CHAPTER V
DISCUSSION OF RESULTS
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5.0.0 INTRODUCTION

It may be restated that the objectives of the research under report were to find out the relationships between education and various job correlates of clerical work. As detailed under caption 1.9.0, 11 hypotheses regarding such job correlates were formulated. The results obtained pertaining to the hypotheses have been presented in the preceding chapter. In this chapter it is proposed to discuss the major findings pertaining to each hypothesis in detail in the light of the contending hypotheses and the findings of the earlier researches done in the area. This chapter also includes, wherever it is felt relevant, the summarization of the limitation of the findings presented.

The discussion of the findings is presented in the sequence of the hypotheses presented under captions 5.1.0 to 5.11.0.
After discussing the results pertaining to the 11 individual hypotheses separately in this chapter, in view of the fact that job aspirations, job satisfaction and job efficiency of clerical workers in relation to their education are the main themes of the present research, it is proposed to have much comprehensive and deeper discussion of the results covering broadly the said three themes under captions 5.12.0, 5.13.0 and 5.14.0.

5.1.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (1)

There will be no significant relationship between the levels of educational credentials acquired and the levels of job aspirations entertained.

For the purposes of the present research, only the non-professional or the general education, which generally does not prepare its clientele for specific careers, was taken into consideration. The levels of the educational credentials were determined by the number of years required for obtaining such credentials. And the levels of the jobs were determined with the help of seven judges (Table 2.8). In the formulation of the aspiration levels the demographic data were not considered as it was assumed (Assumption No.1) that, by and large, education as a factor, generally reflects the totality of the demographic factors.
The review of the research presented under caption 1.2.0 yields a positive relationship between the levels of the education acquired and the levels of the job aspirations entertained. George and Mathew (1966), who studied the school leaving pupils, reported a positive relationship between academic achievement of the students and high professional choice. Boyle (1966), using the data from a survey of Canadian high school girls, wanted to establish the priorities of the possible explanations for the adolescent residents of smaller communities having lower aspirations than the adolescent residents of larger communities. His analysis indicates that educational opportunity explains most of the relationship. Bender et al. (1967) report the results of an Arkansas study concerned with occupational aspirations of senior high school boys. One of the major conclusions drawn by them was that the level of the occupational aspirations of the senior boys in the low income rural Arkansas appeared to be similar to those in higher income industrial counties. Thus it was concluded that there exists a positive relationship between (i) educational opportunities and job aspirations and (ii) academic achievement and job aspirations, and that the size of the community does not alter the levels of job aspirations. But all the studies undertaken so far only covered the high school students.
As the results presented in the Table 4.1 indicate, higher education too has an inflationary association with the job aspirations of the alumni. The correlation matrix presented in the Table 4.3, which yields a positive correlation of 0.203 (which is significant at .01 level) between education (EDQ) and Job Aspirations (ASQ), too reinforces the conclusion that job aspirations have an escalating association with education.

Thus, the hypothesis of 'no significant relationship between the levels of the educational credentials acquired and the levels of the job aspirations entertained' gets rejected.

In the level of the aspirations held at the attainment of 15 years of education however, there appears a slight variation in the general trend of escalation of aspirations with education. While the levels of aspirations held at the attainment of 11 years and 12 years of education are 8.90 and 11.15 respectively, at the conclusion of 15 years of education (i.e. after further three years of education) the level of aspiration (11.13) has recorded a slight downward trend. This downward trend at this stage of education may be because of two reasons: (1) an unusual inflation (2.25 in one year) at the attainment of 12 year education at which most of the students seem to aspire to branch off to professional education like, medicine, engineering etc. which
have greater aspiration value; and (2) disappointment at the end of 12 year stage of education, because of the alumni's inability to get into the professional streams, leading to the moderation of their aspiration levels.

Nevertheless, the aspiration level at the attainment of 15 years of education does not betray a reversal, but reveals a marginal modification of the general thrust of the aspirations, and yet the thrust - inflation of aspirations with education - remains.

Thus it can be concluded that as at the stage of school education (as revealed by the review of the research), even at the stage of higher education, the job aspiration levels generally escalate with years of education.

One obvious limitation with which the present research suffers in 'the area of assessing the job aspirations' in the 'sample' itself as it covers only the alumni cohort that could become clerical workers. The rest of the cohorts of the alumni population that had settled in other professions have not been taken into consideration.

But even so, only 12 per cent of the present sample did aspire for the clerical positions (Table 4.8), the rest aspiring for the rest of possible occupations. This seem to underline the trend of the alumni aspirations in general.
Probably, the inclusion of other cohorts in the sample which had settled down in other occupations could have only marginally influenced the results pertaining to aspirations.

