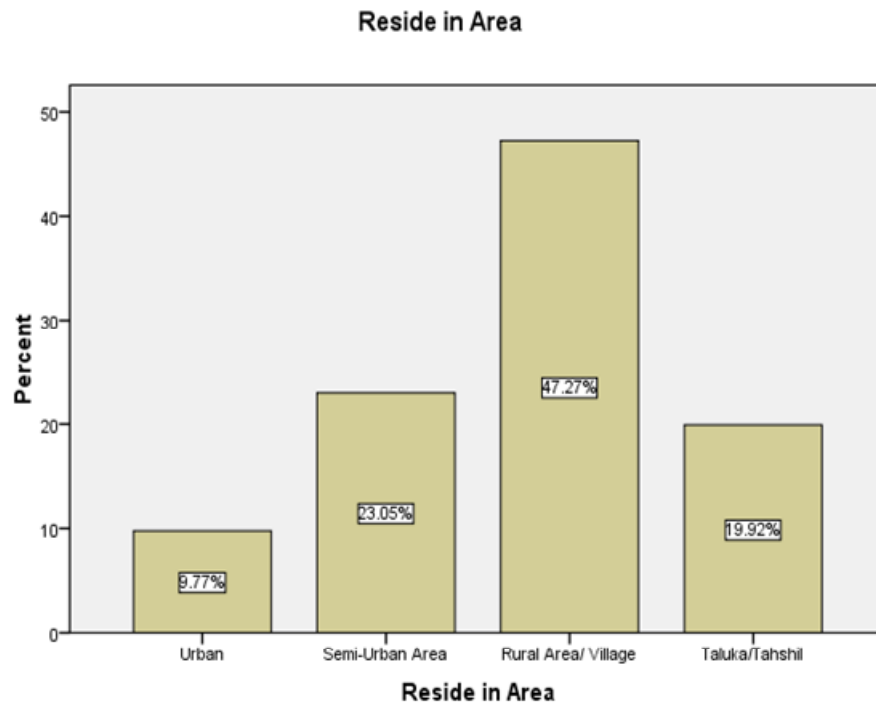
From the above stated table and chart it can be concluded that 9.8% respondents were from Urban, 23% from Semi-Urban area, 47.3% were from Rural Area, 19.9% were from Tehsil. Thus most of the respondents were from rural part of Maharashtra state.

Analysis for Hypotheses Testing:
Hypothesis 1:
H0: There is no statistically difference between region of the respondents and challenges of e governance
H1: There is statistically difference between region of the respondents and challenges of e-governance
Statistical Test: One way ANNOVA used to test hypothesis
The variable measurements were Human Related, Technological, Social, and Environmental, Economical, Other Challenges; Data Systems Infrastructure, Legal Infrastructure, Institutional Infrastructure
Using Scale: (1-Not atall important,2-Not Important, 3-Neutral, 4-Most Important,5- Extremely Important)
Table IX: One way ANNOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Human Challenges	Between Groups	1.152	4	.288	.539	**.707**
	Within Groups	134.017	251	.534		
	Total	135.168	255			
Technological Challenges	Between Groups	1.920	4	.480	.795	**.529**
	Within Groups	151.538	251	.604		
	Total	153.458	255			
Social Challenges	Between Groups	2.449	4	.612	.690	**.600**
	Within Groups	222.791	251	.888		
	Total	225.239	255			
Economical Challenges	Between Groups	2.273	4	.568	.472	**.756**
	Within Groups	301.966	251	1.203		
	Total	304.239	255			
Other Challenges	Between Groups	3.198	4	.800	.795	**.529**
	Within Groups	252.399	251	1.006		
	Total	255.597	255			

*Note: Level of Significance (α = 0.05)

Since,all P values are greater than level of significance (α = 0.05). Thus the Null Hypothesis is accepted. Hence, it is concluded that there is no statistically difference between region of the respondents and challenges of e-governance.
Hypothesis 2:
H0: There is no significant difference between educational qualification of respondents and challenges of e-governance
H1: There is significant difference between educational qualification of respondents and challenges of e-governance
Statistical Test: One way ANNOVA used to test hypothesis
The variable measurements were Human Related, Technological, Social, and Environmental, Economical, Other Challenges; Data Systems Infrastructure, Legal Infrastructure, Institutional Infrastructure
Using Scale: (1-Not atall important,2-Not Important, 3-Neutral, 4-Most Important,5- Extremely Important)

