CHAPTER V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter narrates the findings, suggestions and conclusion with reference to the study undertaken by the researcher.

5.2 FINDINGS

I – SOCIO-ECONOMIC PROFILE OF FACULTY MEMBERS

Gender-wise analysis shows that 59.5 percent of the respondents are male and 40.5 percent are female. From the analysis, it can be understood that male members are more in higher education institutions rather than the female.

The age-wise analysis presents – 6705% respondents belong to age group of 30 years followed by 25.6 % belong to below 30-35 years group. From the analysis it can be understood that these age group are reluctant to shift, else they are settled with current working and family situation does not permit them.

Regarding marital status 53.0 % of they are bachelors/spinsters followed by 47.0% are married.

The observations on the educational qualification show that among the total respondents 68.0% are having PG with M.Phil. It can be understood that most of the faculty members have the minimum qualification required for teaching in higher...

~ 212 ~
educational institutions, however they are required to upgrade their qualification with PhD or SLET/NET.

Designation analysis shows 87.5% of the faculty members belong to the group of Assistant Professor followed by 8.0% are Associate Professors. Designation depending upon their qualification and years of service varies.

Most of the respondent’s 44.7% monthly income is Rs.10,000 to Rs.20,000. From the analysis it is found that most of the faculty members belong to the self-financing institutions, where salary is less, this will lead to poor Quality of Work Life.

It is clear that among the respondents majority 46.0% belong to urban nativity, followed by 32% belong to rural nativity. Most of the respondents residing in rural areas, this is because the self-finance higher educational institutions are now-a-days situated in rural surroundings.

Of the total respondents, 83.0% of them belong to joint family whereas the rest of 17.0% belong to nuclear family. From the family analysis it is found that the joint family system exist which is a tradition of India.

Most of the respondents 52.0% have 3-5 dependents and 25.2% have a minimum of 1-3 dependents. The analysis shows that since the faculty members belong to the joint family, the existence of dependents is more.

Family Annual Income reveals that 47.2% have an annual family income below Rs.50,000.
The analysis of faculty members’ length of service in the present institution presents a highlight that most 52.2% of the faculty members are having below 5 years of experience, followed by 43.4% have between 5-10 years of service.

Total service in teaching analysis shows that 49.9 percent of the faculty members have been in teaching for 5-10 years and 40.7 percent faculty members have been in teaching for below 5 years.

The analysis of faculty members’ strength in a department is that 44.4 percent and 41.2 percent have reported for 5 - 8 faculty members and followed by below 5 faculty members in their department respectively.

Work load analysis presents that majority of the faculty members have 15-18 hours per week, followed by 33.5 % have above 18 years per week. It is found that the work load is acceptable since it is the norm prescribed by the University Grants Commission.

It is seen from the analysis, that majority have reported the accreditation status in their Institutions, whereas 78.7% have reported that their Institution has no accreditation status to their Institution.

Most of the faculty members have reported that they have realistic working conditions, followed by 35.9 % have reported that they have teachers’ motivation. It is found that there exists good working condition and faculty motivation in the higher educational institutions.

~ 214 ~
II - FACTOR DETERMINING QUALITY OF WORK LIFE AND JOB SATISFACTION

Adequate and Fair Compensation statements (S1-S6) mean score ranged from 3.20 to 4.17 and the statement S1 secured higher mean score and stood at top whereas the statement S6 secured least score and stood at last. It is understood that most of the faculty members are highly satisfied with their income and will continue with the present institution irrespective of the income.

Safe and Healthy Working Conditions statements (S1-S7) mean score ranged from 3.24 to 4.24 and the statement S1 secured higher mean score and stood at top whereas the statement S6 secured least score and stood at last. Most of the faculty members are of opinion that them work provides spare time for the members of the faculty.

Opportunities for Development Statements (S1-S6) mean score ranged from 3.28 to 3.85 and the statement S1 secured higher mean score and stood at top whereas the statement S5 secured least score and stood at last. From the analysis it is found that most of the institutions provide the faculty with the opportunity for utilizing Information, Communication and Technology for teaching and learning.

Opportunities for Growth and Security statements (S1-S8) mean score ranged from 3.16 to 4.36 and the statement S1 secured higher mean score and stood at top whereas the statement S7 secured least score and stood at last. It is understood that the respondents are working to involve their corporate planning, research and development in the institution.
Social Integration statements (S1-S10) mean score ranged from 3.09 to 4.10 and the statement S7 secured higher mean score and stood at top whereas the statement S2 secured least score and stood at last. It is concluded that members of the senior staff.

