CHAPTER - VI

SUMMARY OF FINDINGS, POLICY IMPLICATIONS AND CONCLUSION
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6.1 FINDINGS

6.2 POLICY IMPLICATIONS

6.3 CONCLUSION

6.4 SCOPE FOR FUTURE RESEARCH
Indian Independence opened new vistas of economic development, social change, and democracy, which required skilled and well-informed people, and also afforded learning opportunities to those who participate in the development process. Education makes man courteous and polite, from courtesy one gets competence and ability, from competence money comes with money, a person perform his duties and can do righteous things, from right actions a person can live happily. The value of such education depends on the character and competence of the Teacher, who is the backbone of the system. In fact, teaching is a very ill paid job and as such, it fails to attract best of the brains in the teaching profession. Thus Teachers are very essential for the welfare of the Nation. If they are satisfied only, they can do their best. Therefore, it is the duty of the Government and the Private Management of the Colleges to ensure that the teachers are paid well. If they are paid well, they will be satisfied. In Kanyakumari District, there is no Government Colleges, but only Government Aided Colleges and Self-financed Colleges exists. There is a vast difference in the pay scales and other facilities provided to the Aided Teachers and the Self-financed Teachers, even though the qualification of teachers employed in these Colleges are the same. Hence, it is decided to study the effect of the above on their job satisfaction. Stress also directly affects the satisfaction of the job. If the stress is low, there is high job satisfaction and when the stress is high, there is low job satisfaction. Hence, an attempt is made to analyze the stress and the effect on job satisfaction. Also competent Teachers are happy with their job. Happier
Teachers are satisfied with their job. Thus, the Researcher explores the competency of Teachers and their job satisfaction. Hence, the present Study has been designed to make an in-depth study of job satisfaction of College Teachers in relation to attitude of Teachers towards teaching, stress and job satisfaction, competency and job satisfaction and the socio-economic factors of Teachers.

The objectives of the Study are:

1. To analyze the socio-economic variables and job satisfaction of college Teachers.
2. To identify the Motivational Factors and Organizational Factors influencing the job satisfaction or dissatisfaction of College Teachers.
3. To analyze the competency of Teachers and job satisfaction.
4. To study in detail the perception of respondents towards stress.
5. To analyze the overall impact of Teachers towards job satisfaction.
6. To offer suitable suggestions for improving their job satisfaction.

The concepts and the methodology were formulated according to the objectives of the Study, with the help of comprehensive reviews of previous studies. The secondary data was collected from the books, journals and records of Colleges and Universities. The primary data was collected through the questionnaire. The questionnaire was constructed by the Researcher. It consists of seven parts. The first part relates to the socio-economic variables of the teachers. The second part comprises of the motivational factors to prefer teaching profession, the third part comprises of organizational factors and job satisfaction, fourth part consist of competency of Teachers and job satisfaction, fifth part consist of stress of Teachers and the sixth part
comprises of steps to recover stress and the seventh part consist of expectation of Teachers. In each part, the important variables affected to that particular part are selected to frame the questionnaire. The Study covers the arts and Science Colleges of Kanyakumari District. In Kanyakumari District, there are twelve Aided Arts and Science Colleges and nine Self-financed Arts and Science Colleges. All the twelve Aided Colleges and only seven Self-financed Colleges are taken for the study. Colleges that have existed for more than five years are taken for this study.

The Teachers are categorized into three Groups, such as, Aided teachers, Self-financed Teachers and Self-financed Teachers in Aided Colleges. There are 772 Aided Teachers, 527 Self-financed Teachers and 421 Self-financed Teachers in Aided Colleges. 25 percent of Teachers have been taken as sample in each of the Colleges. Thus, 193 Teachers from Aided Colleges, 132 Teachers from Self-financed Colleges and 105 Teachers from Self-financed Teachers in Aided Colleges were selected. The questionnaire was administered to the sample Teachers individually. The data thus collected was analyzed by using relevant statistical techniques, like Percentages, Factor Analysis, Index Numbers, Multiple Regression, and 'F'-test. The entire report is presented in six Chapters.

