CORRELATES OF JOB SATISFACTION AMONG TEACHERS IN AIDED AND SELF-FINANCED INSTITUTIONS

ABSTRACT

SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy

IN EDUCATION

(C.C.S. University, Meerut)

SUPERVISOR:

DR. (MRS.) SHASHI MALIK
Assistant Professor
Department of Education
V.M.L.G. College, Ghaziabad

RESEARCHER:

MRS. VINITA M. CHAUDHARY
M.A, M.Ed., M.Phil
Research Scholar
Department of Education
V.M.L.G College, Ghaziabad

DEPARTMENT OF EDUCATION
VIDYAWATI MUKUND LAL GIRLS COLLEGE GHAZIABAD

2014
ABSTRACT

1.0.0 INTRODUCTION

“Education is the most powerful weapon which you can use to change the world”. The above mentioned line by Nelson Mandela exemplifies that education plays an essential role in the advancement of the fate of individuals as well as their society and finally escort to a nation’s development. Before Independence, access to higher education was very limited and elitist, with enrollment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive. The number of colleges has grown at a CAGR of 11% in the period 2001-2011 as against 6.1% in the period 1951-2001. This type of increase in the number of institutions is due to public / private partnership in higher education. The practice of privatization began to materialize in the late 1900’s, as the Indian higher education system has undergone immense expansion in post-independent India with a national resolution to establish several Universities, Technical Institutes, Research Institutions and Professional / Non Professional Colleges all over the country, to generate and propagate knowledge coupled with the splendid intention of providing easy access to higher education to the common Indian.

Private educational institutions in India could be classified into the following two categories:

**Aided Colleges:** Aided colleges are the colleges, privately managed but funded by the Government. Section 3 (b) of the Private professional educational institutions bill, 2005 defines an ‘aided institution’ as a private professional educational institution, receiving financial aid in whole or in part from the government.

**Unaided Colleges:** Unaided colleges are privately managed and raise their own funds. These are called self financing colleges. The Honorable Supreme Court has announced that the right to admit students being an essential facet of the right to administer educational institutions of their choice (Article 30 of the constitution).

Even though India claims to have the second largest higher education system in the world, in view of its infinite population, it is regarded as one of the rearward countries in respect of education, particularly in higher education. With this realization the 11th plan aims to increase the GER to 21 % by the end of Twelfth plan with an interim target of 15
% by 2012. Should the resolute plans of both the public and the private sector for the immense development of higher education in India have a chance to succeed, one of the key fundamentals is a large and highly capable group of scholars who can provide academic leadership in teaching and research. Many of these scholars have already survived or are moving into the ranks of the professoriate at the enhanced Indian (and foreign) universities; several more will be needed to satisfy the growing demand and to take the place of the large numbers of college and university faculty who are not up to the standards of an internationally competitive system of higher education. Even the prestigious IITs are reported to face a faculty shortage of 20 to 35 percent (Sinha 2002). To judge from the existing analyses of the situation; the accomplishment of this objective appears to require a combination of several different strategies, including many challenges and opportunities of privatization in higher education. Privatization provides academic and administrative sovereignty in one hand and the uncertain availability of sufficient resources in other hands.

Some challenges are:

- Maintaining and projecting legitimate ideals accessibility and impartiality.
- Problem of money seeking approach.
- Risk of international interference.
- Challenge to offer quality education.
- The decorum of teachers will be in trouble.
- Teacher retention in colleges.
- Create split between haves and have-nots.

Some opportunities are:

- Enrollment rate will be greater than before.
- Vocationalization of higher education will be carried out successfully.
- Least interference of local political and bureaucratic bodies.
- Opportunity to introspect by the institution.
- Quality of education will be ensured due to competition in colleges.
- More use of ICT and practical experience.
- Nature and quality of research effort will be taken care.
- Revise in the decisive factor for academic recruitment and promotion,
• Significant improvements in the economic condition of the academic teaching profession,
• Very ambitious program for the identification, training, support and placement of young scholars, and
• Major effort at repatriating successful Indian scholars from abroad (*NKC 2007*).

An adequate amount of staffing may well be the critical segment in India’s ambitious plans for expansion and excellence. To muddle through with it will require a concentrated endeavor concerning the academic culture, and conditions.

Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

**Table 1: Summarization of Theories on Job Satisfaction**

<table>
<thead>
<tr>
<th>Human Requirements</th>
<th>Efforts/Performance</th>
<th>Fulfilled Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>Personal Characteristics</td>
<td></td>
</tr>
<tr>
<td>Physical, Cognitive &amp; Social Needs</td>
<td>Theory X &amp; Y McGregor 1960;</td>
<td>If satisfied, the worker is</td>
</tr>
<tr>
<td>[Hierarchy of Needs</td>
<td>Expectancy Theory Vroom 1963;</td>
<td>likely to repeat the same</td>
</tr>
<tr>
<td>Maslow 1943/54;</td>
<td>Porter &amp; Lawler Model 1968;</td>
<td>behavior. If dissatisfied, the</td>
</tr>
<tr>
<td>Two-Factor Theory</td>
<td>Attribution Theory;</td>
<td>worker is more likely to</td>
</tr>
<tr>
<td>Herzberg - 1959;</td>
<td>Control Theory Scott &amp; Snell 1992</td>
<td>discontinue the same behavior.</td>
</tr>
<tr>
<td>ERG Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alderfer 1969;</td>
<td><strong>Job Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement Theory</td>
<td>Job characteristics Theory, Hackman &amp;</td>
<td></td>
</tr>
<tr>
<td>McClelland 1961</td>
<td>Oldham</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Characteristic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawthorne Studies Mayo</td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Characteristic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforcement Theory Skinner 1953/69;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal Setting Theory Locke 1968;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control Theory Scott &amp; Snell 1992;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agency Theory Hill &amp; Jones 1992</td>
<td></td>
</tr>
</tbody>
</table>

(Taken from Institute of Interdisciplinary Business Research, 2012)

The phrase Privatization raises numerous issues in recent times:

• How many more universities and colleges in the country will be required?
• Would it be possible to satisfy the teachers of self-financing institutes?
• Would the drawback of privatization outweigh its advantages?

Quality of education is both a challenge and an opportunity because it depends upon teachers’ proficient qualification, responsibility, satisfaction and their retention in the organization. For retention in the college and responsibility feeling, teacher satisfaction
is indispensable, which depends upon many institutional and other factors. It is hoped that the stakeholders of higher education all over the country, will entertain all the sincerity it deserves and become partners in creating a Higher Education System in the country, comparable to the best in the World. Therefore, it can be concluded that more opportunities will arise, as the result of privatization and it is the need of an hour.

1.1.0 REVIEW OF RELATED LITERATURE

“The research for reference material is time consuming, but fruitful phase. A familiarity with the literature of any problem helps the students to discover what is already known, what others have attempted to find out and what methods remain to be unsolved” Best (1978).

The center of attention has been prearranged primarily of last ten years studies. These, Foreign and Indian studies are further classified in following heads:

- Studies related to the college / university level
- Studies related to Aided and Self Financed comparison
- Studies at School level

Review of the literature shows that numerous variables have been investigated in their relationship to job satisfaction. These variables include demographic data (e.g. Age, gender), intrinsic features of the job (e.g. Recognition, advancement, and responsibility), and extrinsic variables (e.g. Salary, supervision, and working conditions). Job satisfaction is a multi-dimensional phenomenon where it is not easy to assign one factor as the sole determinant of satisfaction with the job.

The fact that the number of the studies on the comparison between government aided and self financed institutions is limited makes it harder to draw solid conclusions. Therefore, this study is being performed by the researcher.

1.2.0 STATEMENT OF THE PROBLEM

This study was aimed to provide information about: “CORRELATES OF JOB SATISFACTION AMONG TEACHERS IN AIDED AND SELF-FINANCED INSTITUTIONS”

1.3.0 OPERATIONAL DEFINITIONS OF THE KEY TERMS

The present study is following specific key terms, which required further explanation in order to communicate their precise meaning:
1.3.1 CORRELATES

In the present research correlates are the variables which can be related to job satisfaction as: Work load, Work conflict, Job involvement, Salary, Supervision, Management policies, Interpersonal relationship, Academic facilities, Infrastructural facilities and Teaching itself.

1.3.2 JOB SATISFACTION

In the present research, ‘job satisfaction’ refers to the perceived feelings of an employee towards his job. It is necessary for a good academic environment that teachers who imparting education must enjoy at least a reasonable amount of job satisfaction Mudgil et al (1991).

1.3.3 TEACHERS

In the present research, the teachers are teachers teaching to graduate or post graduate classes in self financed institutions or aided institutions.

1.3.4 AIDED INSTITUTIONS

A large number of institutions receive a substantial amount of aid from the Government in order to bear the operating costs, are called ‘Aided institutions’.

