CHAPTER - V
SUMMARY AND CONCLUSIONS

1. Summary

In ancient India when the ‘Gurukula’ system of education prevailed, the teacher was given the utmost respect in the society. But the Indian teacher today finds himself in a new era entirely different from that of the teacher of the olden days. After Independence and the establishment of democratic form of government, the teachers have a new set of ideals before them.

It is the teacher that moulds the most precious material of the land, viz., the boys and girls, in their most impressionable periods of development, into required shapes. Saiyidain (1950) makes the role of the teacher quite illustrative when he says that the teacher has to patiently cut out form, from a crude and unshaped stone.

Choice of a job emerges as a result of the interplay of a multiplicity of factors. It is mainly the result of an interaction between factors pertaining to the job and those that characterise the chooser. Parsons, the father of vocational guidance movement, said that vocational guidance, in its simplest form, is matching the man and machine. Great vocational psychologists like Burnstein, Hollender, Super and many others consider occupational choice as a developmental process over a period of years that ends in a compromise between interests, capacities, values, etc., of the individual on the one hand and the opportunities on the other.

However, many are said to be taking up teaching profession as a career not because they are interested in it but because they are not able to
get any better employment. If one has to be happy in his life, he must be satisfied and happy in his occupation. To get satisfaction in his job, in turn, he must choose it wisely.

Prestige, power, salary, leisure and other features of a job are no doubt important. But these features become meaningful only to those who value them. The value given by an individual to a particular feature of a job is in turn determined by his personality, and social and psychological background. This is implied in the proposition of Thompson (1947) that jobs differ in their attractiveness from person to person depending upon the need pattern or value system of the individual.

Much has been said about the need for maintenance of equality of pay in professions requiring similar qualification and skill. Yet, it is unfortunate that the teachers are in no way comparable to others like doctors, lawyers, engineers, etc. The facilities and incentives offered in this profession are so meagre that many of the talented do not think of becoming teachers but seek positions elsewhere in the world of work.

It is opined that many who have taken up teaching, repent over their choice and would be too willing to change their job in favour of some other lucrative ones, if any opportunities are available. A dissatisfied teacher is lost not only to himself but also to the entire society and spells disaster, to the country’s future. Dissatisfaction of the individuals, whatever may be the occupation in which they are engaged, results in professional stagnation and deterioration. Dissatisfaction among the workers is undesirable and dangerous in any profession, it is just suicidal if it occurs in the teaching profession.
Every profession has got certain aspects conducive for job satisfaction. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is no exception. Lack of public recognition of the teachers in this country is a very sore point. The teachers of today suffer from neglect, indifference and insecurity. We always expect a lot from the teacher, but with so little recognition and insufficient facilities.

In Andhra Pradesh and some other states in India, under the 10+2+3 pattern, the +2 stage has been separated from the schools and also from the colleges and a separate institution, called the junior college, has been created. Though the qualification of teachers employed in degree colleges and junior colleges are the same, there is a vast difference in their pay structure and also in their service conditions. What is the effect of the above on their job satisfaction?

Further, the colleges in Andhra Pradesh are controlled by two types of managements - Government and Private. Does the type of management under which the teachers work affect their job satisfaction?

Similarly, is there any significant difference between the job satisfaction of men and women teachers? Is it related to attitude towards teaching? What are the other correlates of job satisfaction?

Vroom (1964) asserts that explanation of satisfaction requires the use of both work role and personality variables. Satisfied teachers showed fewer indications of emotional maladjustment (Hoppock, 1935). Hence, the personality characteristics of the teachers were analysed to understand the causes of satisfaction / dissatisfaction.
An individual’s emotional stability is likely to manifest itself in the satisfaction/dissatisfaction in his job. If a teacher was neurotic, he would be emotionally maladjusted and dissatisfied with the job (Hoppock, 1935).

Though it is remarked by many that many teachers are not happy with the teaching profession and would like to quit it and take up some other profession, not many empirical studies have been conducted on the attitude of teachers towards teaching and its relationship with job satisfaction.

Hence, the problem chosen for this study was an investigation into the job satisfaction of college teachers in relation to some variables. The independent variables considered in the study are type of management of the institution, sex, level (junior/senior), marital status, experience, the size of the family, 16 personality factors, and neuroticism, etc.

