CHAPTER - V
SUMMARY AND CONCLUSIONS

The most important component in any formal educational system is the teacher. The success of any educational system and its effectiveness depends largely on the job satisfaction of teachers. Management of higher education needs information on teachers' and employees' job satisfaction in order to make sound decision, both in preventing and solving employees' problems. The job satisfaction survey is one of the best ways to investigate and analyse the various causes and factors of the satisfaction or dissatisfaction or general feelings of teachers towards their job working in different types of institutions by using valid and reliable tools.

The changing trend of higher education demands the competent teachers to cope up themselves with the new changes in the horizon of knowledge, methods and techniques of teaching and proper use of technology in teaching and learning. His success in this respect depends on his job satisfaction. This study not only helps to determine the degree of job satisfaction and to understand the problems of college teachers working on different colleges of Assam but also helps to examine the factors responsible for satisfaction or dissatisfaction with their job.
5.1 Survey

A sample survey was carried out in 1999-2001 to determine the degree of job satisfaction amongst the teachers of colleges under Gauhati University, with the help of standardised scale of job satisfaction developed by J. S. Mudgil, I. S. Muhar and P. Bhatia. A questionnaire that developed and standardised by the investigator is applied to know the general feelings of the teachers towards their job in five different factors.

The survey was carried out in the colleges of Kamrup and Goalpara district of Assam. All together there are 37 colleges out of which 31 belong to Kamrup district and remaining 6 colleges belong to Goalpara district. The total number of teachers working in these colleges at the time of survey period was 1774, out of which 1033 were male and 741 were female.

'Two Stage Sampling' method - first stage for selection of colleges and second stage for selection of teachers was applied for collection of relevant data for analysis in the present study by the investigator. The stratified random sampling had been used to select 14 colleges 7 each from urban and rural areas; and 270 college teachers taking 170 from urban and 100 from rural colleges of the population according to sex, marital status and experience.
5.2 Summary of Findings

The present study has been designed to determine the degree of job satisfaction of the college teachers of Assam according to sex, marital status and experience; and to know the feelings of the teachers towards their job. The data collected for the purpose are analysed and reported the findings in the fourth chapter 'Analysis of Data' in details. The investigator in this chapter has enlisted the summary of findings with conclusions of the present study.

5.2.1 Job Satisfaction of College Teacher

5.2.1.1 Job Satisfaction of College Teachers as a Whole

The graphic analysis (Fig- 4.1) indicates that the distribution of job satisfaction scores of the teachers is almost normal.

The mean of the distribution of job satisfaction scores for entire sample teachers is M = 241.13, CV = 7.23 and Q1/D = 9.96. Comparing the values of Q1 and Q3 with the norms it is found that the college teachers of Assam have moderate job satisfaction in general. It is found that 24% of the teachers have low, 51% have moderate and 25% have high job satisfaction.

The analysis of correlation coefficient (table- 4.12) indicates that job satisfaction is independent of sex, marital status and location of the institution.
Thus from the analysis it can be concluded that the teachers of general colleges working in rural and urban areas of Assam have moderate job satisfaction. Also, it has been found that job satisfaction is independent of sex, marital status and location of the institution.

5.2.1.2 Job Satisfaction of College Teachers and sex

The percentage analysis (Fig- 5.4) indicates that among the male teachers 26% have low, 49% have moderate and 25% have high job satisfaction. Similarly, 22% female teachers have low, 53% have moderate and 25% have high job satisfaction. Comparing the percentages (Fig- 5.1 & 5.2) it is found that male teachers have 4% more in low job satisfaction level and 4% less in moderate job satisfaction level than the female teachers. Analysing the values of $Q_1$ and $Q_3$ (table- 4.6) for the distributions of job satisfaction scores of male and female teachers it is found that both have moderate job satisfaction in general.

It is also found that (Fig- 5.6) the values of CV and SD for the distribution of job satisfaction scores of female teachers are less than the values of CV and SD for the distribution of male teachers.

The mean scores analysis (Fig- 5.5) indicates that in average female teachers ($M = 243.54$) have more job satisfaction than the male teachers ($M = 239.40$). The test of significance (table- 4.13) indicates that there is a significant difference in the mean scores of male and female teachers at 5% level of probability.
The correlation coefficient (table- 4.12) of job satisfaction scores between male and female is $r = -0.12$ (very low) and not significant at 5% level of probability. The test of association (table- 4.26) indicates that there is no association between sex and levels of job satisfaction (low, moderate and high) at 5% level of probability.

