CHAPTER VIII

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In collegiate education the most important to remember is the position of the teacher in the academic world. For example, if we look at the salary scales of college teachers including principals and compare them with salary scales of professors and readers and lecturers in the university teaching departments, we will find a big difference. It is difficult to understand by what academic logic a qualified person, who teaches in a college, is paid less and so much less than a person who teaches in the university.

It is permissible if the differences were on the basis of qualifications, which should be the only academic principle. The moment a teacher is taken out from the college and put into a university, immediately his market value or his money valuation is doubled. This is happening everywhere. In this climate, it is difficult to keep up the morale of these teachers who constitute 80 percent of those responsible for our higher education. It is high time that those who are responsible for college education in this country took serious note of the fact that the differentiation that exists between scales of pay, conditions of service, security
of service, hours of work, facilities available for reading and research in terms of books, journals and large library equipment, and by way of going to conferences and learned bodies, facilities for study leave and such other leave, for the two classes of teachers, who have the same qualifications and are engaged in the same task, should not be permitted to continue. Teaching undergraduate can be a very exciting and fruitful affair, and if a teacher is well qualified and wants to teach undergraduates, he finds himself handicapped by the lower salary, lower status, longer hours of work and has facilities for keeping up his academic well being. Many good people are going away from the colleges to university teaching departments. If this drain continues it will not be possible for us to raise the standard or to get full value out of the enormous expenditure we are incurring on university education in the country. This is also the case with secondary teachers who are ultimately moving towards colleges which they consider a place of status symbol.

The educated man not only influences the society he lives in but is also influenced by certain inner intrinsic values, attitudes, satisfaction and involvement with his achieving needs. Many factors have a role in the creation of these attributes.

Organization or management involves both material and
human management. Material management involves the decisions on what to produce, and in what way to produce, and among the guiding motives are minimisation of cost and maintenance of education standards. Human management also form an important part of organisation. An essential condition for successful human management is to see that in filling up jobs, the square peg is placed in the square hole and the round peg in the round hole. This involves a clear formulation of job qualifications and a recruiting machinery that brings to the jobs in question teachers with appropriate qualification. Any sloppiness shown in either of these will lead to mal-utilization of human resources and therefore result in a fall in standards. It is important that those teachers who are employed have adequate motivation to put in their best effort and also improve their qualifications. The destiny of India is being shaped in her classrooms. The shape, undoubtedly, will depend on what goes on in the classrooms and how does it go on? In other words, quality of teaching will be determined by quality of teaching behaviour featuring the classrooms. The quality of involvement and role behaviour, in its turn, depends upon the level of psychic equipment of teachers with necessary skills in designing and handling teaching behaviours.
In order to understand the teaching process, to identify effective teaching behaviours in terms of various kinds of pupil outcomes, and to design training programmes for their effective mastery by the teacher, considerable amount of well design empirical research is indispensible.

Problem

The history of Job Satisfaction - Involvement - Need Achievement research is rather more impressive than that of the concepts like job attitudes and morale. Since the publication of "Job Satisfaction", a classic review of about 32 students, by Hoppock in 1935 thousands of research articles and books have been published on these topics. A thorough research review by Herzberg, Peterson, and Campwell (1957) included 1857 references. According to an estimate of about 3350 articles including dissertations have been published upto 1972 (Locks, 1976).

Looking into such a large quantum of data on research done on the topic, some may question the necessity to continue further work in the field.

Purpose of the Study

From the preceding discussion, one can see why so much
attention has been paid to the study of Job Satisfaction, Involvement and Achievement. However, much effort is still needed to fully understand the relationship between the Job Satisfaction and its agent/outcomes variables in academic situation in particular. Good many studies have been done in industrial civilization to identify the possible influences, but very rare studies are available with reference to the teaching communities. For example, since the nature of the job may differ from population to population, separate efforts should be made to study the causes and outcomes of job satisfaction for each types of population. Secondly, except for a few, most of the studies available suffer from lack of comprehensions. Only a small number of variables are used which creates problems in conceptualization and integration of results to theory. The present investigation is an attempt to fulfill some of the gaps in existing field of knowledge, Job Satisfaction, Involvement and Achievement as outcome variables of locus of control - motivational climate, participation in academic climate and various types of role stresses the teacher face.

