CHAPTER – VI
SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 INTRODUCTION:

Like a traveller, who after completing his journey, reaches to destination and looks back to see the distance that he has covered for identifying the important landmarks he came across. Summary of the study, statistical findings, conclusions, suggestions to enhance the levels of job satisfaction, job involvement and organizational commitment of university teachers and scope for further research are presented in this chapter.

6.2 SUMMARY OF THE STUDY:

The general objective of the study was to investigate the relationships between job satisfaction, job involvement and organizational commitment of university teachers in selected universities of Maharashtra state.

The researcher included 274 university teachers in the sample by using proportionate stratified random sampling technique. Five universities were selected from the Maharashtra state, which are as follows:

1) Mumbai University, Mumbai.
2) Savitribai Phule Pune University, Pune.
3) Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
4) Sant Gadge Baba Amravati University, Amravati.
5) North Maharashtra University, Jalgaon.

Questionnaires were administered to university teachers to assess their levels of job satisfaction, job involvement and organisational commitment. The data collected were analysed using appropriate statistical techniques such as Frequency, Percentage, Arithmetic Mean, Standard Deviation, T-Test, One Way ANOVA, Pearson Product Moment Correlation Coefficient and Regression Analysis. Thus both descriptive and inferential statistics were used to analyse the data.
The following chapter scheme was used in the structure of the thesis for achieving objectives of the present study:

**Chapter I - Introduction**

This chapter explained statement of the problem, need and significance, objectives, hypotheses, contribution, assumptions and scope and limitations of the study. It also included information relating to research design, selection of the sample, collection of data, data processing, statistical tools and techniques used, research variables, research model, research instruments, ethical issues and presentation of the study.

**Chapter II - Review of Literature**

This chapter included review of the national and international literature relating to job satisfaction, job involvement and organizational commitment. It presented the past research studies carried out in the present field along with a summary of major points. The analysis of literature review provided direction for conducting the research.

**Chapter III - Job Satisfaction, Job Involvement and Organizational Commitment**

This chapter discussed theoretical background of job satisfaction, job involvement and organizational commitment in terms of concept, theories, influencing factors, consequences and measurement.

**Chapter IV - Profile of the Selected Universities of Maharashtra State**

This chapter discussed the meaning of the word ‘university’, historical background of university in India, university administration in India, types of universities in India, current status of universities in India and in Maharashtra. Brief profile of Mumbai University, North Maharashtra University, Savitribai Phule Pune University, Dr. Babasaheb Ambedkar Marathwada University and Sant Gadge Baba Amravati University were also presented.

**Chapter V – Data Collection and Analysis**

This chapter presented the descriptive data and analysis of the survey questionnaire. It reported inferential statistics related to the hypotheses. It
utilized various statistical tools and techniques such as T-Test, One Way ANOVA, Pearson Product Moment Correlation Coefficient and Regression Analysis for testing the hypotheses of the study.

Chapter VI - Summary, Conclusions and Suggestions

This last chapter included the points like summary, statistical findings of the study, major conclusions drawn and suggestions.

6.3 STATISTICAL FINDINGS OF THE STUDY:

The statistical findings of the present study are summarized as follows:

6.3.1 STATISTICAL FINDINGS RELATING TO BIOGRAPHICAL CHARACTERISTICS OF UNIVERSITY TEACHERS:

1) Out of 274 university teachers who participated in the study, 105 (38.32%) were in the age category 35 - 44 years, 85 (31.00%) were in the age category 45 - 54 years, 43 (15.69%) were in the age category of 55 years and above and 41 (14.96%) were in the age category below 35 years old. (Refer Table No. 5.1)

2) It is observed that 199 (72.6%) of the university teachers were male, while only 75 (27.4%) were female. (Refer Table No. 5.2)

3) It is found that 238 (86.9%) of the university teachers were married and 36 (13.1%) were unmarried. (Refer Table No. 5.3)

4) It is also observed that 221 (80.7%) of the university teachers were having Ph.D. degree, whereas 53 (19.3%) of the university teachers did not possess Ph.D. qualification. (Refer Table No. 5.4)

5) The sample included in the study comprised 115 (42%) assistant professors, 85 (31%) associate professors and 74 (27%) professors. (Refer Table No. 5.5)

6) The analysis of data revealed that out of 274 university teachers 153 (55.84%) of the university teachers received a monthly income of Rs. 80,000 and above. 64 (23.36%) of the university teachers received a salary between Rs. 50,000 - Rs. 64,000 per month, 34 (12.41%)
received a salary less than Rs. 50,000 per month and only 23 (8.39%) of the university teachers received a salary between Rs. 65,000 - Rs. 79,000 per month. (Refer Table No. 5.6)

