CHAPTER 7 : SUMMARY – OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

Data was collected by means of questionnaire, which was designed with the objective to provide valuable inputs to this research and also provide scope for further study.

7.1 Detailed Inferences and Suggestions

The first section of the questionnaire aimed at collecting general information pertaining to various aspects of job satisfaction among the teaching faculties in Private colleges of Tamilnadu. About 250 teaching faculties were considered for the survey. Half an hour of time was spent with each faculty in collecting the information in the form of an interactive session cum interview.

1. Overall Job Satisfaction

About 62% of the teaching faculties were dissatisfied with their jobs and only a handful of 14% stated that they were very satisfied with their current jobs. The interviews with the faculties revealed that the faculties who were satisfied with their jobs were either freshers or less experienced staff. The experience faculty were seeking better benefits to their contributions.

2. Satisfaction with Monetary benefits

The faculties were asked to rate their satisfaction levels about their monetary benefits based on Salary, Bonus & Benefits, Connection between pay & performance, Security & administration of pension plans.

About 60% of the faculties were dissatisfied with their monetary benefits. These faculties belonged to either the well-experienced category or highly qualified category. However about 20% of the faculties mostly the lesser experienced was satisfied with their emoluments.

Inference : It could be inferred that Private colleges do give a good start for freshers or less experienced faculty, but as they gain experience, they feel that they are not paid
according to their expertise. Some faculties remarked that the pay or bonus that they receive do not reflect their performance. Job security was definitely a concern to 62% of the faculties since they belong to private institution.

**Suggestion:** Some benefits that are offered to Government College faculties like pension plans, etc. could be introduced in Private colleges as well.

### 3. Satisfaction with Current work aspects

The faculties were asked to rate their satisfaction levels about their current work aspects based on Workload, Flexibility of work hours, Physical working environment and Job security. About 43% of the faculties were dissatisfied with their current work aspects.

**Inference:** Workload seemed to be quite eased in colleges. Among the few faculties who felt the workload heavy, it was inferred that they were quite inexperienced and thus found it difficult to manage their activities. Though working hours were not very flexible the work is quite relaxed for the faculties. Physical working conditions were good in some colleges and poor in others. So the responses almost gained equal weightages. Job security was definitely a concern to 62% of the faculties since they belong to private institution. This re-emphasis the results obtained for the previous question.

**Suggestion:** Colleges that have poor working conditions, such as staff room with poor facilities, could improve the amenities that they provide to the faculties.

### 4. Growth Opportunities

The faculties were asked to rate the future growth opportunities they envision, based on opportunities for improvement, access to institution-sponsored training and seminars, opportunities to use new technologies and their supervisor's active involvement in their career development.

**Inference:** More than half the respondents stated that they were dissatisfied with the growth aspects. The few 34% of the faculties who stated that they were satisfied, were new to the profession. Opportunities for growth were available in some colleges and not available in other colleges. About 54% of the private colleges take initiative in providing institution-sponsored training and seminars for their faculties. However opportunities to
use new technologies were not available to 62% of the faculties. About half of the respondents did not find their superiors to be involved in their growth.

Suggestions: The other colleges that do not make use of the new technologies could explore the latest advancements. The colleges could also provide better opportunities for the faculties to improve their knowledge.

5. Ability to influence decisions that affect them

The faculties were asked whether they were able to influence the decision that affect them.
Inference: About 58% of the faculties stated that they were unable to influence the decisions that affect them. It was noted that in some cases, the decisions were only communicated to the faculties and their concurrence were not sought at the time of management meetings.

6. Communications with Supervisor & Recognitions

The faculties were asked to record their satisfaction level of communications with Supervisor and their recognitions.
Inference: About 46% of the faculties were dissatisfied about their communications with their superiors and the recognitions they receive and only 34% of the faculties were satisfied.

Suggestion: It is a general observation that recognition is a very important component in job satisfaction. Colleges could introduce performance awards to recognize their faculties.

7. Supervisor's Management Capabilities

Satisfaction on the Supervisor's Management Capabilities were recorded in the Survey.
Inference: About 50% of the faculties felt satisfied about their supervisor's management capabilities.

Suggestion: More transparency could be maintained to build the relationships and confidence levels. The staff could be inducted and trained on management skills.
8. Relationships

The teaching faculties will have to have smooth relationships with their Supervisors, Peers and Students. This aspect was studied and recorded.