The present study has employed more than two dependent and nearly 35 (thirty five) independent variables for data collection and has also employed multivariate form of analysis.
It is expected that multivariate form of analysis is a better mode of testing the hypotheses compared to bi-variate analysis in event of data collection based on more than two variables.

Job Satisfaction, Job Involvement, Identification and Commitments have been used interchangeably in the literature. Results of the study have shown that they are distinct attitudes. But job involvement is not close to job satisfaction. Job Involvement is close to work attractiveness and work importance, it is multi-dimensional which include factors like dedication. Job Involvement divides into two parts — one towards growth-oriented and the other towards deficiency oriented. Personal factors like work values, need strength and locus of control too are important determinants of involvement — means very near to identification. When teachers join an institution, they are not tabula rasa, they carry with them the predispositions for identification which they have acquired in the socialization process.

The following hypotheses were tested in the present study.

**Hypotheses**

Keeping in view the above objectives, the following specific hypotheses are proposed.

The college or an institution is formed on the basis of
certain goals it should achieve. The teacher as an individual, similarly has his own needs (meet to compete with others, need to help students, need to influence others, need to learn and grow, need to be recognised, etc.) The following hypotheses are formulated in relation to the educational achievement growth at the stages.

Stage I. Entry Period

Betwenn Case and Family background, the later has a more effective role for one's entry into profession.

(1) Teachers with family background and need achievement have more role efficacy than other factors like religion, region to ensure the teacher's effectiveness in the college or school. Unless the teacher has the requisite knowledge, technical competence, and abilities required for the role, he cannot be effective.

(2) If the role of a teacher does not allow him to use his competence, and if he constantly feels frustrated in the role, his effectiveness is likely to be low.

(3) Government facilities made available, for helping people in terms of E.B.C. Scholarships, merit scholarships, and awards for further education have nothing relevant to enter the teaching profession.

(4) Job involvement would be related to personal background, life values in education.
(5) Persons with different levels of Locus of Control will differ significantly in relation to their Job Satisfaction.

(6) Job Satisfaction is closely related to age and tenure.

Stage II (Expansion) for Further Progress

Educational Background of Family and achievement motivation and key ingredients of effective role making.

(1) Persons with different levels of perception of prevailing motivational climate in their institutions will differ significantly in relation to their job satisfaction.

(2) The teacher with greater job involvement have opportunity for independent thought and independent decision-making in his position.

(3) The old secondary teachers are more involved in job than the young college teachers.

(4) The overall job satisfaction of secondary teachers will depend more on the satisfaction of lower than higher needs.

Stage III Stability in teaching profession

(1) The characteristics of an institutional climate appear to be more directly linked to job attitude, job satisfaction and personality.
(2) Role provides the individual an opportunity to grow and develop. If a person feels that he is stagnating in the role, one does not get an opportunity to grow is likely to have low role efficacy. Institutes which are able to plan the growth of such people in roles are able to have higher efficacy and a great deal of contribution from them.

(3) The feeling of security of job hinders the attitude of job involvement.

(4) Widely accepted theories of Weber, Hagen and McClland, which attributed to ethical values, community background and the need for achievement motivation respectively are not able to explain the contemporary teaching problems in India and guide developmental programmes.

Sample

The sample size was fixed-up according to Cohen (1969) with the following statistical consideration. 202 college and secondary teachers from Ahmedabad city satisfying certain qualifications. The entire sample is an available sample not a random sample.

Inventories and other details

(1) Special Inventory prepared for General Information about Age, Tenure, Qualification and Socio-economic conditions, etc.
Job Satisfaction: Job Satisfaction in the present study was assessed by satisfaction - dissatisfaction employer's inventory developed and standardized by Pestonjee (1973, 1981).

Locus of Control: Social Reaction Inventory developed by Rotter (1966) was used to assess the internality - externality dimensions of personality.

Role Stress: Your feelings about your role scale developed by Pareek (1977).