5.2.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (2)

There will be no significant relationship between the levels of educational credentials acquired and the preparedness of such credential-holders to soil their hands in occupations involving physical labour.

All the occupations which involve skilled, semi-skilled and unskilled work have been included in this category. They include agriculture, all careers involving technical and mechanical skills, and all types of works which involve physical labour including house-keeping. Over 80 per cent of the Indians are involved in such occupations (Lal, Sham 1974). The present research was interested in findings to what extent higher education prepares its clientele mentally for such occupations.

The summary of the results presented below indicates that the inclination of the alumni to soil their hands in non-white-collar job situations decreases with education.
### Stage of education

<table>
<thead>
<tr>
<th>Stage of education</th>
<th>Percent of aspirations expressed in favour of physical work</th>
</tr>
</thead>
<tbody>
<tr>
<td>as matriculates</td>
<td>3.1%</td>
</tr>
<tr>
<td>as intermediates</td>
<td>2.0%</td>
</tr>
<tr>
<td>as graduates</td>
<td>2.3%</td>
</tr>
<tr>
<td>as post-graduates</td>
<td>nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.4%</strong></td>
</tr>
</tbody>
</table>

Thus, on the whole only 2.4 per cent of the alumni's expressed aspirations were in favour of occupations involving physical work. These aspirations are feeble in strength (2.4 per cent) and yet one notices the thinning out of these aspirations (3.1 per cent to zero per cent) with increases in education from matriculation to post-graduate levels of education. Again there is a slight variation in the thinning out trend at the first degree level because of the relatively higher level aspirations entertained by the alumni at the intermediate level. This was already discussed under caption 5.1.0.

It may be noted that out of 641 subjects only a single individual aspired once for a semi-skilled work at the matriculation level. Twelve subjects at the matriculation stage, 6 at intermediate level, and 6 at the first degree level thought
of skilled occupations including agriculture (Table 4.1).

Out of 70 females studied 2 at intermediate level and 5 at degree level aspired to take to domestic house-keeping. This stands in contrast to the results of the study made by Grigg and Middleton (1960) of 9th grade Florida girls who overwhelmingly aspired to remain as housewives rather than take to jobs.

One most glaring feature of the present results is that no subject with a post-graduate degree ever thought of an occupation involving physical labour. The researches reviewed do not shed much light regarding the aspirations pertaining to occupations involving physical labour.

The results of the present investigation seem to be quite clear. They seem to indicate unambiguously the trend of general disfavour the alumni have for occupations involving physical labour and the trend of such wafer thin aspirations vapouring off to zero with more and more education.

The results presented reject the hypothesis of no significant relationship between the levels of the educational credentials acquired and the preparedness of such credential-holders to soil their hands in occupations involving physical labour.
5.3.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (3)

There will be no significant relationship between the levels of educational credentials acquired and the readiness of such credential-holders to undertake non-salaried self-employing ventures.

Since the general higher education does not seem to prepare its clientele for specific occupations generally, would the alumni, after getting such education, aspire to undertake such non-salaried self employing occupations which (may have high social value) involve initiative, dash and risk as well. For the purposes of the present research the occupations like business, industry, commerce, contract, political career etc. are clubbed together under this category.

The summary of the results presented below indicates clearly the aspiration trend of the alumni in this regard.

<table>
<thead>
<tr>
<th>Stage of education</th>
<th>Aspirations favouring self employing ventures (percentages of the totals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>as matriculated</td>
<td>5.2</td>
</tr>
<tr>
<td>as intermediates</td>
<td>3.5</td>
</tr>
<tr>
<td>as graduates</td>
<td>4.3</td>
</tr>
<tr>
<td>as post-graduates</td>
<td>nil</td>
</tr>
<tr>
<td>Total</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Thus the aspiration preferences for occupations which are self-employing in nature form a mere 4.2 percent of the total preferences expressed. It signifies that education not only weans away its clientele from the occupations involving physical labour (caption 5.2.0) but it takes them progressively away even from occupations that are self-employing in nature even though they may have high social prestige (Table 2.8). The slight change in the trend of gradual increase in the measures of disfavour with education at the first degree level has already been discussed under caption 5.1.0. The review of the research presented under caption 1.1.0 does not throw much light on this dimension.

Thus the present research conclusively indicates a growing disfavour of the alumni for the occupations, that are self-employing in nature, with education.

The hypothesis of no significant relationship between the levels of the educational credentials held and the readiness of such credential-holders to undertake non-salaried self-employing ventures gets rejected.

The alumni seem not only to develop disfavour for all such self-employing occupations but their disfavour seem to increase with education.
5.4.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (4)

There will be no significant relationship between the pre-job job aspirations and the clerical jobs held by such aspirants.