6.1 FINDINGS

The various Findings of the Study are summarized below:

Though people have many common aspects, they differ in some respects. Hence, an attempt is made to examine the Socio-economic Factors
of the Teachers. The Socio-economic Factors, which are taken for the present Study are sex, age, educational status, department, marital status, type of locality, type of College, experience of Teachers, monthly salary, type of family, size of family, number of dependents, educational qualification of Spouse, employment of Spouse, occupation of Spouse, monthly income of Spouse, nature of housing, distance from residence to working place, and conveyance used.

From the Study it is found that female Teachers are more in Self-financed Colleges, as well as Aided colleges. In total 63 percent of the Teachers are Female. Thus Female Teachers dominate in all the streams.

Regarding age, a major number of Teachers of Self-financed Colleges and Self-financed Teachers in Aided Colleges belong to the age group of 20-30 (53.8 percent and 40 percent respectively). But majority of the Aided College Teachers belong to the age groups of above 40 (61.1 percent).

Further, it is found that a good number (36.3 percent) of Aided College Teachers have Ph.D. qualification when compared with Self-financed Teachers. It is due to the faculty Improvement Programme and increment for Ph.D. qualification, which are rare in Self-financed Colleges.

In Aided Colleges and Self-financed Colleges, Science Teachers are more than arts and Commerce Teachers. Self-financed Teachers in Aided Colleges, Commerce Teachers are more than Arts and Science Teachers.
Regarding marital status, Aided Teachers are more in all the three streams. Also majority of Aided Teachers, Self-financed Teachers and Self-financed Teachers in Aided Colleges hail from rural area. (51.8 percent, 75.7 percent and 48.6 percent, respectively).

It is found that out of total Teachers, 77.9 percent of Teachers are working in Co-education Colleges. Aided college Teachers have more experience (above 20 years) than Self-financed Teachers in Self-financed Colleges and Self-financed Teachers in Aided Colleges. Majority of the Self-financed Teachers both in Self-financed Colleges and Aided Colleges have up to 5 years of experience only.

Regarding monthly salary of teachers, 42 percent and 40.9 percent of aided Teachers have monthly salary above Rs. 40,000 and Rs.30,000-Rs.40,000, respectively. No Self-financed Teachers have salary above Rs.40,000. Majority of the Self-financed Teachers of the same qualification have salary up to Rs.10,000 only.

67.4 percent of Aided Teachers come under nuclear family. Also Self-financed Teachers in Self-financed Colleges and Self-financed Teachers in Aided Colleges majority (53.8 percent and 51.4 percent) are come nuclear family. 43 percent of Aided Teachers are in the category with a family size of 4 members. All the three streams of Teachers, majority of the Teachers are in the category with a family size of 4 members.
Regarding number of Dependents 28.5 percent of Aided Teachers have 2 Dependents. 18.2 percent of Self-financed Teachers in Self-financed Colleges have 2 Dependents. 83.3 percent of Self-financed Teachers in Aided Colleges have 3 Dependents.

It is inferred that majority of the Teachers Spouse (36.2 percent) have PG qualification. Regarding the employment of Spouse, 64.5 percent of the Aided Teachers, 79.4 percent of Self-financed Teachers in Self-financed Colleges, and 77.4 percent of Self-financed Teachers in Aided Colleges have employed Spouse.

Regarding occupation of spouse of Teachers, 30.6 percent are employee and 29.4 percent are in Teaching field.

Regarding monthly income of Spouse, 29.2 percent of Aided Teachers’ Spouse monthly income is Rs.20,000-Rs.30,000, 45.7 percent Self-financed Teachers in Self-financed Colleges, 27 percent Self-financed Teachers in Aided Colleges Spouse have monthly income of up to Rs.10,000. Thus Aided Teachers’ Spouse monthly income is more than the Self-financed Teachers.