Inference: It was noted that 56% of the faculties were satisfied with their relationships with their peers. 46% of the faculties were satisfied with their relationships with their superiors and 44% of the faculties were satisfied with their relationships with their students. The faculties felt very comfortable with their peers belonging to the same age group. Satisfactory relationships were maintained with students studying in the second and final year.

Suggestion: Organising informal picnics and educational tours will help build the relationships.

9. College Management

The management capabilities of the Private Colleges were surveyed among the teaching faculties in based on Leadership of the Department, Communication with Employees, Recognition for Good Work, and Understanding of technology and technology's role in the educational mission.

Inference: More than 50% of the faculties felt satisfied about their college management capabilities in terms of leadership of their department, communication of the management with their employees and understanding of technology and technology's role in the educational mission. However faculties did not seem very contended with their recognitions.

Suggestion: It is a general observation that recognition is a very important component in job satisfaction. Colleges could introduce performance awards to recognize their faculties.

10. College Performance

The performance of Private Colleges were surveyed based on Layoffs in the college, handling of layoffs and budget cuts.

Inference: Half of the colleges had a history of layoff in the past 3 years. Out of these colleges that had laid off their staff, 50% did it with tact and respect. About 60% of the colleges have introduced budget cuts recently.
Suggestion: Whenever there is a low performance seen, it is better to maintain transparency and keep the staff in the loop so that they are aware of the situation and do not have to face shocks.

11. Job Stress

The teaching faculties were asked to record their job stress levels based on Current Job stress, Increase or Decrease of Job Stress, Complete utilization of their potential strengths in the job.

Inference: About 60% of the college staff felt their jobs to be stressful; whereas the other 40% did not find it to be stressful. Most of the faculties that found their job stressful were new to the profession or less trained in the subject. About 46% of the college staff reported that there was an increase in job stress. About 14% of the college staff stated that there was a decrease in job stress and 40% of the college staff did not find any significant change. The reasons were mainly attributed to their improvements in handling capacity based on their experience. About 70% of the college staff stated that they were utilized to their full potential.

Suggestion: Faculties could be inducted to stress management skills. Subject specific training programmes could be arranged for the faculties. Instances of over-utilization, under-utilization or wrong utilization can be corrected by the Human resource management.

12. Satisfactory Educational Career

Satisfaction in selecting education as the career choice of the faculties was recorded.

Inference: Most of the faculties felt happy about their career choice the reasons being able to work with students. In fact this is a positive motivation factor for the faculties. Irrespective of whether they were happy with their current job or not, the faculties were quite focused on their career goal.

13. Plan to Remain in Current Job, Continue to work in the current job with the current benefits, Continue to work in the current job if all the benefits available to Government colleges are implemented in their college.

Job Satisfaction
The faculties were asked to state their responses for the above situations.

**Inference:** Only 20% of the faculties stated that they would remain in their current jobs for more than three months with the current facilities. There was a 24% increase in the number of faculties that would definitely continue their current jobs if benefits are provided at par with Government colleges.

**Suggestion:** Some of the benefits that are available to the Government college faculties could be implemented in Private colleges.

### 14. Emotional Factors

The emotional factors pertaining to job were surveyed teaching faculties based on emotional attachment, reluctance to quit, personal sacrifices involved with leaving their job, feeling of strong obligation to stay in the current job, disappointment of employer and feeling of family atmosphere in work.

**Inference:** Some of the faculties felt the atmosphere conducive and they felt emotionally attached to their jobs.

### 15. Approach towards people, Respect other's Priorities & Values, Listening to Disagreement

The teaching faculties selected for survey in Private colleges were asked to state their approach towards people based on the probability of their approach to people with a pleasant smile, their deliberate attempts to change their communication style to meet the needs of the other person and their efforts to recognize the accomplishments of others and celebrate their own success as well as their respect for others priorities and values and listening to disagreements.

**Inference:** Being in the teaching profession, most of the faculties had good inter-personnel skills.

**Suggestion:** However some Personality development courses could be provided to the teaching staff to improve their skills.
16. Communicating Personal Information, Anger and Impatience

The teaching faculties were asked to record their means of communicating their personal information based on whether they share their personal information in a manner that avoids extreme openness and complete concealment, whether they engage in appropriate self-disclosure in order to achieve improved communication and increased self-awareness to build stronger relationships. They were also asked if relationship with people at home and work do not suffer because of your expression of anger or impatience and the Survey results were as follows:

**Inference:** About 45% of the faculties stated that they share their personal information in a manner that avoids extreme openness and complete concealment and they always engage in appropriate self-disclosure in order to achieve improved communication and increased self-awareness to build stronger relationships. About 60% of the faculties stated that their relationship with people at home and work do not suffer because of their expression of anger or impatience.