Table X: One way ANNOVA

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Technological Challenges	Between Groups	14.876	6	2.479	4.455	**.000**
	Within Groups	138.582	249	.557		
	Total	153.458	255			
Human Challenges	Between Groups	8.473	6	1.412	2.775	**.012**
	Within Groups	126.696	249	.509		
	Total	135.168	255			
Social Challenges	Between Groups	24.474	6	4.079	5.059	**.000**
	Within Groups	200.765	249	.806		
	Total	225.239	255			
Economical Challenges	Between Groups	15.333	6	2.556	2.203	**.043**
	Within Groups	288.906	249	1.160		
	Total	304.239	255			
Other Challenges	Between Groups	16.628	6	2.771	2.888	**.010**
	Within Groups	238.969	249	.960		
	Total	255.597	255			

*Note: Level of Significance (α = 0.05)

Since, all P values are less than level of significance (α = 0.05). **Thus the Null Hypothesis is rejected. Hence, it is concluded that there is educational qualification of respondents and challenges of e-governance.**

Table XI: Post Hoc Test

Multiple Comparisons							
Tamhane							
						95% Confidence Interval	
Dependent Variable	(I) Education Qualification	(J) Education Qualification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Technological Challenges	Illiterate	1st Std to 5th Std.	.09706	.16606	1.000	-.4620	.6561
		5th to 10th Std	.28176	.20437	.984	-.3909	.9545
		Graduation	.15248	.16104	1.000	-.3812	.6861
		Post Graduation	.04378	.14201	1.000	-.4496	.5372
		Doctorate	.62734*	.15532	.008	.1081	1.1466
		Any other	.23562	.37710	1.000	-1.4658	1.9371
	1st Std to 5th Std.	Illiterate	-.09706	.16606	1.000	-.6561	.4620
		5th to 10th Std	.18470	.20233	1.000	-.4727	.8421
		Graduation	.05542	.15845	1.000	-.4503	.5611
		Post Graduation	-.05328	.13906	1.000	-.5068	.4002
		Doctorate	.53028*	.15263	.023	.0419	1.0187
		Any other	.13856	.37600	1.000	-1.5640	1.8411
	5th to 10th Std	Illiterate	-.28176	.20437	.984	-.9545	.3909
		1st Std to 5th Std.	-.18470	.20233	1.000	-.8421	.4727
		Graduation	-.12928	.19824	1.000	-.7690	.5105
		Post Graduation	-.23798	.18312	.991	-.8404	.3645
		Doctorate	.34558	.19363	.834	-.2818	.9730
		Any other	-.04614	.39442	1.000	-1.7043	1.6120