Majority of the College Teachers (84.9 percent) in the study area reside in their own houses. 42.5 percent of Aided, 59.8 percent of Self-financed Teachers in Self-financed Colleges, and 61 percent of Self-financed Teachers in Aided Colleges reside above 6 km away from the working place. Majority of the Teachers come to the college by ‘buses’.
To analyze the motivational Factors to prefer teaching profession, Rotated Factor Matrix was applied. Nineteen variables are analyzed and they are categorized into five factors, namely, monetary benefit, social benefit, knowledge and status. Among the five Factors monetary benefit has high motivational effect than the other four Factors. Thus, majority of the Teachers prefer teaching profession due to monetary Factors.

Monetary benefit variable has five variables, namely, salary, remuneration for extra work, retirement benefits, monetary benefits and festival advance. Among the five monetary benefits the highly correlate variable is ‘salary’. Social benefit factor has four variables, namely, riskless job, self interest, respect and service. The highly motivated social benefit variable is ‘riskless job’. Motivation factor has five variables and the highly motivated Factor is ‘motivation by parents’. Knowledge Factor has three variables. ‘Updating knowledge’ is the highly motivational variable in knowledge Factor. Status is the last motivational Factor to join teaching profession.

Perception towards Organizational Factors is analyzed through four Factors, namely, Administration and Management, work group, working condition and pay, promotion and reward. Rotated factor Matrix and Index Numbers are used to analyze the data.

Administration and Management Factor is analyzed through twelve variables. Among the twelve variables the Aided College Teachers are
perceived more on the variable ‘Principal is cordial and impartial’ and ‘Principal appreciates distinguished performance of Teachers’. The Self-financed Teachers in Self-financed Colleges and Self-financed Teachers in Aided Colleges are perceived more on the variables ‘Principal appreciated distinguished performance of Teachers’ and ‘Principal is an effective Administrator’. The important Administration and Management Index (AMI) among the Aided Teachers are 75-100 with 49.7 percent, Self-financed Teachers in Self-financed Colleges it is 50-75 with 48.5 percent and Self-financed Teachers in Aided Colleges, it is 75-100 with 61 percent to their respective total.

The Work Group Factor has eighteen variables. Among the eighteen variables, the three Groups of Teachers are highly perceived on the variable ‘students have healthy relationship with the Teachers’. The Important Work Group Index (WGI) among the Aided Teachers are 50-75 with 49.2 percent, among the Self-financed Teachers in Self-financed Colleges are 75-100 with 61.4 percent and Self-financed Teachers in Aided Colleges are 75-100 with 54.3 percent to their respective total.

Infrastructure Factor has twenty five variables. The Aided College Teachers are highly perceived on ‘Water facility is available’ and ‘Xerox facility is available’. The Self-financed Teachers in Self-financed Colleges are highly perceived on ‘in canteen food is provided at reasonable cost’ and ‘Water facility is available’. The Self-financed Teachers in Aided Colleges are highly perceived on ‘Ventilation facilities are available’ and ‘Books of various
disciplines are available in the Library'. The significant differences among the three Groups of Teachers are identified in nine variables. They are 'canteen function on all working days', 'food is provided at reasonable cost' 'hygiene is maintained', 'quality food will be served in the canteen', 'variety of foods are available', 'sufficient toilet facilities' 'ventilation facilities are available', 'sufficient magazines and journals are available' and 'Library supports to do research'. The important Infra-structure Index (ISI) among the Aided College Teachers are 50-75 with 52.3 percent, Self-financed Teachers in Self-financed Colleges it is 75-100 with 43.9 percent and Self-financed Teachers in Aided Colleges these are 50-75 with 45 percent to their respective total.