Constitutionalism statements (S1-S5) mean score ranged from 3.40 to 4.07 and the statement S5 secured higher mean score and stood at top whereas the statement S3 secured least score and stood at last. Most of the respondents are of opinion that their institution encourages the faculty members to interact with the professionals other than the organization.

Social Relevance and Work Life statements (S1-S5) mean score ranged from 3.70 to 4.24 and the statement S1 secured higher mean score and stood at top whereas the statement S5 secured least score and stood at last. The respondents are of opinion that there exists a status in the society as a faculty member of a certain institution.

Work and Total Life Space statements (S1-S4) mean score ranged from 3.40 to 3.98 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. The analysis shows that the respondents supports me in my losses and compensates in the institution.

The agreeability mean scores on Quality of Work Life Dimensions overall mean score ranged from 3.493 to 4.034 and the dimension Social Relevance and Work Life secured higher mean score and stood at top whereas the dimension Social Integration secured least score and stood at last. Of the eight dimensions given the respondents are of the opinion that Social Relevance and Work Life has the highest impact, second is sought
for the Opportunities for Growth and Security, and the least option is opined for Work and Total Life Space.

**JOB SATISFACTION FACTORS**

**Involvement in the Academic Process** statements (S1-S4) mean score ranged from 3.84 to 4.44 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. The analysis findings shows that most of the faculty members are the opinion that clear planning for teaching provides with involvement in academic process, and autonomy in job is very less.

**Work Place Values and Environment** statements (S1-S4) mean score ranged from 3.51 to 4.15 and the statement S1 secured higher mean score and stood at top whereas the statement S2 secured least score and stood at last. Regarding reward for abilities with a rank of second, however they feel less for the professional development which has scored third rank and regarding they also feel that the job is of secured nature has the least score of fourth rank.

The four agreeability scores on **Pay and Benefits** statements (S1-S4) work break for enrichment of personal life and leave benefits has scored first and second respectively with a score of 4.29 and 4.06. But the faculty members are having a low satisfaction regarding leave benefits and fourth rank is awarded for work break for enrichment of personal life, it means that third and fourth rank respectively. The analysis result shows that the faculty salary and increments have a high score among the faculty members, whereas financial need has low score with regards to pay and benefits in relation to the job satisfaction.
Teaching and Learning statements (S1-S4) mean score ranged from 3.61 to 4.07 and the mean score is on par among 4 statements. From the analysis it presents a finding that most of the faculty members have accomplishment in teaching recognized and opined that development of teaching and learning is supported that provides job satisfaction.

Students Support and Progression statements (S1-S4) mean score ranged from 3.84 to 4.44 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. The analysis shows that faculty members are satisfied with the student progression and with the placement assistance provided by the management for the students’.

Research Consultancy and Extension statements (S1-S4) mean score ranged from 3.74 to 4.15 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. The analysis of the result shows that the faculty members are satisfied with the management that permits them to take up research projects and consultancy services and supports them towards research forums.

Work Load statements (S1-S4) mean score ranged from 3.99 to 4.17 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. It is found that the faculty members work load have reasonable; secondly they are of the opinion that they are not offered any work other than teaching work.

Performance Appraisal statements (S1-S4) mean score ranged from 3.90 to 4.30 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. It is observed and concluded that the faculty members
are of the opinion that appraisal is transparent, but does not have performance appraisal has little impact on class room teaching.

**Support and Recognition** statements (S1-S4) mean score ranged from 3.39 to 4.14 and the statement S1 secured higher mean score and stood at top whereas the statement S2 secured least score and stood at last. This shows that grievance attention should be improved for improving satisfaction of faculty members and management should appreciate and reward staff merits.

**Infrastructure and Facilities** statements (S1-S4) mean score ranged from 3.43 to 4.35 and the statement S1 secured higher mean score and stood at top whereas the statement S4 secured least score and stood at last. The respondents are of the opinion that the tutorial rooms are spacious materialized and further the institution has a well equipped library.

Among the 10 agreeability scores on **Job satisfaction Factors**, overall mean score ranged from 3.697 to 4.135 and the factor Involvement in Academic Process secured higher mean score and stood at top whereas the factor pay and benefits secured least score and stood at last. The analysis of the overall job satisfaction factor among the faculty member shows that the involvement in the academic and Student Support System are highly satisfied whereas Pay and Benefit and Infrastructure Facilities have scored least satisfaction.

Faculty members’ perception of the various job satisfaction factors analysis result shows that they are having high level satisfaction in relation to research consultancy, medium level of satisfaction with regards to workload, and low level of satisfaction regarding the work place values and environment.
III - LEVEL OF QUALITY OF WORK LIFE AND JOB SATISFACTION

With regard to the overall Quality of Work Life 28.2% of the respondents perceived high level of Quality of Work Life and 21.2% of the respondents perceived low level of Quality of Work Life and the remaining 50.4% are having moderate.

