CHAPTER VI

FINDINGS, SUGGESTION
AND CONCLUSION
CHAPTER VI

FINDINGS, CONCLUSION AND SUGGESTIONS

6.1 INTRODUCTION

6.2 FINDINGS

6.3 CONCLUSION

6.4 SUGGESTIONS

6.5 SCOPE FOR FURTHER RESEARCH
CHAPTER – VI

FINDINGS, CONCLUSION AND SUGGESTIONS

6.1  INTRODUCTION

The findings and results have confirmed the hypothesis postulated in the beginning of the study. There is both positive and negative relationship between the independent variable identified as possible factor relevant in determining the level of satisfaction among women college teachers. The following are the findings obtained from the study.

6.2  FINDINGS

Age is a vital demographic of college teachers in any kind of institution to express their interest towards job satisfaction. It is found that 10% of the college teachers belong to the age group less than 25 years followed by 63.9% in the age group 26-35 years. Further 19.8% and 6.3% of college teachers represent for two age group 35-45 years and above 45 years respectively.

Job satisfaction of college teachers is primarily based on the educational qualification. The influence on the factor of job satisfaction changes with changes in education. It is found that 71.8% of college teachers belong to post graduate followed by 9.4% of the respondents are Master of Philosophy. Further 18.8% of the respondents are qualified with Doctor of Philosophy.
Women are proving to be successful in their career and have started moving up the institutional ladder. It is found that 72.5% of college teachers are Assistant Professor and 27.5% of college teachers are Associate professor.

The experience plays a very important role for college teachers. The experience makes the college teachers perfect and confident in their teaching. It is found that 38% of respondents are having less than 10 years of experience, 37.3% of respondents are in between 11-15 years of experience, and 16.1% and 8.6% of the respondents are in between 15-20 and above 20 years of experience respectively.

Income is the motivating factor for women to take up jobs. It is found that 27.1% of the respondents earn less than 10000, 36.9% of the respondents earn 10000-20000, 20.4% and 15.7% of the respondents earn 20000-30000 and above 30000 respectively.

Marital status of women is taken in to consideration to find out whether they are living with their husband or single. It is found that 29.4% of college teachers are unmarried and 70.6% of college teachers are married.

The status of college teachers says whether they are working in Autonomous or Non-Autonomous colleges. It is found that 51% of the college teachers are working in autonomous colleges followed by 49% of the college teachers working in non-autonomous.

The position of the women seems to be approved by University Grant Commission regulation whether they are qualified by NET and SLET. It is found
51.6% of college teacher completed SLET and 48.4% of completed NET according to UGC regulation.

Student teacher relationship implies that the college teachers strongly agree for their engagement in enlightening process, the importance given to their ideas to do things better and decrease in working hours bring positive and significant improvement and they moderately agree for student encouragement, commitment, giving freedom to the students, behavior of students, friendly learning condition, and talent of students to learn with love rather than punishment. The college teachers get their high satisfaction over student’s confidence and their conducive relationship with an optimistic approach with the students. The required student’s knowledge for interaction also gives them high satisfaction over aspect of student teacher relationship.

The sample unit consist of non-gregarious teachers [35.68%] with strong agreement on students confidence, students responsibility and students knowledge and disagree with conducive relationship. Unambitious teachers [33.72%] with strong agreement on conducive relationship and disagree with student’s responsibility and student’s knowledge and [30.58%] of demanding teachers disagree with student’s confidence.

Job commitment denotes that the college teachers moderately agree for possessing needful teaching material, conducting too many exams, doing the work successfully and adequate casual leave and medical leave facilities and sufficient holidays. Job establishment of women college teachers was found to be significant
factor of job commitment. Job establishment gives college teachers high job satisfaction over the aspect of job commitment.

The sample unit consist of ordain teachers [26.86%] strongly agree with Job Establishment and disagree with Involvement, [56.86%] of dedicated teachers strongly agree with Involvement and [16.27%] of Extricate teachers disagree with Job Establishment.

Job performance say that the college teachers have strong agreement for the importance given to their ideas to do things better and they moderately agree for encouragement given for self–thinking while at work, encouragement given by seniors in implementing new methods of teaching to the students, mutual co-operation and trusting superiors. Job expectation is the pre-dominant factor among college teachers in job performance. The college teachers perform well when there is mutual co-operation among teachers working in the institution. Job expectation and job inspiration gives college teachers satisfaction over the aspect of job performance.