1.3.5 SELF-FINANCING INSTITUTIONS

Self-Financing institutions are the institutions which generate their funds themselves and do not depend on government for finances.

1.4.0 OBJECTIVES OF THE STUDY

1. To investigate the level of Job Satisfaction among college teachers.
2. To find out the difference in Job Satisfaction among college teachers in Government Aided and Self Financed Institutions.
3. To find out correlates of Job Satisfaction among college teachers.

To achieve this objective, following sub objectives were framed:

3.1 Demographic Variables:
   (i) To measure correlation between Job Satisfaction of college teachers and Age.
(ii) To measure correlation between Job Satisfaction of college teachers and Gender.
(iii) To measure correlation between Job Satisfaction of college teachers and Marital Status.

3.2 Academic Variables:
(i) To measure correlation between Job Satisfaction of college teachers and Educational Qualification.
(ii) To measure correlation between Job Satisfaction of college teachers and Experience.

3.3 Organizational Variables:
(i) To find out the correlation between Job Satisfaction of college teachers and Work Load.
(ii) To find out the correlation between Job Satisfaction of college teachers and Work Conflict.
(iii) To find out the correlation between Job Satisfaction of college teachers and Job Involvement.
(iv) To find out the correlation between Job Satisfaction of college teachers and Supervision.
(v) To find out the correlation between Job Satisfaction of college teachers and Management Policies.
(vi) To find out the correlation between Job Satisfaction of college teachers and Inter Personal Relations.
(vii) To find out the correlation between Job Satisfaction of college teachers and Academic Facilities.
(viii) To find out the correlation between Job Satisfaction of college teachers and Infrastructural Facilities.
(ix) To find out the correlation between Job Satisfaction of college teachers and Teaching Itself.
(x) To find out the correlation between Job Satisfaction of college teachers and Salary.

4. To find out the predictor variables of Job Satisfaction among college teachers.
5. To find out the difference in Job Satisfaction, between governments aided and self-financed institution teachers with reference to predictor variables.

1.5.0 HYPOTHESES IN THE STUDY

Since available empirical evidences were sufficient to frame, non-directional research hypothesis, the following null hypotheses were formulated for testing:

(H₁) There exists no significant difference in Job Satisfaction of teachers teaching in Self Financing Institutions and Government Aided Institutions.

(H₂) There exists no relationship in Job Satisfaction of college teachers with Age.

(H₃) There exists no relationship in Job Satisfaction of college teachers with Gender.

(H₄) There exists no relationship in Job Satisfaction of college teachers with Marital Status.

(H₅) There exists no relationship in Job Satisfaction of college teachers with Educational Qualifications.

(H₆) There exists no relationship in Job Satisfaction of college teachers with Experience.

(H₇) There exists no relationship in Job Satisfaction of college teachers and Work Load.

(H₈) There exists no relationship in Job Satisfaction of college teachers and Work Conflict.

(H₉) There exists no relationship in Job Satisfaction of college teachers and Job Involvement.

(H₁₀) There exists no relationship in Job Satisfaction of college teachers and Supervision.

(H₁₁) There exists no relationship in Job Satisfaction of college teachers and Management Policies.

(H₁₂) There exists no relationship in Job Satisfaction of college teachers and Inter Personal Relationship.

(H₁₃) There exists no relationship in Job Satisfaction of college teachers and Academic Facilities.
(H14) There exists no relationship in Job Satisfaction of college teachers and Infrastructural Facilities.

(H15) There exists no relationship in Job Satisfaction of college teachers and Teaching Itself.

(H16) There exists no relationship in Job Satisfaction of college teachers and Salary.

(H17) There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to the predictor variables.

To verify this hypothesis, following sub hypotheses were framed:

$H_{17.1}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Educational Qualifications.

$H_{17.2}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Experience.

$H_{17.3}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Job Involvement.

$H_{17.4}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Supervisions.

$H_{17.5}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Management Policies.

$H_{17.6}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to an Inter Personal Relationship.

$H_{17.7}$: There exists no significant difference in Job Satisfaction in SFIT and GAIT with reference to Teaching Itself.

1.6.0 DELIMITATIONS OF THE STUDY

The field of the study is wide and complex. So it needs a planned research to find the truth, which may stand for a greater area and a longer time to come. On the basis of which the researchers may predict something for the future. So the researcher has a delimited present study in the following manner:
1. The study consists of only the teachers of Aided and Self-financing Institutions of Ghaziabad city and NCR areas.
2. The investigation is confined to only Government Aided and Self Financing Institutions.
3. The study does not include temporary teachers of Government aided and teachers working in a self financed section of Government aided institutions.
4. The study is delimited only to (a) Demographic (b) Academic and (c) Organizational variables.