The study was essentially of a 2 factorial design. The sample for the study was 480 college teachers equally distributed between the two managements, the two sexes and the two levels. The sample was selected by a multistage stratified random sampling procedure from the teachers working in 18 degree colleges and 18 junior colleges located in three districts of Andhra Pradesh.

A job satisfaction inventory with 70 items was administered to 320 teachers and factor analysis was carried out by applying varimax rotation (Overall and Keltt, 1972). On the basis of this analysis, 44 items were selected and the job satisfaction inventory was prepared. Its reliability and validity were established. An attitude scale to measure the attitude of teachers towards teaching was also developed on similar lines. Its reliability and validity were also established.
16 personality traits were measured by adapting Form C of the 16 PF questionnaire (Cattell et al., 1970), Neuroticism was measured by adapting the instrument developed by Scheier and Cattell (1961).

The data regarding personal and demographic variables was collected with the help of a personal data sheet.

The instruments were administered to the sample of teachers individually. The data thus collected was analysed using relevant statistical techniques like ‘t’ test, ‘F’ test and regression analysis.

2. Conclusions

From the results of this investigation, the following conclusions were drawn:

(A) Job Satisfaction

1. The mean job satisfaction score of the sample of teachers was significantly above the neutral point.

2. Teachers were satisfied with six of the nine job factors, viz., Principal; Physical facilities; self esteem; fringe benefits; entertainment, prestige and courses; and girl students, personal activities and place of work.

Therefore, the hypothesis, ‘The different job factors would contribute to the satisfaction of the teachers’ was accepted in the case of the above factors and rejected in the case of the other three job factors, viz., parents and students; academic policies; and co teachers which were found to be causing dissatisfaction to the teachers.

3. The teachers working in government colleges and private colleges did not differ in the level of their job satisfaction.
Hence, the third hypothesis ‘Teachers working in government and private colleges do not differ significantly in the level of their job satisfaction’ was accepted.

4. Similarly, men and women teachers did not differ significantly in their job satisfaction.

Therefore, the fourth hypothesis, ‘There would not be any significant difference between the level of job satisfaction of men and women teachers’ was accepted.

5. The next hypothesis viz., ‘Teachers working in junior colleges would be less satisfied with their job than those working in degree colleges was accepted because it was found that teachers working in junior colleges were less satisfied with their job than those working in degree colleges.

6. Factorwise analysis of the job satisfaction scores of the sample of teachers seem to warrant the following conclusions:

(a) Principal: Teachers working in government junior colleges were more satisfied with their principal than the seniors working in government degree colleges. Among the seniors, teachers working in private colleges, were more satisfied with their principal than their counterparts in government colleges.

(b) Parents and students: Men teachers were less satisfied with the attitude of students and their parents towards education than women teachers.
(c) Physical facilities: Teachers working in private colleges were significantly more satisfied with physical facilities than those working in government colleges.

Women teachers were less satisfied with physical facilities than their men counterparts.

In the case of level, seniors were more satisfied with physical facilities than the juniors.

(d) Self esteem : Government college teachers seemed to like their job more, feel important in their job, etc., than the private college teachers.

Men teachers experienced a greater self esteem in their job compared to their women counterparts.

In the case of level, junior teachers were significantly more satisfied with this factor i.e. self-esteem, than the senior teachers.

(e) Fringe benefits : Teachers working in government colleges were more satisfied with fringe benefits than those working in private colleges.

Men teachers were significantly less satisfied with fringe benefits than their women counterparts.

Similarly, junior teachers were less satisfied with the existing fringe benefits than the senior teachers.
Among the junior teachers, men teachers were less satisfied with the fringe benefits than the women teachers. However, among the senior teachers, men and women teachers did not differ from each other. As mentioned earlier, junior teachers were less satisfied with fringe benefits than the seniors among men and women teachers.

(f) Entertainment, prestige and courses: With regard to this actor, teachers working in private colleges were more satisfied than teachers working in government colleges.

In the case of level, juniors were significantly less satisfied with entertainment, prestige and courses offered in their college than the seniors.

(g) Academic policies: Senior teachers were more satisfied with academic policies than the juniors. Among the men, teachers working in government colleges were less satisfied with academic policies than those working in private colleges.

(h) Co-teachers: The different subgroups of teachers did not differ significantly in the level of their satisfaction with their co-teachers’ attitude and their activities.