	Graduation	Illiterate	-.15248	.16104	1.000	-.6861	.3812
		1st Std to 5th Std.	-.05542	.15845	1.000	-.5611	.4503
		5th to 10th Std	.12928	.19824	1.000	-.5105	.7690
		Post Graduation	-.10869	.13303	1.000	-.5223	.3049
		Doctorate	.47487*	.14716	.033	.0190	.9307
		Any other	.08314	.37381	1.000	-1.6257	1.7920
	Post Graduation	Illiterate	-.04378	.14201	1.000	-.5372	.4496
		1st Std to 5th Std.	.05328	.13906	1.000	-.4002	.5068
		5th to 10th Std	.23798	.18312	.991	-.3645	.8404
		Graduation	.10869	.13303	1.000	-.3049	.5223
		Doctorate	.58356*	.12605	.000	.1941	.9731
		Any other	.19184	.36602	1.000	-1.5513	1.9350
	Doctorate	**Illiterate**	-.62734*	.15532	.008	-1.1466	-.1081
		1st Std to 5th Std.	-.53028*	.15263	.023	-1.0187	-.0419
		5th to 10th Std	-.34558	.19363	.834	-.9730	.2818
		Graduation	-.47487*	.14716	.033	-.9307	-.0190
		Post Graduation	-.58356*	.12605	.000	-.9731	-.1941
		Any other	-.39172	.37138	1.000	-2.1102	1.3267
	Any other	Illiterate	-.23562	.37710	1.000	-1.9371	1.4658
		1st Std to 5th Std.	-.13856	.37600	1.000	-1.8411	1.5640
		5th to 10th Std	.04614	.39442	1.000	-1.6120	1.7043
		Graduation	-.08314	.37381	1.000	-1.7920	1.6257
		Post Graduation	-.19184	.36602	1.000	-1.9350	1.5513
		Doctorate	.39172	.37138	1.000	-1.3267	2.1102
Human Challenges	Illiterate	1st Std to 5th Std.	.02392	.23639	1.000	-.8070	.8548
		5th to 10th Std	-.03992	.25545	1.000	-.9102	.8303
		Graduation	-.02003	.22034	1.000	-.8224	.7823
		Post Graduation	-.22675	.21398	1.000	-1.0242	.5707
		Doctorate	.25682	.21934	.998	-.5443	1.0579
		Any other	-.08961	.39272	1.000	-1.6617	1.4824
	1st Std to 5th Std.	Illiterate	-.02392	.23639	1.000	-.8548	.8070
		5th to 10th Std	-.06384	.20476	1.000	-.7270	.5993
		Graduation	-.04396	.15882	1.000	-.5585	.4706
		Post Graduation	-.25068	.14987	.900	-.7425	.2412
		Doctorate	.23289	.15743	.965	-.2773	.7431
		Any other	-.11353	.36180	1.000	-1.7069	1.4798
	5th to 10th Std	Illiterate	.03992	.25545	1.000	-.8303	.9102
		1st Std to 5th Std.	.06384	.20476	1.000	-.5993	.7270
		Graduation	.01989	.18601	1.000	-.5840	.6237
		Post Graduation	-.18683	.17843	.999	-.7721	.3984

		Doctorate	.29674	.18482	.926	-.3037	.8971
		Any other	-.04969	.37453	1.000	-1.6170	1.5176
	Graduation	Illiterate	.02003	.22034	1.000	-.7823	.8224
		1st Std to 5th Std.	.04396	.15882	1.000	-.4706	.5585
		5th to 10th Std	-.01989	.18601	1.000	-.6237	.5840
		Post Graduation	-.20672	.12302	.879	-.5883	.1749
		Doctorate	.27685	.13212	.559	-.1322	.6859
		Any other	-.06958	.35153	1.000	-1.6955	1.5564
	Post Graduation	Illiterate	.22675	.21398	1.000	-.5707	1.0242
		1st Std to 5th Std.	.25068	.14987	.900	-.2412	.7425
		5th to 10th Std	.18683	.17843	.999	-.3984	.7721
		Graduation	.20672	.12302	.879	-.1749	.5883
		Doctorate	.48357*	.12122	.002	.1093	.8579
		Any other	.13714	.34758	1.000	-1.5065	1.7807
	Doctorate	Illiterate	-.25682	.21934	.998	-1.0579	.5443
		1st Std to 5th Std.	-.23289	.15743	.965	-.7431	.2773
		5th to 10th Std	-.29674	.18482	.926	-.8971	.3037
		Graduation	-.27685	.13212	.559	-.6859	.1322
		Post Graduation	-.48357*	.12122	.002	-.8579	-.1093
		Any other	-.34643	.35090	1.000	-1.9749	1.2820
	Any other	Illiterate	.08961	.39272	1.000	-1.4824	1.6617
		1st Std to 5th Std.	.11353	.36180	1.000	-1.4798	1.7069
		5th to 10th Std	.04969	.37453	1.000	-1.5176	1.6170
		Graduation	.06958	.35153	1.000	-1.5564	1.6955
		Post Graduation	-.13714	.34758	1.000	-1.7807	1.5065
		Doctorate	.34643	.35090	1.000	-1.2820	1.9749
Social Challenges	Illiterate	1st Std to 5th Std.	-.10167	.28424	1.000	-1.0663	.8629
		5th to 10th Std	.03706	.29222	1.000	-.9437	1.0178
		Graduation	.11848	.24952	1.000	-.7592	.9961
		Post Graduation	-.19951	.23378	1.000	-1.0585	.6595
		Doctorate	.59359	.24245	.425	-.2738	1.4610
		Any other	.13799	.43311	1.000	-1.6101	1.8860
	1st Std to 5th Std.	Illiterate	.10167	.28424	1.000	-.8629	1.0663
		5th to 10th Std	.13873	.27351	1.000	-.7463	1.0238
		Graduation	.22015	.22734	1.000	-.5205	.9608
		Post Graduation	-.09784	.20993	1.000	-.7974	.6017
		Doctorate	.69527	.21955	.068	-.0257	1.4163
		Any other	.23966	.42072	1.000	-1.5015	1.9808
	5th to 10th Std	Illiterate	-.03706	.29222	1.000	-1.0178	.9437
		1st Std to 5th Std.	-.13873	.27351	1.000	-1.0238	.7463
		Graduation	.08142	.23723	1.000	-.6846	.8475
		Post	-.23657	.22061	.999	-.9615	.4884

