CHAPTER VI
SUMMARY AND CONCLUSIONS
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6.1.0 INTRODUCTION

Many graduates, post-graduates and persons with different educational credentials, including matriculates, join the ranks of clerical workers with different levels of pre-job job aspirations and continue to work for varying lengths of time. It is obvious that all employees will not derive the same job satisfaction, nor will they demonstrate an identical standard of job efficiency. In this context, the present study sought to find out relationships between the following pairs of job correlates.

1. education and job aspirations
2. education and job satisfaction
3. education and job efficiency
4. job aspirations and job satisfaction
5. job aspirations and job efficiency
6. job satisfaction and job efficiency
7. job efficiency vis-a-vis length of service and education
8. job satisfaction vis-a-vis length of service and education.
A review of the research done in the above mentioned areas was attempted in order to place the problem under discussion in its proper research perspective.

Review of Research

Some research in the field of job, vocational or occupational aspirations was reported. Mostly it dealt with the occupational preferences of high school students. Some studies established linkages between the demographic factors and the students' aspirations. It is the same demographic factors that determine to a great extent the levels of educational attainments. The researches by Muthiah (1967), Grigg and Middleton (1960), Haller and Sewell (1957), George and Mathew (1966), Boyle (1966), Mathur (1970), Bender et al. (1967), Joshi (1963) and Pasri (1968) were reviewed. It was found that the general thrust of the research was to focus on the occupational aspirations of the high school students. And the main features of the aspirations, as pointed out by the research review were, (i) existence of a close relationship between the pupils' demographic factors and their levels of job aspirations held, and (ii) holding of higher levels of aspirations by the pupils than their own native intelligence or socio-economic situation would permit. But no study had tried to find out the relationship between the higher education and job aspirations.

The research evidence in the field of education and job efficiency did not show a conclusive relationship. The review of the researches done by Becker (1964), Brockaw (1963), Flyer (1959), Wise (1975), Palwi and Sudhani (1968), Uhlner (1967), Berg (1973), Milarsky (1973), Chatterji et al. (1974), Abromoff (1968), Anderson (1962), Humphery (1973), and Innskeep (1967) had yielded all types of relations, positive, neutral and negative, between education and job efficiency.

Not much of research evidence was available in the areas that underline the relationships between 'pre-job job aspirations and job satisfaction' and 'pre-job job aspirations and job efficiency.' However, the relationship between the 'job satisfaction and job efficiency' was a much researched area. Among others, the researches of Ronan (1970), Wanous (1974), Kesselman et al. (1974), Ewen (1973), Vroom (1964), Triandis (1959), Sutermeister (1971), Locke et al. (1970), and Locke (1970) were reviewed and the review did not yield a single relationship between the two variables, job satisfaction and job efficiency, nor the directionality of the
flow of influence between these two factors was clear.

The relative closeness of association of the length of service and education with the job efficiency and job satisfaction of the clerical workers was found to be a maiden field as no research was done earlier in that area.

In the light of the foregoing discussion and the research review presented the following problem was formulated.

**Statement of the Problem**

The research under report sought to find out 'The Relationship between General Higher Education and Job Aspirations, Job Satisfaction and Job Efficiency of Non-Professional Job-holders'.

**Objectives of the study**

The present research was undertaken to achieve the following objectives. It sought to find out:

1) in what way the general higher education and job aspirations are related;

2) in what way the general higher education and the clerical job satisfaction are related;

3) in what way the general higher education and the clerical efficiency are related;
4) in what way the pre-job job aspirations and the clerical job satisfaction are related;

5) in what way the pre-job job aspirations and the clerical efficiency are related;

6) in what way the clerical job satisfaction and the clerical efficiency are related;

7) in what way clerical efficiency is related to length of education and length of service; and

8) in what way clerical job satisfaction is related to length of education and length of service.

Assumptions

The following assumptions were made while pursuing the present research.

1) Demographic factors get reflected in the Factor of Education;

2) Education as a factor cuts across the Institutional Vagaries in influencing the job correlates; and

3) Semi-government institutions represent the characteristics of both the Government and Private Institutions.

In view of the problem posed and the research objectives specified, the following null hypotheses were formulated which the research undertaken sought to test.
Hypotheses

H-1: There will be no significant relationship between the levels of educational credentials held and the levels of job aspirations entertained by such credential-holders.