(i) Girl students, personal activities and place of work: Women teachers were more dissatisfied with the attitude of girl students, personal activities and place of work, than their men counterparts.
7. Teachers who had less favourable attitude towards teaching exhibited least satisfaction with their job, while teachers with more favourable attitude towards teaching exhibited the highest satisfaction in their job.

Therefore, the hypothesis ‘Teachers differing in their attitude towards teaching, differ in their job satisfaction’ was accepted.

Considering factorwise, it was found that: teachers differing in their attitude towards teaching, did not differ significantly in their satisfaction with factors: physical facilities; fringe benefits; academic policies; and co-teachers. So, the above hypothesis as rejected in the case of the above factors and accepted in the case of the factors: Principal; parents and students; self esteem; entertainment, prestige and courses; and girl students, personal activities and place of work.

8. Teacher who had more than the required qualifications did not differ from those who had only the minimum required qualification in their overall job satisfaction.

Hence, the hypothesis ‘There would be a significant difference in the level of job satisfaction of teachers who have the minimum required qualifications and those who have more than the required qualifications’ was rejected.

However, with regard to one job factor, i.e., academic policies, teachers who had extra qualifications were less satisfied than those who had only the minimum required qualifications. So, the above
hypothesis was accepted only in the case of the above factor and rejected in others.

9. The hypothesis that, ‘The level of job satisfaction of married teachers would not be significantly different from that of unmarried teachers’, was accepted as there was no significant difference between married and unmarried teachers either with regard to their overall job satisfaction or on different job factors.

10. Experience of the teachers did not have any effect on their overall job satisfaction.

    So, the hypothesis that ‘Teachers differing in their experience differ in the level of their job satisfaction’ was rejected with regard to overall job satisfaction.

    However, teachers differing in their experience, differed significantly on the following two job factors: Fringe benefits and academic policies. Teachers who have 5 years or less experience, were less satisfied with fringe benefits than those whose experience was 16 years or above, Teachers with 6 to 15 years of experience were the least satisfied with the academic policies and differed significantly from the other two groups. Hence, the above hypothesis was accepted with regard to the above two factors and rejected in the case of other factors.

11. The hypothesis, ‘Teachers belonging to different age groups differ in the level of their job satisfaction’, was rejected as the teachers belonging to different age groups did not differ significantly in their overall job satisfaction.
However, teachers whose age was 41 years or above were more satisfied with their principal than those whose age was 40 years or less. In the case of fringe benefits, teachers 30 years or below were less satisfied than those whose age was 31 years or more. Therefore, the above hypothesis was accepted in the case of the two factors: principal and fringe benefits and rejected in the case of the other job factors.

12. The size of the family of the teachers did not have any effect on their overall job satisfaction.

So, the hypothesis ‘The size of the family of the teachers would have a significant bearing on their job satisfaction’ was rejected with regard to overall job satisfaction.

However, the hypothesis was accepted in the case of only one job factor i.e., principal, since teachers with small families were relatively less satisfied with the principal than those with medium and large families.

13. The analysis of job satisfaction in relation to the 16 personality factors showed that emotionally less stable teachers were less satisfied on their job than emotionally more stable teachers (factor C).

Teachers who were trusting, accepting conditions, conciliatory etc., were more satisfied with their job than those who were suspecting, jealous, irritable (factor t).
Similarly, teachers who were self confident, cheerful, placid and impenitent were more satisfied than those who were depressed, moody, worried, troubled, insecure, anxious and lonely (factor 0).

Hence, the hypothesis ‘Teachers differing in their personality characteristics differ in the level of their job satisfaction was accepted in the case of personality factors: C, Land 0 and rejected in the case of the remaining personality factors and neuroticism.

14. A comparison of the personality profiles of satisfied and dissatisfied teachers by computing the profile similarity coefficient ‘re’ showed that the two groups of teachers viz., satisfied and dissatisfied, had similar personality profiles.

Therefore, the hypothesis ‘There would not be any significant difference between the personality profiles of satisfied and dissatisfied teachers’, was accepted.

(B) Attitude of Teachers Towards Teaching:

1. In general, college teachers were found to have a favourable attitude towards teaching.

Hence, the hypothesis ‘College teachers in general have a favourable attitude towards teaching’ was accepted.

2. The environment in terms of the management in which the teachers work, had no significant influence on their attitude towards teaching.
Therefore, the hypothesis ‘There would be a significant difference in the attitude of teachers working in government and private colleges’, was rejected.