7) The majority of the university teachers (n = 115 or 42%) had experience of 15 or more years. While 89 (32.5%) of the university teachers had experience of 5 - 9 years and 49 (17.9%) of the university teachers had experience of 10 - 14 years. Only 7.7% (n = 21) of the university teachers had experience of less than five years. (Refer Table No. 5.7)

6.3.2 STATISTICAL FINDINGS RELATING TO THE JOB SATISFACTION UNIVERSITY TEACHERS:

1) The arithmetic mean for the total job satisfaction of the sample was 3.38 with a standard deviation of 0.49. The small value of standard deviation for the overall level of job satisfaction indicates that most respondents are close to the mean. (Refer Table No. 5.9)

2) In dimension-wise analysis of job satisfaction of university teachers, the mean score of nature of work found to be 4.42 followed by pay (3.75), promotion opportunities (3.49), communication (3.35), contingent rewards (3.34), coworkers (3.30), supervision (3.25), fringe benefits (2.88) and operating procedures (2.63). The standard deviations for all the dimensions of the JSS were relatively low ranging from 0.52 to 1.07. (Refer Table No. 5.9)

3) On the basis of score of job satisfaction it is found that 49 (17.88%) of the university teachers have high job satisfaction, 179 (65.33%) have average job satisfaction and 46 (16.79%) have low job satisfaction. (Refer Table No. 5.10)

4) The null hypothesis stating that there is no significant difference in the level of job satisfaction of university teachers based on age is rejected (F = 11.288, p < 0.01). University teachers in the age category ‘35 - 44 years’ evidenced the highest level of job satisfaction with a mean score
of 3.53, while university teachers in the age category ‘55 years and above’ indicated the lowest level of job satisfaction with a mean score of 3.09. (Refer Table No. 5.16)

5) The mean score of job satisfaction of female university teachers (3.45) was higher than that of male university teachers (3.35). But mean differences could not reach the significance level (t = -1.535, p > 0.05). (Refer Table No. 5.17)

6) The job satisfaction level of unmarried university teachers (mean score 3.44) was higher than that of married university teachers (mean score 3.37). But mean differences could not reach the significance level (t = 0.733, p > 0.05). (Refer Table No. 5.18)

7) The job satisfaction level of university teachers without Ph.D. was significantly higher than that of university teachers with Ph.D. (t = 2.937, p < 0.01). (Refer Table No. 5.19)

8) Assistant professors indicated the highest level of job satisfaction (mean score 3.42), followed by professors (mean score 3.41) and associate professors (mean score 3.30). But mean differences could not reach the significance level (F = 1.526, p > 0.05). (Refer Table No. 5.20)

9) The null hypothesis stating that there is no significant difference in the level of job satisfaction of university teachers based on income is rejected (F = 8.934, p < 0.01). University teachers in the income bracket ‘Rs. 65,000 - Rs. 79,000’ reported the highest level of job satisfaction (mean score 3.81), followed by university teachers in the income bracket ‘Rs. 50,000 - Rs. 64,000’ (mean score 3.45) and university teachers in the income bracket ‘Rs. 80,000 and above’ (mean score 3.32), while university teachers earning ‘below Rs. 50,000’ indicated the lowest level of job satisfaction (mean score 3.23). (Refer Table No. 5.21)

10) The null hypothesis stating that there is no significant difference in the level of job satisfaction of university teachers based on experience is
rejected \((F = 8.490, p < 0.01)\). University teachers with ‘10 - 14 years’ of experience evidenced the highest level of job satisfaction with a mean score of 3.59, followed by university teachers with ‘5 - 9 years’ of experience (mean score 3.40) and university teachers having experience of 15 years and above (mean score 3.34), while university teachers with ‘below 5 years’ of experience indicated the lowest level of job satisfaction (mean score 2.98). (Refer Table No. 5.22)

6.3.3 STATISTICAL FINDINGS RELATING TO THE JOB INVOLVEMENT UNIVERSITY TEACHERS:

1) The arithmetic mean for the total job involvement of the sample was 3.83 with a standard deviation of 0.55. (Refer Table No. 5.11)

2) On the basis of score of job involvement it is found that 40 (14.60%) of the university teachers have high job involvement, 193 (70.44%) have average job involvement and 41 (14.96%) have low job involvement. (Refer Table No. 5.12)