Pay, promotion and Reward Factor has twelve variables. The Aided Teachers and Self-financed Teachers in Self-financed Colleges are highly perceived on 'casual leave is available' and 'service register is maintained'. Self-financed Teachers in Aided Colleges are highly perceived on 'casual leave is available' and 'vacation salary is provided'. The significant difference among the three Groups of Teachers are identified in eleven variables, such as 'salary is promptly paid by the Management', 'salary is less than what it is deserved for the work', 'there are good opportunities for promotion', 'job security is ensured', 'Faculty Development Programme is conducted', 'service register is maintained', 'casual leave is available', 'medical leave is available', 'earned leave is available', 'maternity leave is available', and 'vacation salary is provided'. The important PPRI among the Aided Teachers are 75-100 with 69.9 percent to their respective total. The Self-financed Teachers in Self-
Competency of Teachers is analyzed with the help of F-test. The mean score on each statement is obtained for three Groups of Teachers. Totally twenty eight statements are analyzed. The highly perceived competency variable among the Aided Teachers are 'teach in simple and understandable Language', and 'enter the class at the right time'. Among the Self-financed Teachers in Self-financed Colleges the highly perceived competency variables are 'engage the class up to the last minute', and 'enter the class at the right time'. Highly perceived competency variable of Self-financed Teachers in Aided Colleges are, 'enter the class at the right time', and 'engage the class up to the last minute'. The significant difference among the three Groups of Teachers are identified in six variables, such as, 'giving assignments related to the subject', 'usage of audio-visual aids', 'encouraging the students to organize seminars', 'enter the class at the right time', 'engage the class up to the last minute', and 'counseling the students'.

Twenty eight competency variables are extracted into seven factors, such as, 'academic excellence', 'classroom management', 'ability to use audio-visual aids', 'initiating pupil participation', 'self-discipline', 'concern for students', and 'communication skills'. Among the seven Factors, 'academic excellence factor contains very high information than the other Factors. In
total, a maximum of 80.9 percent of Teachers have a Competency Index (CI) of 75-100 percent with 80.9 percent to their respective total.

The reason for stress among the three Groups of Teachers is analyzed through mean scores of F-statistics. Nineteen variables are analyzed to find out the reason for stress among the Teachers. The highly perceived stress variables among the Aided Teachers are, 'colleague’s opposition', and 'no opportunities for promotion'. The highly perceived stress variable among the Self-financed Teachers in Self-financed Colleges and Self-financed Teachers in Aided Colleges are 'no job security', and 'colleagues opposition'. The significant difference among the three Groups of Teachers has been identified in eight variables, such as, 'colleagues misbehavior', 'students feedback', 'non-appreciation by colleagues', 'non-acceptance by colleagues', 'duties other than teaching', 'compulsory invigilation work', 'inconsiderate superior', and 'denying promotion'. The important SVI among the Aided Teachers are 25-50 with 55.4 percent to their respective total. Self-financed Teachers in Self-financed Colleges the important Stress Variable Index (SVI) is also 25-50 with 53 percent to their respective total and Self-financed Teachers in Aided Colleges the important SVI is also 25-50 with 51.4 percent to their respective total.

The nineteen variables are extracted into four factors namely stress due to colleagues and fellows, due to over work load, due to management and due to safety and security measures. Among the four Factors stress arise more due to colleagues and fellows.
Contribution to recover stress by the Teachers is calculated individually in order to reveal their level of contribution to stress. Fourteen variables are analyzed. Regarding the perception on the variables in contribution to recover stress, the three Groups of Teachers are perceived more on 'sharing the problem'. The significant difference among the three Groups of Teachers is identified in the perception towards contribution to recover stress on four variables, such as, 'improve self esteem', job security', liberal sanction of eligible leave' and 'providing maternity leave facility'.

Fourteen variables are factorized in to four Factors, such as 'self contribution', 'contribution from the management', 'contribution from the Government', and 'contribution from the students'. Among the four Factors, the highly perceived Factor is 'self contribution'.