The analysis of variance test (table- 4.30) indicates that there is difference in the mean of job satisfaction scores of male and female teachers at 5% level of probability.

It can be concluded from the analysis that there is a significant difference in mean scores of male and female teachers working in different colleges of Assam. As it is found that the distribution of job satisfaction scores of female teachers have high mean value but less value of CV and SD than the counter part of male; hence it can be concluded that female teachers have high degree of job satisfaction than the male teachers in general.

However, it is found that there is no association between sex and levels of job satisfaction and the correlation coefficient analysis indicates that job satisfaction is independent of sex.

5.2.1.3 Job Satisfaction of College Teachers and Location

The percentage analysis (Fig- 5.4) indicates that among the teachers of rural areas, 28% have low, 49% have moderate and 23% have high job satisfaction. Similarly, among the teachers of urban areas, 22% have low, 52% have moderate and 26% have high job satisfaction.
The analysis indicates that comparatively (Fig- 5.1, 5.2 & 5.3) the teachers working in the rural areas have less job satisfaction i.e. 3% less in moderate and 3% less in high job satisfaction levels than the teachers of urban areas, but almost 6% more in low job satisfaction level.

It is found from the mean analysis (Fig- 5.5) that there is not much difference in mean scores of teachers working in rural (M= 240.80) and urban (M= 241.32) areas. The analysis of CV, QD, SD, Q₁ and Q₃ (table- 4.5) it is found that both have similar variability in scores and have moderate job satisfaction in general.

The test of significance (table- 4.14) and analysis of variance test (table- 4.31) indicates that there is no significant difference in mean scores of teachers working in rural and urban areas at 5% level of probability. The test of association (table- 4.27) indicates that there is no association between location and levels of job satisfaction at 5% level of probability. The correlation coefficient (table- 4.12) of job satisfaction scores of the teachers between rural and urban areas is r = -0.05 (almost zero) and not significant at 5% level of probability.

It can be concluded from the analysis that there is difference in percentages of job satisfaction levels between the teachers of rural and urban areas; but it is insignificant. The teachers working in rural and urban areas have same degree of job satisfaction. Also, it can be concluded that job satisfaction is independent of location of the institution; and there is no association between levels of job satisfaction and location.
Fig. 5.1 High Job Satisfaction of the Teachers According to Sex, Location, Marital Status and Experience

M- Male,  F- Female,  U- Urban,  R- Rural,  MR- Married,  UMR- Unmarried,

Fig-5.2 Moderate Job Satisfaction of the Teachers According to Sex, Location, Marital Status and Experience
Fig- 5.3 Low Job Satisfaction of the Teachers According to Sex, Location, Marital Status and Experience
Fig- 5.4 Levels of Job Satisfaction of the Teachers According to Sex, Location, Marital Status and Experience

M- Male,  F- Female,  U- Urban,  R- Rural,  MR- Married,  UMR- Unmarried,
ME- More Experience,  AE- Average Experience,  LE- Less Experience,  W- Whole Distribution

Fig. 5.5  Mean Values of Job Satisfaction Scores of the Teachers According to Sex, Location, Marital Status and Experience
Fig- 5.6 CV, QD and SD of Job Satisfaction Scores of the Teachers of Different Categories
Fig-5.7  Mean Values of Job Satisfaction Scores of the Teachers of Different Categories (Rural Vs Urban)
5.2.1.4 Job Satisfaction of College Teachers and Experience

It is found from the analysis of percentage (table- 4.4) that among more experienced teachers 30% have low, 49% have moderate and 21% have high job satisfaction; among average experienced teachers 20% have low, 57% have moderate and 23% have high job satisfaction and among less experienced teachers 18% have low, 61% have moderate and 21% have high job satisfaction. Comparing the percentages of job satisfaction of the teachers according to experience it is found that the percentage of more experienced teachers having low job satisfaction (Fig- 5.3) is much higher than the average and less experienced teachers. The percentage of more experienced teachers having moderate job satisfaction (Fig- 5.2) is less than the average and less experienced teachers. Similarly, the percentage of more experienced teachers having high job satisfaction (Fig- 5.1) is less than the average and less experienced teachers. It is found that the percentage of more experienced teachers in low job satisfaction is highest than all categories (Fig- 5.4) of the sample teachers; and the percentage of more experienced teachers in high job satisfaction is lowest than all other categories considered for analysis.