1.7.0 RESEARCH DESIGN

In this research study, the Descriptive Survey cum Correlation method used. The sample was selected through Random Cluster Sampling. First of all, the researcher prepared a list of self –financed and aided institutions separately. Then from this list of institutions, 40 institutions were selected with help of cluster sampling. Then, 300 teachers were selected through a lottery technique and can be represented through following chart:

![Flowchart representing Sample Selections](image)

**Figure 1: Flowchart representing Sample Selections**

1.8.0 INSTRUMENTATION

On the basis of the objectives of the study, the researcher used two tools for the present research:
1. Teacher’s Job Satisfaction Scale (TJSS) by *Mudgil, Muhur, and Bhatia’s (1991)*.
2. Self constructed Job Satisfaction Characteristics Scale.

### 1.9.0 ANALYSIS AND INTERPRETATION OF DATA

To study the level and determinants of Job Satisfaction among teachers teaching in Self Financing and Govt. Aided institutions in NCR areas, data were analyzed through descriptive statistics as (Mean, SD), as well as inferential statistics (t test, Analysis of variance (ANOVA), Multiple regression and correlation coefficients). The normality of data (job satisfaction scores) was assessed by calculating the values of Mean, SD and W/S test. In order to study the significant differences in job satisfaction of teacher educators with regard to demographic and academic variables, t-test and ANOVA was employed. Point biserial and Pearson product moment correlations were computed to describe the strength and direction of the relationships between Organizational variables. Graphical presentation was also used wherever it was obligatory.

### 1.9.1 JOB SATISFACTION OF COLLEGE TEACHERS

To study job satisfaction of teachers teaching in Aided and Self Financing Institutions, descriptive statistics were calculated as shown in following table:

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Mdn</th>
<th>Mode</th>
<th>Kurt</th>
<th>Skew</th>
<th>Min. Score</th>
<th>Max. Score</th>
<th>Q1</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>254.23</td>
<td>255</td>
<td>258</td>
<td>0.39</td>
<td>-0.08</td>
<td>200</td>
<td>288</td>
<td>244</td>
<td>259</td>
</tr>
</tbody>
</table>

* Teacher’s Job Satisfaction Scale (TJSS)*

### 1.9.2 COMPARISION OF JOB SATISFACTION OF TEACHERS TEACHING IN SELF FINANCING AND GOVERNMENT AIDED INSTITUTIONS

The table 3 shows that ‘t’ value was found 3.84, which is significant, so it can be said that the null hypothesis was rejected at both 0.05 and 0.01 level of significance. It is also clear from the scores of the above table that the mean score of aided college teachers (M= 257.44) is greater than the self financed college teachers (M= 250.86). Thus, it can be concluded that the aided college teachers are more satisfied than the self financed teachers.
### Table 3: M, SD and t-value of scores of teachers teaching in Self Financing and Government Aided Institutions on JSCS

<table>
<thead>
<tr>
<th>Inst.</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFI</td>
<td>170</td>
<td>250.86</td>
<td>16.67</td>
<td>3.84**</td>
</tr>
<tr>
<td>GAI</td>
<td>130</td>
<td>257.44</td>
<td>12.99</td>
<td></td>
</tr>
</tbody>
</table>

** (P<0.05 & 0.01)

### 1.9.3 CORRELATES OF JOB SATISFACTION AMONG COLLEGE TEACHERS

Relationship of demographic variables and academic variables was studied with the help of Biserial, Point Biserial Correlation and relationship of organizational variables was calculated with the help of the Pearson Product Moment method.

**Table 4: Showing r\textsubscript{bis}, r\textsubscript{pbis} and r-values of college teachers on Job Satisfaction and Variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient Correlations</th>
<th>Variables</th>
<th>Coefficient Correlations</th>
<th>Variables</th>
<th>Coefficient Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>(r\textsubscript{bis} = -0.48**)</td>
<td>Work load</td>
<td>(r = 0.16**)</td>
<td>Interpersonal relations</td>
<td>(r = 0.39**)</td>
</tr>
<tr>
<td>Gender</td>
<td>(r\textsubscript{pbis} = 0.24**)</td>
<td>Work conflict</td>
<td>(r = 0.27**)</td>
<td>Academic facilities</td>
<td>(r = 0.22**)</td>
</tr>
<tr>
<td>Marital Status</td>
<td>(r\textsubscript{pbis} = 0.14)</td>
<td>Job involvement</td>
<td>(r = 0.41**)</td>
<td>Infrastructural facilities</td>
<td>(r = 0.29**)</td>
</tr>
<tr>
<td>Educational Q.</td>
<td>(r\textsubscript{pbis} = 0.57**)</td>
<td>Supervision</td>
<td>(r = 0.39**)</td>
<td>Teaching itself</td>
<td>(r = 0.38**)</td>
</tr>
<tr>
<td>Experience</td>
<td>(r\textsubscript{bis} = 0.27**)</td>
<td>Management policies</td>
<td>(r = 0.45**)</td>
<td>Salary</td>
<td>(r = 0.18**)</td>
</tr>
</tbody>
</table>