In terms of Job performance the sample unit consists of Ineptitude teachers [37.05%] disagree with job inspiration, [19.60%] of Expertise teachers strongly agree with knowledge sharing and disagree with job expectation and [43.33%] of Proficient teachers strongly agree with job expectation and job inspiration and disagree with knowledge sharing.

Management policies denotes that the college teachers moderately agree for their feeling experienced, faculty of the institution, co–ordination between
management and staff, level of job indicates illness symptoms and communication of vision and mission to all staff and they neither agree and disagree for rational thinking and personality building.

Synergic actions of college teacher found have on influence on management policies in the institution. The college teaches get higher satisfaction towards synergic action and social contact over the management policies.

In terms of Management policies the sample unit consist of Affable teachers [27.06%] strongly agree with social contact and disagree with Synergic action and well-organized, [44.31%] of collaborative teachers strongly agree with Synergic action and well-organized and [28.63%] of self-centered teachers disagree with Social contact.

Work load denotes that the college teachers moderately agree for taking their faculty data sheet for the meeting, doing professional work at home, and teaching loads reflects the expectation and advising and they neither agree nor disagree for having regular and intensive contact with the students, department heads assigning work load to faculties and expectation of faculties. It is further found that college teachers disagree for taking maximum advantage of the talents of individual faculty. Work environment indicates that the college teachers moderately agree for pleasant physical environment, sanitary facilities available, availability of efficiency equipment and comfortable working hours.

In terms of Work load the sample unit consists of [28.04%] of Ignorant teachers disagree with knowledge Endowment. Idle teachers [33.92%] disagree with
work task and [38.04%] of Talented teachers strongly agree with work task and knowledge endowment.

Reward and recognition indicates that women college teachers moderately agree for strong health system are more motivated leading to work force stability, satisfied faculties would produce superior performance to increase performance of the students and better incentives and control strategies for the workers leads to motivation. The college teachers have higher satisfaction in terms of income and promotions leads to stimulant. The required pay and allowances provided by the institution over the aspect of rewards and recognition.

In terms of reward and recognition the sample unit consists of [36.47%] of restorative teachers strongly agree with Stimulant and Persuasion. Repulsion teachers [44.31%] disagree with Stimulant and [22.94%] of Unscathed teachers disagree with Persuasion.

Stress and its management indicates that the college teachers moderately agree for exhaustion and disengagement, low stress job compared to corporate world, students Mis – behavior, lack of recognition and doing clerical work apart from teaching and they neither agree nor disagree for faculties under stress cannot perform well and face difficulties in getting asleep at night. It is further found that women college teachers disagree for worthless and meaningless nature of job and going to relaxation centers. The work load is an optimistic approach with stress and its management. The college teachers generally have low stress job compared to corporate world.
The sample unit consists of [32.75%] of committed teachers strongly agree with work load and disagree with emotional tension. Uninteresting teachers [18.43%] disagree with work load and [48.82%] of Anxious teachers strongly agree with emotional tension.

Educational climate indicates that the college teachers moderately Agree for deeper understanding of students, awareness of opportunities for development, students feeling of confusion due to climate change and success benchmark of educational institution and they neither agree nor disagree for effective teaching include over saturation from media. The college teachers get their satisfaction over conducive situation with the students and their responsibility. The success benchmark is the aspect of educational climate.

The sample unit consists of [28.24%] of Resistance teachers disagree with concurrence. Discouraging teachers [25.29%] strongly agree with concurrence and disagree with conducive situation and [46.47%] of Promotive teachers strongly agree with conducive situation.

Work environment indicates that the college teachers moderately agree for pleasant physical environment, sanitary facilities available, availability of efficiency equipment and comfortable working hours. The college teachers get satisfaction over opportunity because of the comfort ability to work under the existing environment. The required facilities giving by the institution over aspect of work environment.
The sample unit consists of [23.33\%] of Attractive teachers strongly agree with gratification and disagree with opportunity, Unenthusiastic teachers [30.98\%] disagree with gratification and [45.69\%] of Contingent teachers strongly agree with opportunity.

There is association between age of the college teachers and their job commitment and job performance. In Job commitment [67.9\%] of dedicated teachers and in Job performance [72.9\%] of Ineptitude teachers are in the age group of 26 – 35 years.

