Discussion & Implications
CHAPTER V

DISCUSSION AND IMPLICATION

5.0.0 INTRODUCTION

The objectives of the present study have been given in chapter I. The data related to objectives were analyzed by using appropriate techniques as mentioned in chapter IV. The results along with its interpretations have been presented in chapter IV. From the interpretations presented in chapter IV, the following findings emerged.

1. The teacher educators obtaining Statutory Salary along with Compensation exhibited higher Organization based Self Esteem.

2. Enhance Performance was found amongst teacher educators obtaining Statutory Salary along with Compensation than the teacher educators obtaining just Statutory Salary.

3. Teacher Educators receiving Salary with Consistent Increment exhibited better Organization based Self Esteem than the teacher educators receiving Consolidate Salary.

4. Excellent performance was exhibited by teacher acquiring Salary with Consistent Increment than the teacher educators obtaining Consolidated Salary.

5. Professional Academic Attainment had an effect on teacher educators’ Organization based Self Esteem.
6. The teacher educators possessing General Academic Attainment performed in similar manner as did the teacher educators possessing Professional Academic Attainment.

7. Better Performance amongst teacher educators was perceived by their administrators who were senior, belonged from urban area and serving for more than five years in the same organization.

8. The teacher educators enjoying Employment Stability fared better in Organization based Self Esteem as well as their Performance.

9. Organization based Self Esteem of Teacher educators were found to be independent of the interaction between Remuneration and Academic attainment, Remuneration and Age, Remuneration and Gender, Remuneration and Length of Services, Remuneration and Demographic Area as well as Remuneration and Employment Stability.

10. The Teacher Educators’ Performance were found to be independent of the interaction between Remuneration and Academic attainment, Remuneration and Age, Remuneration and Gender, Remuneration and Length of Services, Remuneration and Demographic Area as well as Remuneration and Employment Stability.

11. Organization based Self Esteem was found to be independent of Age, Gender, Length of Service and Demographic Area.

12. The Teacher Educators’ Performance was found to be independent of Age, Gender, Length of Service and Demographic Area.
5.1.0 EFFECT OF REMUNERATION DIMENSION ON ORGANIZATION BASED SELF ESTEEM AND PERFORMANCE

The first objective was to study the effect of Remuneration and its dimension discretely on Organization based Self Esteem and Performance of Teacher educators. As mentioned earlier the two levels of Remuneration were Statutory Salary and Statutory Salary with Compensation. The result obtained indicated that teacher educators obtaining Statutory Salary with Compensation exhibited better organization based self esteem. This may be that highly paid employee perceived themselves as valuable to the organization. On the other hand, employee obtaining just Statutory Salary perceived themselves less worthy. Therefore, teacher educators receiving Statutory Salary along with Compensation exhibited high OBSE than their counterparts. This finding is supported by Gardner, Linn and Jon (2004) who found that pay level was related to OBSE. It revealed that employee who receives higher amounts of pay (pay level) feel more highly valued by organization (OBSE). Miceli and Mulvey (2000) study also revealed that the workers satisfied with their payment method are more highly committed to their firm. Even Theirry (2001) argued that pay is meaningful because it reflects one relative position and control in important dimensions of work.

Moreover, Remuneration and its dimension even effected Performance. In the present era of globalization, teacher is no more as vedic period. Teaching is being used as a profession and source of earning money. In these circumstances, Remuneration plays a role of motivator to perform better. Thus, it could be a reason for effect of remuneration and its
dimensions on Performance. This finding is supported by the study of Kennedy (1995), Gardner, Linn & Jon (2004) and Guthrie (2000). Thereby, it can be seen that OBSE and Performance of teacher Educators is effected by Remuneration dimension.

5.2.0. COMPARISON OF EFFECT OF CONSOLIDATED SALARY AND SALARY WITH CONSISTENT INCREMENT ON OBSE AND PERFORMANCE

The second objective was to compare the Consolidated Salary and Salary with Consistent Increment’s affect discretely on OBSE and Performance. The findings revealed that Teacher Educators who are getting Salary with Consistent Increment exhibited higher level of OBSE in comparison to those were getting just Consolidated Salary. The reason behind this finding may be that teacher educators who were acquiring increments along with Statutory Salary may be perceiving themselves adequate and worthiness as an organizational member. The increment acted as an incentive from respective employer, whereas employee acquiring Consolidated Salary perhaps perceived themselves less effectual and worthless in comparison to their counterparts, so were less pro to Organizational based self Esteem. The findings is supported by Heneman & Judge (2000); Tekleap, Bartol & Liu (2005); Tyler (1989); Gardner, Linn & Jon (2004), Prince, (1993) & Theirry (2001). They found that employees perceived pay allocations decisions to be unfair. These teacher educators see themselves as fairly treated when they believe they have received, or will received, what they are entitled to or deserve.
Individuals pay raise is reflection of themselves in terms of their level of control and relative position in the organization, both of which are central to the formation of positive OBSE. Hence, teacher educators receiving Statutory Salary with Consistent Increment OBSE was found to be high.