** (P<0.05 & 0.01)

### 1.9.4 PREDICTOR VARIABLES OF JOB SATISFACTION AMONG COLLEGE TEACHERS

Academic variables (Educational Qualifications and Experience) as predictors have a role in prediction of job satisfaction along with five organizational variables (Job
Involvement, Supervision, Management Policies, Inter Personal Relations and Teaching Itself).

**Table 5: Summary of the Multiple Regression Analysis for the Total Sample for Significant Predictor Variables**

<table>
<thead>
<tr>
<th>Criterion Var.</th>
<th>Predictor Var.</th>
<th>β Weight</th>
<th>St. Err. of β</th>
<th>B Weights</th>
<th>St. Err. of B</th>
<th>&quot;t&quot;</th>
<th>p-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>Job Involvement (x₃)</td>
<td>0.182</td>
<td>0.046</td>
<td>1.406</td>
<td>0.357</td>
<td>3.930</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Supervision (x₄)</td>
<td>0.168</td>
<td>0.044</td>
<td>1.268</td>
<td>0.337</td>
<td>3.758</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Management Policies (x₅)</td>
<td>0.154</td>
<td>0.047</td>
<td>0.867</td>
<td>0.267</td>
<td>3.239</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Inter Personal Relations (x₆)</td>
<td>0.117</td>
<td>0.046</td>
<td>0.901</td>
<td>0.357</td>
<td>2.520</td>
<td>0.012</td>
</tr>
<tr>
<td></td>
<td>Teaching Itself (x₉)</td>
<td>0.117</td>
<td>0.047</td>
<td>0.806</td>
<td>0.327</td>
<td>2.462</td>
<td>0.014</td>
</tr>
<tr>
<td></td>
<td>Educational Qualifications (x₁₄)</td>
<td>-0.350</td>
<td>0.044</td>
<td>-14.218</td>
<td>1.801</td>
<td>-7.892</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Experience (x₁₅)</td>
<td>-0.121</td>
<td>0.043</td>
<td>-4.989</td>
<td>1.767</td>
<td>-2.824</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Intercept: 162.616, R= 0.723, $R^2 = 0.5220$, Adjusted $R^2 = 0.511$, $F (7,292) = 45.571$, $P < 0.00$

1.9.5 DIFFERENCE IN JOB SATISFACTION BETWEEN TEACHERS TEACHING IN SELF FINANCING AND GOVERNMENT AIDED INSTITUTIONS WITH REFERENCE TO ITS PREDICTOR VARIABLES

Under this head, difference in job satisfaction between teachers teaching in Government Aided and Self financed Institutions with reference to its predictor variables found in the present study (Academic variables i.e., Educational Qualifications, Experience and Organizational Variables i.e., Job Involvement, Supervision, Management Policies, Inter Personal Relations and Teaching Itself). For this purpose, ANOVA and ‘t’ test was used and 7 hypotheses were verified and tested.
Table 6: Showing f and t- values of Government aided and Self financed institutions’ teachers on Job Satisfaction and its Predictor Variables

<table>
<thead>
<tr>
<th>S.N</th>
<th>Variables</th>
<th>f- Value / t- Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Job Involvement</td>
<td>3.45**</td>
</tr>
<tr>
<td>2.</td>
<td>Supervision</td>
<td>1.70*</td>
</tr>
<tr>
<td>3.</td>
<td>Management Policies</td>
<td>2.59**</td>
</tr>
<tr>
<td>4.</td>
<td>Inter Personal Relations</td>
<td>5.17**</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching Itself</td>
<td>1.78</td>
</tr>
<tr>
<td>6.</td>
<td>Educational Qualifications</td>
<td>60.099**</td>
</tr>
<tr>
<td>7.</td>
<td>Experience</td>
<td>38.34**</td>
</tr>
</tbody>
</table>

** (P<0.05& 0.01), * (P<0.05), (P>0.05 & 0.01)

1.10.0 FINDINGS

The important findings of the present research work are summarized as below:

1. Descriptive statistics of job satisfaction of teachers teaching in the college stated that the teachers scoring above 239 have high job satisfaction while the individual falling below 210 have low job satisfaction. The middle range of scores indicates a moderate degree of job satisfaction.

