Chapter V

CONCLUSIONS OF PRESENT RESEARCH

This chapter has discussed the conclusions of present research in detail. The scheme followed for representing the conclusions is as follows:

5.1 Conclusions based on Chi-square Analysis
5.2 Conclusions based on Percentage Analysis
5.3 Conclusions based on Mann-Whitney U-Test
5.4 Conclusions based on Factor Analysis

5.1 Conclusions based on Chi-square Analysis:

The scheme followed for making conclusions under this heading is as given below:

(i) Each of the dependent factors is associated with each independent factor and null hypotheses are tested. Rejected hypotheses are restated.

(ii) Null hypothesis is rejected when more than half the sub-factors under each of the main factors showed significant association between independent and dependent factors.

(iii) Null hypothesis is accepted when more than half the sub-factors under each of the main factors showed non-significant association between independent and dependent factors.

(iv) When number of sub-factors under each of the main factors, showing significant and non-significant association between independent and dependent factors was same, Null hypothesis is rejected.

The Conclusions are as follows:

(i) Conclusion related to Type of college and Physical factors:

On the basis of chi-square analysis, all the Physical sub-factors (Ventilation and lighting, Cleanliness, Provision of facilities, Work profile, Pay package and Use of special skills) are showing significant association with of Type college hence Null
Hypothesis No. (i) is rejected and restated as- ‘There is significant association between Type of College and Physical factors related to job satisfaction of teacher educators’.

(ii) Conclusion related to Type of college and Physiological factors:
On the basis of chi-square analysis, two Physiological sub-factors (Fatigue and Heavy workload) are showing significant association and four of them (Irregular daily schedule, Irregular lunch timings, Strain due to travelling and Physical disability) are showing non-significant association with Type of college hence **Null Hypothesis No. (ii): ‘There is no significant association between Type of college and Physiological factors related to job satisfaction of teacher educators’** is accepted.

(iii) Conclusion related to Type of college and Psychological factors:
On the basis of chi-square analysis, four Psychological sub-factors (Reward, Responsibility, Advancement and Job security) are showing significant association and five of them (Liking for the job, Achievement, Respect, Recognition and Stress) are showing non-significant association with Type of college hence **Null Hypothesis No. (iii) : ‘There is no significant association between Type of college and Psychological factors related to job satisfaction of teacher educators’** is accepted.

(iv) Conclusion related to Type of college and Sociological factors:
On the basis of chi-square analysis, three Sociological sub-factors (Administration, Policy related to rules and regulations and Inter-personal relationships) are showing significant association and three of them (Policy related to written memo, Organizational conflict related to quarrels and related to issue of Junior – Senior) are showing non-significant association with Type of college hence **Null Hypothesis No. (iv) is rejected and restated as- ‘There is significant association between Type of college and Sociological factors related to job satisfaction of teacher educators’**.
(v) Conclusion related to Type of college and Philosophical factors:

On the basis of chi-square analysis, five Philosophical sub-factors (Innate disposition related to team spirit and Tendency to take initiative, Idealistic philosophy, Optimistic philosophy and Pessimistic philosophy) are showing non-significant association and one Philosophical sub-factor (Modernistic philosophy) is showing significant association with Type of college hence Null Hypothesis No. (v) ‘There is no significant association between Type of college and Philosophical factors related to job satisfaction of teacher educators’…. is accepted.

(vi) Conclusion related to Type of college and Spiritual factors:

On the basis of chi-square analysis, two Spiritual sub-factors (Sense of fulfillment and Self-actualization) are showing significant association and one of them (Accomplishment) is showing non-significant association with job satisfaction hence Null Hypothesis No. (vi) is rejected and restated as- ‘There is significant association between Type of college and Spiritual factors related to job satisfaction of teacher educators’.

(vii) Conclusion related to Gender and Physical factors:

On the basis of chi-square analysis, three Physical sub-factors (Ventilation and lighting, Provision of facilities and Work profile) are showing significant association whereas, three of them (Cleanliness, Pay package and Use of special skills) are showing non-significant association with gender, hence Null Hypothesis No. (vii) is rejected and restated as – ‘There is significant association between Gender and Physical factors related to job satisfaction of teacher educators’.

(viii) Conclusion related to Gender and Physiological factors:

On the basis of chi-square analysis, three Physiological sub-factors (Irregularity in daily schedule, Heavy workload and Physical disability) are showing significant association and three of them (Fatigue, Irregularity in lunch timings and Strain due to travelling) are showing non-significant association with Gender hence Null Hypothesis
No. (viii) is rejected and restated as – ‘There is significant association between Gender and Physiological factors related to job satisfaction of teacher educators’.

(ix) Conclusion related to Gender and Psychological factors:

On the basis of chi-square analysis, five Psychological sub-factors (Liking for the job, Achievement, Responsibility, Advancement and Job security) are showing significant association and four sub-factors (Respect, Reward, Recognition and Stress) are showing non-significant association with Gender hence **Null Hypothesis No. (ix) is rejected and restated as – ‘There is significant association between Gender and Psychological factors related to job satisfaction of teacher educators.’**

(x) Conclusion related to Gender and Sociological factors:

On the basis of chi-square analysis, five Sociological sub-factors (Administration, Policy related to rules and regulations, Organizational conflict related to quarrels, Issue of junior-senior and Inter-personal relationships) are showing non-significant association whereas, one sub-factor, (Policy related to written memo) is showing significant association with Gender hence **Null Hypothesis No. (x): ‘There is no significant association between Gender and Sociological factors related to job satisfaction of teacher educators’…. is accepted.**

(xi) Conclusion related to Gender and Philosophical factors:

On the basis of chi-square analysis, four Philosophical sub-factors (Innate disposition related to tendency to take initiative, Optimistic philosophy, Pessimistic philosophy and Modernistic philosophy) are showing non-significant association and two sub-factors ( Innate disposition related to team spirit and Idealistic philosophy) are showing significant association with Gender hence **Null Hypothesis No. (xi) ‘There is no significant association between Gender and Philosophical factors related to job satisfaction of teacher educators’….. is accepted.**
xii) **Conclusion related to Gender and Spiritual factors:**

On the basis of chi-square analysis, two Spiritual sub-factors (Accomplishment and Self-actualization) are showing significant association and one sub-factor (Sense of fulfillment) is showing non-significant association with Gender hence Null Hypothesis No. (xii) is rejected and restated as- ‘There is significant association between Gender and Spiritual factors related to job satisfaction of teacher educators’.