3) The null hypothesis stating that there is no significant difference in the level of job involvement of university teachers based on age is accepted \((F = 1.755, p > 0.05)\). University teachers in the age category ‘45 - 54 years’ evidenced the highest level of job involvement with a mean score of 3.93, while university teachers in the age category ‘55 years and above’ indicated the lowest level of job involvement with a mean score of 3.71. But mean differences could not reach the significance level. (Refer Table No. 5.23)

4) The mean score of job involvement of female university teachers (3.85) was higher than that of male university teachers (3.82). But mean differences could not reach the significance level \((t = -0.253, p > 0.05)\). (Refer Table No. 5.24)

5) The mean score of job involvement of married university teachers (3.84) was higher than that of unmarried university teachers (3.77). But
mean differences could not reach the significance level (t = -0.663, p > 0.05). (Refer Table No. 5.25)

6) The mean score of job involvement of university teachers without Ph.D. (3.87) was higher than that of university teachers with Ph.D. (3.82). But mean differences could not reach the significance level (t = 0.504, p > 0.05). (Refer Table No. 5.26)

7) Professors indicated the highest level of job involvement with a mean score of 3.95, followed by assistant professors (mean score 3.79) and associate professors (mean score 3.78). But mean differences could not reach the significance level (F = 2.641, p > 0.05). (Refer Table No. 5.27)

8) The null hypothesis stating that there is no significant difference in the level of job involvement of university teachers based on income is rejected (F = 10.721, p < 0.01). University teachers in the income bracket ‘Rs. 65,000 - Rs. 79,000’ reported the highest level of job involvement (mean score 4.26), followed by university teachers earning ‘below Rs. 50,000’ (mean score 4.00) and university teachers earning ‘Rs. 80,000 and above’ (mean score 3.82), while university teachers in the income bracket ‘Rs. 50,000 - Rs. 64,000’ indicated the lowest level of job involvement (mean score 3.60). (Refer Table No. 5.28)

9) The null hypothesis stating that there is no significant difference in the level of job involvement of university teachers based on experience is rejected (F = 6.804, p < 0.01). University teachers having experience of ‘15 years and above’ evidenced the highest level of job involvement with a mean score of 3.96, followed by university teachers having experience of ‘below 5 years’ (mean score 3.88) and university teachers with ‘10 - 14 years’ of experience (mean score 3.87), while university teachers with ‘5 - 9 years’ of experience indicated the lowest level of job involvement (mean score 3.62). (Refer Table No. 5.29)
6.3.4 STATISTICAL FINDINGS RELATING TO THE ORGANIZATIONAL COMMITMENT OF UNIVERSITY TEACHERS:

1) The arithmetic mean for the total organizational commitment of the sample was 3.47 with a standard deviation of 0.60. The respondent scored higher on ‘affective commitment scale’ with a mean of 3.81 and scored lower on ‘normative commitment scale’ with a mean of 3.08. The mean value of ‘continuance commitment scale’ found to be 3.51. (Refer Table No. 5.14)

2) On the basis of score of job involvement it is found that 52 (18.98%) of the university teachers have high organizational commitment, 184 (67.15%) have average organizational commitment and 38 (13.87%) have low organizational commitment. (Refer Table No. 5.15)

3) The null hypothesis stating that there is no significant difference in the level of organizational commitment of university teachers based on age is rejected (F = 16.883, p < 0.01). University teachers in the age category ‘below 35 years’ evidenced the highest level of organizational commitment with a mean score of 3.61, while university teachers in the age category ‘55 years and above’ indicated the lowest level of organizational commitment with a mean score of 2.91. (Refer Table No. 5.30)

4) The mean score of organizational commitment of female university teachers (3.55) was higher than that of male university teachers (3.44). But mean differences could not reach the significance level (t = -1.288, p > 0.05). (Refer Table No. 5.31)

5) The mean score of organizational commitment of unmarried university teachers (3.59) was higher than that of married university teachers (3.45). But mean differences could not reach the significance level (t = 1.342, p > 0.05). (Refer Table No. 5.32)

6) The organizational commitment level of university teachers without Ph.D. was significantly higher than that of university teachers with Ph.D. (t = 2.007, p < 0.05). (Refer Table No. 5.33)
7) The null hypothesis stating that there is no significant difference in the level of organizational commitment of university teachers based on academic position is rejected \( (F = 5.535, p < 0.01) \). Assistant professors evidenced the highest level of organizational commitment (mean score 3.60), followed by professors (mean score 3.40) and associate professors (mean score 3.34). (Refer Table No. 5.34)

