CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based upon the results, discussion and findings in Chapter 5, following conclusions were drawn.

1. College teachers were satisfied with their job.

2. There was significant difference in the level of job satisfaction of college teachers between rural and urban college teachers. Rural college teachers were more satisfied as compared to urban college teachers.

3. There was significant difference in the level of job satisfaction between male and female college teachers. Male college teachers were more satisfied as compared to their female counterparts.

4. There was significant difference in the level of job satisfaction among Government Owned, Government Aided and Self Financed college teachers. Government Owned college teachers were more satisfied followed by Self Financed and Government Aided college teachers.

5. There was positive relationship between the level of job satisfaction and age of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, following results were obtained: There was positive and significant relationship found between the level of job satisfaction and age of rural college teachers, urban college teachers and male college teachers. There was no significant relationship found between the level of job satisfaction and age of female college teachers, Government Aided and Self Financed college teachers.

6. There was positive relationship between level of job satisfaction and intelligence of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, following results were obtained:

   - The positive and significant relationship was found between level of job satisfaction and intelligence of urban college teachers and female college teachers. The positive but non-significant relationship was found between the two in rural college teachers and male college teachers. The inverse relationship was found between the level of job satisfaction and intelligence of Government Owned college teachers. The positive but non-significant
relationship was found between the two in Government Aided and Self Financed college teachers.

7. There was positive relationship between level of job satisfaction and socio-economic status of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, following results were obtained:

There was positive and significant relationship between the level of job satisfaction and socio-economic status of rural college teachers, male college teachers and Government Owned college teachers. There was positive but non-significant relationship between the level of job satisfaction and socio-economic status of urban college teachers, female college teachers and Self Financed college teachers. There was strong but inverse relationship between the level of job satisfaction and socio-economic status of Government Aided college teachers.

8. There was positive relationship between level of job satisfaction and life satisfaction of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded:

There was positive and significant relationship between the level of job satisfaction and life satisfaction in rural and urban college teachers, male and female college teachers and Government Owned college teachers. There was positive but non-significant relationship between the level of job satisfaction and life satisfaction in respect of Self Financed college teachers. However, there was significant but negative relationship between the two in respect of Government Aided college teachers.

9. Thus, there was significant relationship between level of job satisfaction of college teachers and their personal characteristics.

10. There was significant correlation between the level of job satisfaction and professional characteristics of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded:

There was strong correlation between the level of job satisfaction and professional characteristics in respect of rural college teachers, female, Government Owned and Government Aided college teachers. There was non-
significant correlation between the level of job satisfaction and professional characteristics in respect of urban college teachers and male college teachers. There was non-significant and reverse relationship between level of job satisfaction and professional characteristics of Self-financed college teachers.

11. There was non-significant correlation between the level of job satisfaction and organizational climate of college teachers. But when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded:

   There was significant and inverse relationship found between the level of job satisfaction and organizational characteristics of rural, male and Government Owned college teachers. There was non-significant relationship found between the level of job satisfaction and organizational characteristics of female, Government Aided and Self-Financed college teachers.

12. There was a very strong correlation between the level of job satisfaction and leadership behaviour of college teachers. However, when the same data was analysed according to location of colleges, gender and type of management, the following results were concluded:

   There was strong and highly significant relationship between the level of job satisfaction and leadership behaviour in case of rural, urban, male, female and Government Owned college teachers. There was non-significant relationship found between level of job satisfaction and leadership behaviour in respect of Government Aided and Self Financed college teachers.

13. The resulting estimates of factor analysis revealed that Organizational Characteristics had emerged as a significant Factor I to determine the level of job satisfaction of college teachers.

14. Leadership Quality emerged as a significant Factor II to determine the level of job satisfaction of college teachers.

15. Professional characteristics emerged as a significant Factor III to determine the level of job satisfaction of college teachers.

16. Personal characteristics emerged as a significant Factor IV to determine the level of job satisfaction of college teachers.

17. Better Life Conditions emerged as a significant Factor V to determine the level of job satisfaction of college teachers.
EDUCATIONAL IMPLICATIONS

From the above cited discussion it can be concluded that teacher a dynamic personality plays numerous roles in grooming and development of student’s personality. He acts as a communicator, disciplinarian, conveyer of information, counsellor and surrogate parents. No doubt, a good teacher is born and not made yet galvanishing is gained through hard work, dedication and training. Inturn, he never gets the reasonable salary nor the prestige and social status one deserves. An ideal teacher can come upto the national expectations only when one is satisfied in all respects. The real reward of the true teachers lie in his deep satisfaction. It is necessary to keep the maker of man free from worries and problems. It is the duty of the state as well as of the society to see that every teacher had adequate economic security according to status and qualification in order to lead a simple and cheerful life.