Regarding the expectation of Teachers, the Aided College Teachers expect more from the Parents because the highly perceived variables in expectation of Aided Teachers are, 'Parents must meet the Teachers to discuss the Graded and papers' and 'Parents must contribute their views for the betterment of the College'. The Self-financed Teachers are also expecting more from the Parents, and their highly perceived variables are 'Parents must encourage their Children to work hard' and 'Parents must contribute their views for the betterment of the College'. The Self-financed Teachers in Aided Colleges expect more from the Parent and their highly perceived variables are 'Parents must meet Teachers to discuss Grades and papers' and 'Parents
must attend Parent Teachers Association'. Thus all the three Groups of Teachers are expecting more from the Parents.

Regarding overall impact of Teachers' attitude towards job satisfaction, the significantly influencing attitude variables among Aided Teachers towards job satisfaction are, 'pay, promotion, and reward', 'infrastructure', 'overall competency', and 'overall stress'. Self-financed Teachers in Self-financed Colleges the significantly influencing attitude variables are, 'pay, promotion, and reward', and 'Administration and Management'. Self-financed Teachers in Aided Colleges, the significantly influencing attitude variables are, 'pay, promotion, and reward' 'infrastructure', overall competency', and 'overall stress'.

Overall impact of profile variables on the attitude of Teachers towards job satisfaction, the Aided Teachers are significantly influenced by 'education', 'marital status', 'location of college', 'experience', 'monthly salary', 'employment of Spouse', 'monthly income of Spouse', 'nature of housing', and 'distance from working place'. Among the Self-financed Teachers in Self-financed Colleges, the significantly influencing profile variables on the attitude towards job satisfaction of Teachers are, 'age', 'education', 'location of college', 'experience', 'monthly salary', 'employment of Spouse', 'monthly income of Spouse', 'nature of housing', and 'distance from working place'. The significantly influencing profile variables on the attitude towards job satisfaction of Teachers among Self-financed Teachers in Aided Colleges are,
'education', 'location of college', 'experience', 'monthly income of spouse', 'nature of housing' and 'distance from working place'.

Regarding overall impact of physical facilities on the Teachers' attitude towards job satisfaction, the significantly influencing variables among the Aided Teachers are, 'technological facilities', 'canteen facilities', and 'library facilities'. Among the Self-financed Teachers in Self-financed Colleges, the significantly influencing attitude variables are, 'canteen facilities', 'infrastructure facilities', and 'library facilities'. The significantly influencing physical facilities variables on the attitude towards job satisfaction of Self-financed Teachers in Aided Colleges are, 'technological facilities', 'canteen facilities', and 'library facilities'. It is found that three Groups of Teachers are significantly influenced on 'library facilities'.

The significantly influencing competency variables among the Aided Teachers on the attitude towards job satisfaction of Teachers are, 'classroom management', 'initiating pupil participation' and 'concern for students'. Among the Self-financed Teachers in Self-financed Colleges, the significantly influencing competency variables on the attitude towards job satisfaction of Teachers are, 'classroom management', 'ability to use audio visual aids', and 'concern for students'. The significantly influencing competency variables on the attitude towards job satisfaction of Self-financed Teachers in Aided Colleges are, 'initiating pupil participation'.
The significantly influencing stress variables among the Aided Teachers on the attitude towards job satisfaction of Teachers are, 'stress due to colleagues and fellows', 'over work load', 'Management', and 'safety and security measures'. Among the Self-financed Teachers in Self-financed Colleges the significantly influencing stress variables on the attitude towards job satisfaction are, 'over work load' and 'management'. Self-financed Teachers in Aided Colleges the significantly influencing stress variables on the attitude towards job satisfaction of Teachers are, 'colleagues and fellows', 'Management' and 'safety and security measures'.

6.2 POLICY IMPLICATIONS

Based on the above findings, the following policy implications (suggestions) are made:

6.2.1 For Self-Financed College Teachers

Self-financed College Teachers are not satisfied with their salary because they are getting low salary, even though their qualification and workload is equal to that of Aided Teachers. But the Aided Teachers are getting high salary and high status. The Self-financed Teachers are demanding parity of pay scales with the Aided College Teachers. Hence, the Management, University and Government should take necessary steps to increase the pay equal to that of Aided Teachers. The salary of the Teachers should be revised at regular intervals like the revision made for the salary of Aided Teachers.
On and off Campus Orientation Programs (COP) should be conducted with the help of subject experts in the field of Education and Industry.