3. Similarly, the hypothesis that ‘Men and women teachers would differ significantly in their attitude towards teaching’ was also rejected, since there was no significant difference between the attitude of men and women teachers.

4. The hypothesis, ‘Senior and junior college teachers would not differ in their attitude towards teaching’, was accepted because the level of the teachers (senior or junior) did not have any bearing on their attitude towards teaching.

5. Teachers who had the required qualifications and those who had extra qualifications, did not differ in the level of their attitude towards teaching.

Therefore, the hypothesis ‘Teachers who differ in their qualifications, differ in their attitude towards teaching’, was rejected.

6. Married and unmarried teachers did not differ in the level of their attitude towards teaching.

As such, the hypothesis that ‘Married and unmarried college teachers would not differ significantly with regard to their attitude towards teaching’ was accepted.
7. Teachers differing in their teaching experience did not differ significantly in the level of their attitude towards teaching.

   Therefore, the hypothesis that ‘Experience would not have any significant bearing on the teachers’ attitude towards teaching’, was accepted.

8. The hypothesis, ‘Teachers of different age groups differ in their attitude towards teaching’ was accepted because young teachers whose age was 30 years or below, had a more favourable attitude towards teaching than middle aged and old teachers.

9. The hypothesis that ‘Size of the family of the teachers would not have any significant influence on their attitude towards teaching’, was accepted since the teachers differing in the size of their family did not differ in their attitude towards teaching.

10. Personality factors: A+, B+, C+, G+, L—, N-, 0-, Q and Q were associated with more favourable attitude towards teaching while factors: E, F, H, I, M, Q and Q did not show any significant effect on the attitude of the teachers towards teaching.

   Hence, the hypothesis that ‘Teachers differing in their personality characteristics, differ in their attitude towards teaching’ was accepted in the case of the personality factors: A, B, C, C, L, N, 0, Q and Q and rejected in the case of other personality factors, viz., E, F, H, I, M, Q and Q and neuroticism.
11. The two groups of teachers - those who had a more favourable attitude and those who had a less favourable attitude towards teaching, had similar personality profiles. Therefore, the hypothesis that ‘Teachers with more favourable attitude and those with less factorable attitude towards teaching, differ in their personality profiles’ was rejected.

(C) Multiple Regression Analysis

1. Prediction of the Job Satisfaction: 7.35 per cent of variance in job satisfaction was predicted by the 13 personality factors and Neuroticism (the other 3 factors: G, I and Q were not considered in the analysis as the ‘F’ values or tolerance levels were not sufficient for further computations). Out of which, the factors: L, 0, B and Q could explain about 5.6 per cent of the variance in the job satisfaction. The remaining variables put together contributed to only 1.75 per cent of the variance in the job satisfaction.

2. Prediction of Attitude of Teachers Towards Teaching: The total variance in ATFT predicted by all the factors was 19.72 per cent. Out of which the first 8 factors viz., L, C, G, A, B, N, Q and I could explain about 18.3 per cent of the variance in the attitude of teachers towards teaching. The remaining 9 variables put together contributed to only 1.42 per cent of the variance in the ATTT.
EDUCATIONAL IMPLICATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. Education Implications

There is no gainsaying that the destiny of the Nation is shaped in her class rooms, because it is in the classrooms that the future citizens acquire the required knowledge and skills to lead a useful and fruitful life and contribute their might to the welfare of the Nation. It is there that their personality characteristics and their value system are shaped. The pivot in this process is undoubtedly the teacher. The role of the teacher is exceedingly crucial today, more than ever before in the process of bringing about a social change and rebuilding India. Therefore it is the bounden duty of the managements of the Institutions and the government to see that the teachers are happy and satisfied.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and there by make his pupils efficient, satisfied, enthusiastic and happy. Likely a dissatisfied teacher is likely to make his pupils also dissatisfied in several respects. Dissatisfaction is like a contagious disease as is maladjustment. Hence, the welfare of the teacher should be of supreme concern to the educational administrators, the government and the society. Though the government has been doing moderately good work to enhance the prestige of the teacher by increasing the salaries, much remains yet to be done, as shown by the results of this investigation.

Though, in general, the college teachers were satisfied with their job, they were not satisfied on certain job factors like academic policies, co-teachers, lack of interest on the part of the parents in their children’s education, poor quality of the students, etc.
Establishment of a parent teacher associations in the colleges may be thought of a solution to the apathy of the parents with regard to the education of their wards. Parent teacher associations, especially, parent conferences have been found to be extremely helpful on such situations.