(xiii) **Conclusion related to Qualification and Physiological factors:**

**In case of PhDs / Non PhD:** On the basis of chi-square analysis, three Physiological sub-factors (Fatigue, Heavy work-load and Irregularity in daily schedule) are showing significant association and three sub-factors (Irregularity in lunch timings, Physical disability and Strain due to travelling) are showing non-significant association with Qualification.

**In case of NS / Non NS:** On the basis of chi-square analysis, five Physiological sub-factors (Fatigue, Irregularity in daily schedule, Heavy work load, Physical disability and Strain due to travelling) are showing significant association and only one sub-factor (Irregularity in lunch timings) is showing non-significant association with Qualification.

Hence, Null Hypothesis No.(xiii) is rejected and restated as- ‘There is significant association between Qualification and Physiological factors related to job satisfaction of teacher educators.

(xiv) **Conclusion related to Qualification and Psychological factors:**

**In case of PhDs / Non PhD:** On the basis of chi-square analysis, two Psychological sub-factors (Respect and Advancement) are showing significant association, whereas seven sub-factors (Liking for the job, Achievement, Reward, Recognition, Responsibility, Stress and Job security) are showing non-significant association with Qualification.

**In case of NS / Non NS:** On the basis of chi-square analysis all the nine Psychological sub-factors are showing significant association with Qualification.
On the basis of above explanation, Null Hypothesis No.(xiv) is rejected and restated as- ‘There is significant association between Qualification and Psychological factors related to job satisfaction of teacher educators’.

(xv) Conclusion related to Qualification and Sociological factors:

In case of PhDs / Non PhD: On the basis of chi-square analysis, four Sociological sub-factors (Administration, Policy related to rules and regulation, and Written memo, Inter-personal relationships) are showing significant association and two sub-factors (Organizational conflict related to Quarrels and junior - senior issue) are showing non-significant association with Qualification.

In case of NS / Non NS: Chi-square analysis is showing significant association in case of four Sociological sub-factors (Administration, Policy related to rules and regulations, Organizational conflict related to junior - senior issue and Interpersonal relationships) and two sub-factors (Policy related to written memo and Organizational conflict related to quarrels) are showing non-significant association with Qualification.

On the basis of above discussion, Null Hypothesis No.(xv) is rejected and restated as- ‘There is significant association between Qualification and Sociological factors related to job satisfaction of teacher educators’.

(xvi) Conclusion related to Qualification and Philosophical factors:

In case of PhDs / Non PhD: On the basis of chi-square analysis, four Philosophical sub-factors (Innate disposition related to team spirit and Tendency to take initiative, Optimistic philosophy and Pessimistic philosophy) are showing non-significant association and two sub-factors (Idealistic philosophy and Modernistic philosophy) are showing significant association with Qualification.

In case of NS / Non NS: Chi-square analysis is showing significant association among all the six Philosophical sub-factors and Qualification.

On the basis of above discussion, Null Hypothesis No.(xvi) is rejected and restated as- ‘There is significant association between Qualification and Philosophical factors related to job satisfaction of teacher educators’.
(xvii) Conclusion related to Qualification and Spiritual factors:

In case of PhDs / Non PhD: On the basis of chi-square analysis, all the three Spiritual sub-factors (Accomplishment, Sense of fulfillment and Self-actualization) are showing non-significant association with job satisfaction.

In case of NS / Non NS: Chi-square analysis is showing that all the three Spiritual sub-factors are significantly associated with Qualification.

On the basis of above discussion, Null Hypothesis No. (xvii) is rejected and restated as- ‘There is significant association between Qualification and Spiritual factors related to job satisfaction of teacher educators.

(xviii) Conclusion related to Status of the job and Physiological factors:

On the basis of chi-square analysis, all the Physiological sub-factors (Fatigue, Irregularity in lunch timings and daily schedule, Heavy workload, Physical disability and Strain due to travelling) are showing significant association with Status of the job hence Null Hypothesis No. (xviii) is rejected and restated as- ‘There is significant association between Status of the job and Physiological factors related to job satisfaction of teacher educators’.

(xix) Conclusion related to Status of the job and Psychological factors:

On the basis of chi-square analysis, five Psychological sub-factors (Respect, Reward, Recognition, Advancement and Job security) are showing significant association and four sub-factors (Liking for the job, Achievement, Responsibility and Stress) are showing non-significant association with Status of the job hence Null Hypothesis No. (xix) is rejected and restated as- ‘There is significant association between Status of the job and Psychological factors related to job satisfaction of teacher educators’.

(xx) Conclusion related to Status of the job and Sociological factors:

On the basis of chi-square analysis, five Sociological sub-factors (Administration, Policy related to rules and regulations and Written memo, Organizational conflict related
to junior - senior issue and inter-personal relationships) are showing significant association and one sub-factor (Organizational conflict related to quarrels) is showing non-significant association with Status of the job hence Null Hypothesis No. (xx) is rejected and restated as- ‘There is significant association between Status of the job and Sociological factors related to job satisfaction of teacher educators’.

(xx) Conclusion related to Status of the job and Philosophical factors:

On the basis of chi-square analysis, four Philosophical sub-factors (Innate disposition related to Tendency to take initiative, Idealistic philosophy, Optimistic philosophy and Modernistic philosophy) are showing significant association and two sub-factors (Innate disposition related to team spirit and Pessimistic philosophy) are showing non-significant association with Status of the job hence Null Hypothesis No. (xxi) is rejected and restated as- ‘There is significant association between Status of the job and Philosophical factors related to job satisfaction of teacher educators’.

(xxii) Conclusion related to Status of the job and Spiritual factors:

On the basis of chi-square analysis, two Spiritual sub-factors (Accomplishment and Self-actualization) are showing significant association and one sub-factor (Sense of fulfillment) is showing non-significant association with Status of the job, hence Null Hypothesis No. (xxii) is rejected and restated as- ‘There is significant association between Status of the job and Spiritual factors related to job satisfaction of teacher educators’.