With regard to the overall job satisfaction level in teaching environment 54.8% of the respondents perceived high level of job satisfaction and 45.2% of the respondents are low level of satisfaction.

CHI-SQUARE TEST

- The significant chi-square indicates that there is an association between the age and perception level of Quality of Work Life among the respondents.
- The significant chi-square indicates that there is association between the gender and Quality of Work Life among the respondents.
- The non-significant chi-square indicates that there is no association between the designation and Quality of Work Life among the respondents.
- The significant chi-square indicates that there is association between the income per annum and Quality of Work Life among the respondents.
- The significant chi-square indicates that there is association between the salary and Quality of Work Life among the respondents.
- The significant chi-square indicates that there is association between the Teaching staff in the department and Quality of Work Life among the Respondents.
- The significant chi-square indicates that there is association between the Work load per week and Quality of Work Life among the Respondents.
• The significant chi-square indicates that there is association between the Accreditation Status and Quality of Work Life among the respondents.

• The significant chi-square indicates that there is association between the Reason for choosing teaching and Quality of Work Life among the Respondents.

• The significant chi-square indicates that there is an association between the age and job satisfaction level among the respondents.

• The significant chi-square indicates that there is association between the gender and level of job satisfaction among the respondents.

• The significant chi-square indicates that there is no association between the designation and level of satisfaction among the respondents.

• The significant chi-square indicates that there is association between the salary and job satisfaction among the respondents.

• The significant chi-square indicates that there is association between the nativity and job satisfaction among the respondents.

• The significant chi-square indicates that there is association between the Teaching staff in the department and job satisfaction level among the respondents.

• The significant chi-square indicates that there is association between the Work load per week and satisfaction among the respondents.

• The significant chi-square indicates that there is association between the Accreditation Status and satisfaction among the respondents.

• The significant chi-square indicates that there is association between the reason for choosing teaching and job satisfaction among the respondents.
THE KRUSKAL-WALLIS TEST

- There is no significant difference in the mean rank and the overall job satisfaction score among the educational groups is on par.
- There is no significant difference in the mean rank and the overall job satisfaction among the years of experience groups is on par.

IV - VARIATIONS OF QUALITY OF WORK LIFE AND JOB SATISFACTION

t - TEST

- It is inferred from the above table that, there is a significant difference between the sex of the respondents with regard to the various dimensions of Quality of Work Life namely, Safe and Healthy Working Conditions, Opportunities for Development, Opportunities for growth and security, Social Integration, Constitutionalism, Work and total life space.
- It is found from the above table that, there is a significant difference between Work place values and Environment, Teaching and Learning, Research consultancy and Extension, Work Load, Support & Recognition and Infrastructure and Facilities.

ANOVA

- There is a significant difference among various age groups of the respondents with regard to various dimensions of Quality of Work Life namely, Adequate and Fair Compensation, Constitutionalism, Social Relevance and Work life.
- There is a significant difference among various qualification groups of the respondents with regard to various dimensions of Quality of Work Life namely,
Adequate and Fair Compensation, Safe and Healthy Working Conditions, Opportunities for Development, Social Relevance and Work life.

- There is a significant difference among various age groups of the respondents with regard to various dimensions of Quality of Work Life namely, Adequate and Fair Compensation, Opportunities for Development.

- There is a significant difference among various experience groups of the respondents with regard to various dimensions of Quality of Work Life namely, Adequate and Fair Compensation, Social Integration, Constitutionalism, Social Relevance and Work life.

- There is a significant difference among various experience groups of the respondents with regard to various dimensions of Quality of Work Life namely, Adequate and Fair Compensation, Social Integration, Constitutionalism, Social Relevance and Work life.

- There is a significant difference among number of teaching staffs groups of the respondents with regard to various dimensions of Quality of Work Life namely, Safe and Healthy Working Conditions, Opportunities for Development, Opportunities for growth and security, Social Integration, Constitutionalism, Social relevance and work life and Work Total Life space.

- There is a significant difference among various age groups of the respondents with regard to various dimensions of Quality of Work Life namely, Adequate and Fair Compensation, Safe and Healthy Working Conditions, Opportunities for Development, Opportunities for growth and security, Social Integration, Constitutionalism, Social relevance and Work life, Work and Total Life space.
• There is a significant difference among various qualification groups of the respondents with regard to various job satisfaction factors namely, workplace value and environment, pay and benefits, student support and progression and infrastructure and facilities.