Motivational Climate: Developed by Pareek (1975). It is also known as MAO(C) and is patterned after Litwin and Stringer's (1968) climate questionnaire.

Participation: The extent of psychological participation was assessed with the help of psychological participation index.

Results: The conclusions mentioned in the study are based on the statistical analysis performed on the data collected for the investigation. As usual, the conclusions are not the final and definite statements about the outcome of the investigation but are specific and limited to the survey design and the data analysis strategy employed. None of the instrument has ever been subjected for factorial validity in India.
It is possible that dependent variable are multidimensional and therefore require not a single score but a number of scores are the number of the dimensions.

For the purposes of comparing job satisfaction teachers differing on various independent variables, three groups, namely, high scoring group (HSG), low scoring group (LSG) and medium scoring group (MSG) have been created. Thus, for each independent variable, three groups namely, HSG, MSG and LSG. The mean scores obtained by each group on various dimensions of job satisfaction have been compared and tested for their significance of difference by t-test using two levels of each (various dimensions of job satisfaction) a $2 \times 2$ contingency table for chi-square has also been used for the analysis of results.

The product moment coefficient of correlation has been calculated to find out the relationship between various independent and dependent variables. Regression analysis has also been performed to find the relative contribution of each variable in explaining the variance for various job satisfaction dimensions and overall results.

With respect to the Job Satisfaction, Involvement and
Achievement as dependent variables, the contribution of the theoretical value appears to be meaningful in terms of the value for regression coefficient considered where for the involvement as the dependent variable, inspite of the fact that $R^2$ value is significant, none of the regression coefficient is significant in terms of the t-statistics. Finally, limitations of the present study have been mentioned and the suggestions for further research have also been made.

Major Conclusions

(1) The sample size in the present investigation is considerably required for multivariate analysis appropriate. In general, no significant relationships were observed between locus of control and various dimensions of Job Satisfaction. However, a low and significant negative correlation was observed in the case of locus of control.

(2) The climate of academic motivation have been found significantly associated with such dimensions of Job Satisfaction involvement area as well as overall satisfaction also. That is, if a teacher has a high perception of high achievement oriented climate will increase his feelings of satisfaction with regard to management.

(3) The climate of control has been found to be negatively correlated with on-the-job aspects of job satisfaction as
well with total job satisfaction but no relationship was observed in the case of off-the-job factors of Job Satisfaction.

(4) No relationship was obtained between the climate of dependency and various dimensions of job satisfaction thereby indicating that the climate of dependency has no effect on various aspects of Job Satisfaction and Job Involvement.

(5) It has been found that the teacher's perception of high participation in decision-making has an influence on his job satisfaction in areas such as management and social relationship.

(6) Job Involvement has been found to be significantly and positively related with all aspects of Job Satisfaction, namely, job area, management area, personal adjustment area, social relationship area, on-the-job area, off-the-job area, as well as overall job satisfaction also.

(7) Self-role distance has been found to be significantly but negatively correlated with all the dimensions of Job Satisfaction including overall Job Satisfaction.

(8) Role stagnation has been found to be significantly and negatively associated with all dimensions of Job Satisfaction except in the case of social relationship area of Job Satisfaction.
(9) Inter-role distance has been found to be significantly and negatively associated with all the dimensions of Job Satisfaction except in the case of social relationship area of Job Satisfaction.

(10) Role ambiguity has been found to be significantly but negatively associated with all the dimensions of Job Satisfaction except in the case of social relations area of Job Satisfaction.

(11) Role overload have been found to have a negative influence on all the dimensions of Job Satisfaction. However, in the case of social relations area, the relationship has been barely significant statistically.

(12) The overall indices of role stress have been found to be negatively associated with all the dimensions of Job Satisfaction except in the case of social relationship area of Job Satisfaction.

(13) Role inadequacy has been found to have a significant but negative influence on all the dimensions of Job Satisfaction except in the case of social relations.

(14) In educational environment as compared to industries the problem of reliability and validity of the measures is very crucial one and it is difficult to ascertain empirically reliability and validity of the system in question. It
has come to the notice of the investigator that very few studies have been conducted in this area.