Did all such alumni who hold clerical positions presently aspire to hold such positions at various stages of their educational attainment? Or, what segment of the present clerical workers did aspire to become so? One of the dimensions of this study was to answer this poser.

The summary of the results pertaining to the alumni aspirations favouring clerical positions is given below.

<table>
<thead>
<tr>
<th>Stage of education</th>
<th>Percentage of aspirations that favour clerical positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>as matriculates</td>
<td>16.3</td>
</tr>
<tr>
<td>as intermediates</td>
<td>11.5</td>
</tr>
<tr>
<td>as graduates</td>
<td>9.4</td>
</tr>
<tr>
<td>as post-graduates</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Thus it can be observed that while at matriculation stage 16.3 per cent of the job aspirations are in favour of clerical positions, there sets-in an element of relative disfavour
for such positions with education. As education increases the clerical aspirations become more and more thin.

5.5.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (5)

There will be no significant relationship between the levels of academic credentials acquired and the job satisfaction of clerical workers who hold such credentials.

In a job context we come across many a situation wherein we find people with varying educational attainments doing identical clerical work. The range of such educational attainments of clerical workers seems to be great in India (Rao, 1961). The question raised in this research was, "would the clerical workers with more educational attainments get greater job satisfaction than their compatriots with less education?" Or, the present research was interested in knowing the relationship between the levels of education and the job satisfaction of the clerical workers.

A summary of the results relating to years of education and the measures of clerical job satisfaction is presented in the following para. The job satisfaction was measured on a dissatisfaction - satisfaction continuum (-400 to zero to +400).
As the summary of the results presented reveals, the dissatisfaction of clerical workers increases with education. The correlation matrix presented in the Table 4.3 gives a negative correlation of \(-0.212\) (which is significant at the 0.01 level) between education and job satisfaction. Thus it gets proved that increases in education add to the clerical dissatisfaction. And the findings of the present research reject the hypothesis of no significant relationship between the levels of the academic credentials acquired and the job satisfaction of the clerical workers who hold such credentials.

The findings of the present research get total support from the review of the researches done in this area, which was presented under caption 1.3.0. Though job satisfaction might increase with the level of the job (Inkles, 1960), it was observed that within a job-level when one finds one's educational
attainments relatively outstripping the job requirements and/or that of his colleagues, one seems to feel the relative dissatisfaction, be the job a clerical position (Carrel and Elbert, 1974), a teaching position (Anjaneyulu, 1974), a managerial position (Goldner in Berg, 1973), or, a blue-collar position (Centres and Centril, 1956).

Another dimension which gets projected through the present investigation is the magnitude of the clerical dissatisfaction that gets associated with the academic merit (class or division obtained in the examinations in this case). As is evident from the Tables 4.9 and 4.10, when the length of schooling gets clubbed with academic merit (a summary of which follows) the job dissatisfaction measures get inflated.

<table>
<thead>
<tr>
<th>Years of education</th>
<th>Mean Job satisfaction</th>
<th>Job Satisfaction of clerks without merit</th>
<th>Job Satisfaction of clerks with merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>- 51.94</td>
<td>0</td>
<td>- 45.2</td>
</tr>
<tr>
<td>12</td>
<td>- 64.65</td>
<td>0</td>
<td>- 77.3</td>
</tr>
<tr>
<td>15</td>
<td>- 77.53</td>
<td>- 77.3</td>
<td>- 86.4</td>
</tr>
<tr>
<td>16-18</td>
<td>- 88.42</td>
<td>- 86.4</td>
<td>- 110.8</td>
</tr>
</tbody>
</table>

Thus it can be summed up in conclusion that both the length of schooling and the scholastic merit obtained have inverse association with the job satisfaction of the clerical workers.
5.6.0 DISCUSSION OF RESULTS RELATING TO HYPOTHESIS  (6)

There will be no significant relationship between the levels of academic credentials acquired and the clerical efficiency of such credential-holders.

When the alumni with varying levels of educational attainments join the clerical services, will such attainments help them in becoming relatively more efficient clerical workers? This was one of the main questions the present research had set before itself to answer.

The summary of the results provided below signifies a general positive relationship between the academic credentials and the clerical efficiency.