Analysis of mean scores (Fig- 5.5) indicates that more experienced teachers have lowest mean scores (M= 237.9); but have highest values of CV, QD and SD (Fig- 5.6) than the average and less experienced teachers.
It is found from the test of significance (table- 4.16) that there is no significant difference in mean scores of more and average experienced teachers; in mean scores of more experienced and less experienced teachers (table- 4.17); and in mean scores of average and less experienced teachers (table- 4.18) at 5% level of probability.

The test of association (table- 4.29) indicates that there is no association between experience and levels of job satisfaction at 5% level of probability. The test of analysis of variance (table- 4.33) indicates that there is no significant difference in the mean scores of job satisfaction among more, average and less experienced teachers at 5% level of probability.

It can be concluded from the analysis of mean and percentage that more experienced teachers has low degree of job satisfaction than the average and less experienced teachers in general. However, the test of significance (t-test and F-test) indicates that the difference in mean scores is insignificant. It can also be concluded that there is no association between levels of job satisfaction and experience of the teachers.

5.2.1.5 Job Satisfaction of College Teachers and Marital Status

It is found from the percentage analysis (table- 4.4) that among married teachers 22% have low, 54% have moderate and 24% have high job satisfaction; and among unmarried teachers 16% have low, 61% have moderate and 23% have high job satisfaction.
By observing the job satisfaction of teachers according to marital status, it is found that the percentage of married teachers having low satisfaction is much higher than the unmarried teachers (Fig. 5.3); and the percentage of unmarried teachers having moderate job satisfaction is much higher than the married teachers (Fig. 5.2).

The analysis of CV, QD and SD (Fig. 5.6) indicates that both the distributions have similar variability in data. It is found from the mean analysis (Fig. 5.5) that the married teachers (M = 241.4) have less job satisfaction than the unmarried teachers (M = 243.27), however the difference in means is insignificant. The test of significance (table- 4.14) and the analysis of variance (table- 4.32) indicates that there is no significant difference in the mean scores between married and unmarried teachers at 5% level of probability.

The correlation coefficient (table- 4.12) of job satisfaction scores between married and unmarried teachers is \( r = 0.10 \) (small) and not significant at 5% level of probability. The test of association (table- 4.28) shows that there is no association between marital status and levels of job satisfaction.

It can be concluded that married and unmarried teachers have same degree of job satisfaction. It is also found that the job satisfaction is independent of marital status and there is no association between marital status and levels of job satisfaction of the teachers.
5.2.1.6 Job Satisfaction Amongst the College Teachers of Rural as well as Urban Areas

The mean analysis (Fig- 5.7) indicates that female teachers (M = 242.21) have higher degree of job satisfaction than the male teachers (M = 240.04) of rural areas.

The mean analysis (Fig- 5.7) indicates that unmarried teachers (M = 244.05) have slightly higher degree of job satisfaction than the married teachers (M = 242.32) of rural areas.

The mean analysis (Fig- 5.7) indicates that average experienced teachers (M = 244.5) have higher degree of job satisfaction than the less (M = 241.29) and more experienced teachers (M = 243.25) of rural areas.

The mean analysis (Fig- 5.7) indicates that female teachers (M = 244.13) have higher degree of job satisfaction than the male teachers (M = 241.5) of urban areas.

The mean analysis (Fig- 5.7) indicates that unmarried teachers (M = 242.79) have higher degree of job satisfaction than the married teachers (M = 240.87) of urban areas.

The mean analysis (Fig- 5.7) indicates that more experienced teachers (M = 235.58) have lower degree of job satisfaction than the average (M = 241.57) and less experienced teachers (M = 243.57) of urban areas.
It can be concluded from the analysis that female teachers of rural and urban areas have higher degree of job satisfaction than their male counterpart in average. Similarly unmarried teachers of rural and urban areas have higher degree of job satisfaction than their married counterpart. Also it can be concluded that more experienced teachers of rural as well as urban areas have lower degree of job satisfaction than average and less experienced teachers in average.

5.2.1.7 Job Satisfaction Amongst the College Teachers; Urban Vs Rural Areas (Within Same Sex, Same Marital Status and Same Experience)

Test of significance (table- 4.19) indicates that there is no significant difference in mean scores of male teachers of urban and rural areas at 5% level of probability. Similarly, Test of significance (table- 4.20) indicates that there is no significant difference in mean scores of female teachers of urban and rural areas at 5% level of probability.