Similarly, it was found that Teacher Educators, getting Salary with Consistent Increment performed better than those who were getting Consolidated Salary. The findings is supported by Gardner, Linn and Jon (2004), Lawer (1991), Chonko, John & William (1992). These studies revealed that employees who received higher pay scale felt highly valued by organization and those who feel valued highly eventually performed higher. Reason behind this finding could be that due to increments in their salary employee were more satisfied with their jobs, so as to perform better than those were getting Consolidated Salary as job satisfaction mediates the effect of fairness dimensions on outcomes.

5.3.0 EFFECT OF REMUNERATION, ACADEMIC ATTAINMENT AND THEIR INTERACTION ON OBSE AND PERFORMANCE

The third objective was to study the effect of Remuneration, Academic Attainment and their interaction separately on OBSE and Performance of Teacher Educators. It was found that, Remuneration, Academic Attainment and their interaction did not effect OBSE. It indicates that, the effect of Remuneration on OBSE is independent of Academic Attainment of Teacher educators.
Although it was found that Teacher Educators possessing Professional Academic Attainment fared better in OBSE but in terms of Remuneration, Teacher Educators possessing Professional Academic Attainment as well as those possessing General Academic Attainment had almost similar OBSE. The reason could be that the teacher educators who were professionally qualified were sensitive to organization and in this reference had higher self esteem, but in terms of remuneration teacher Educators qualified with Professional Academic Attainment had almost similar self esteem as did the Teacher educators possessing General Academic Attainment. This means, Teacher Educators having either qualification were sensitive towards Pay scale.

The finding is supported by Beaton (1975), Mishra & Mohapatra (2010). The study reported that the more the educated persons found that their work challenging and interesting, it offered more chance for advancement than they expected, when they started out the work when they felt that they had somewhat less responsibility than anticipated.

Similarly, Remuneration, Academic Attainment and their interaction was not found to effect the Performance of Teacher Educators. This means that effect of Remuneration on Performance does not depend on the Academic Attainment of Teacher Educators. In terms of Remuneration, Teacher Educators possessing Professional Academic attainment as well as those possessing General Academic Attainment perform almost similar. The reason could be, in terms of Remuneration, teacher Educators qualified with Professional Academic Attainment had almost similar sensitivity towards
their Performance as did the Teacher educators possessing general Academic Attainment.

This findings is supported by Gutherie (2000) and Thomas & Daniel (2009). The use of skill-based pay system is associated with decreased turn over. Therefore, educational level had no effect on performance.

5.4.0 EFFECT OF REMUNERATION, AGE AND THEIR INTERACTION ON OBSE AND PERFORMANCE

The fourth objective was to study the effect of Remuneration, Age and their interaction separately on OBSE and Performance of Teacher Educators. This objective the effect of Remuneration, Age and their interaction on OBSE were studied. It was found that, Remuneration, Age and their interaction does not effect OBSE. It means that, the effect of Remuneration on OBSE is independent of Age of teacher Educators. This may by the every age of Teacher Educators were aware towards their Pay.

This finding is supported by Connor, Poyrazli, Ferrer-Wreder & Grahame (2004); Bergman & Scott (2001); Mullis & Chapman (2000). The studies reported that self esteem levels remaining constant with increase of age. Therefore, increase in age was not a significant predictor of self esteem.

Similarly, effect of Remuneration, Age and their interaction on Performance revealed that Remuneration, Age and their interaction did not effect Performance. It demonstrated that the effect of Remuneration on Performance was independent of Age of Teacher Educators. The result of this study is consistent with previous researches, Ali, & Davies (2003); Warr
(1993); Rabbitt (1991); Mc Evoy & Cascio (1989) who found that job performance is shown to be generally unrelated to age.

The reason behind this could be that older as well as younger teacher educators in terms of Remuneration was almost similar sensitive.

**5.5.0 EFFECT OF REMUNERATION, GENDER AND THEIR INTERACTION ON OBSE AND PERFORMANCE**

The fifth objective was to study the effect of Remuneration, Gender and their interaction on OBSE and Performance. In this objective the effect of Remuneration, Gender and their interaction on OBSE were seen. It was found that, Remuneration, Gender and their interaction did not effect Teacher Educators’ OBSE. It shows that, the effect of Remuneration on OBSE is independent of Gender of Teacher Educators.