• There is a significant difference among various monthly salary groups of the respondents with regard to various job satisfaction factors namely, pay and benefits and infrastructure and facilities.

• There is a significant difference among various numbers of teaching staff in the department groups of the respondents with regard to various job satisfaction factors namely, work place values and environment, pay and benefits, teaching and learning, student support and progression, work load, performance appraisal and support and recognition.

• There is a significant difference among various work load groups of the respondents with regard to various job satisfaction factors namely, work place values and environment, pay and benefits, research consultancy and extension, and work load.

V – RELATIONSHIP BETWEEN QUALITY OF WORK LIFE AND JOB SATISFACTION

DISCRIMINANT FUNCTION

• Among the job satisfaction factors under study, three factors namely, Work place values and environment, Pay and benefits, Work load and Support and recognition are substantially important factors in discriminating between groups namely faculty members with lower and with higher Quality of Work Life scales.
Among the variables under study, three variables namely, Work and Total Life Space, Social Relevance and Work Life and Social integration are substantially important variables in discriminating between groups namely faculty members with lower and with higher job satisfaction.

5.3 SUGGESTIONS

Work is an integral part of everyday life as it is our livelihood whether it may be a career or business. On an average we spend twelve hours daily that occupies one third of our entire life. Research on Quality of Work Life is considered to be more important at the individual and organizational level. Quality of Work Life is considered for both the employees and organization and it is involved with job satisfaction, productivity, job involvement, job enrichment etc.,

A large number of faculty members are assets in the higher educational institutions. They are playing a significant role for economic growth by contributing their knowledge, skills and efforts. So transforming the workplace proactively using a combination of well designed Quality of Work Life initiatives for the faculty members will yield competitive advantage as it will increase the job satisfaction of the faculty members. This in turn will motivate them to perform in superior way, leading the institutions and their stakeholders to a better future by yielding the expected outcome.

Thus in the higher educational institutions management should emphasize on the policy implications based on the concerned issues of Quality of Work Life improvement. There is no doubt that an improved Quality of Work Life can lead to higher level of job
satisfaction, which in turn will reduce the faculty members turnover rate that is prevailing in the higher educational institutions.

This study provides valuable implications for the higher educational institutions that have growing interest in attracting and retaining quality of faculty members. The study revealed statistically significant positive correlation between the dimensions of Quality of Work Life and faculty members’ job satisfaction.

To encourage the faculty members, they should use motivational factors such as, providing compensation and salary, adequate conditions for work, perfect appreciation of their work; develop a sense of belonging and collaboration to do duty, sympathetic understanding etc. These should be considered as satisfying motivators.

Adoption and access to technology, infrastructure development, and recognition for achievements, support for undertaking research and consultancy, appropriate work breaks and work sharing, freeness to share views with the management and peers for the development of the students’ community and the institutions.

Organizational climate should be designed in a way that provides the essential conditions for the creation of collaboration and morale of collective work in all levels of the organizational structure.

Caring and support for personal and family related problems, providing social status, and introduction of programs for health care initiatives, student support system through parent teachers meetings, providing job security are required to be considered by the management to improve the Quality of Work Life and job satisfaction.
Effective factors in increasing overall life space should be studied and reinforced and trans-organizational factors that affect the improvement of faculty job satisfaction should be recognized and considered.

It is better, if institutions’ principals and authorities provide member access to information, opportunity in designing and planning, authority for decision making in related areas of operation, so that faculty members can develop their capabilities.

5.4. CONCLUSION

An attempt is made by the researcher to find out the perception and relationship between Quality of Work Life and Job Satisfaction of faculty members. It is observed that a positive perception among the faculty members’ except few dimensions such as adequate and fair remuneration, infrastructure and facilities, work and total life space, social integration.

It is the responsibility of the institutions to increase the satisfaction level of the faculty members for better holistic performance of the faculty members in their institutions. The Quality of Work Life has a direct impact on Job Satisfaction of the faculty members of higher educational institutions. “Improved work environment provides Quality of Work Life; improved Quality of Work Life will provide Job Satisfaction”. It is concluded that Quality of Work Life and job satisfaction cannot be separated; they are inter-connected with the job itself. If the suggestions of the researcher are implemented it will bring a better academic scenario in higher learning institutions by and large.
5.4 SCOPE FOR FUTURE STUDIES

- Implementing Quality of Work Life in organizations based on Walton’s Model
- Employees Perception towards Quality of Work Life and job satisfaction.
- Study on the status of Quality of Work Life in select business organizations.
- Improving Quality of Work Life in state owned enterprises.
- Quality of Work Life and morale of faculty in higher educational institutions.
- Morale development through improving Quality of Work Life.
- Quality of Work Life and commitment to work.