<table>
<thead>
<tr>
<th>Years of education</th>
<th>Mean Measures of clerical Efficiency (Maximum = 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>51.0</td>
</tr>
<tr>
<td>12</td>
<td>52.4</td>
</tr>
<tr>
<td>15</td>
<td>54.8</td>
</tr>
<tr>
<td>16-18</td>
<td>56.2</td>
</tr>
</tbody>
</table>

(The figures for 16-18 years of education have been clubbed together as there were only 5 subjects with 16 years of education and only 2 subjects with 18 years education).
Thus it gets established that the efficiency of clerical workers improves with education. The correlation matrix presented in the Table 4.3 as well shows a low but positive correlation of 0.138 between education and job efficiency, the correlation being significant at .01 level. Thus the results reject the hypothesis of no significant relationship between education and job efficiency of clerical workers. However, the researches reviewed under 1.3.0 did not yield a single conclusive relationship between education and job efficiency. The results of the researches reviewed were found to be equivocal, giving all types of relationships, positive, neutral and negative, between the correlates, education and job efficiency (the jobs were not necessarily clerical).

Even in the present research when the quality of educational credentials (merit or division) is considered along with the quantity of education (length of schooling), the total impact of education on clerical efficiency does not seem to be uniformly positive as is revealed by the following summary of the Table 4.12.
Thus we find that the subjects classified under categories B and D display better efficiency than their compatriots with the same length of schooling i.e., A and C. But the post-graduate clerks (F) who had secured first division in all the three public examinations viz., matriculation, first degree and second degree, score the lowest clerical efficiency ratings. This may be due to the extra-ordinary job dissatisfaction experienced by them (-110) which might have reflected in their inferior job efficiency. This dimension will be discussed thoroughly under caption 5.9.0. One more thing to be kept in view is that the strength of the subjects under the category (F) was only 6. So it merits caution in generalising this aspect. And yet both the job satisfaction and job efficiency figures for the category (F) are too eloquent to be ignored.
Thus it can be said that the relationship between the length of schooling and the clerical efficiency is low, but positive and this relationship gets intensified when the quality of educational credentials is considered along with the length of schooling, barring of course, the 'throughout first class post-graduates' who display the lowest clerical efficiency, may be because of the measure of dissatisfaction they suffer from.

5.7.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (7)

There will be no significant relationship between the levels of pre-job job aspirations of the clerical workers and the measures of job satisfaction experienced by them.

The pre-job job aspirations get formed because of various demographic factors including education (George and Mathew, 1966). The alumni enter various job positions with varying levels of pre-job job aspirations. The present research was interested in finding out relationship between the pre-job job aspirations and clerical job satisfaction of such aspirants.

As the Table 4.3 indicates there is a negative correlation of -.135 (which is significant at .01 level) between the
pre-job job aspirations and the job satisfaction of the subjects in the present research.

Thus the results reject the hypothesis of no significant relationship between the pre-job job aspirations of the clerical workers and the measures of their job satisfaction.

The review of the research done under caption 1.5.1 is in complete conformity with the trend indicated in the present research. Those who hold high level jobs (and whose aspirations are thus fulfilled) get job satisfaction (Inkles, 1960). Berg (1973) has concluded that the frustrated job dreams, perhaps, fail to get the job satisfaction. The total mean aspiration level of all the subjects in the present study was 11.1 (Table 4.2) whereas the level of clerical jobs held by them is 4 (Table 2.8). So the discrepancy between the levels of the aspirations and the aspiration attainments (unfulfilled levels of aspirations 11.1 - 4.0) of the subjects may account for the negative correlation of -.135 between aspirations and the clerical job satisfaction and the measures of the job dissatisfaction of the subjects, probably, to some extent.

Thus it may be concluded that the measures of unfulfilled pre-job job aspirations are significantly related to measures of clerical job dissatisfaction. As has been established
under caption (5.1.0), education is associated with escalating job aspirations and to the extent the inflated job aspirations fail to get realised, the alumni get dissatisfied as employees holding lower level jobs. And to the extent the aspirations are inflated and unrealizable, they become unrealistic. It appears that education by unwittingly associating itself with the unrealizable inflated job aspirations of the alumni, seem to infuse an element of job dissatisfaction permanently.

5.8.0 DISCUSSION OF RESULTS RELATING TO HYPOTHESIS (8)

There will be no significant relationship between the levels of pre-job job aspirations of clerical workers and the levels of their job efficiency.

The alumni join the clerical services with varying levels of pre-job job aspirations. Obviously some aspirations would be of higher level than the others. Is there any relationship between the levels of the pre-job job aspirations and the job performance of clerical workers?

Table 4.3 indicates a correlation of 0.029 between the levels of the aspirations held and the job efficiency of such aspirants as clerks. The correlation though positive is very low and is not significant. It is a correlation of no significant relationship.
The hypothesis of 'no significant relationship between the levels of the pre-job job aspirations of the clerical workers and the levels of their job efficiency' formulated in this regard is not rejected.