2. The difference in Job Satisfaction scores among college teachers in Government Aided and Self Financed Institutions indicate that the government aided college teachers are more satisfied than the self financed college teachers.

3. Age and job satisfaction were negatively correlated. In other words, as age increases job satisfaction of college teachers decreases.

4. Gender and job satisfaction were also found to be significant and this also indicates that female teachers are more satisfied than their counterparts.

5. Marital Status and job satisfaction are not related to each other.

6. Educational Qualifications and job satisfaction are negative and significantly correlated, to be precise, as teachers who have acquired a PhD in their subjects had lower job satisfaction scores than the Non PhD category.
7. Experience and Job Satisfaction are significantly and negatively correlated, i.e. as experience increases job satisfaction decreases.

8. Job satisfaction and workload have been found significantly and positively correlated. As the work load increases for the teachers their job satisfaction also increases.

9. Job Satisfaction and Work Conflict of college teachers have been found significantly and positively correlated. In other words, when work ideas discussed, work conflict increases among the teachers and it also increased their job satisfaction.

10. Job satisfaction and Job Involvement have been found significantly and positively correlated. So when teachers are involved in their job, their job satisfaction increases.

11. Job Satisfaction and Supervisions have been found significantly and positively correlated. It means, job satisfaction increases when supervisor is supportive of the teachers.

12. Job satisfaction and Management Policies have been found significantly and positively correlated. I.e., good management policies boost up the job satisfaction of teachers.

13. Job satisfaction and Inter Personal Relationship have been found significantly and positively correlated. A wonderful relation with colleagues gives first-rate job satisfaction.

14. Job Satisfaction and Academic Facilities have been found significantly and positively correlated. In other words high-quality academic facilities provide better job satisfaction.

15. Job satisfaction and Infrastructural Facilities have been found significantly and positively correlated. When Infrastructural Facilities improve job satisfaction also improves.

16. Job satisfaction and Teaching Itself have been found significantly and positively correlated. Teachers are said to be born, so their hunger of intelligence increases their job satisfaction.

17. Job satisfaction and Salary have been found significantly and positively correlated. While salary increases job satisfaction also increases.

18. Educational Qualifications, Experience, Job Involvement, Management Policies, Supervision, Inter Personal Relations and Teaching Itself are the strongest predictors of Job satisfaction. It can be concluded that job satisfaction can be predicted with the help of these variables. It is also inferred that five organizational variables (work
load, work conflict, academic facilities, infra-structural facilities, salary) and all demographic variables (age, gender, marital status) are not significant in predicting the job satisfaction.

19. Job Satisfaction in GAIT and SFIT with reference to Educational Qualification is significantly different.
   i. Self Financed Institutions non PhD teachers having more job satisfaction than Self Financed Institutions PhD teachers.
   ii. Government Aided Institutions PhD teachers having more job satisfaction than Self Financed Institutions PhD teachers.
   iii. Government Aided Institutions non PhD teachers having more job satisfaction than Self Financed Institutions PhD teachers.
   iv. Self Financed Institutions non PhD teachers having more job satisfaction than Government Aided Institutions non PhD teachers.
   v. Government Aided Institutions non PhD teachers and Self Financed Institutions non PhD teachers having similar job satisfaction.

20. Job Satisfaction in GAIT and SFIT with reference to Experience is significantly different.
   i. Self Financed Institution’s Teachers with less than 5 years experience, having more job satisfaction, then Self Financed Teachers with more than 5 years experience.
   ii. Government Aided Institution’s Teachers with more than 5 years experience, having more job satisfaction, then Self Financed Teachers with more than 5 years experience.
   iii. Government Aided Institution’s Teachers with less than 5 years experience, having more job satisfaction, then Self Financed Teachers with more than 5 years experience.
   iv. Government Aided Institution’s Teachers with more than 5 years experience, having more job satisfaction, then Self Financed Teachers with less than 5 years experience.
   v. Government Aided Institution’s Teachers with less than 5 years experience, having more job satisfaction, then Self Financed Teachers with less than 5 years experience. However the difference is not carrying a great weight.
vi. Government Aided Institution’s Teachers of more than 5 years experience and 
Government Aided Institution’s Teachers with less than 5 years experience 
having similar job satisfaction.
21. The difference in Job Involvement between SFIT and GAIT has been found 
   significant.
22. The difference in Supervision between SFIT and GAIT has been found significant at 
   only 0.05 level.
23. The difference in Management Policies between SFIT and GAIT has been found 
   significant.
24. The difference in Inter Personal Relations between SFIT and GAIT has been found 
   significant.
25. The difference in Teaching Itself between SFIT and GAIT has been found 
   nonsignificant.