		Graduation					
		Doctorate	.55654	.22978	.351	-.1901	1.3031
		Any other	.10093	.42615	1.000	-1.6332	1.8350
	Graduation	Illiterate	-.11848	.24952	1.000	-.9961	.7592
		1st Std to 5th Std.	-.22015	.22734	1.000	-.9608	.5205
		5th to 10th Std	-.08142	.23723	1.000	-.8475	.6846
		Post Graduation	-.31799	.15981	.654	-.8146	.1786
		Doctorate	.47512	.17225	.133	-.0587	1.0089
		Any other	.01951	.39809	1.000	-1.7636	1.8026
	Post Graduation	Illiterate	.19951	.23378	1.000	-.6595	1.0585
		1st Std to 5th Std.	.09784	.20993	1.000	-.6017	.7974
		5th to 10th Std	.23657	.22061	.999	-.4884	.9615
		Graduation	.31799	.15981	.654	-.1786	.8146
		Doctorate	.79311*	.14853	.000	.3344	1.2518
		Any other	.33750	.38841	1.000	-1.4833	2.1583
	Doctorate	Illiterate	-.59359	.24245	.425	-1.4610	.2738
		1st Std to 5th Std.	-.69527	.21955	.068	-1.4163	.0257
		5th to 10th Std	-.55654	.22978	.351	-1.3031	.1901
		Graduation	-.47512	.17225	.133	-1.0089	.0587
		Post Graduation	-.79311*	.14853	.000	-1.2518	-.3344
		Any other	-.45561	.39370	.999	-2.2542	1.3430
	Any other	Illiterate	-.13799	.43311	1.000	-1.8860	1.6101
		1st Std to 5th Std.	-.23966	.42072	1.000	-1.9808	1.5015
		5th to 10th Std	-.10093	.42615	1.000	-1.8350	1.6332
		Graduation	-.01951	.39809	1.000	-1.8026	1.7636
		Post Graduation	-.33750	.38841	1.000	-2.1583	1.4833
		Doctorate	.45561	.39370	.999	-1.3430	2.2542
EconomicalChallenges	Illiterate	1st Std to 5th Std.	-.58920	.42643	.986	-2.0745	.8961
		5th to 10th Std	-.44438	.41593	.999	-1.9048	1.0160
		Graduation	-.14141	.38353	1.000	-1.5528	1.2700
		Post Graduation	-.49221	.37321	.993	-1.8977	.9133
		Doctorate	.05898	.37179	1.000	-1.3461	1.4641
		Any other	-.20037	.57931	1.000	-2.3925	1.9918
	1st Std to 5th Std.	Illiterate	.58920	.42643	.986	-.8961	2.0745
		5th to 10th Std	.14482	.32893	1.000	-.9218	1.2114
		Graduation	.44779	.28686	.943	-.4921	1.3877
		Post Graduation	.09699	.27290	1.000	-.8101	1.0041
		Doctorate	.64818	.27096	.396	-.2548	1.5511
		Any other	.38883	.52037	1.000	-1.7359	2.5135
	5th to 10th Std	Illiterate	.44438	.41593	.999	-1.0160	1.9048
		1st Std to 5th Std.	-.14482	.32893	1.000	-1.2114	.9218
		Graduation	.30297	.27101	.999	-.5686	1.1746