The review of the research attempted under caption 1.5.2 does not throw any light on the relationship between the pre-job job aspirations and the clerical efficiency of such aspirants.

From the results obtained in the present research it can be said that the levels of the pre-job job aspirations do not give any indication of the future level of clerical job performance.

5.9.0 DISCUSSION OF RESULTS RELATING TO HYPOTHESIS (9)

There will be no significant relationship between the job satisfaction and job efficiency of clerical workers.

The present research was interested in finding out the relationship between the job satisfaction and job efficiency of clerical workers. Does the high clerical job satisfaction get associated with superior job performance and the job dissatisfaction with inferior job performance? Are the better performers relatively more happy and the relatively
inefficient clerical workers the most dissatisfied people?

In short, what is the relationship between the job satisfaction and job efficiency of clerical workers? The present research was interested in finding out answers to such questions.

The satisfied workers, who numbered 27 out of the 641 subjects studied, were awarded 53.55 efficiency ratings against the total sample mean of 54.45.

The highly dissatisfied clerical workers, who had scored more than -200 dissatisfaction figures, were awarded a mean 49 efficiency rating against the general mean of 54.45. Thus it is obvious that neither the satisfied nor the highly dissatisfied clerical workers are found to be as efficient as the average clerical workers.

The most efficient clerical workers who were awarded 100 per cent efficiency ratings (who number 47) were found to be slightly more dissatisfied - 79.38 than the total sample (-75.92). The relatively more inefficient clerical workers (N = 21), who were awarded less than 50 per cent efficiency ratings, were found to be more dissatisfied (-91.66) than the average clerk (-75.92). Thus it is established that both the highly efficient and the most inefficient are relatively more dissatisfied than the average clerical worker,
the most inefficient clerical workers being much more dissatisfied.

Obviously, there does not seem to be any correlation between the clerical job satisfaction and the clerical efficiency. The correlation matrix presented in the Table 4.3 reveals a correlation of -0.031 between the job satisfaction and the job efficiency. The correlation is very low and insignificant and thus it does not signify any conclusive relationship. This seems to corroborate with the findings of the researches reviewed. Vroom's (1964) extensive review of job satisfaction researches too has revealed a median correlation of 0.14 between the satisfaction and performance, which is not significant.

Thus the hypothesis of no significant relationship between the job satisfaction and the job efficiency of clerical workers is not rejected.

5.10.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (10)

There will be no significant difference between the concomitant job efficiency of length of service, and the concomitant job efficiency of length of education of clerical workers.

Employees seem to learn with experience and the length of
service may have a positive relationship with its con­
comitant job efficiency. Likewise education too may be
considered to have some association with its concomitant
job efficiency. In such a context which particular asso­
ciation, the association between the length of service and
the concomitant job efficiency or, the association between
the length of education and its concomitant job efficiency,
will be more positive? Or, who will be more efficient, the
clerical worker with more service or the clerical worker
with more education? One of the most important objectives
of the present research was to find a research answer to
this question.

The correlation matrix presented in the Table 4.3 provides
two relationships related to this theme. The correlation
(1) between education and efficiency is 0.138 and the corre­
lation (2) between length of service (experience) and effi­
ciency is 0.247, both the correlations being significant at
.01 level. Obviously, the association between the experience
and efficiency seems to be more positive than the association
between education and efficiency. Even the t value between
the correlations (1) & (2) is 1.96 which is significant at
.05 level. Thus it gets established that the correlation
value between service and efficiency is significantly higher
than the correlation value between education and efficiency.
That signifies that service is a better predictor of effi­
ciency than education. Thus the hypothesis of no significant relationship between the concomitant job efficiency of length of service, and the concomitant job efficiency of length of education gets rejected.

The review of the research done in this area does not reveal anything as no research undertaken so far has studied the relative effectiveness of association of service and education with efficiency. The researches have concentrated either on the study of association of education with efficiency or on the study of association of service with efficiency separately. No comparative study has been attempted so far.

The Table 4.15 shows the relationship between length of service and the mean measures of clerical efficiency. It shows a gradual increase of job efficiency with the length of service. The trend of increase in efficiency with length of service continues up to the conclusion of the 15 year period. Thereafter it shows a decrease of 0.20 in mean efficiency measure between the two final time slabs 'during the 3rd five year period' and 'more than 15 years period' (56.94 - 56.74). Could it be that after a period of service of 15 years the employees reach a saturation point and their efficiency shows a declining trend. But the decline is so minimal (only 0.20 or less than 0.3 %), that it is difficult to generalise anything. Nevertheless, as the figures in the Table 4.15 indicate,
it can be said that the efficiency which improves with the length of service up to a period of 15 years, does not seem to improve further with the corresponding length of service, reaching probably, the point of "efficiency freeze".