(xxiii) Conclusion related to Pay package and Physiological factors:

On the basis of chi-square analysis, five Physiological sub-factors (Fatigue, Irregularity in daily schedule, Strain due to travelling, Heavy workload and Physical disability) are showing significant association and one sub-factor (Irregularity in lunch timings) is showing non-significant association with Pay package hence Null Hypothesis No. (xxiii) is rejected and restated as- ‘There is significant association
between Pay package and Physiological factors related to job satisfaction of teacher educators'.

(xxiv) Conclusion related to Pay package and Psychological factors:

On the basis of chi-square analysis, six Psychological sub-factors (Respect, Recognition, Responsibility, Advancement, Stress and Job security) are showing significant association and three sub-factors (Liking for the job, Achievement and Reward) are showing non-significant association with Pay package hence Null Hypothesis no. (xxiv) is rejected and restated as – 'There is significant association between Pay package and Psychological factors related to job satisfaction of teacher educators'.

(xxv) Conclusion related to Pay package and Sociological factors:

On the basis of chi-square analysis, all the six Sociological sub-factors (Administration, Policy related to rules and regulations, Policy related to written memo, Organizational conflict related to quarrels, Issue of junior - senior and Inter-personal relationships) are showing significant association with Pay package hence Null Hypothesis No. (xxv) is rejected and restated as - 'There is significant association between Pay package and Sociological factors related to job satisfaction of teacher educators'.

(xxvi) Conclusion related to Pay package and Philosophical factors:

On the basis of chi-square analysis, five Philosophical sub-factors (Innate disposition related to team spirit and Tendency to take initiative, Optimistic philosophy, Pessimistic philosophy and Modernistic philosophy) are showing significant association and only one sub-factor (Idealistic Philosophy) is showing non-significant association with Pay package hence Null Hypothesis No. (xxvi) is rejected and restated as- ‘There is significant association between Pay package and Philosophical factors related to job satisfaction of teacher educators'.

(xxvii) Conclusion related to Pay package and Spiritual factors:
On the basis of chi-square analysis, two Spiritual sub-factors (Accomplishment and Self actualization) are showing significant association and one sub-factor (Sense of fulfilment) is showing non-significant association with Pay package hence Null Hypothesis No. (xxvii) is rejected and restated as- ‘There is significant association between Pay package and Spiritual factors related to job satisfaction of teacher educators’.

(xxviii) Conclusion related to Teaching experience and Physiological factors:

On the basis of chi-square analysis, all the six Physiological sub-factors (Fatigue, Irregularity in lunch timing and daily schedule, Heavy work load, Physical disability and Strain due to travelling) are showing significant association with Teaching experience hence Null Hypothesis No. (xxviii) is rejected and restated as ‘There is significant association between Teaching Experience and Physiological factors related to job satisfaction of teacher educators’.

(xxix) Conclusion related to Teaching experience and Psychological factors:

On the basis of chi-square analysis, eight Psychological sub-factors (Liking for the job, Respect, Reward, Recognition, Responsibility, Advancement, Stress and Job security) are showing significant association and one sub-factor (Achievement) is showing non-significant association with Teaching experience hence Null Hypothesis No. (xxix) is rejected and restated as- ‘There is significant association between Teaching experience and Psychological factors related to job satisfaction of teacher educators’.

(XXX) Conclusion related to Teaching experience and Sociological factors:

On the basis of chi-square analysis, five Sociological sub-factors (Policy related to rules and regulations and Written memo, Organizational conflict related to quarrels and Issue of junior - senior, Inter-personal relationships) are showing significant association and one sub-factor (Administration) is showing non-significant association with Teaching experience hence Null Hypothesis No. (xxx) is rejected and restated
as- ‘There is significant association between Teaching experience and Sociological factors related to job satisfaction of teacher educators’.

(xxxi) Conclusion related to Teaching experience and Philosophical factors:

On the basis of chi-square analysis, all the six Philosophical sub-factors (Innate disposition related to team spirit and Tendency to take Initiative, Idealistic philosophy, Optimistic philosophy, Pessimistic philosophy and Modernistic philosophy) are showing significant association with Teaching experience hence **Null Hypothesis No. (xxxi) is rejected and restated as-** ‘There is significant association between Teaching experience and Philosophical factors related to Job satisfaction of teacher educators’.

(xxxii) Conclusion related to Teaching experience and Spiritual factors:

On the basis of chi-square analysis all the three Spiritual sub-factors (Accomplishment, Sense of fulfilment and Self-actualization) are showing significant association with Teaching experience hence **Null Hypothesis No. (xxxii) is rejected and restated as-** ‘There is significant association between Teaching experience and Spiritual factors related to job satisfaction of teacher educators’.

Thus chi-square analysis helped to test null hypotheses, which confirmed an existence of association / non-association between particular dependent and independent factors.

Number of null hypotheses accepted (out of 32) = 05
Number of null hypotheses rejected (out of 32) = 27

(i) **Type of college** showed association with Physical, Sociological and Spiritual factors.
(ii) **Gender** of teacher educators showed association with Physical, Physiological, Psychological and Spiritual factors.
(iii) **Qualification, Status of the job, Pay package and Teaching experience** showed association with Physiological, Psychological, Sociological, Philosophical and Spiritual factors.

Above discussion clarifies that approx. 85% (27 out of 32) of the null hypotheses are rejected, thus confirming the association between independent and dependent factors proposed in Six-Factor-Cascade Model of Job Satisfaction.

### 5.2 Conclusions based on Percentage Analysis:

As mentioned earlier, in order to know the magnitude and direction of responses on satisfaction or dissatisfaction side, percentage graphs were given due weightage in this research. The dependent factors with which more than three independent factors were showing significant association (on the basis of chi-square analysis) were considered for drawing conclusions.

The following discussion highlights the conclusions related to association of independent factors with each dependent factor, related to job satisfaction / dissatisfaction on, the basis of percentage graphs.

#### 5.2.1 Physical factors:

(i) Irrespective of the type of college, the respondents were satisfied with ventilation, lighting, cleanliness in college and activity oriented work profile.

(ii) Respondents from unaided colleges expressed dissatisfaction due to problem in provision of facilities and insufficiency of pay package to fulfil the needs of their family.