H-2: There will be no significant relationship between the levels of educational credentials held and the preparedness of such credential-holders to soil their hands in non white-collar job situations.

H-3: There will be no significant relationship between the levels of the academic credentials held and the readiness of such credential-holders to undertake self-employing ventures.

H-4: There will be no significant relationship between the pre-job job aspirations and the clerical jobs held by such aspirants.

H-5: There will be no significant relationship between the levels of academic credentials held and the job satisfaction of clerical workers who hold such credentials.

H-6: There will be no significant relationship between the levels of academic credentials held and the clerical efficiency of such credential-holders.

H-7: There will be no significant relationship between the levels of pre-job job aspirations of the clerks and the measures of job satisfaction experienced by them.

H-8: There will be no significant relationship between the levels of pre-job job aspirations of the clerks and the levels of their job efficiency.
H-9: There will be no significant relationship between the job satisfaction and the job efficiency of clerical workers.

H-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.

H-11: There will be no significant differences between the concomitant job satisfaction of length of service and the concomitant job satisfaction of length of education.

6.2.0 METHODS AND PROCEDURES

The following methods and procedures were adopted.

A diagrammatic representation of the research design is presented hereunder:
Five major correlates of the research, as indicated in the above scheme, were measured by the following tools.

Tool 1: The Personal Data Blank measured the demographic factors including education and the length of service.

Tool 2: The Job Aspirations Inventory recorded in a retrospective way the important job aspirations held at the conclusion of various stages of education.

Tool 3: Job Satisfaction Questionnaire measured the job satisfaction of the subjects.

Tool 4: The Job Efficiency Tool helped in assessing the job efficiency of the subjects. The job efficiency was rated by the subjects' immediate bosses. This tool was adopted from the Life Insurance Corporation of India while the rest were constructed by the researcher. The tool 3 was standardized while the levels of aspirations in the Tool 2 were weighed with the help of judges.

Sample

The sample consisted of 641 clerical workers drawn from the LIC of India and the State Bank of Hyderabad. There were 571 males and 70 females with varying levels of educational attainments selected on the basis of stratified random sampling.
The following table gives the details of the sample

<table>
<thead>
<tr>
<th>Education</th>
<th>11 years</th>
<th>12 years</th>
<th>15 years</th>
<th>16 years</th>
<th>17 years</th>
<th>18 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>46</td>
<td>56</td>
<td>405</td>
<td>5</td>
<td>57</td>
<td>2</td>
<td>571</td>
</tr>
<tr>
<td>Females</td>
<td>7</td>
<td>5</td>
<td>49</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>61</td>
<td>454</td>
<td>5</td>
<td>66</td>
<td>2</td>
<td>641</td>
</tr>
</tbody>
</table>

% | 18 | 71 | 11 | 100 |

Statistical Techniques Used

The Means and Standard Deviations of the variables involved were computed. Through the techniques of Correlation, the correlation matrices were constructed which gave the required relationships between education and the other job correlates viz., job aspirations, job satisfaction, job efficiency etc.

6.3.0 RESULTS AND CONCLUSIONS

The analysis of the data yielded the following results and thereby the conclusions.

1) Job aspirations escalate with levels of education.

2) Educated persons generally are less inclined towards occupations involving physical work. Whatever slight inclination they have towards such occupations in the initial stages, they (inclinations) seem to thin out with more education.
3) The educated persons do not seem to have any inclination towards the non-salaried self-employing occupations either, whatever little inclination the alumni have towards such occupations during the early stages of education, it simply tapers off into zero with the advancement of education.

4) Only a fraction of the present clerical workers (12%) ever thought of becoming clerks at the various stages of the attainment of their education.

5) The levels of education have a progressively negative association with the job satisfaction of the clerical workers. This negative association tends to intensify when the academic merit gets added to the length of schooling.

6) The length of schooling has a positive correlation with the measures of the job efficiency though the correlation is significant but quite low (0.138). When the academic merit is considered along with the length of schooling, not a single relationship gets obtained between education and clerical efficiency, in certain cases the merit playing the positive role and in others, the negative.

7) The relationship between the levels of the pre-job job aspirations and the levels of the job satisfaction of the clerical workers is found to be negative.