		Post Graduation	-.04783	.25619	1.000	-.8809	.7853
		Doctorate	.50336	.25412	.697	-.3247	1.3314
		Any other	.24401	.51181	1.000	-1.8861	2.3741
	Graduation	Illiterate	.14141	.38353	1.000	-1.2700	1.5528
		1st Std to 5th Std.	-.44779	.28686	.943	-1.3877	.4921
		5th to 10th Std	-.30297	.27101	.999	-1.1746	.5686
		Post Graduation	-.35079	.19931	.831	-.9691	.2676
		Doctorate	.20040	.19665	1.000	-.4099	.8107
		Any other	-.05896	.48584	1.000	-2.2434	2.1255
	Post Graduation	Illiterate	.49221	.37321	.993	-.9133	1.8977
		1st Std to 5th Std.	-.09699	.27290	1.000	-1.0041	.8101
		5th to 10th Std	.04783	.25619	1.000	-.7853	.8809
		Graduation	.35079	.19931	.831	-.2676	.9691
		Doctorate	.55119*	.17567	.043	.0089	1.0935
		Any other	.29184	.47773	1.000	-1.9233	2.5070
	Doctorate	Illiterate	-.05898	.37179	1.000	-1.4641	1.3461
		1st Std to 5th Std.	-.64818	.27096	.396	-1.5511	.2548
		5th to 10th Std	-.50336	.25412	.697	-1.3314	.3247
		Graduation	-.20040	.19665	1.000	-.8107	.4099
		Post Graduation	-.55119*	.17567	.043	-1.0935	-.0089
		Any other	-.25935	.47663	1.000	-2.4793	1.9606
	Any other	Illiterate	.20037	.57931	1.000	-1.9918	2.3925
		1st Std to 5th Std.	-.38883	.52037	1.000	-2.5135	1.7359
		5th to 10th Std	-.24401	.51181	1.000	-2.3741	1.8861
		Graduation	.05896	.48584	1.000	-2.1255	2.2434
		Post Graduation	-.29184	.47773	1.000	-2.5070	1.9233
		Doctorate	.25935	.47663	1.000	-1.9606	2.4793
Other Challenges	Illiterate	1st Std to 5th Std.	-.33876	.41779	1.000	-1.7959	1.1184
		5th to 10th Std	-.42846	.39452	.999	-1.8399	.9830
		Graduation	-.15455	.37259	1.000	-1.5389	1.2299
		Post Graduation	-.46883	.36325	.995	-1.8496	.9119
		Doctorate	.16351	.36287	1.000	-1.2172	1.5442
		Any other	-.15455	.52064	1.000	-2.0755	1.7664
	1st Std to 5th Std.	Illiterate	.33876	.41779	1.000	-1.1184	1.7959
		5th to 10th Std	-.08970	.30313	1.000	-1.0767	.8973
		Graduation	.18421	.27397	1.000	-.7181	1.0865
		Post Graduation	-.13008	.26114	1.000	-1.0034	.7432
		Doctorate	.50227	.26060	.754	-.3699	1.3744
		Any other	.18421	.45530	1.000	-1.6094	1.9778
	5th to 10th Std	Illiterate	.42846	.39452	.999	-.9830	1.8399
		1st Std to 5th Std.	.08970	.30313	1.000	-.8973	1.0767