**Suggestion:** However some Personality development courses could be provided to the teaching staff to improve their skills.

17. Approach to work

The teaching faculties selected for survey in Private colleges were asked to state their approach to work based on whether they always find ways to make a boring task interesting, identify the factors that motivate them and seek ways and means for self-motivation, they base their personal and professional decisions on clearly defined personal values and if they maintain their integrity by practicing what they believe and keep their commitments.

**Inference:** About 60% of the faculties stated that they find means to make a boring task interesting, 70% of the faculties stated that they were self-motivators, 62% of the faculties stated that they have clearly defined personal values and 60% of the faculties stated that they practice their beliefs and keep up their commitments.
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Suggestion: However some Personality development courses could be provided to the teaching staff to improve their skills.

18. Self Improvement Endeavours

The teaching faculties were asked to state their endeavours for self improvement based on whether they attend classes, programmes, seminars and do self-study to improve their job skills and knowledge, they are familiar with several strategies for achieving emotional control, they have developed effective ways to cope with your own anger and the anger of others and they consciously put in efforts to gather the required information.

Inference: About 47.5% of the faculties stated that they adopt proper self improvement measures; it becomes all the more important owing to their profession

Suggestion: Some training programmes could be organized so that the faculties are able to improve their performance.

19. Personal Attitude

The teaching faculties selected for survey in Private colleges were asked about their personal attitude based on whether they are able to solve problems and make decisions in a logical manner with allowing their emotions to interfere, they have a clear sense of what is right and wrong and their character reflects the fundamental strength of honesty, fairness, service, humility and modesty, they project to others an image that matches their talents and aspirations, they feel bad about activities such as coming late, not getting a job done on time, working too hard, they give people reasons when not able to complete their work, they feel themselves indispensable to their college, they constantly compare themselves with others in terms of job, salary and benefits, expect people to do what they say they obey their superiors even when it is difficult.

Inference: More than half of the faculties have good skills and positive personal attitudes.

Suggestion: However some customized training programmes could be organized so that the faculties are able to improve their performance.

20. Presentation Skills, Conversion Skills, Attitude
The teaching faculties selected for survey in Private colleges were asked to highlight their presentation skills based on whether they try to use examples, when you are explaining concepts, tend to talk more than others, enjoy using slang and jargons, use jargons only when talking to experts. They were asked to rate their conversation skills based on whether if the other person does not seem to understand they speak more gently and distinctly, the other person is speaking, they say “Good”, “Go on” etc., they are not embarrassed by periods of silence when talking to someone, they feel that body language is important for speakers, not for listeners, someone is wrong they make sure the person knows it, when they are listening they try not to be evaluative. The faculties were asked to record whether they feel that listening and hearing are the same, tend to forget that some words have many meanings, provide feedback only when asked for it, respond to the facts without an emotional reaction when providing a feedback, try to delay giving feedback so that they have more time to think about it and provide feedbacks focusing on providing suggestions and ideas.

Inference: Most of the teaching faculties stated that they possess good presentation, positive attitude and good conversation skills.

Suggestion: However some customized training programmes could be organized so that the faculties; especially the freshers are able to improve their performance.

7.2 Conclusions and Recommendations

The aims of this review were to investigate the factors that motivate and demotivate prospective and practising teachers, and to examine the influence that these factors have on the recruitment and retention of teaching staff. The research was conducted in private institutions where the morale is less compared to Government institutions.

The broad research questions were:

- Were the teaching faculties interested in their profession?
- What are the factors that influence whether teachers stay in teaching, seek promotion or leave the profession?
- How could the attractiveness of a career in teaching be increased?
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The review was carried out through questionnaires and interview. To ensure relevance in terms of both context and issues addressed, the following criteria were used for the selection of studies to be included in the review that they were carried out within the specific context of the education system in Tamilnadu, with a particular focus on Private colleges offering Arts and Science streams of education.