(iii) High level dissatisfaction was reported due to lack of opportunity to display special skills of the respondents irrespective of the type of college.
5.2.2 Physiological factors:

(i) Irrespective of the type of college and pay package, respondents showed moderate level of dissatisfaction due to the effect of fatigue developed due to hectic daily schedule of college.

(ii) Male members, ‘adhoc’ category respondents and those having less than one year teaching experience showed higher level of dissatisfaction due to fatigue.

(iii) Irregular lunch timings did not show significant association with more than three independent factors and hence was not considered for drawing conclusions.

(iv) Irregular daily schedule developed dissatisfaction in female, ‘on probation’ category respondents and in ‘less than ten thousand rupees per month’ category of pay package to more extent. On the whole, irregularity in daily schedule developed adjustment problems with family members and hence was found to be dissatisfying factor irrespective of the type of college, qualification and teaching experience of the respondents.

(v) Irrespective of the gender, status of the job and qualification, heavy workload was dissatisfying for the respondents whereas, higher level of dissatisfaction due to heavy workload was reported by the respondents from unaided colleges, in ‘less than ten thousand rupees pay package’ category and less than one year teaching experience category. The reason may be an exploitation with respect to amount of work done and pay package offered.

(vi) Physical disability developed due to lesson supervision in schools / colleges was reported to be dissatisfying for the respondents from aided colleges, for those working on ‘adhoc’ basis, for those having more than twenty five thousand rupees per month pay package and for those having less than one year teaching experience.

(vii) Irrespective of qualification, strain due to travelling became a dissatisfying factor, whereas respondents from unaided colleges, female, those belonging to ‘on probation’
category of status, those having less than ten thousand rupees per month pay package and those with less than one year teaching experience expressed higher level dissatisfaction due to the strenuous daily travelling to college. The reason may be non-compatibility between salary and efforts taken to reach the college. Again, female respondents have to handle both, the family responsibilities as well as college work, resulting in physical exhaustion.

5.2.3 Psychological factors:

(i) Irrespective of all the independent factors, except gender, majority of the respondents expressed liking for their job, but male members showed lower level of satisfaction as compared to female members. The reason may be the meagre pay package. Female members are satisfied due to their honourable post of teacher of budding teachers.

(ii) Since, for the factor ‘achievement’ non-significant association was exhibited with more than three independent factors, it was not considered for drawing conclusions.

(iii) Irrespective of qualification and pay package, the factor ‘Respect’ was found to be satisfying. Male members, those with ‘On probation’ status, those earning more than twenty five thousand rupees salary per month and those having more than fifteen years teaching experience showed higher level satisfaction as their suggestions were respected by the authorities in their college. On the other hand, respondents from unaided colleges expressed lower level satisfaction with the factor ‘respect’.

(iv) Irrespective of the type of college, gender, qualification, pay package and teaching experience, respondents expressed high level satisfaction due to admiration of their teaching skills by their BEd students. It was rewarding experience for them.

(v) Moderate level dissatisfaction was reported by the respondents from aided colleges, by females, by ‘on probation’ category respondents, NET-SET holders, ‘more than fifteen thousand rupees per month pay package’ and more than fifteen years teaching
experience category respondents, for not recognizing their real worth by the authorities of their college.

(vi) Due to an unbiased attitude of authorities while delegating important responsibilities to the teacher educators, high level satisfaction was portrayed by the respondents, irrespective of type of college, gender, qualification, pay package and teaching experience. Those belonging to 'On probation' category of status expressed more satisfaction as compared to those from other categories of status.

(vii) As authorities encouraged research related activities, irrespective of the status of job and pay package, high level satisfaction was reported. Those from unaided colleges showed low level satisfaction whereas male members, PhDs, NET/SET holders and those having more than five years teaching experience showed higher level satisfaction due to the factor 'Advancement'.

(viii) Irrespective of the type of college, gender, pay package and teaching experience, respondents were dissatisfied due to an atmosphere of stress in their college. Those belonging to 'On probation' category and NET/SET holders expressed higher level dissatisfaction due to stress.

(ix) Job insecurity feeling was found to be getting diluted in descending order of teaching experience. But those belonging to unaided colleges, PhD and NET/SET holders, those having more than twenty five thousand rupees per month salary expressed more dissatisfaction due to job insecurity feeling.

The reason for this result may be non-compatibility among degrees (PhD and NET/SET), amount of work load and the salary offered in unaided colleges. Even high pay package respondents expressed higher job insecurity feeling. It may be due to uncertainty of their job in unaided colleges.
5.2.4 Sociological factors:

(i) Irrespective of gender and pay package, the factor 'Administration' showed satisfaction among respondents. Those belonging to aided colleges, 'On probation' category, NET/SET holders and more than fifteen years teaching experience reported higher level satisfaction. The reason may be their long experience in BEd college that made them well-versed with their work profile. So their opinions while implementing any new system / rule were found to be very valuable for the authorities.

(ii) Due to student friendly (and not teacher friendly) nature of rules and regulations, low level dissatisfaction was expressed by the respondents irrespective of gender and status of their job. Those from aided colleges, PhDs and NET/SET holders, with less than ten thousand rupees per month salary and less than ten years teaching experience showed more dissatisfaction due to the factor, 'rules and regulations'.

(iii) High level dissatisfaction was showed due to the harsh words of authorities for minor mistakes of teacher educators, irrespective of the qualification, pay package and teaching experience. Those from aided colleges, female respondents and those from ‘adhoc’ category showed more dissatisfaction.

(iv) Existence of quarrels was dissatisfying factor, irrespective of all the independent factors. Female respondents and permanent teacher educators showed higher level dissatisfaction due to prevalence of quarrels in their college.

(v) Aided college respondents, female, permanent teacher educators, NET/SET holders, ‘less than ten thousand rupees salary per month’ category respondents and those having more than fifteen years teaching experience expressed a problem of ego between junior-senior teacher educators in their college and hence dissatisfaction.

(vi) Respondents from aided colleges and male members expressed high level satisfaction due to friendly relationship among teacher educators in their college. Status,
qualification, pay package and teaching experience did not affect the level of satisfaction, may be due to congenial atmosphere in their college.