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		Graduation	.27391	.23697	.998	-.4857	1.0335
		Post Graduation	-.04037	.22201	1.000	-.7604	.6796
		Doctorate	.59197	.22138	.207	-.1264	1.3104
		Any other	.27391	.43405	1.000	-1.5267	2.0745
	Graduation	Illiterate	.15455	.37259	1.000	-1.2299	1.5389
		1st Std to 5th Std.	-.18421	.27397	1.000	-1.0865	.7181
		5th to 10th Std	-.27391	.23697	.998	-1.0335	.4857
		Post Graduation	-.31429	.18017	.841	-.8734	.2448
		Doctorate	.31806	.17939	.823	-.2386	.8747
		Any other	.00000	.41421	1.000	-1.8375	1.8375
	Post Graduation	Illiterate	.46883	.36325	.995	-.9119	1.8496
		1st Std to 5th Std.	.13008	.26114	1.000	-.7432	1.0034
		5th to 10th Std	.04037	.22201	1.000	-.6796	.7604
		Graduation	.31429	.18017	.841	-.2448	.8734
		Doctorate	.63234*	.15910	.002	.1412	1.1235
		Any other	.31429	.40583	1.000	-1.5526	2.1811
	Doctorate	Illiterate	-.16351	.36287	1.000	-1.5442	1.2172
		1st Std to 5th Std.	-.50227	.26060	.754	-1.3744	.3699
		5th to 10th Std	-.59197	.22138	.207	-1.3104	.1264
		Graduation	-.31806	.17939	.823	-.8747	.2386
		Post Graduation	-.63234*	.15910	.002	-1.1235	-.1412
		Any other	-.31806	.40549	1.000	-2.1863	1.5502
	Any other	Illiterate	.15455	.52064	1.000	-1.7664	2.0755
		1st Std to 5th Std.	-.18421	.45530	1.000	-1.9778	1.6094
		5th to 10th Std	-.27391	.43405	1.000	-2.0745	1.5267
		Graduation	.00000	.41421	1.000	-1.8375	1.8375
		Post Graduation	-.31429	.40583	1.000	-2.1811	1.5526
		Doctorate	.31806	.40549	1.000	-1.5502	2.1863
*. The mean difference is significant at the 0.05 level.							

Most of the respondents from Post-Graduation and Doctorate felt that these challenges of e-governance are not important. Whereas others were said these are challenges of e-governance. Thus, the respondentsdoctoratequalified felt that all challenges of e-governance are not much important than other qualified and illiterate respondents.

Hypothesis 3:

H0: There is no statistically difference between gender of the respondents and challenges of e governance

H1: There is statistically difference between gender of the respondents and challenges of e-governance

Statistical Test: Independent Samples Test was used to test hypothesis.

The variable measurements were Human Related, Technological, Social, and Environmental, Economical, Other Challenges; Data Systems Infrastructure, Legal Infrastructure, Institutional Infrastructure

Using Scale: (1-Not atall important,2-Not Important, 3-Neutral, 4-Most Important,5- Extremely Important)

Table XII: Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Human Challenges	Equal variances assumed	1.112	**.293**	-1.120	254	.264	-.10521	.09395	-.29022	.07980
	Equal variances not assumed			-1.150	216.970	.251	-.10521	.09148	-.28550	.07509
Technological Challenges	Equal variances assumed	3.929	**.049**	-1.321	254	.188	-.13214	.10000	-.32908	.06480
	Equal variances not assumed			-1.368	222.024	.173	-.13214	.09658	-.32248	.05819
Social Challenges	Equal variances assumed	2.222	**.137**	-.645	254	.519	-.07839	.12147	-.31760	.16083
	Equal variances not assumed			-.662	216.103	.509	-.07839	.11844	-.31184	.15507
Economical Challenges	Equal variances assumed	.246	**.620**	-.761	254	.447	-.10744	.14113	-.38537	.17049
	Equal variances not assumed			-.775	211.857	.439	-.10744	.13854	-.38054	.16566
Other Challenges	Equal variances assumed	.167	**.683**	.000	254	1.000	.00000	.12950	-.25504	.25504
	Equal variances not assumed			.000	198.360	1.000	.00000	.12987	-.25611	.25611

*Note: Level of Significance (α = 0.05)

Since, all P values are greater than level of significance (α = 0.05). Thus the Null Hypothesis is accepted. Hence, it is concluded that there is no statistically difference between age of the respondents and challenges of e-governance.