7.3 Main Findings

7.3.1 Reasons for choosing a career in teaching
There is evidence to suggest that up to a third of undergraduates consider teaching as a career. A teaching career scores highly for undergraduates on the opportunities given for having creative input, benefiting society, applying degree subject and working with individuals. The appeal of teaching as a career is not, however, equal for all undergraduates. Students intending to go into teaching are more likely to be female, young, have achieved weaker grades, be studying English rather than science, engineering or technology and be expecting lower degree results.

Studies focusing on the reasons given by college students and beginning teachers for choosing a career in teaching revealed a high level of consistency. The most commonly given reasons were job satisfaction and working with children. The reasons rated as least important included working hours, holidays, salaries and security. It seems that prospective teachers are principally attracted to the profession by the rewarding nature of the work involved, as opposed to the pay or conditions on offer.

Private institution offer a good start for freshers to the profession. They are very happy with the pay and other facilities. But as they gain experience, they compare their benefits with Government colleges and get demotivated. Workload was not a very major issue, though it was a concern to some faculties; especially the lesser experienced ones. However scope for self improvement, growth opportunities etc. were of concern to most the faculties.

7.3.2 Teaching Faculties’ career moves

Job Satisfaction
The review explored the motivation behind teachers’ decisions to stay in teaching, seek promotion, leave the profession or take early retirement. The factors found to be important to those teachers who planned to stay in teaching included the recognition of their work, events related to imparting education, family and friends. Headteachers were motivated to stay in their posts by the prospect of future levels of reward, and improvements to structural factors such as the resourcing of schools and provision of advisory and support services.

Teachers’ decisions to seek promotion within the profession were largely based on a desire to broaden their experiences, obtain greater freedom in their work, take on new challenges and increase their power and influence in order to improve the education of children. There were gender differences in the reasons given by teachers for pursuing promotion, with male teachers being more likely to view increased salary as a motivating factor, whilst female teachers were more attracted by the social aspects of the post. Prospective and practising teachers planning to leave the profession both cited heavy workloads, poor pay and the low morale within the profession as reasons for their decision. In addition, those teachers taking early retirement blamed stress, work overload and excessive bureaucracy.

7.3.3 Teaching Faculties’ morale

Studies analysed during the review revealed that teachers believe their own morale to be largely determined by their quality of life within the school, rating factors such as good relations with students and helping students to achieve as very important. When asked to name those factors that they felt could have a positive effect on the morale of the profession as a whole, teachers’ responses largely related to factors external to the process of teaching itself, focusing on a more positive portrayal of the teaching profession by the media, increased pay and conditions and less pressure. It seems that to improve both the morale of individual teachers and the ethos of the profession as a whole, a range of measures is needed, addressing both experiences integral to the work of teaching, and factors linked to the structural and social context within which that work is carried out.

7.3.4 Teaching Faculties’ job satisfaction
The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors included developing warm, personal relationships with students, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers viewed job dissatisfaction as principally contributed to by work overload, pay and benefits not at par with Government colleges and perceptions of how teachers are viewed by society. For headteachers, the main factors contributing to job satisfaction include their relationships with others, having responsibility and the success of their school. As with teachers, heads cite work overload as a major factor contributing to job dissatisfaction.

Research has found variations in the job satisfaction levels of teachers, depending on certain individual and college characteristics. Teaching faculties with lesser experience have overall job satisfaction and the recognition they receive for their efforts than their colleagues with higher experience, and being more satisfied than men with the curriculum. Male teachers are more satisfied than women with their influence over school policies and practices. Primary teachers are less satisfied than secondary teachers with the balance between their work and personal lives, whereas secondary teachers are less satisfied with their influence over school policies. Teachers in rural areas report higher levels of job satisfaction than those in urban schools.

**7.3.5 Application of theoretical framework**

A principal theoretical framework of job satisfaction is Herzberg’s (1966) two-factor model. Nias (1989) discussed the explanatory power of the model and suggested that the addition of a third category of factors ensured a closer fit with teachers’ experiences of job satisfaction. Application of the resulting three-factor model to the findings of the studies analysed in the review revealed a high level of congruence. The main conclusions of this application are that in order to experience high job satisfaction, teachers need an intellectual challenge, their autonomy, to feel that they are benefiting society, to enjoy good relations with their colleagues and to spend a sufficient proportion of their time working with children. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities should result in lower levels of job dissatisfaction among teachers, but will not necessarily bring about higher levels of job satisfaction.