5.2.5 Philosophical factors:

(i) Irrespective of the type of college, status and qualification, team spirit among teacher educators was highly satisfying factor for them. Male members, those from less than ten thousand rupees salary per month category and less than one year teaching experience category expressed higher level satisfaction due to existence of team spirit among teaching staff.

(ii) Irrespective of the type of college, gender, status and qualification, high level satisfaction was expressed, due to the tendency of teacher educators to take initiative in case of any problematic situations in their college. Those belonging to less than ten thousand rupees pay package per month category and less than one year teaching experience expressed higher level satisfaction in this regard.

(iii) High level satisfaction was reported by majority of the respondents irrespective of all the independent factors, due to idealistic attitude of respondents towards their college responsibilities.

(iv) Low level dissatisfaction was reported by the respondents irrespective of the type of college, qualification and pay package due to doubtful attitude towards the use of training by the students in future. This negative optimism was expressed to more extent by female and ‘adhoc’ category respondents.

(v) High level dissatisfaction was expressed, irrespective of qualification, pay package and teaching experience, due to endangered enrolment of students for two years BEd course, thus expressing pessimism towards continuity of their job. Dissatisfaction was
more in unaided colleges, in females and those belonging to 'On probation' category respondents. The reason is their endangered job.

(vi) High level satisfaction was reported irrespective of gender, status, qualification, pay package and teaching experience due to modernistic attitude of teacher educators to accept and implement innovations in the field of education unanimously. Aided college respondents portrayed more satisfaction in this regard.

5.2.6 Spiritual factors:

(i) Irrespective of gender, status, qualification, pay package and teaching experience, high level satisfaction was reported due to the feeling of accomplishment for having a post of teacher educator in BEd college. Aided college respondents were more satisfied, may be due to their pay package.

(ii) Those belonging to less than ten thousand rupees per month pay package and majority of the respondents, irrespective of type of college, gender, status, qualification and teaching experience, were highly satisfied due to the feeling of fulfilment on getting the knowledge about an advancement of their students in the field of education.

(iii) Female respondents, those getting less than ten thousand rupees per month salary and majority of the respondents irrespective of type of college, status of the job, qualification and teaching experience expressed high level satisfaction due to the feeling of self-actualization through the job of teacher educator of budding teachers.

Researcher has summarized the conclusions based on percentage analysis in tabular form as follows:

Table: V (1)
### Category of Independent Factors associated with Satisfying Factors

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Satisfying Factors</th>
<th>Category of Independent Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Physical factors</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ventilation and lighting</td>
<td>Aided, unaided</td>
</tr>
<tr>
<td></td>
<td>Cleanliness</td>
<td>Aided, unaided</td>
</tr>
<tr>
<td></td>
<td>Work profile</td>
<td>Aided, unaided</td>
</tr>
<tr>
<td>2</td>
<td><strong>Psychological factors</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liking for the job</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
<td>Male, on probation, &gt;25 pay, &gt;15 yrs experience</td>
</tr>
<tr>
<td></td>
<td>Reward</td>
<td>All independent factors</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td>All independent factors</td>
</tr>
<tr>
<td></td>
<td>Advancement</td>
<td>Male, PhDs, N/S holders, &gt;15 yrs experience</td>
</tr>
<tr>
<td>3</td>
<td><strong>Sociological factors</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>On probation, N/S holders, &gt;15 yrs experience</td>
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<tr>
<td></td>
<td>Inter-personal relationships</td>
<td>Aided, male</td>
</tr>
<tr>
<td>4</td>
<td><strong>Philosophical factors</strong></td>
<td></td>
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<tr>
<td></td>
<td>Team spirit</td>
<td>Male, &lt;1 yr experience</td>
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<td></td>
<td>Tendency to take initiative</td>
<td>&lt;10 pay package, &lt;1 yr experience</td>
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<td></td>
<td>Idealistic philosophy</td>
<td>On probation, &lt;1 yr experience</td>
</tr>
<tr>
<td></td>
<td>Modernistic philosophy</td>
<td>Aided</td>
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<tr>
<td>5</td>
<td><strong>Spiritual factors</strong></td>
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<td></td>
<td>Accomplishment</td>
<td>Aided</td>
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<tr>
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<td>Sense of fulfilment</td>
<td>&lt;10 pay package</td>
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<tr>
<td></td>
<td>Self-actualization</td>
<td>Female, &lt;10 pay package</td>
</tr>
</tbody>
</table>

**Key to interpret Table: V (1), [ Pl. refer ‘Respect’ and ‘Physical factors’]**

(i) **Respect**: Male respondents, 'On probation' category respondents, those getting >25,000 Rs. Pay package per month and those having > 15 years Teaching experience are highly satisfied due to 'Respect' given to their suggestions in their college by the authorities of their college.
(ii) **Physical factors:** Respondents from both the types of colleges, aided and unaided, were satisfied with the physical factors—Ventilation and lighting, Cleanliness and Work profile.

**Table: V (2)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Dissatisfying Factors</th>
<th>Category of Independent Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fulfilment of needs with pay package</td>
<td>Unaided</td>
</tr>
<tr>
<td></td>
<td>Provision of facilities</td>
<td>Unaided</td>
</tr>
<tr>
<td></td>
<td>Use of special skills</td>
<td>Aided, unaided</td>
</tr>
<tr>
<td>2</td>
<td>Physiological factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fatigue</td>
<td>Male Adhoc, &lt;1 yr experience</td>
</tr>
<tr>
<td></td>
<td>Irregular lunch timings</td>
<td>Aided, less in ‘on probation’ and &lt;1 yr experience</td>
</tr>
<tr>
<td></td>
<td>Irregular daily schedule</td>
<td>On probation, &lt;10 pay package, female</td>
</tr>
<tr>
<td></td>
<td>Heavy workload</td>
<td>Unaided, &lt;10 pay package, &lt;1 yr experience</td>
</tr>
<tr>
<td></td>
<td>Physical disability</td>
<td>Adhoc, &lt;1 yr experience, &gt;25 pay package</td>
</tr>
<tr>
<td></td>
<td>Strain of travelling</td>
<td>Unaided On probation, &lt;10 pay package, &lt;1 yr experience, female</td>
</tr>
<tr>
<td>3</td>
<td>Psychological factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognition</td>
<td>On probation</td>
</tr>
<tr>
<td></td>
<td>Stress</td>
<td>On probation</td>
</tr>
<tr>
<td></td>
<td>Job security</td>
<td>PhD &amp; N/S holders, &lt;1 yr exp</td>
</tr>
<tr>
<td>4</td>
<td>Sociological factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rules and regulations</td>
<td>&lt;10 pay, PhD and N/S holders</td>
</tr>
<tr>
<td></td>
<td>Policy of written memo</td>
<td>Adhoc, female</td>
</tr>
<tr>
<td></td>
<td>Quarrels</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Issue of junior-senior</td>
<td>&lt;10 pay package, female, &gt;15 yr experience</td>
</tr>
<tr>
<td>5</td>
<td>Philosophical factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optimistic philosophy</td>
<td>Adhoc, female</td>
</tr>
<tr>
<td></td>
<td>Pessimistic philosophy</td>
<td>Unaided, on probation, female</td>
</tr>
</tbody>
</table>