The reason behind this could be that male and female both may perceive their role and value on the basis of whatever they are getting from employer in the return of job. These days, females are also concerned for their career, job and profession like their counterpart. Therefore, it may be cause behind this finding. This finding is supported by the study of Mohan and Ruggiero (2003) found that compensation in the form of salary is generally equitable between male and female. Researches also supported that self esteem does not depend on gender. Vasuki and Reddy (1997), found that there was no gender differences in the self esteem. Tarannum & Naima (2009) also revealed the gender do not contribute significantly in explaining
self esteem of visually challenged students. So did the study of Munford (1994) reveal insignificant gender differences in levels of self-esteem.

Similarly, Remuneration, Gender and their interaction did not effect Teacher educators’ Performance. This indicates that effect of Remuneration on Performance is independent of the Gender of Teacher Educators. A possible reason for this finding could be that in organized sector, like education, gender biasness is not seen in respect to pay structure. So, male as well as female Teacher Educators perceive themselves same to their counterparts and exhibit the performance in same manner. As Choudhury and James (2009) in their study found that there is no statistical difference performance due to gender in younger age group. So did Adeyemo (2007) who reported that gender did not impact significantly on academic achievement. Sodhi (2010) in her doctoral work also found that there are no significant gender differences in Teacher effectiveness of Secondary School Teachers.

5.6.0 EFFECT OF REMUNERATION, LENGTH OF SERVICE AND THEIR INTERACTION ON OBSE AND PERFORMANCE

The sixth objective was to study the effect of Remuneration, Length of Service and their interaction discretely on OBSE and Performance of Teacher Educators. In this objective the effect of Remuneration, Length of Service and their interaction on OBSE were seen. It was found that Remuneration, Length of Service and their interaction did not effect OBSE. This means that the effect of Remuneration on OBSE is independent on the
Length of Service of Teacher Educators. A possible explanation for this finding could be that, now days, employees are highly motivated to move in another organization after getting experience. Employees are not willing to retain in the same after achieving a certain level and want to achieve more. Therefore, employees were not much attached to their respective organization. As Lawler (1991), Singh & Rhoads (1996) found that opportunities for enhanced compensation levels influence salespeople’s decisions to quit and their commitment to the organization. Similarly, Latif, Mushtaq, Qasim, Momal, Amber & Hummayoum (2013) found that financial benefits, reward, promotion plays very important role to satisfy, retain and attract people. Trevor, Gerhart & Boudreau (1997) study also indicate monetary pay is often used as a means to retain the best employee. But in the real field of Teacher Education, it was found that there is lack of monetary incentive, which inturn lessens teachers’ OBSE. Another study of Suman & Srivastava (2012) also supports this finding who found that length of services had no significant impact on executives organization commitment.

Similarly, Remuneration, Length of Service and their interaction did not effect Performance of Teacher Educators. This means that effect of Remuneration on Performance is independent of the Length of Service of Teacher Educators. Probably, it may that newly appointed Teacher Educators were not attentive to adopt to the new working condition or develop effective coping strategies for work related issues whereas the Teacher Educators who had more tenure feel themselves in safe zone, so that they were not willing to adapt new strategy for teaching learning process.
Therefore, the interaction of Remuneration and Length of Service does not make any significant effect on Performance.

This finding is supported by Ubom (2001) who reported that extrinsic incentives such as merit payment and effective teaching reward did not have a significant effect on primary school teachers’ job effectiveness. Sodhi (2010) also reported no significant differences in teacher effectiveness of Secondary School Teachers varying in their teaching experience.

5.7.0 EFFECT OF REMUNERATION, DEMOGRAPHIC AREA AND THEIR INTERACTION ON OBSE AND PERFORMANCE

The seventh objective was to study the effect of Remuneration, Demographic Area and their interaction on OBSE and Performance of Teacher Educators. In this objective the effect of Remuneration, Demographic Area and their interaction on OBSE were seen. It was found that Remuneration, Demographic Area and their interaction did not effect OBSE. This means that the effect of Remuneration on OBSE does not depend on locality and living background of Teacher Educators.

The reason behind this could be that Teacher Educators belonging to any locality possess similar self esteem. And in terms of pay Teacher Educators belonging to both rural and urban background were similarly sensitive to their pay scale. Therefore, effect of Remuneration on OBSE in reference to Demographic background had similar effect.
This finding is supported by Mullan & Christopher (2007) who found differences in self esteem between pupils from rural areas and those from urban areas are not significant. Even Tarannum & Naima (2009) found that areas of living do not contribute significantly in explaining self esteem of visually challenged students. Sundarajian, Sabesen & Ethiraj (1994) also found that there are no rural urban differences in respect to self-esteem among adolescents.