There is association between education of the college teachers and their job performance, management policies and stress and its management. In Job performance [75.7\%] of Ineptitude teachers, in management policies [74.7\%] of self-centered teachers and in stress and its management [79.0\%] of committed teachers are in the education level of post graduate level. The intellectual teachers give importance to the ideas to do things better.

There is deep association between designation of the college teachers and their job performance, stress and its management, reward and recognition and Educational climate. In Job performance [77.8\%] of Ineptitude teachers, in stress and its management [81.4\%] of committed teachers, in Reward and recognition [87.09\%] of Restorative teachers and in Educational climate [79.1\%] of Discouraging teachers are in the designation of Assistant Professor. It shows that designation of college teachers is the deciding factor for job performance, stress and its management, reward and recognition and Educational climate. Encouragement given by the seniors in experimenting the new methods of teaching the students.

234
There is deep association between experience of college teachers and their relationship with the students, job commitment, job performance, management policies and work environment. In student teacher relationship [41.9%] of unambitious teachers and in job performance [44.0%] of Expertise teachers are with the experience of 11-15 years. In job commitment [43.4%] of Extricate teachers, in Management policies [48.6%] of self-centered teachers and in work environment [43.7%] of unenthusiastic teachers are with the experience of less than 10 years. A teacher with the experience can develop faster relationship with the students. Experience creates encouragement for self-thinking while learning; it shows that experience is the deciding factor for their relationship with the students, job commitment, job performance, management policies and work environment.

There is association between income of the college teachers and their relationship with the students, job commitment and job performance. In student teacher relationship [41.3%] of Unambitious teachers, job commitment [43.4%] of Extricate teachers and Job performance [42.0%] of Expertise teachers earn between 10000-20000. Lecturers were concerned with student engagement in learning process, rather than simply seeking student’s participation. When the Income increases it creates a high engagement and achievement of success for the institution. It shows that income is the deciding factor for their relationship with the students, job commitment and job performance.

There is association between marital status of the college teachers and their management policies. In management policies [79.0%] of affable teachers are married. Performance based pay or person based pay is given in all institution. It
shows that marital status of college teachers is the deciding factor for management policies.

It can be concluded that there is association between autonomous college teachers and their relationship with the students, job commitment, management policies and work load. In student teacher relationship [58.1%] of Unambitious teachers and in workloads [60.8%] of talented teachers are working in autonomous colleges. In job commitment [68.7%] of Extricate teachers and in management policies [63.0%] of self centered teachers are working in non – autonomous colleges. The job satisfaction in academy faculty can be attained through enriching their jobs which ultimately bring creatively and innovation on their routine works, benefiting the students. It shows that autonomous colleges are the deciding factor for their relationship with the students, job commitment, management policies and work load.

Age is the vital factor to express their interest towards job and outcome of the college teachers. Age group above 45 years of the college teachers strongly agree for the factor Job Establishment and age group 25 -35 years strongly agree for the factor Knowledge Sharing.

A teacher is a central unit of any academic institution to provide good educational environment. College teachers in the Education level of Post graduate (M=4.08 & 4.09) strongly agree for the factor Involvement and Job expectation. It also further indicates that college teachers in the education level of Ph.D strongly agree for the factor Well –organized Emotional tension.
College teachers in the designation of Associate professor strongly agree for the factor student’s confidence and Involvement. It also further indicates that college teachers in the designation of Assistant professor strongly agree for the factor knowledge sharing. It is also further found that the college teachers in the designation of professor strongly agree for the factor synergic action and Persuasion. It is found that the college teachers in the designation of guest lecturer strongly agree for the factor work task. It is also found that the college teachers in the designation of part-time staff strongly agree for the factor work load and Emotional tension.

The college teachers with the experience of 15-20 years strongly agree for the factors conducive relationship, Job establishment, knowledge endowment and knowledge sharing. It also further indicates that college teachers in the experience of 10-15 years strongly agree for the factor involvement and Synergic action.

The college teachers in the income level of above 30000 strongly believe the factors student’s confidence and Emotional tension. It also indicates that the college teachers in the income level of 20000-30000 strongly agree for the factor conducive relationship and Involvement. It also further indicates that the college teachers in the income level of less than 10000 strongly agree for the factor knowledge sharing.

The college teachers those who are married strongly agree for the factor student’s knowledge. It also indicates that the college teachers those who are unmarried strongly agree for the factor Job expectation and Opportunity.
The college teachers those working in autonomous colleges strongly agree for the factors students’ confidence, job establishment, knowledge sharing, social contact, well–organized and work task.