Teachers expressed dissatisfaction with insufficient in service training programmes, lack of adequate Faculty Improvement Programmes (FIP), lack of freedom to take initiative in organising projects, lack of advance information about the changes that are going to take place in academic matters, etc. Such problems can be solved by the government by proper planning of the academic programmes and by allocating necessary funds for the in service training programmes. Any government worth the name should see that there are adequate facilities for the academic growth of the faculty lest there can not be any improvement in the standards may, standards may even go down if the teachers are not conversant with the latest developments in their subjects.

Problems like lack of freedom to take initiative in organizing projects, can be solved without any difficulty if only the heads of the institutions are real heads. One may not like (it may not be desirable also) to give full freedom to his subordinates in all respects, but if he does not give freedom to his colleagues in ‘academic matters’ he is probably unfit to be the head of an educational institution.

In Andhra Pradesh, at the school level a system called non-detention system is in vogue. According to this system any student will be automatically promoted to the next higher class irrespective of his achievement provided he puts in the required percentage of attendance. However he may be detained at the VII an X class levels if he does not get
the required minimum marks in the common examinations conducted at the end of these two classes. In all other classes he is automatically promoted whatever may be his academic progress. From informal discussion with the teachers, the investigator was given to understand that the above system of automatic promotions was the main cause for the deterioration of standards at colleges and for the students’ unrest and indiscipline which is rampant. It may be well that the government of Andhra Pradesh evaluates the non-detention system, and revamp it if not abolish the same.

Further, teachers were not happy with the groupism, casteism, political affiliations, etc., among the teachers. Political affiliations casteism and regionalism have been dominating the teachers and polluting the academic atmosphere of the colleges and universities to the maximum possible extent. Political affiliations among teachers are rampant in recent years, when small regional parties with the support of immature youth with doubtful merit and calibre have entered the political field. To curb this, a code of conduct must be evolved and strictly implemented. This is probably a very urgent need. Unhealthy atmosphere among the teachers is undesirable. The proverb ‘So are the teachers as are the students’ holds good in this context more than anywhere else.

Junior lecturers were less satisfied with their job than the senior lecturers. Though qualifications are equal for both juniors and seniors, the later get a higher pay and enjoy a higher status. The juniors have been demanding parity of pay scales with the seniors. Under the above circumstances it would be well if the government evolves a suitable policy and sees that the dissatisfaction among the juniors is eliminated.
Seniors felt that principals give contradictory orders from time to time, are not sympathetic to grievances the teachers, partial and do not trust their colleagues. It may be because of the fact that in big institutions where the staff strength is too large, principals can not maintain close relationship and intimacy with their subordinates and may not also find time to maintain relationships with all the colleagues.

Maintaining close relationship between the ‘boss’ and all the colleagues in big institutions is a problem because of sheer numbers, very few can, indeed, enter into the so called inner circle of the principals. This problem can, however, be mitigated at least in government colleges by reducing the frequency of transfers, though as a policy the government does not allow any of its officers to be kept permanently in any one place. Necessity and importance of close association between the principal and the colleagues need no emphasis because once there is mutual understanding between them they can work easily, enthusiastically and happily for the development of the institution.

Another source of dissatisfaction to the teachers working in government colleges, was lack of physical facilities like furniture, play grounds, staff rooms, toilet etc. in fact, many of the junior colleges did not have buildings of their own. The government should allot more funds and provide more working facilities to the colleges in general and junior colleges in particular.

Teachers who had a more favourable attitude towards teaching were found to be satisfied with their job. Similarly, those who obtained a high score on personality factor C and low scores on factors L and O had the highest job satisfaction Further, teachers with high scores on factors: A, B,
C, C, Q and Q and low score on factors L, N and O, had a more favourable attitude towards teaching. If these results are confirmed on other samples of teachers, it would be well for the administrators to use attitude and personality measures in the process of selection of teachers.

2. Limitations and Suggestions for Further Research

This study was limited to junior and degree college teachers working in Andhra Pradesh only.

A more intensive study including teachers working in the universities, professional colleges, secondary and primary schools on a larger population, with throw more light on different issues related to job satisfaction.

An in-depth investigation on satisfied and dissatisfied teachers may be of an immense practical utility to the educational administrators and it can also have some theoretical value as it could throw light on Herzberg’s Two Factor Theory.