Is this "efficiency-freeze" related to the job title, the job role, or the job status? Can the efficiency freeze be defrosted by altering the variables, the job title, the job role or the job status? In what way the educational attainments are related to the 'efficiency-freeze'? These are some of the questions that get generated in this research.

5.11.0 DISCUSSION OF RESULTS RELATING TO THE HYPOTHESIS (11)

There will be no significant difference between the concomitant job satisfaction of length of service and the concomitant job satisfaction of the length of education of clerical workers.

Both the variables, the length of service (tenure) and the length of education (education) seem to get associated with the clerical job satisfaction. But which of these two variables, tenure or education, has closer association with the job satisfaction of the clerical workers?

Some alumni join the clerical services after obtaining the
minimum educational requirements and continue to work. Others join the same service after attaining various higher levels of education. Now these two types of employees, one with less education and longer tenure and the second with more education and shorter tenure seem to have different levels of association with job satisfaction. The present research was interested in finding out the relative closeness of the association of tenure and education with the job satisfaction of clerical workers.

The correlation matrix presented in the Table 4.3 provides two correlations related to this theme. The correlation (1) between service and job satisfaction is -0.035 while the (2) correlation between education and job satisfaction is -0.211. Thus, though both the co-efficients are negative, the first one which shows the relationship between service and job satisfaction is not significant and does not yield any conclusive relationship, whereas the coefficient, -0.211, showing the relationship between education and job satisfaction is significant at .01 level. The t value between the correlations (1) & (2) is 3.09 which is highly significant at .01 level.

Thus it gets established that the correlation value between education and clerical job satisfaction is negatively significantly higher than the correlation value between service
and clerical job satisfaction. That signifies that education is a more potent predictor of clerical dissatisfaction than service. Thus the hypothesis of no significant difference between the concomitant job satisfaction of length of service and the concomitant job satisfaction of length of education gets rejected.

The research review does not shed any light on the relative effective association of service and education with the clerical job satisfaction.

Now it can be concluded that the alumni with more educational attainments are likely to feel greater clerical dissatisfaction than the alumni with longer clerical service.

5.12.0 GENERAL DISCUSSION OF RESULTS RELATING TO JOB ASPIRATIONS

That the job aspirations escalate with education has been established by the results and the discussion covered under the caption 5.1.0. One of the findings of the present investigation is, that of the present clerical employees only 12 per cent were such who had aspired for clerical positions at the attainment of various levels of education. The rest, who entertained higher levels of aspirations are, obviously, the frustrated job dreams.
What were the main aspirations of the alumni? Or, what type of aspirations get associated with higher education?

The summary of the mean aspirations presented in the Table 4.7 is given below, which is indicative of the trend of the aspirations.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All India Services</td>
<td>15 per cent</td>
</tr>
<tr>
<td>Professional &amp; college teaching</td>
<td>60 per cent</td>
</tr>
<tr>
<td>School teaching &amp; clerical(6+12)</td>
<td>18 per cent</td>
</tr>
<tr>
<td>Non-salaried occupations</td>
<td>7 per cent</td>
</tr>
</tbody>
</table>

As is evident from the summary of the data presented, 15 per cent of the aspirations are in favour of All India Services including Defence, while 60 per cent are in favour of Professional careers and Teaching at College level. Six per cent aspirations favour School Teaching while 12 per cent clerical Services. Less than 7 per cent (6.6) of the aspirations are for occupations which are non-salaried.

A study of the occupational pattern in India would show in what sharp contrast one finds the alumni job preferences vis-a-vis the real situation obtained in India. The following figures are taken from the Times of India Directory and Year book for the year 1974-'75.
<table>
<thead>
<tr>
<th>SECTORS</th>
<th>PERCENT OF THE POPULATION INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIMARY SECTOR</strong></td>
<td></td>
</tr>
<tr>
<td>Including agriculture, live stock, forestry and fishing</td>
<td>72.00</td>
</tr>
<tr>
<td><strong>SECONDARY SECTOR</strong></td>
<td></td>
</tr>
<tr>
<td>Mining, industry, construction etc.</td>
<td>11.10</td>
</tr>
<tr>
<td><strong>TERTIARY SECTOR</strong></td>
<td></td>
</tr>
<tr>
<td>Trade, commerce, communication</td>
<td>8.00</td>
</tr>
<tr>
<td>Other services including white-collar jobs</td>
<td>8.70</td>
</tr>
</tbody>
</table>