1. The need of the hour is to create better infrastructure in different types of colleges, namely, the Government Owned, Government-Aided and Self Financed Colleges and in both rural and urban areas so that college teachers can work whole heartedly and serve the nation in a better way. Instead of opening more and more new colleges, the infrastructure and working conditions of the existing colleges should be improved.

2. Majority of the Self Financed colleges are opened with a profit motive and not with service motive. These are mostly owned by business minded people. So, it is suggested that only such Self Financed colleges should be opened who met the criterion in toto. Surprised and undeclared checks should be conducted in such colleges so that the survival of the fittest should survive. Further, to tighten the grip on the over-exploitation of Government Aided and Self Financed college teachers, Universities should enforce stringent rules and regulations for the managements of these colleges, which are only on papers but its proper implementation should be done.

3. It is suggested that Government should release their share of grant-in-aid regularly and without any delay. This will certainly improve the level of job satisfaction of Government Aided college teachers. Further, it is suggested that Government should try to provide more liberal financial assistance under various faculty improvement schemes for all types of categories of colleges.
4. To enhance the level of job satisfaction of female college teachers, the imperative of the situation demands that no partiality be made in the allocation of perks and incentives, various academic and non-academic duties. Even equal distribution should be made between male and female college teachers.

5. It is recommended that better infrastructure facilities such as well equipped laboratories with Audio-Visual aids and recreation amenities should be provided in the colleges especially in the rural areas and Government Owned colleges so that teaching-learning process can be made more interesting for students.

6. It is recommended that universities should introduce and made mandatory self appraisal of teachers instead of student-centre appraisal. Better incentives should be given for more dedicated and hardworking teachers. On the other hand, non-dedicated and work-shirkers should be shunted out of the profession.

7. It is suggested that management of different categories of colleges should take into account teachers' academic, professional and individual problems and necessary steps be taken to solve them. Efforts are needed to boost the morale of teachers, to inculcate positive attitude and to improve their mental health.

8. To enable the teachers to function at their highest level of job satisfaction, it is recommended that good organizational climate be created in all the educational institutions. It is recommended that management of Government Aided and Self Financed colleges should try to conduct on and off campus professional development programmes for the teachers with the help of experts in the field of education. To build a positive image about themselves and their profession, teachers could be provided with guidance and counseling with the help of psychologists. A teacher’s job could be enriched by improving job content factors such as recognition, advancement and growth. Hence, it is recommended to enrich the design of tasks given to them.

9. It is also suggested that Universities/Government must ensure the participation of college teachers especially of Self-Financed and Government Aided category in various academic activities such as refresher courses, seminars, workshops, orientation programmes etc. Though all these activities are on the papers but there is no proper implementation and such institutions discourage their faculty for the reasons best known to their managements.
10. Efforts are needed for expanding non academic activities where teachers can share their views and opinions more freely and frankly. The various non-academic duties should be assigned depending upon the leadership quality, caliber, capacity and potential of the teachers and shared equally between the males and females.

**SUGGESTIONS FOR FURTHER RESEARCH**

The above implications point towards further investigation at the micro level.

1. The study can be made comprehensive by extending it to different universities and different states which will make the results more valid and reliable.
2. The same study can be undertaken in different areas separately, namely, rural and urban.
3. The same study can be undertaken for male and female teachers separately on a large scale.
4. The same study can be undertaken separately for Government Owned, Government Aided and Self Financed college teachers on a large scale.
5. The similar study can be conducted for University teachers, Professional colleges teachers, Technical colleges teachers, School teachers.
6. The similar study can be conducted taking into consideration Personal Characteristics at both individual and cumulative level.
7. The similar study can be conducted taking into consideration Professional Characteristics at individual level.
8. The similar study can be conducted taking into consideration Organizational Characteristics both at individual and cumulative level taking into account more factors.
9. The similar study can be undertaken on a sample size of more than four hundred college teachers.
10. Such studies can also be undertaken on a sample of Principals, Nurses, Engineers, Doctors, Industrial workers, Clerical workers etc.
LIMITATIONS OF THE STUDY

1. Job satisfaction is a very broad concept, which was not possible to explain in this small project. So, it was limited to personal, professional and organizational characteristics only.

2. Sampling technique used in the study was stratified non-probability convenience sampling and sample size was 400. It might be possible that it was not true representative of the population.

3. Lack of interest and non-cooperation of some respondent college teachers might have affected the research results.

4. The possibility of respondent college teachers being biased could not be ruled out.

5. Limited time and limited funds made the detailed study a bit difficult.

6. The questionnaires were lengthy and time consuming.