1.11.0 CONCLUSION OF THE FINDINGS
It may be concluded that overall Job Satisfaction in government aided institutions’ 
teachers and self financed institution’s teachers is different. Analysis of data found that 
the government aided institution’s teacher job satisfaction is high in comparison to self 
financed institution’s teachers.
Correlation of demographic, academic and organizational variables found significant and 
predict the relationship with job satisfaction, only marital status is found insignificant 
and predict that marriage is not affected to the job satisfaction.
The study reveals that out of 15 independent variables, the predictor variables, which are 
significantly determining the job satisfaction of the college teachers, are Job 
Involvement, Supervision, Management Policies, Inter Personal Relations, Teaching 
Itself, Educational Qualifications and Experience.
The difference in job satisfaction between teachers teaching in Government Aided and 
Self financed Institutions with reference to its predictor variables found in the present 
study that self financed institutions’ non PhD teachers shown better job satisfaction 
however, both institutions’ teachers having similar satisfaction in non PhD category. 
Government aided institutions’ PhD teachers are more satisfied than their non PhD 
counterparts.
Self financed institutions less experienced and less qualified teachers has more job satisfaction in comparison to their more qualified and experienced teachers. Whereas government aided institution’s both types of teachers have similar job satisfaction. Self financed teachers are more involved in their jobs and interpersonal relations are also stated to the self financed college teachers strongly. Supervision and management policies are satisfied to the government aided college teachers more in comparison to the self financed college teachers. Interestingly both types of institutions’ teachers find themselves satisfied on teaching itself factor in same way.

Thus, bringing a sense of high job satisfaction among the teaching faculty would result in a positive attitude towards the teaching profession. Nowadays Teaching as a profession has attracted quite a good number of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the world. As the educational institutes are vying for the best faculty, teaching jobs have become more attractive than ever before as the salaries of teachers are also rising. This could bring about a drastic revolution in the teaching community, thus creating quality students. Teachers are introspective, cooperative, directive, and expressive. They tend to look for the best and to expect it from those around them. Teachers communicate a belief that everyone has the potential to succeed, and Teachers often seek to help others express this inner potential. In doing so, they may motivate others to meet the Teacher's positive expectations. However, Teachers may unintentionally overpower others with their idealized vision.

1.12.0 EDUCATIONAL IMPLICATIONS OF THE FINDINGS

The important objective to conduct research is to find out the answer to the problem under consideration. The solution of the problem has its implication from which the sample was collected. In spite of the limited time and resources, the investigator has made a sincere attempt to examine the present problem as extensively and deeply as possible. The findings of this study have some important implications for a teacher job satisfaction in different courses and institutions. The findings also have some implications for further research studies. The detailed discussion of these implications is as follows:
1.12.1 Educational Implications for Administration

1. The analytical outcome of the present study reveals the truth that the aided college teachers are more satisfied than the self financed teachers. Thus the need is that more facilities should be provided to teachers teaching in self financed institutions.

2. It has been inferred in the light of this research that as age increases job satisfaction of college teachers decreases. It means that more opportunities should be provided to younger teachers for their motivation and reinforcement.

3. Finding of the study revealed as teachers who had a higher educational qualification, their job satisfaction was descending at an inferior level in relation to lower educational qualification category. The institutions should provide good climate and academic facilities to them for their better performance.

4. The present study found that as experience of college teachers increases, job satisfaction decreases. The administration should manage to shell out for experienced teachers need and demands.

5. The study indicates as the workload increases job satisfaction also increases; therefore administration should be providing the proper work load to the teachers in the working of the institution. Proper work distribution in teachers makes them more satisfied.

6. The reveals that work conflict establishes the fact that if the conflict is in the form of healthy competition it promotes job satisfaction. It means teachers should be provided autonomy by the administrators.

7. The study found that as job involvement increases job satisfaction also increases. The administrators should provide a healthy and positive environment such as more responsibilities, more independence etc. for the teachers.