The mean analysis (Fig-5.7) shows that the married teachers of rural areas (M = 242.32) have slightly higher degree of job satisfaction than the married teachers of urban areas (M = 240.87). However it is insignificant (table- 4.21) at 5% level of probability. The test of significance (table- 4.22) indicates that there is no significant difference in mean scores of unmarried teachers of urban and rural areas at 5% level of probability.
The mean analysis (Fig- 5.7) shows that the more experienced teachers of rural areas (M= 243.25) have higher degree of job satisfaction than the more experienced teachers of urban areas (M= 235.58); however it is found that the mean scores difference is insignificant (table- 4.23) at 5% level of probability. It is also found that there is no significant difference (table- 4.24) in the mean scores of average experienced teachers of rural and urban areas at 5% level of probability. Similarly, it is found that there is no significant difference (table- 4.25) in the mean scores of less experienced teachers of rural and urban areas at 5% level of probability.

It can be concluded from the analysis that there are no significant differences in the degree of job satisfaction of teachers of rural and urban areas – within same sex (male urban Vs male rural, female urban Vs female rural); same marital status (married rural Vs married urban; unmarried rural Vs unmarried urban) and same group of experience (more experienced teachers rural Vs urban, average experienced teachers of rural Vs urban and less experienced teachers of rural Vs urban).
5.2.2 Opinions of the College Teachers Against the Items of the Questionnaire

5.2.2.1 Items Related to Salary, Security and Promotion Policy

It is found from the analysis of opinions of the teachers (table-4.34) that 74% of the teachers are satisfied with the existing UGC scale of pay; 81% are happy with the prospect of increasing salary; 62% are not happy with the ‘College Teachers’ Service Rule’ policy; 73% do not believe that they felt some time giving up this job; and 66% do not believe that these days adopt this profession as a matter of last resort.

It can be concluded from the analysis that a large section of the college teachers of Assam are satisfied with their salary, security and promotion policy, which is considered as a major factor for job satisfaction of employees by many scholars and researchers. However they are not happy with their service rule policy.

5.2.2.2 Items Related to Administration of the Institution, its Competence and Function

It is found from the analysis (table- 4.34) that 74% teachers are satisfied that their principal is a suitable man for his job; 70% believes that their principal is a neutral man; and 79% of the teachers found that their principal praised them whenever a teacher does good work.
Also it has been found that 62% of the teachers believe that there is always financial worries in the institutional levels; 60% believe that they do not get adequate opportunities to help the administration in academic, physical, economical as well as developmental works of their institutions, and 79% of the teachers are not satisfied with the class room facilities, laboratory equipments, teaching aids etc. for teaching and learning in the institution provided by the administrative authority.

It can be concluded from the above analysis that most of the teachers are satisfied with the qualitative aspects of their principal; however a large section of the teachers are not satisfied with the competence and functions of the administration of the institution. There are always financial worries and inadequacy of teaching and learning facilities like classroom, laboratory equipments, teaching aids etc. in the institutional level.

5.2.2.3 Items Related to Institutional Plan and Policy

It is found from the analysis (table-4.34) that 96% of the teachers are in favour of teachers' association in institutional level; 81% are in the opinion that there should be thrift society, NSS, voluntary works and teachers recreation club. It is found that 75% of the teachers are in favour of pre-service training; 91% are in favour of in-service training of the teachers like refresher course, orientation programme, summer institutes etc.; and 70% of the teachers believe that only meritorious people should be appointed as college teacher.
Also it has been observed that 67% of the teachers do not believe that teachers enjoy lot of facilities for academic and professional development in the institutions; and 64% of the teachers are not satisfied with their institutional library, for not getting the required books, journals and news items.

It can be concluded that college teachers have a positive feeling towards their profession. A large section of the college teachers are in favour of pre-service training of the college teacher and have advocated that only meritorious people with good academic record should be appointed as teacher. Most of the college teachers have positive attitude for their professional development and hence they are not happy with their institutional library facilities and academic environment of the institution.

A large section of the college teachers are in the opinion that there should be teachers' association in the institutional level because they believe that through which they can raise and fulfil their grievances.

5.2.2.4 Items Related to Work and Working Conditions

It has been observed from the table 4.34 that 98% teachers believe that teaching is an ideal job; 90% believes that teaching is a challenging job; 85% feels that it is not difficult to maintain discipline in class room; 91% teachers got time to prepare their lessons before classes; and 93% have got pleasure in teaching.
It is found that 70% are in favour of M.Phil/PhD. for professional development of teachers; and 59% are interested to be members of academic committees like textbook/curriculum/examination etc. of the colleges and the Parent University.