8) The null hypothesis stating that there is no significant difference in the level of organizational commitment of university teachers based on income is rejected \( (F = 10.107, p < 0.01) \). University teachers in the income bracket ‘Rs. 65,000 - Rs. 79,000’ reported the highest level of organizational commitment (mean score 3.92), followed by university teachers earning ‘below Rs. 50,000’ (mean score 3.74) and university teachers in the income bracket ‘Rs. 50,000 - Rs. 64,000’ (mean score 3.49), while university teachers earning ‘Rs. 80,000 and above’ indicated the lowest level of organizational commitment (mean score 3.33). (Refer Table No. 5.35)

9) The null hypothesis stating that there is no significant difference in the level of organizational commitment of university teachers based on experience is accepted \( (F = 0.848, p > 0.05) \). University teachers having experience of ‘below 5 years’ evidenced the highest level of organizational commitment (mean score 3.58), followed by university teachers with ‘10 - 14 years’ of experience (mean score 3.52) and university teachers with ‘5 - 9 years’ of experience (mean score 3.50), while university teachers having experience of ‘15 years and above’ indicated the lowest level of organizational commitment (mean score 3.40). But mean differences could not reach the significance level. (Refer Table No. 5.36)
6.3.5 STATISTICAL FINDINGS RELATING TO THE RELATIONSHIPS BETWEEN JOB SATISFACTION, JOB INVOLVEMENT AND ORGANIZATIONAL COMMITMENT OF UNIVERSITY TEACHERS:

1) Pearson correlation coefficient ($r = 0.351$) between job satisfaction and job involvement of university teachers was significant at 0.01 level (as $p < 0.01$). (Refer Table No. 5.37)

2) Pearson correlation coefficient ($r = 0.434$) between job satisfaction and organizational commitment of university teachers was significant at 0.01 level (as $p < 0.01$). (Refer Table No. 5.38)

3) Pearson correlation coefficient ($r = 0.585$) between job involvement and organizational commitment of university teachers was significant at 0.01 level (as $p < 0.01$). (Refer Table No. 5.39)

4) The R-Squared value (also known as coefficient of determination) between job satisfaction and job involvement was 0.123, which indicates that job satisfaction explains 12.30% of the variance in job involvement. The F-statistic of 38.217 was significant at the 0.01 level (as $p < 0.01$). So the null hypothesis stating that job satisfaction does not statistically explain the variance in job involvement of university teachers is rejected. (Refer Table No. 5.40)

5) The R-Squared value between job satisfaction and organizational commitment was 0.188, which indicates that job satisfaction explains 18.80% of the variance in organizational commitment. The F-statistic of 63.098 was significant at the 0.01 level (as $p < 0.01$). So the null hypothesis stating that job satisfaction does not statistically explain the variance in organizational commitment of university teachers is rejected. (Refer Table No. 5.41)

6) The R-Squared value between job involvement and organizational commitment was 0.343, which indicates that job involvement explains 34.30% of the variance in organizational commitment. The F-statistic of 141.833 was significant at the 0.01 level (as $p < 0.01$). So the null
hypothesis stating that job involvement does not statistically explain the variance in organizational commitment of university teachers is rejected. (Refer Table No. 5.42)

6.4 MAJOR CONCLUSIONS:

On the basis of the above statistical findings the following major conclusions are drawn:

1) The majority of the workforce participated in the study is fairly young i.e. up to the age of 44 years old.

2) The majority of the respondents are male. The large difference in gender representation reflects true differences in the population.

3) Universities mostly employ individuals for teaching jobs with an educational level of Ph.D.

4) Majority of the university teachers received a monthly income of Rs. 80,000 and above.

5) The sample represented a relatively experienced group of university teachers.

6) University teachers are most satisfied with the nature of their work followed by pay, promotion opportunities, communication, contingent rewards, coworkers and supervision. They are least satisfied with operating procedures and fringe benefits.

7) University teachers are satisfied with vacation, medical facilities, funds for research under minor and major research project scheme and travel to attend conferences, grant for publication of books etc. But still they feel that there are some benefits that they should have when compared to private sector.

8) Majority of the university teachers (65.33%) have moderate level of job satisfaction.

9) There is significant difference in the level of job satisfaction of university teachers based on age, educational level, income and
experience. However, there is no significant difference in the level of job satisfaction of university teachers based on gender, marital status and academic position.

10) Majority of the university teachers (70.44%) have moderate level of job involvement.

11) There is significant difference in the level of job involvement of university teachers based on income and experience. However, there is no significant difference in the level of job involvement of university teachers based on age, gender, marital status, educational level and academic position.