Similarly, Remuneration, Demographic Area and their interaction was not found to effect Teacher Educators’ Performance. This means that effect of Remuneration on Performance was independent of Demographic Area of Teacher Educators. The reason behind this finding could be that Teacher educators belonged either from urban area or from rural area were devoted to their work or committed towards respected job in similar manner. Their locality did not make any impact on their performance. Even Sodhi (2010) as well as Agarwal (1989) found no significant correlation between the background variables and perception of quality of working life.

5.8.0 EFFECT OF REMUNERATION, EMPLOYMENT STABILITY AND THEIR INTERACTION ON OBSE AND PERFORMANCE

The eighth objective was to study the effect of Remuneration, Employment Stability and their interaction on OBSE and Performance. In this objective effect of Remuneration, Employment Stability and their interaction on OBSE were seen. It was found that Remuneration, Employment Stability and their interaction did not effect OBSE. This means
that the effect of Remuneration, on OBSE does not depend on Employment Stability of Teacher Educators.

The reason behind this finding could be, in the present time, people are more concerned for their salary. It does not matter that their job is secured or not, employees are ready to change their job. Due to this thinking employees are not worried for their role within organization which in course effects their OBSE. This finding is supported by Jose (2008); Liden, wayne, Kaimer & Sparrowe (2003); Moorman & Lyne (2002); Dyne & Soon (1998). They reported both permanent and temporary employees showing no significant differences in organizational commitment. Another reason behind this finding could be that both permanent and temporary employee may be having positive attitude towards their working place, so they perform in the same manner.

Similarly, Remuneration, Employment Stability and their interaction does not effect Performance. This means that the effect of Remuneration on Performance is independent of Teacher educators’ Employment Stability. The reason behind this finding could be that permanent employee being more skilled worker and committed for their organization, consequently, performed better. Whereas, temporary workers in order to be permanent in the organization worked hard and express their capability at the fullest. Research reported that, individuals who were using their temporary agencies to obtain full time jobs and who were temps-to-perm generally had more positive attitude (Feldman, Helen & William 1995). Even Christa (2013) found that contingent workers’ job satisfaction were found to be similar to permanent employees which is associated with task performance
and contextual performance (Judge, Carl, Joyce & Gregory 2001). Ichino & Regina (2005) study also revealed a positive impact when temporary jobs have a high probability to transform into permanent ones after the probation period.

5.9.0 EDUCATIONAL IMPLICATION

The present study is an attempt to investigate the effect of Remuneration on OBSE and Performance of Teacher Educators. Remuneration is found as an important motivator, which effects their OBSE and performance. The educational implications of this study for Policy Makers, Administrators and Teacher Educators are given below caption wise.

5.9.1 POLICY MAKERS

Policy makers are government authorities, who make the policy for the betterment. Although a guideline has been given by regulatory body regarding payment structure of various faculty position, but in the real field huge disparities can be seen, So looking into the findings of this study the policy makers can formulate a legal provision for organizations to legible follow similar remuneration structure for the same designation, when following the same criteria for performance.

5.9.2 ADMINISTRATORS

Administrator is a person, who administers organizations like school, college or university. Vice- Chancellor, Head of the Department, Dean, Principals, and Directors are the administrators of educational organization.
They are responsible to run the organization. Findings of this research can be useful for administrators in the following manner.

✔ Administrators can give appropriate remuneration to teacher educators, which will act as an extrinsic motivation and energies them to work better, and to enhance their OBSE.

✔ Rather than Statutory Salary other incentives also can be given to the teacher educators to boast their OBSE and Performance.

✔ Every year some increment can be provided to the eligible teacher educators.

✔ As findings revealed that teacher educators with Professional Academic Attainment posses higher level of OBSE, during recruitment administrators can emphases on the educational background of the candidate.

✔ As result exhibited that permanent teacher educators posses higher level of OBSE and performance, administrators can provide job security to teacher educators within their organization.

✔ As the result shows that teacher educators with greater length of service exhibit better performance, Administrator should not only concentrate on hiring efficient teacher educators but also focus on retaining employee with high level of OBSE within organization.

✔ In order to attain better performance as well as sound OBSE administrators can ignore gender and age of the candidate.
5.9.3 TEACHER EDUCATORS

Teachers are nation builders and teacher educators acts as mentors or these teachers. Findings of this research can be useful for teacher educators in the following manner.

✓ Through this study, Teacher educators can understand the importance of remuneration in respect to OBSE and performance.
✓ Teacher Educators who are getting salary with consistent increment and any other incentives more than statutory salary can recognize their importance in organization and thereby will be motivated to perform better.
✓ The study can inspire teacher educators to attain higher educational qualification to enhance their OBSE and performance.
✓ Permanent teacher educators can understand their worth in an organization, so that they will be prompted for better performance.
✓ When statutory salary is increased with a teacher educators’ performance, so teachers attaining consolidated salary can be persuaded to perform better.