The hypothesis framed for the research is rejected. It is found that women lecturers differs in their job satisfaction levels and there is significant influence on their designation as well as experience and job satisfaction of college teachers. There is also significant influence on type of institution and college status of college teachers.

6.3 CONCLUSION

In conclusion, the study revealed the job satisfaction is the pre-dominant reason for college teacher turnover. The job satisfaction of college teachers in self–financing colleges depends upon student teacher relationship, job commitment, job performance, management policies, work load, reward and recognition, stress and its management, educational climate and work environment.

A satisfied college teacher is more likely to stay, and a dissatisfied will be more likely to leave the institution. The most important factor affecting job satisfaction of college teacher working in self – financing colleges are examined. Reward and recognition is an important factor in teaching profession. The student teacher relationship is ranked as the pre-dominant factor for job satisfaction in the data analysis followed by job performance and reward and recognition.

Additionally workload, educational climate, job commitment, management policies, stress and its management and work environment also plays an important
role for job satisfaction. College teachers strongly agree for the factor stress and its management and moderately agree for job commitment.

A teacher is satisfied with higher reward and work with more involvement for the decision taking by the institutions. The experienced college teachers with more than 20 years perform well when compared to less experience. In most cases teachers working in autonomous college have good student teacher relationship, job commitment and work load than working in non-autonomous colleges. The female college teachers have favorable attitude towards education. The faculties members are strongly agree in the areas like stress and its management, management policies and work environment.

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Even a nice chair can make a world of difference to an individual's psyche. Universities should look more to provide facilities like personal room with modern computer facilities to avoid overcrowding and allow them to use their own personal space so that they can give more time for their research work besides their regular class. They should also provide clean washroom facilities.

The universities must also work to develop their faculty members. Training and development enable the faculty to perform their present jobs effectively and to prepare for future jobs. Universities may give more attention to motivate and maintain the human resources to make them more contented to make the most of their effort by ensuring overall excellence of the institution.
6.4 SUGGESTIONS

Based on the findings of the research work, the following suggestions are offered:

- The study reveals age of the college teachers decides the job commitment and performance. Therefore it is suggested that the universities should organize training program in academic staff colleges based on their age to update their knowledge.

- The college teachers should have high commitment to the institution, the place where they are working for, since it has already become their choice to work for such institution. Implementation of high commitment to their institution is by means of performing positive things for their institution, the place where they are working for.

- The college teachers with experience of 15-20 years have a good conducive relationship, job establishment, knowledge sharing and knowledge endowment. Therefore it is suggested that performance will be good when there is more experience.

- The study reveals that designation of college teachers decides the job performance, reward and recognition, Stress and its management and educational climate. It is suggested that the college teachers with the designation of Associate professor Grade work well when the grade increases.
Education is the backbone of a nation. The college teacher is unhappy and dissatisfied with their jobs what would be the future of the nation. So, we need to be concerned about the teacher’s condition. Best steps must be teachers taken make the teachers satisfied with the job. It will energize the teachers and their effort will be in full swing to build up the nation.

The college teachers working in autonomous colleges have student teachers relationship, job commitment, management policies and workload. These factors are suitable for career ladder.

Recognition for job accomplished by college teachers is less in self – financing colleges. So colleges can provide recognition by giving rewards on timely basis by praising college teachers in meetings, by sending letters f good college teachers to their homes.

The college teachers must be motivated to get the promotion to higher rank. The self – financing colleges can increase the satisfaction of their college teachers by increasing the pay increment and teacher empowerment.

The management should be more favorable and sympathetic towards the problems faced by the women college teachers at the self – financing colleges.
• The institution should minimize negative type of motivation and improve the college teachers participation while decision making in management policies.

• Job satisfaction and dissatisfaction of college teachers should be evaluated periodically for evolving dynamic and pragmatic policies for institutional growth and development.

6.5 SCOPE FOR FURTHER RESEARCH

• Comparative study Can be done with regard to government college teachers and aided college teachers

• Similar study can be undertaken with regard to working women in different sectors.

• Study can be done with regard to Job satisfaction on IT sector employees and insurance sector employees.

• Similar study can be undertaken with regard to banking sector.

• Study can be undertaken with regard to home maker’s job satisfaction.