(15) It is suggested that the problem of dimensionality with respect to Job Involvement and Need Achievement should be studied by utilizing principal component analysis approach. There is an apparent contradiction in Sinha (1975)’s suggestion to add together the scores of 20 items after clearly mentioning that a four typical cluster were identified by him as a result of item analysis. It is also possible that the number of dimension and the items may be different for Job Involvement and Need Achievement, if the dimensions are determined only on the basis of what is popularly known as a factor analytic approach.

The general picture emerging out of these findings indicate that favourable academic climate of achievement, participative management will enhance job satisfaction levels. Job Satisfaction and Job Involvement are distinct. Job Satisfaction and Job Involvement are distinct and not related. Job Involvement may or may not be related. However, various types of stresses which develop out of either poor or strict organization or structure or poor relations have detrimental effects on Job Satisfaction in all spheres.
Limitations of the Findings of the Study

Research on Job Satisfaction, Involvement and Need Achievement of the teaching profession is painfully scanty in the country. In considering the results growing out of the study, it is important and proper to recall that one is dealing with inferences from the empirical data and therefore that (i) generalization is appropriate only when made to populations which it seems reasonable to believe are not significantly dissimilar to the populations employed in this study.

Any obtained relationships are limited by, and may be expected to vary with, since two types of teachers are taken collectively, e.g. College teachers and higher secondary teachers coming from two distinct institutional set up. All "conclusions" or inferences to be drawn necessarily are approximate as are all inferences based on empirical data which are by their very nature by some degree of reliability, and are probability estimates rather than statements of invariable relationships.

Relationships, differences, and predictions which have been noted are in terms of averages for groups of teachers, as is true of all such findings pertaining to human behaviour.
It is important here to recall that the teachers' responses are neural state of mind, tendencies attitudes, etc. The results are considered in approximation rather than in attempting highly accurate predictions for given individuals.

Needed Research Relative to teacher's satisfaction-involvement

The present study has been of an essentially exploratory in nature. It is believed that the possibility of measurement in a very complex area, that of teaching profession, has been pointed out as one of the most important values of such study wherein number of important relevant variables might be expected to be the encouragement of further research and analysis of the problems of the teachers. It is believed that the availability of general inventory specially prepared for the study represents a significant step toward the provision of "secondary" data (criterion) having known relationship to operationally defined teacher behaviours and personal bio-data.

The research efforts in this area have to be increased considerably. Individual and institutions conducting research in education should divert attention to this area, since 'destiny of India' cannot be shaped properly in the classrooms in absence of satisfied - involved academic climate of
teaching with adequate research base. Institutions supporting research in education should also give priority to this area while allocating funds to various sectors of educational research.

It is generally accepted that to serve in social or human institution is to obey the institute or to become its servant or slave and it is really very painful to see the people working in such fields like slaves or servants and also reflecting mental and practical service attitude.

We, the human beings and especially educated and intelligent people, have created these educational organizations. In its very roots we find slavery, compromise, helplessness, self-aggrandisement, favouritism, duty politics and lobbying and so to talk of progressive, pure and changing education as well as educational organizations is hollow.

Why is the question of individual freedom raised amidst such lifeless, rigid organisation? Such questioning and inquiring as well as sensitive persons create serious problems for others as well as for the organization, so his weaknesses are pointed out to very often and he is threatened and he is hence helpless. He is constantly made conscious
of it. He is free person but a commodity and a dependent on others or the organization.

If such freedom loving person sticks to his institution with his insistence on freedom, he should be ready to have the field because he has failed to adjust himself in the institution as well as with vested interests. He begins to feel hollowness of the organization and feels unable to suggest constructive steps for the organization.

The long and the short of it is that as a human being, in an era of industrial development and disturbing economy of the country every worker by his right expects to ventilate his grievances, and seeks security and protection, so is the case with a teacher as a human being leaned towards unionism for seeking towards security of human touch with instincts of satisfaction and involvement in the execution of his design and distine of his work chosen when education has been equated and tilted with industry and consider education as escalator for social status.