**Key to interpret Table: V (2),** [Pl refer ‘Recognition’ and ‘Stress’]
Recognition and Stress- Respondents with ‘On probation’ status are dissatisfied for not getting recognition for their real potential by their authorities and also dissatisfied due to stressful atmosphere in their college to more extent.

Researcher has summarized the satisfying and dissatisfying factors along with sub-factors with the help of Fish-Bone diagram.
5.3. Conclusions based on Mann-Whitney U-test (related to the tool ‘Interview’):

(i) Since the factors (Rapport with the authorities, Satisfaction with orientation course and Opportunity for displaying special skills) are showing non-significant difference in the distributions followed by the responses given by the teacher educators from aided and unaided colleges, the following Null Hypotheses based on these factors are accepted.

Hypothesis No.(xxxiv): There is no significant association between Type of college and Rapport with the authorities.

Hypothesis No.(xxxvii): There is no significant association between Type of college and Satisfaction with orientation course.

Hypothesis No.(xxxviii): There is no significant association between Type of college and Opportunity for displaying special skills.

(ii) On the basis of percentage graphs, respondents from unaided colleges have shown higher level satisfaction as compared to those from aided colleges with respect to rapport with the authorities. Overall, mixed response was portrayed in relation to these factors.

As regards success of orientation course, high level dissatisfaction was portrayed by the respondents from both the types of colleges.
High level satisfaction was portrayed by the respondents from both the types of colleges for getting opportunity for displaying their special skills in their college.

(iii) Since the factors (Happiness derived from the job, Contentment with pay package, Job security and Tendency to change the job) are showing significant difference in the distributions followed by the responses given by teacher educators from aided and unaided colleges, the following Null Hypotheses based on these factors are rejected and restated as –

Hypothesis No.(xxxiii): There is significant association between Type of college and Happiness derived from the job.

Hypothesis No.(xxxv): There is significant association between Type of college and Contentment with pay package.

Hypothesis No.(xxxvi): There is significant association between Type of college and Job security.

Hypothesis No.(xxxix): There is significant association between Type of college and Tendency to change the job.

(iv) On the basis of percentage graphs, it is reported that the respondents from aided colleges are highly satisfied as compared to those from unaided colleges in relation to the factor, happiness derived from the job. Moderate level satisfaction was portrayed by the respondents from unaided colleges in this respect.

Respondents from aided colleges have shown high level satisfaction with their pay package whereas those from unaided colleges have portrayed moderate level dissatisfaction with it

Majority of the respondents from aided colleges are highly satisfied due to job security feeling whereas those from unaided colleges are showing moderate level dissatisfaction due to job insecurity feeling.
Majority of the respondents from aided colleges have no intention to change their job, whereas those from unaided colleges have expressed their tendency to change their job, thus showing high level dissatisfaction.

(v) Since the factors (Contentment with the job, Rapport with the authorities, Contentment with pay package, Job security, Satisfaction with orientation course and Opportunity for displaying special skills) are showing non-significant difference in the distribution followed by the responses given by male and female, following Null Hypotheses are accepted.

Hypothesis No.(xxxx): There is no significant association between Gender and Happiness derived from the job.

Hypothesis No.(xxxxi): There is no significant association between Gender and Rapport with the authorities.

Hypothesis No.(xxxxii): There is no significant association between Gender and Contentment with pay package.

Hypothesis No.(xxxxiii): There is no significant association between Gender and Job security.

Hypothesis No.(xxxxiv): There is no significant association between Gender and Satisfaction with orientation course.

Hypothesis No.(xxxxv): There is no significant association between Gender and Opportunity for displaying special skills.

(vi) Since the factor (Tendency to change the job) is showing significant difference in the distribution followed by the responses given by male and female, the Null
hypothesis No. (xxxxvi) is rejected and restated as – There is significant association between Gender and Tendency to change the job.

(vii) Percentage graphs reveal that happiness derived by female members through their job is at higher level than that portrayed by male respondents. Overall, moderate level satisfaction was derived from the job irrespective of gender.

Male respondents seem to be more successful in developing rapport with the authorities, but overall moderate level satisfaction has been portrayed irrespective of the gender in this regard.

As regards pay package, mixed response was portrayed. Surprisingly, male members have shown higher level satisfaction towards pay package as compared to female members.

Job security feeling was found to more extent in male respondents as compared to female respondents, whereas more percentage of female expressed moderate level dissatisfaction due to job insecurity feeling.

Conclusions based on Mann-Whitney U-test (related to the tool Observation of infrastructure):

(i) Since the factor (satisfaction derived from the infrastructure of college) is showing significant difference in the distribution followed by the responses given by teacher educators from aided and unaided colleges, Null hypothesis No. (xxxxvii) is rejected and restated as – ‘There is significant association between Type of college and Satisfaction derived from infrastructure of the college.

(ii) Percentage graph clarifies that majority of the aided colleges are maintained well as compared to unaided colleges. Approximately half of the unaided colleges are fairly maintained and around one fourth of unaided colleges are poorly developed with respect to their infrastructure. So, teacher educators working in under-developed or developing colleges are less satisfied with infrastructure as compared to those working in well maintained aided colleges.