Thus our tertiary education, which does not evidently prepare students for any specific occupation, mentally prepares them for salaried white collar jobs, which are only a part of 'other services' mentioned above which form only 8.7 per cent of the total occupational structure. The very fact that only 12 per cent of the present clerks had aspired to be clerks as students, and that the large majority of them had aspired for such administrative and professional positions which possibly could not be realised, simply signifies the lack of realism that gets associated with our education in this country.
In this study more than 93 per cent of the entertained aspirations were in favour of salaried white-collar jobs and less than 7 per cent (6.6 per cent), in favour of non-salaried occupations including the Primary, Secondary and the major part of the Tertiary sectors of the occupations listed above. This over-whelming obsession (over 93 per cent) of the alumni with the salaried jobs is confirmed by the findings of Rao (1961) who made a case study of Delhi graduates and concluded that "the bulk of the alumni who pass through the University are thinking of jobs rather than independent livelihood" and that "the University Education is primarily regarded as a passport to salaried employment". (P.31 & P.9).

Out of the 6.6 per cent aspirations expressed in favour of non-salaried occupations in the present study, 2.4 per cent were in favour of 'Physical work based occupations' like agriculture, skilled and unskilled work, domestic housekeeping etc. and 4.2 per cent were in favour of business, trade, industry, politics etc. which are self-employing in nature. But even these water-thin aspirations (6.6 per cent, mean) vapoured off from 9 per cent to zero per cent as the alumni passed through from the attainment of school certificate to the attainment of the post-graduate degree, as is indicated in the Table 4.7.
This seems to be in quite contrast to the situation obtained in the U.S.A. The Corngie Commission of Higher Education (1973) reports that 29 per cent men with one or two years of college education were employed in manual and service occupations (P. 43); 6 per cent and 3 per cent of the agriculturists had 1-3 and 4 years of college education respectively; 13 per cent and 15 per cent of persons in non-agricultural industries had 1-3 and four years of college education respectively; 10 per cent and 9 per cent of the persons in mining had 1-3 and 4 years of college education respectively (P. 206). Of course the list could be extended to a great length. The Commission gives the reasoning for the alumni's choice of such occupations involving manual work, when it says,

the United States is very fortunate in that there is no tradition of a one to one relationship between a college education and the jobs that are considered acceptable by the college educated. In some countries, for example in India, the problem of adjustment is far more serious because of the lack of adaptability historically shown by American college graduates. The American Tradition of the dignity of hard labour is a great national asset, as is the tradition of worthiness of any useful profession. (P. 5).
In India the social ethos manifest in the hierarchical social structure denigrates the manual work (Naik, 1965) and the modern Indian educated man instead of fighting against such an ethos, uses education as an excuse to avoid manual work (Myrdal 1968, P. 1646). Thus the findings of the present research which reveal scant alumni liking for manual work and other non-salaried occupations corroborate completely even with the conceptual literature produced recently.

This trend of education perpetuating the ethos of 'denigrating work involving physical labour' does not seem to speak very high of itself. In this context it may be relevant to quote the report of the Unesco Education Commission (1972, P. xii) which says,

The fact that a graduate may fail to find the kind of employment corresponding to his own particular or optional qualifications should not be regarded as scandalous. But the fact that such a person cannot or does not want to take over a socially useful function and personally accept that function is, however, a sign of bankruptcy of the educational system.
A major part of man's active life is devoted to his job or occupational work. And man seeks many things from the work he does, one of the major objectives being satisfaction with work or job itself.

Job satisfaction is multi-dimensional in nature. It is the result of various factors (Table 3.1). The questions posed in this research were pertaining to the relationships between job satisfaction and some of its antecedent variables like pre-job job aspirations, education, job efficiency and length of service.

It has been established that there is a positive association between the levels of education and the levels of the pre-job job aspirations, job aspirations escalating with education (4.2.0). It has been further established that both education and job aspirations have a negative association with job satisfaction (Table 4.3). Thus education helps in inflating job aspirations and both education and the inflated job aspirations contribute to the job dissatisfaction of the clerical workers. Another significant theme generated by the present research is the theme of negative contribution of the academic merit of the subjects to the
measures of job satisfaction (Table 4.10). Thus the clerical workers get dissatisfied with more and more education and those with more academic merit tend to be much more dissatisfied.

The research could not find any association between job efficiency and job satisfaction of clerical workers, the co-efficient of correlation between job efficiency and job satisfaction being -.031, the co-efficient being not significant. The highly efficient and the least efficient, likewise, were found to be more dissatisfied than the average clerical workers, the less efficient being much more dissatisfied. One more significant finding of this research is that it is education rather than service, which has greater negative association with job satisfaction, the co-efficient of correlation between them being -.035, while education has a negative association of -.211 with job satisfaction. Thus clerks with more education are likely to feel more dissatisfaction than the clerks with relatively long service.