Table XIII: Rank Analysis of the factorsforprovidingagoodqualityadministrationand e - Governance

Descriptive Statistics				
	N	Mean	Std. Deviation	**Rank**
Basic Infrastructure development like roads, bridges, power, telecom, Airports, irrigation, transport etc.	256	4.36	.948	1
Good education facilities by the government which are job oriented	256	4.32	.985	2

Transparency and accountability in the dealings with the government	256	4.32	1.035	3
Effectiveness and efficiency of the working of government and its staff	256	4.28	1.025	4
Good business environment with free-market economy and no black marketing	256	4.25	1.025	5
Corruption free dealings with the government	256	4.24	1.094	6
Safety of life and property and peaceful law and order	256	4.23	1.000	7
Overall economic development of the state, growth rate of economy	256	4.19	1.032	8
Maintaining rule of law and applying the same rules/ yardstick to everyone	256	4.18	1.021	9
Citizen centric services in a responsive manner	256	4.15	1.016	10
Creating new job opportunities in the private sector and the government	256	4.13	1.000	11
In reducing inequalities in the society by making special provision for the poor & down trodden	256	3.93	1.227	12
Provide more concessions & freebies by the government, even at the cost of overall development	256	3.80	1.229	13
Providing total freedom to Citizen and non interference by the Government	256	3.46	1.123	14
Valid N (list wise)	**256**			

Result: Rank numbers (1 to 11)are significant factors where as Rank No.12 to 14 are less significant factors forprovidingagoodqualityadministrationand e-governance.

Discussion:

The current paper attempt to find out the factors required for effective administration of good governance and e-governance. Then study has also identifies the priority of citizens for challenges faced in implementation of e-governance. This study provides the perception of the people based on the reality of implementation of e-governance. The results of the study help in providing guideline for understanding the relationship between various factors and demographic variables. This paves the way to understand what needs to considered while making the study of this kind.

As the result of the study showed that ten majorfactorsforprovidingagoodqualityadministrationand e - Governance are as follows:

1) Basic Infrastructure development like roads, bridges, power, telecom, Airports, irrigation, transport etc.
2) Good education facilities by the government which are job oriented
3) Transparency and accountability in the dealings with the government
4) Effectiveness and efficiency of the working of government and its staff
5) Good business environment with free-market economy and no black marketing
6) Corruption free dealings with the government
7) Safety of life and property and peaceful law and order
8) Overall economic development of the state, growth rate of economy
9) Maintaining rule of law and applying the same rules/ yardstick to everyone
10) Citizen centric services in a responsive manner

The respondents have given less priority to the factorsforprovidingagoodqualityadministrationand e - Governance which are most prominent as follows;

1. In reducing inequalities in the society by making special provision for the poor & down trodden
2. Provide more concessions & freebies by the government, even at the cost of overall development
3. Providing total freedom to Citizen and non interference by the Government

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From the hypotheses testing the discussions drawn are as follows;

1. Challenges of e-governance are pervasive with respect to region. There is no region wise difference in terms of challenges of e-governance.

2. Males and females perception towards challenge of e-governance do not vary. It means that the challenge remains same irrespective of gender.

3. The respondents doctorate qualified felt that all challenges of e-governance are not much important than other qualified and illiterate respondents. There is no need to have separate considerations for challenges of e-governance.

Further Scope of Research:

The detail study related to e-Readiness of Maharashtra State as per as e-governance implementation is concerned can be studied. The Success of various schemes related to e-governance and digital India Mission can be studied in relation with different demographic variables. The major limitation of this study is that it is only restricted to Maharashtra State and the relationship with demographic variables; region, gender and qualification as well as responses towards factors for providing a good quality administration and e - Governance were studied in which limited number of variables were taken into account. However, this study paves the way to understand the phenomenon related to challenges of e-governance and perception towards good administration and e-governance. This helps in carving the interest to do the study for Urban and rural part of Maharashtra to create the framework for implementing and creating a success story in e-governance of Maharashtra.

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A Study of Employee Morale

*Dr.Bharath Porika

INTRODUCTION

Organizational effectiveness considerably depends on the morale of its work force. It is a state of healthy balance in the organization in which people make their respective contributions to achieve their set goals,