8) The correlation between the levels of the pre-job job aspirations and the levels of the job efficiency of the clerical workers is not significant (0.030).
9) The correlation between the measures of job satisfaction and the job efficiency of the clerical workers is not significant (-0.031).

10) Length of service is a better predictor of clerical efficiency than the length of schooling (education).

11) Education is a more potent predictor of clerical dissatisfaction than the length of service.

Now it can be concluded that:

1) Persons with more education are likely to have higher level job aspirations than persons with less education;

2) General higher education is likely to wean its clientele from all types of jobs and occupations which involve physical labour. The alumni with higher education seem to denigrate work that involves physical labour;

3) General higher education does not either seem to develop any liking in its clientele even for such non-salaried self-employing occupations like business, industry, trade etc., which have high social status and economic possibilities. 'Some liking' for such occupations, with which the high school graduates enter the portals of colleges, seem to wither away with more and more education. One obvious conclusion that could be drawn is that the initiative, dash, and the ability to take risk that are required to undertake such occupations seem to become the first
casualties of higher education. The alumni seem to find security in salaried employment, however modest the returns might be;

4) During the process of higher education the students are likely to develop liking for salaried professional, teaching, administrative and ministerial jobs. Though, not many have much liking (only 12 per cent of the subjects had aspired for such) they prefer to end up their job hunting expeditions by becoming clerks;

5) The clerical workers with more education are likely to be more dissatisfied with their job. Those who had more meritorious academic background are likely to feel still more dissatisfaction with the clerical work they do;

6) The persons with more education are likely to be slightly more efficient as clerks than their compatriots with less education. The academic merit seems to increase the clerical efficiency upto the first degree level. But the post-graduate clerks who had secured merit (I Division) throughout their career are likely to be the least efficient clerks. This inefficiency may be because of the great job dissatisfaction they suffer from as clerical workers;

7) The persons who enter the clerical positions with high level pre-job job aspirations are likely to feel dissatisfied, their dissatisfaction increasing in tune with the levels of their pre-job job aspirations;
8) The persons who enter the clerical positions with high level job aspirations do not perform differently from their compatriots with modest job aspirations. Mere holding of high level or low level job aspirations does not seem to indicate anything about their abilities to perform better as clerical workers;

9) The highly satisfied clerical workers are not necessarily the ones who are the most efficient ones. Nor are the most dissatisfied, the least efficient. The most efficient and the most inefficient clerks are likely to be much more dissatisfied than their average compatriots, the most inefficient clerical workers being much more dissatisfied. Thus there is not likely to be any relationship between the clerical satisfaction and the clerical efficiency;

10) Service is a better predictor of clerical efficiency than education. It means that years spent in clerical service are more likely to increase the clerical efficiency more than the years spent for acquiring general higher education. That is, 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 the clerical service earlier with school education is likely to be more efficient;

11) Education is a more potent predictor of clerical dissatisfaction than length of service. It means that years spent in acquiring general higher education are likely to add to clerical dissatisfaction more than the same number of years spent in the clerical service.
Thus it can be summarised that higher general education inflates the levels of the job aspirations in its clientele in the direction of salaried jobs. The alumni are likely to denigrate all work that involves physical labour. They seem to disfavour even the occupations with high social prestige and economic possibilities like industry, business, trade etc. which require more initiative, involvement, courage etc. May be higher education weakens such attributes. The alumni even prefer clerical position to other forms of independent occupations. The alumni with more education and inflated pre-job job aspirations are likely to get greater dissatisfaction as clerks than the ones with less education and low level job aspirations. The academic merit obtained seem to add to clerical job dissatisfaction. The clerical efficiency seems to increase modestly with education, the efficiency increasing still further with the academic merit upto the first degree level. The persons with 'highest credentials and merit' happen to be the lowest clerical performers. But the clerical workers with longer tenure are likely to be more efficient and less dissatisfied than those with greater measures of education.
6.4.0 IMPLICATIONS AND SUGGESTIONS

The results obtained in the present research have multiple implications for education and the institutions that recruit alumni for clerical and like positions. Such implications are discussed in the following paras.