12) Majority of the university teachers (67.15%) have moderate level of organizational commitment.

13) There is significant difference in the level of organizational commitment of university teachers based on age, educational level, academic position and income. However, there is no significant difference in the level of organizational commitment of university teachers based on gender, marital status and experience.

14) There is significant relationship between job satisfaction and job involvement of university teachers. The correlation between job satisfaction and job involvement was moderate and positive.

15) There is significant relationship between job satisfaction and organizational commitment of university teachers. The correlation between job satisfaction and organizational commitment was moderate and positive.

16) There is significant relationship between job involvement and organizational commitment of university teachers. The correlation between job involvement and organizational commitment was large and positive.
17) Job satisfaction statistically explains the variance in job involvement of university teachers and therefore job satisfaction is the significant predictor of job involvement.

18) Job satisfaction statistically explains the variance in organizational commitment of university teachers and therefore job satisfaction is the significant predictor of organizational commitment.

19) Job involvement statistically explains the variance in organizational commitment of university teachers and therefore job involvement is the significant predictor of organizational commitment.

20) In a nutshell, by enhancing the level of job satisfaction of university teachers, the levels of job involvement and organizational commitment can be increased.

6.5 IMPORTANT SUGGESTIONS:

The majority of the university teachers were found to have moderate levels of job satisfaction, job involvement and organizational commitment. In order to enhance the levels of job satisfaction, job involvement and organisational commitment of the university teachers, the following suggestions are offered by the researcher:

1) The working environment needs to be made more pleasant, relaxed, cordial and friendly, so that the university teacher would feel as a family member in the university.

2) The head of the department should keep the morale of university teachers high by involving them in decision-making process and should provide the opportunities to interact and be supportive of one another. A good supervisor can make the employee feel at home and comfortable. He should be unbiased and should give equal opportunity to all the teachers for skill enhancement. He should show interest in the feelings of his/her subordinates.
3) University teachers were not much satisfied with rules and procedures of the university as they make a good job difficult and so such rules and procedures should be simplified.

4) There should be minimization of paperwork.

5) The competent, well educated and trained clerical staff should be recruited in the university departments.

6) Work assignments should be fully explained. There should be effective and proper communication among university administrators, head of departments and university teachers.

7) The curriculum should have sufficient space for practical exposure especially in case of arts subjects. This will enrich the job of university teachers as well as make the job more challenging.

8) A job rotation strategy and job enlargement strategy (the practice of expanding the content of job to include more variety and a greater number of tasks at the same level) should be applied so that each university teacher will have an opportunity to perform variety of tasks and they will completely engage themselves in the performance of such tasks.

9) Communicate frequently with the university teachers in order to gauge their level of job satisfaction job involvement and organisational commitment.

10) A good work should be recognized through awards and rewards.

11) The frequent and non-critical feedback should be given to university teachers on their performance and opportunity for self-development to overcome inadequacies should be provided.

12) Workshops on yoga, meditation and other relaxation techniques should be arranged in order to reduce the stress experienced by university teachers.

13) A behavioural, technical and leadership training should be given to university teachers to enhance their skills.
14) A five days-a-week job should be defined.

15) Personnel management team should be constituted in each university, which should meet regularly for an hour weekly to identify, analyse and resolve work related problems of university teachers, leading to improvement in their total performance and enrichment of their work life.

16) The political interference in the management and administration of universities should be prevented.

6.6 SCOPE FOR FURTHER RESEARCH:

No research is complete and perfect in all aspects. Every research has its own limitations. Due to constraints of time, cost and resources, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly mentioned below:

1) A comparative study of the job satisfaction, job involvement and organisational commitment of university teachers in public universities and private universities of Maharashtra state.

2) A study of the relationship between job satisfaction, job involvement and organisational commitment of university teachers in deemed universities of Maharashtra state.

3) An extension of this study can be conducted by including other variables such as employee morale, organizational citizenship behaviour and work motivation, etc.

4) A study of the relationship between job satisfaction and employee absenteeism can be attempted.

5) A study of job satisfaction and student’s performance can also be conducted so as to determine the impact of job satisfaction on the performance of students.
6) The similar study can be conducted on a larger sample and in different states to have in-depth knowledge of the relationships between job satisfaction, job involvement and organizational commitment of university teachers.

7) The similar study can also be conducted on the sample of non teaching staff in the universities of Maharashtra State.

The list which has been given above is, however, not exhaustive but illustrative. There are vast areas in this field which have not been explored so far and any attempt in this direction may both be rewarding and instructive.