In conclusion it can be said that in the context of clerical work more education generates more dissatisfaction, the dissatisfaction further intensifying with the academic merit, and that the length of service has no significant association with the measures of clerical job satisfaction. Both the efficient and inefficient clerical workers are likely to be
more dissatisfied than their average compatriots, the
dissatisfaction of the relatively inefficient clerks being
much more intense than that of the more efficient co-workers.

5.14.0 GENERAL DISCUSSION OF THE RESULTS RELATING
TO JOB EFFICIENCY

The major question posed in this research was, 'Does higher
education add to the clerical efficiency?' This question is
significant because though higher education does not apparently
prepare its clientele for any jobs, the alumni 'regard educa-
tion as a passport to salaried employment', and inspite of
their relative disfavour (only 12 per cent of the present
clers or subjects had aspired for such jobs) many join the
clerical services. Even as clerks, do these alumni function
more efficiently than their compatriots with less education?
The present investigation sought an answer to this poser.
Besides, it was interested in finding out the relationships
between the levels of clerical efficiency and the other
variables like pre-job job aspirations, job satisfaction and
length of service. It was also interested in finding out the
relative effectiveness of association of education and length
of service with the clerical efficiency.

Regarding the relationship between education and clerical
efficiency the correlation matrix presented in the Table 4.3,
gives a co-efficient of 0.138, which is significant at .01 level.
The mean efficiency figures given in Table 1 clearly indicate the increase in efficiency with education. The increase, though modest, is quite gradual. But when the academic merit gets added to the length of education, the efficiency records a spurt, though the spurt is not consistent as 'the throughout first class post-graduates' are awarded the lowest efficiency ratings. Thus it may be concluded that the relationship between education and clerical efficiency is positive, though modest. The clerical efficiency seems to increase with academic merit up to the first degree level. At the second degree level 'the throughout first classes' find themselves as the lowest level clerical performers. So the relationship between academic merit and clerical efficiency does not seem to be consistently positive. In this connection the present research seems to suffer from a limitation as the demographic factors like age etc., which by raising the level of intelligence seem to add to the clerical efficiency independent of education have not been taken into consideration. Such demographic factors have not been taken into consideration for it was assumed that by and large the factor of education reflects the totality of the demographic factors and since the main thrust of the present research was to find out the relationship between education and clerical efficiency, the rest of the demographic nuances have been ignored. However, if the effect of the demographic factors like age etc. is eliminated,
it may be hypothesized that the association between education and clerical efficiency would become still more modest.

Relating to the association between the levels of the pre-job job aspirations and the clerical efficiency the correlation matrix presented in the Table 4.3 yields a co-efficient of 0.003, which is not significant. Thus the co-efficient does not reveal a single relationship. It simply signifies that there is no close relationship between the aspirations entertained and the clerical efficiency demonstrated.

The research could not find any significant association between job satisfaction and job efficiency of clerical workers, the co-efficient of correlation between them being -.031 (Table 4.3). The subjects with highest satisfaction and dissatisfaction measures performed less impressively than the average subjects. It is understandable the highly dissatisfied showing relatively poorer quality work as the dissatisfaction might be considered to influence to some extent the quality of work. But it becomes difficult to explain the relative inefficiency on the part of the fully job satisfied subjects. One explanation that could be ventured is that the job satisfied people are the people with modest abilities and expectatious. They feel
satisfied at whatever they achieve and perform, though their performance may not be impressive.

Does the length of service (tenure) increase the clerical efficiency? The correlation (1) between tenure and efficiency is 0.247. It simply signifies that tenure has a favourable association with efficiency. This association is far more significant than the association (2) between education and efficiency (the co-efficient of correlation between them being 0.138). The t value between correlation 1 & 2 is 1.96 which is significant at .05 level. Thus it can be inferred that among the two clerical workers, the one with more education and the other with more experience, the second is likely to be proved to be more efficient. If among the two school leavers one joins the clerical service and the other a college, and after some time if the college trained joins the clerical service, the one who had joined clerical service earlier with school education is likely to be more efficient.

But the efficiency is not likely to increase with tenure indefinitely. The present research has revealed an 'efficiency freeze' after 15 years of service. What occupational and psychological factors are responsible for such a freeze? This was not the type of question the present research has addressed itself to answer. It is beyond the scope of this
research. In fact it was never contemplated that there would be an 'efficiency freeze', and this is one of the problems generated by the present research. It would be worthwhile to study the antecedent variables of such efficiency freeze to ensure continued growth of efficiency with tenure by altering such variables.