It can be concluded that a large section of the teachers believe that teaching is an ideal and challenging job; and hence they get pleasure in teaching. They find time to prepare their lessons before their classes and do not find any difficulty to maintain the discipline in the class. They have a positive attitude towards professional growth of teachers hence they feel that M.Phil/PhD. degrees are necessary for college teachers. Also, they are interested to be members of academic committees of the colleges and the Parent University.

5.2.2.5 Items Related to Psychological, Personal, Academic and Professional Achievement

It is observed (table- 4.34) that 93% of the teachers discussed their personal and institutional problems with their colleagues, 75% do not believe that they have to work with those people most of whom they do not like; 83% teachers like to be associated with students union, 78% do not believe that teachers should keep a distance from the students at present time and 67% do not get difficulty to manage home and college together.
It is observed that 79% of the teachers believe, teachers enjoy a special status in their society; and 77% of the teachers do not believe that neighbours are indifferent to them because being teachers they have no administrative power inherent in some other public servants.

It can be concluded that a large section of the teachers love to be associated with the students in their curricular and co-curricular activities. They like their co-workers and like to discuss personal as well as institutional problems with them. They think that they have enjoyed a special status in the society as a college teacher.

5.3 Suggestions

The present study brings out the fact that the college teachers of Assam as a whole have moderate job satisfaction in average, in respect of the various factors that are related to job satisfaction. Considering the facts and inferences drawn from the analysis of the study, the investigator put forward for consideration of the concerned people a few suggestions to attain high job satisfaction to the college teachers.

1. Concerted efforts from all quarters be made to improve the infrastructure facilities like library, laboratory equipments, classrooms, teaching technology and teaching aids of the institutions for higher learning and also, for the academic and professional development of the teachers.
2. Necessary efforts from concerned management committees are required to introduce new schemes and modifications of the existing policy in security of job, service rule, regular payment and retirement benefit of the college teachers.

3. An effective recruitment policy at regional and state level be incorporated with NET, to appoint academically good and meritorious people in the profession.

4. Continuation of UGC sponsored refresher courses, orientation programme, seminar, research projects and teacher fellowship for professional development of the teachers is needed.

5. Arrangement to be made at institutional levels for job enrichment, job variation among the teachers in academic and related activities to break the monotony of work and to bring new innovations.

6. Effective co-ordination and involvement of college teachers in various academic and related works of the Parent University is needed, and

7. Involvement of teachers in various institutional and social work, creation of thrift society for the benefit of the teachers, recreational club, NSS, science society centre, adult and other literacy programmes, NCC, computer learning centre, and centre of continuous and distance education, where teachers can spend their leisure time effectively, purposefully and productively.
5.4 Suggestions for Further Study

In fact the research on job satisfaction or dissatisfaction of college teachers in India has so far been nominal, so the scope of research in this respect needs to be undertaken on a much larger scale than what it is now. Since job satisfaction of college teachers is one of the most important components in the development of Higher Education in India, research on the status of variable affecting on teachers job satisfaction is of great importance.

A few problems based on the study are forwarded for further investigation.

1. More standardised tools to measure job satisfaction of teachers may be developed under national and regional context.

2. The relationship of job satisfaction and other variables like intelligence, professional interest, socio-economic conditions, and aspiration may be studies on college teachers.

3. A study may be undertaken to find out the relationship between variables (above) and effectiveness of teaching and learning in higher education.

4. The present study based on sample survey conducted on two district of Assam viz. Kamrup and Goalpara, thus there is scope to extended it in larger scale.

5. A comparative study may be made on the job satisfaction of teachers working in general and professional education.
6. An intensive analysis may be made on attitude and job satisfaction of college teachers within the faculties of Arts, Commerce and Science.

7. A study on attitude towards job and job satisfaction of Lecturer, Reader and Professor of University can be made.

8. Comparative study can be made on job satisfaction of college teachers of Assam with other parts of India.

9. Correlative studies can be made on job satisfaction of college teachers and other related variables to predict the future success.

10. A multiple correlative study can be made on job satisfaction of college teachers and other variables like intelligence, socio-economic status, attitude, adjustment etc.

11. An intensive investigation can be made on the causes of job satisfaction or dissatisfaction of college teachers.