6.4.1 Implications

(a) The results have conceded a modest but positive correlation between education and clerical efficiency. But tenure, rather than education, seems to have stronger association with clerical efficiency. And while education has a negative relationship with job satisfaction, there is no significant relationship between tenure and job satisfaction. The only implication that could be drawn is that while highly educated are likely to be slightly more efficient and job dissatisfied clerical workers, the less educated with longer tenure are likely to be relatively far more efficient and less job dissatisfied with the possible positive job attitudes emanating. So, from the point of clerical jobs (and obviously host of like white-collar positions), higher education, acquired at the cost of great public and private investment, appears to be a relative liability in contrast with tenure which is financially supporting and rewarding to the employees.

In such a context it is relevant to doubt the wisdom in pursuing a recruitment policy that prefers the highly educated
to such clerical positions and the like, that could be held even by people with less education. So it appears worthwhile from the point of view of ensuring job efficiency in the long run, achieving relative job satisfaction and positive job attitudes in the employees, and curbing public and private expenditure on higher education, to delink education with jobs and to complete the recruitment to clerical and like positions (which do not seem to have any relationship with the kind of orientation given in the institutions of higher education) at the conclusion of the school education itself.

Its implications to higher education are that the high school graduates now would cease to pursue higher education with an eye on the white-collar jobs. The recruitment to such positions would be complete soon after they acquire the school leaving certificate. Obviously the colleges and Universities would admit only such candidates who can achieve the twin objectives of higher education - achieving excellence and becoming academically creative. Thus the recruitment to higher educational institutions would be highly selective and for longer academic duration. May be at least the first two degrees will have to be clubbed together to ensure the possibility of producing excellence, not aborting excellence as it happens under the present system wherein the majority of the students leave the campus after their first degree with a smattering of undigestable and unusable rudiments of disciplines, which is largely expected to be forgotten soon after the acquisition of the credentials.
Thus with greatly reduced strength, with limited strain on its resources, and with the best of the students as its clientele, higher education could pursue creative research with the necessary social and academic bias besides producing 'excellence' and thus achieving the main objectives set before itself.

b) Another major finding of this research has been that education progressively weans its clientele away from all types of occupations except from the salaried white-collar jobs. This lop-sided preference not only restricts the occupational chances of the alumni but it robs the rest of the occupational structure of its much needed leadership.

Education could grow responsive to such a situation. It could develop in the student population an ethos that does not denigrate non-salaried non-white-collar occupations. Such an ethos could be evolved by integrating work experience with school curriculum on a compulsory and universal basis as contemplated by the Kothari Commission and as rehearsed by Basic Education.

At the college level the majority of institutions may have to transform themselves by shedding their exclusive obsession with the academic curricula (very few, of course, would continue their academic pursuits as contemplated in the "a" part of this discussion) and they may well be commissioned to tailor
their programmes to the specific requirements of various occupations - thus enlarging the scope of providing the much needed leadership to such occupations.

The employing institutions, after finalising the recruitment of prospective employees at the conclusion of their school stage, may well depend upon such transformed colleges for the necessary pre-service job orientation of their recruited employees on the bases of specific work needs. Such a method is likely to ensure proper efficiency on the job and even job satisfaction with its consequent positive job attitudes flowing.

6.4.2 Suggestions for Future Research

The present research has generated a few problems and brought into focus a few others which deserve immediate research attention. They are:

1. **Efficiency Freeze**

   It has been found that after 15 years of service within a job category there seems to set in 'efficiency freeze' when the job efficiency ceases to grow with years of service. In order to ensure continuous growth of clerical (or any white-collar job) competence, a research need is felt which would not only confirm the element of 'efficiency freeze' specifically but identify the antecedent variables of such a phenomenon so that such variables could be suitably altered and manipulated.
2. Pre-job job training

Present research could not include job training as a variable in its analysis for want of properly trained subjects in its sample. Job Training could be hypothesized to have a positive relationship with job efficiency and job satisfaction. The strength of its association with job efficiency, job satisfaction, and other job correlates vis-a-vis education could be empirically measured through research. This could make a significant contribution in the area of jobs and education.

3. Objectives of Higher Education

Since general higher education is pursued mainly as a passport to white-collar jobs, one is tempted to have serious doubts about the relevance of the professed objectives of education. So studies could be designed to (1) identify the professed objectives of general higher education and the consensus obtained regarding their relevance among the persons involved and to (2) measure the credibility gap between the professed and achieved objectives of general higher education. Such studies would help in reformulating the objectives of higher education in an empirical way so that the future education could be well tailored and made responsive and relevant to the changing requirements of the nation.