5.4 Conclusions based on Factor Analysis:
As mentioned in chapter IV, Table: IV (39), out of 36 sub-factors in JSS, factor analysis has reduced the statements to 27. It signifies that 27 sub-factors are significantly associated with job satisfaction to more extent.

But it does not imply that 9 eliminated statements or sub-factors, which are not shown as significant by factor analysis, are not associated with job satisfaction. It just indicates that an extent to which these sub-factors are affecting job satisfaction is less as compared to those compressed in Rotated Component Matrix.

At this stage researcher wishes to clarify that, a 'Six-Factor Cascade Model of Job Satisfaction' proposed by her has been modified on the basis of factor analysis. A ‘New Six-Factor Cascade Model of Job Satisfaction’ has encompassed compressed sub-factors enlisted in Rotated Component Matrix. Researcher wishes to represent new model as follows:

**Figure: V (2)**

**New Six-Factor Cascade Model of Job Satisfaction**

*based on Factor Analysis*
Salient features of New Six-Factor Cascade Model of Job Satisfaction:

(i) Six major categories of the factors in original model have been compressed to seven components as shown in Table: IV (39), but they are clubbed together to form five components on the basis of Type of factors in particular component and are shown inside the circle (C)

(ii) A new modified model has also included non-reduced sub-factors as they are a part of Universal set of job satisfaction (U), represented by rectangle. Obviously they are placed outside the circle of Cascade Model, as the extent of their association with job satisfaction is less as compared to those reduced/compressed in rotated component matrix. They are represented in four ovals outside the circle (C) and designated by the symbols, S1 to S4 on the basis of the type of factors.

S1 - Psychological factors
S2 - Sociological factors
S3 - Philosophical factor
S4 - Physical factor

(iii) The number of factors in new model is 'Six' but they are divided in 'Five' components with new nomenclature of each component.

Conclusions based on New Six-Factor Cascade Model of Job Satisfaction w.r.to five components:

<table>
<thead>
<tr>
<th>Component (I) : Physio-Sociological Factors</th>
</tr>
</thead>
</table>

This component has included ‘Ten’ sub-factors. Majority of them are Physiological and Sociological, hence this component has been named as Physio-Sociological factors.

Sub-factors of Component (I)

**Physiological Factors:**
(i) Physical disability  
(ii) Heavy work load  
(iii) Irregular daily schedule  
(iv) Strain of travelling  
(v) Irregular lunch timing

**Sociological Factors:**
(i) Policy (Written memo)  
(ii) Org. conflict (Quarrels)  
(iii) Org. conflict (Jr/ Sr issue)

**Philosophical Factor:**
(i) Pessimistic Philosophy
Psychological Factor: (i) Job Security

(i) A very noticeable aspect of component (I) is a sequence of sub-factors. Very first sub-factor, 'Pessimistic Philosophy' is pointed towards the very existence of BEd colleges. Due to meager enrollment of students for new two year's BEd course, the job of teacher educators has been endangered. Thus, the most important aspect related to the job of teacher educators has occupied first place in component (I) of new model.

(ii) Along with existence of respondent's job, various aspects related to the physique and health of respondents have occupied prominent place in this component, thus reducing all the physiological sub-factors together.

(iii) If one sneaks a look at all these ten sub-factors, one will realize that they all are reported to be dissatisfying sub-factors on the basis of percentage graphs, for the sample of present study.

(iv) Another most crucial aspect related to any job in social health and inter-personal relations. This component has included quarrels among teaching staff and conflict between Junior / Senior teacher educators.

(v) Again, when heavy work-load gets amalgamated with daily strenuous travelling, disturbed lunch timings, job insecurity, tiring daily schedule and unpleasant attitude of authorities towards minor mistakes of teacher educators, it culminates in dissatisfaction of higher level. The same has been reflected in first component.

Component (II) : Physical Factors

This component has been named as Physical Factors as all the five sub-factors compressed in it are physical factors. They are:

Sub-factors of Component (II)

(i) Ventilation and Lighting  (iv) Provision of facilities
(ii) Fulfilment of needs with pay package    (v) Work profile
(iii) Cleanliness

(i) All the sub-factors in component (II) are reported as satisfying, on the basis of percentage graphs. It suggests that along with physiological and sociological well-being, infrastructure, working conditions and other facilities therein play very important role in deriving satisfaction from the job. Along with it, fulfilment of physical needs of the family with the pay package and liking for the work profile also contribute a lot to the level of satisfaction. All these important aspects associated with work life of teacher educators have been clubbed together to from this component.

Component (III) : Spiritual Factors

Since three sub-factors in this component are Spiritual Factors along with one Sociological and one Philosophical sub-factor, this component is named as Spiritual factors and they are:

**Sub-factors of Component (III)**

**Spiritual Factors:**  
(i) Accomplishment  
(ii) Sense of fulfilment  
(iii) Self-actualization

**Sociological Factor:**  
(i) Inter-personal relationships

**Philosophical Factor:**  
(i) Innate disposition (Team Spirit)

(ii) All the sub-factors in this component have been reported as ‘satisfying’ on the basis of percentage graphs.

(ii) All the higher order needs have been clubbed together and they have contributed to job satisfaction at spiritual level for the respondents. To teach budding teachers, to see their progress in the field of education, prevalence of team spirit and healthy inter-relationships have been proved to be highly satisfying and have strengthened bondage among teaching staff.
(iii) After physiological, sociological and physical factors, satisfaction of higher order needs play a very crucial role in deriving contentment from the job as advocated by Maslow in his Hierarchy of Needs model. Thus third position of spiritual factors justifies their existence in component matrix.

**Component (IV) : Psychological Factors**

Researcher has merged component (IV) and (V), to form this component, as both these components contained two factors each. Component (IV) contained one Philosophical and one Psychological sub-factor, whereas component (V) contained two Psychological sub-factors. They are:

<table>
<thead>
<tr>
<th>Psychological Factors</th>
<th>Philosophical Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Reward</td>
<td>(i) Idealistic Philosophy</td>
</tr>
<tr>
<td>(ii) Liking for the job</td>
<td></td>
</tr>
<tr>
<td>(iii) Achievement</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of percentage graphs, all these four sub-factors are reported as satisfying factors. Psychological well-being of teacher educators has compressed the factors liking for the job, rewarding experience in the form of praise received from the students for the teaching skill of teacher educators and the feeling of being a teacher of budding teachers as an achievement in life along with idealistic and perfectionist attitude towards their responsibilities have been proved to be highly satisfying for the respondents.