University Grants Commission (UGC) must come forward to give Grants to well performing self-financed colleges. Such performing institutions can be identified by the committee to be constituted by the University Grants Commission.

Most of the Self-financed College Teachers feel insecure with their job. Hence the Teachers are moving from one college to another. Thus the management should give job security to the Self-financed Teachers.

Working conditions or infrastructure of the College should also be improved, so that teachers can feel comfortable and work conveniently, which in turn will improve their job satisfaction level.

Service Registrar should be maintained by the Management. Earned Leave facility should also be provided.

The Management of the Self-financed Colleges should come forward to get the Status of 2F and 12B from the UGC. So that, the Teachers working in the above Colleges will be eligible for getting Grant for the Minor and Major Projects and Seminar/workshop and Conferences.

In order to encourage the faculty members the management should sanction an additional increment for the members of teaching staff who have completed Ph.D / Net.
The management should strictly follow the leave rules as per the Tamilnadu Private College Regulation (TNPCR) Act.

6.2.2 For Aided College Teachers

In order to reduce the level of dissatisfaction in the relationship with Superiors, while they are on duty, some motivational programs have to be organized with experts and should also organize some interaction sessions with the Superiors.

To achieve high competency a Teacher must develop interest in his/her job. Only then he/she can compete in this competitive world.

With regard to promotion, extra work performed should be recognized by the Management and Rewards should be awarded for the right person for each year.

Allow greater involvement and participation in decision making process.

Teachers should develop a healthy relationship with their colleagues, students and Principal.

The Management seems to be crucial in helping the stressed Teachers. The Management should plan some special programmes to bridge the gap between the Teachers in terms of their stress.
6.2.3 General suggestions

Management should take steps to provide Over Head Projector (OHP) and power point to handle classes. Well furnished Staff Room for each Department should be provided. Most of the Teachers come to the College by Government buses. Hence, College bus facility should be provided.

Staff Quarters should be provided to the Teachers at concessional rent with adequate facilities. Unnecessary and heavy workload should not be imposed on the Teachers.

Frequent changes of Management policies will lead to a lot of problems. This problem should be sorted out by the Management through proper planning of academic programmes.

Parent Teacher Association should be strengthened to the growth of the Institution. Hence, adequate steps should be taken to have an active and effective involvement of Parent Teachers Association.

The UGC should approve the Teachers worked in the Self-financed mode in Aided Colleges U/S 2F, 12B of the UGC.

For the Aided Teachers who are appointed after 2004 are not eligible for the pension. Now they are coming under the Contributory Pension Scheme of the Government. This will affect the motivation of the Teachers. Hence, Government should come forward to abolish the new Pension Scheme.
The facilities provided in the canteen should be improved. The management should see whether the canteen is providing quality food or not.

6.3 CONCLUSION

This Study reveals the areas, where Teachers are satisfied and where they are not. Also the reasons for stress and how to recover this stress. The Teachers expect more from the Management, Students and the Colleagues in order to have job satisfaction and to reduce stress. Based on this, the suggestions are made by the researcher. If the suggestions are implemented properly by the Management, the job satisfaction of College Teachers will improve and thereby the Self-financed Teachers too will be happy with their job and the talented persons are likely to be attracted by this Profession in comparatively large numbers.

6.4 SCOPE FOR FUTURE RESEARCH

This study is limited to Arts and Science college Teachers working in Kanyakumari District. More areas have been identified that warrant for further Research. Such areas are as follows:

1. Performance of Arts and Science Colleges in Kanyakumari District.
2. Behavior of students in Arts and Science Colleges.
3. Attitude of students and the Teachers in Self-financed Engineering Colleges.