8. The study reported that management policies related to the job satisfaction robustly. Thus the need is that the management should take pains to assure their policies about salary, leaves, medical facilities etc. for college teachers.

9. The study reveals that the high scores of job satisfaction and interpersonal relationship indicate a greater relation of that variable. It means administration should allow employees a reasonable amount of time for socialization. This will help them develop a sense of camaraderie and teamwork.

10. The study opens up that academic facilities are related positively to the job satisfaction i.e., as one increases so does the other. Thus the need is that the administration should provide better and new academic facilities to the teachers.
11. The study found positive contribution of infrastructural facilities to the job satisfaction. Besides that for future preparation, necessary physical facilities should be provided as it gives mental relief to the teachers.

12. The study confirmed finding that teaching itself is related muscilarly to the job satisfaction because feeling of personal recognition and accomplishment promotes successful teaching. However, teachers satisfied it-self but the administration should prefer to use teacher’s skills and abilities by giving them opportunities and offered them a variety of tasks, freedom, and feedback on how well they are doing.

13. The data analysis about organizational variable salary stated that adequate benefits give a pleasing amount of job satisfaction. A salary system, which is simple, fair and in line with the teacher’s expectations should be provided to the teachers.

1.12.2 Educational Implications for Teachers

1. The study reveals the outcome that the aided college teachers are more satisfied. Thus the need is that teachers should make awareness about the advantages of self financed institutions, which aided colleges’ haves or have not.

2. The study revealed that teachers who had higher educational qualifications lost their attraction towards the job. But the teachers should not be ignoring the higher education as qualifications always count by the institutions to fill the teacher’s posts.

3. The present study found that as experience of college teachers increases, job satisfaction decreases. Experienced teachers should manage and utilize their long service experience to show their accountability for their duties.

4. The teachers should engage in their work assignments in a more professional manner.

5. The teachers should be avoided lobbying, department politics, leg pulling, and poor working conditions, to protect themselves from unwanted situations.

6. Teachers should involved with their jobs and consider their job an important aspect of their lives.

7. Today’s need is that the teachers should clarify their goals and paths to the organization.

8. The teacher’s personal matters and organizational environment should not affect to them.

9. For developing a sense of friendship and solidarity, teachers should permit themselves with a reasonable amount of time for socialization.
The teachers should have to keep shoulder to shoulder of new developments in their physical and mental well being.

For future preparation the teachers should make efforts for taking necessary physical facilities and day lighting, air quality, noise, thermal comfort, and other factors.

The study reveals that feeling of personal recognition and accomplishment promotes successful teaching. The teachers should prefer a favorable attitude towards their profession for success, proper adjustment and well satisfied with their job.

So it is the sense of duty of the self financing and government aided institution teachers that they should balance their increased duties, responsibilities and higher expectations.

### 1.13.0 LIMITATIONS OF THE PRESENT RESEARCH

1. The researcher had realized that the majority of teachers were not serious in revealing their secrets related to their teaching performance. A kind of fear was subsisting among them.

2. Convincing the teaching community to seek information was a difficult job; if the respondent is not willing to respond in a fair manner one may not expect the hundred percent true results.

3. The questionnaires have their own limitations. Therefore the results obtained by the Job Satisfaction Characteristics Scale (JSCS) may not be said to have given all the results.

4. Other variables which play role in job satisfaction may interrupt results of the study.

### 1.14.0 SUGGESTIONS FOR FURTHER RESEARCH

The Job satisfaction of the college teachers reveals how far they are satisfied with the teaching profession they are in. The job satisfaction of the teaching faculty can revolutionize their attitude towards their job and make them render their services to this profession with dedication. The present study may serve as a threshold for further researches considering different aspects related to the job satisfaction of the teaching staff as mentioned below:

1. Studies like the present one should be extended to all the levels of education.

2. Comparative study can be conducted taking into account courses wise difference also.
3. Certain studies may be conducted taking into consideration job satisfaction of mentally challenged institution’s teachers.

4. Same type of study can be conducted to find out more variables such as locus of control, sense of the funny side etc also.

5. In order to reach at any decisive conclusion regarding the comparison of a teacher’s job satisfaction of personal and family related factors need to be studied extensively.

6. Comparative studies can be conducted about the prevailing environmental condition of rural and urban government and private institutions.

7. The study should be frequent in the area time to time, to be acquainted with the ground realities about the changes in teacher’s job satisfaction expectations.

8. Qualitative researches also can be conducted to explore job satisfaction comparison.

........