**Component (V) : Philosophical Factors**

This component has been formed by combining component (VI) and (VII) as both these components together contained two Philosophical sub-factors and one Physiological sub-factor, they are:
### Sub-factors of Component (V)

<table>
<thead>
<tr>
<th>Philosophical Factors</th>
<th>Physiological Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Optimistic Philosophy</td>
<td>(i) Fatigue</td>
</tr>
<tr>
<td>(ii) Innate disposition (initiative)</td>
<td></td>
</tr>
</tbody>
</table>

(i) On the basis of percentage graphs, Fatigue and Optimistic philosophy have been reported as dissatisfying, whereas tendency to take initiative was reported as satisfying for the respondents.

(ii) Component (V) explains that fatigue due to over-work or due to type of work or both, plays very prominent role in developing dissatisfaction. Similarly, negative optimism towards the use of training received by budding teachers in training college is highly discouraging, leading to dissatisfaction. But readiness of teacher educators to help in problematic situation has proved to be satisfying aspect.

Thus, factor analysis has authentically supported satisfying and dissatisfying experiences realized / experienced by teacher educators from their job. It has further confirmed the compatibility of Six-Factor Cascade Model of Job Satisfaction, since new Cascade Model of job satisfaction with Six factors, though expressed in five components, has become successful in showing 65.342% variance, which is quite respectable figure for a descriptive survey design related to the field of education encompassing an abstract concept like satisfaction derived from the job.

To summarize, the theories like Herzberg et al Two Factors Theory, Maslow’s Hierarchy of Needs Theory, Dispositional Theory and Definition of job satisfaction given by Hoppock, on which present research was designed, have once again proved to be compatible with the results of present study. It has further proved the compatibility of New Six-Factor Cascade Model of Job Satisfaction. In other words, the model that was proposed in the beginning has been proved to possess practical significance and testability.
Researcher wishes to highlight and compare the factors included in above three theories and in the New Six-Factor Cascade Model as follows:
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>New Six Factor Cascade Model</th>
<th>Herzberg Two Factors theory</th>
<th>Maslow’s Hierarchy of Needs theory</th>
<th>Dispositional theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ventilation, cleanliness, lighting</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Provision of facilities</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Fulfilment of needs with Pay package</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Work Profile</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Physical disability</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Heavy workload</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Irregular daily schedule</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Irregular lunch timings</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Strain of travelling</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Job Security</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Reward</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Liking for the job</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Achievement</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Policy</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Organizational conflict</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Inter-personal relationships</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>Pessimistic Philosophy</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Innate dispositions</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Idealistic Philosophy</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Optimistic philosophy</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>
Accomplishment | - | ✓ | -  
Sense of fulfilment | - | ✓ | -  
Self-actualization | - | ✓ | -

Table: V (3) has tried to compare the Sub-factors in New Six-Factor Cascade Model of job satisfaction with those encompassed in three theories viz: Herzberg et al two factors, Maslow’s Hierarchy of Needs and Dispositional, along with the definition of job satisfaction given by Hoppock.

When the Sub-factors compressed in New Six-Factor Cascade Model were also included in any of these three theories, they are marked as (✓) and when particular Sub-factor is not included in particular theory it is marked by the symbol (-).

It is deduced from Table: V (3) that philosophical sub-factors have been dealt with in Dispositional theory, whereas spiritual sub-factors have been considered in Maslow’s Theory of Needs. Both these factors are not considered by Herzberg et al two factor theory but are a part of New Six-Factor Cascade Model.

However, the factors emphasized by Hoppock such as Psychological, Physiological and Environmental along with liking for the job are all encompassed in the cascade model. Thus a very first attempt by Hoppock to define job satisfaction has proved to be applicable in 21st century through present study.

Table: V (3) has clarified that the aspects which are not included in these theories but are a part of the model proposed in this research are- Physical disability, irregular daily schedule, and lunch timings along with travelling strain.

Thus, researcher has tried to amalgamate three theories and Hoppock’s definition of job satisfaction to encompass philosophical and spiritual factors also, which in turn have made the Six-Factor Cascade Model special and hence worth testing.
Researcher noticed that Hygiene factors/Extrinsic factors/Dissatisfiers included in Herzberg et al Two Factor theory like Policy and Pay package are proved to be dissatisfiers, whereas Inter-personal relationships and working conditions are reported as satisfying factors in present study. From the Motivators / Intrinsic factors / Satisfiers advocated by Herzberg, Achievement, Work itself, Responsibility and Advancement are reported as satisfiers, whereas Recognition is reported as dissatisfier in this study.

When researcher compared the factors with Maslow's model, it was found that Physiological factors, Job security and Recognition are dissatisfying, whereas Self actualization was reported as satisfying in present study.

After comparing the results with the factors encompassed in Dispositional theory, it was noticed that innate disposition related to Team spirit, Tendency to take initiative in problematic situation and Idealistic attitude towards work are found to be satisfying for the teacher educators.

Last but not the least, when researcher compared the factors associated with job satisfaction in the definition given by Hoppock, all the Physiological factors, Psychological factors like Recognition, Stress and Job security were reported as dissatisfying, whereas Achievement, Respect, Reward, Advancement, Responsibility were found to be satisfying. As regards environmental factors, respondents were found to be satisfied with working conditions in their college.

Thus all the four theories are found to have applicability in educational set up of BEd colleges existing in University of Mumbai, thus proving the compatibility of Six-Factor-Cascade model of job satisfaction.

To summarize, researcher has tried to clarify the conclusions on the basis of four statistical tools and has discussed acceptance or rejection of null hypotheses in detail, thus confirming association between independent and dependent factors thought to be affecting job satisfaction.
All the efforts were directed towards achievement of objectives. Compatibility of proposed model was also tested and new modified model of job satisfaction was obtained on the basis of factor analysis.

The next most obvious task is to summarize the whole research work to facilitate a quick glance at the study and give suggestions to the authorities and teacher educators along with recommendations for further research and utility value of present study. The same has been achieved in Chapter VI.