CHAPTER - V
CONCLUSIONS, SUGGESTION
AND IMPLICATION
CHAPTER-V

CONCLUSIONS, SUGGESTION AND IMPLICATION

5.1 Introduction

5.2 Conclusion

5.3 Suggestions for further studies

5.4 Implications of the study
CHAPTER-V
CONCLUSIONS, SUGGESTION AND IMPLICATION

5.1 Introduction:

Every human being requires job, and every job has some specific roles to perform. Roles of individuals affect the level of stress, and thus job satisfaction in various organizational climates.

The present study attempts to assess role stress conflicts of University teachers belonging to various faculties like science, technology and commerce with these constricts, teachers may perceive different components of organizational climate. The job satisfaction is also related with the components of role stress and components of organizational climate. The researcher has attempted to find out the differences between lecturers, reader & professors with less experience and more experience. It has been presumed that the male teachers & female teachers might differ in SRC, OC and job satisfaction.

Healthy organizational climate in any organization is very vital for its future development. Organizational climate is perceived different by different individuals. In this research, attempt has been made how organization climate is perceived by male & females teachers of different faculties according to their designation, experience. It is also relation with the number of years of experience. The results of this research show sometimes significant relation in the above factors and sometimes no significant relation exists between these factors. In an organization like University, organization climate is definitely different from the industrial organization. This research throws light on the organization climate of the University as perceived by teachers of different faculties with different designation and sex. These results are most useful to the present University, which can make sincere attempts to change the University climate.
5.2 Conclusion:

1. There is significant difference among teachers of different faculties in SRD.

2. There is no significant difference among teachers of different faculties in IRD.

3. There is no significant difference among teachers of different faculties in RS.

4. There is no significant difference among teachers of different faculties in RA.

5. There is significant difference in RQ of the teachers of different faculties.

6. There is no significant difference in RI among the teaches of different faculties.

7. There is no significant difference in RE of the teachers of different faculties.

8. There is significant difference in RIN of the teachers of different faculties.

9. There is a significant difference in job satisfaction between male & female teachers.

10. There is no significant difference in job satisfaction between lecturers, readers & professors.

11. There is no significant difference in job satisfaction between teachers with less than 15 years of experience & teachers with more than 15 years of experience.

12. There is no significant difference in job satisfaction between male, female lecturers and male, female readers and professors.

13. There is no significant difference in job satisfaction between male
female teachers with more than 15 years of experience and less than 15 years of experience.

14. There is no significant difference in job satisfaction between lecturers, readers and professors with more than 15 years of experience and less than 15 years of experience.

15. There is no significant difference in job satisfaction between male lecturers & female lectures with less than 15 years of experience and more than 15 years of experience, male & female readers & professors with less than 15 years of experience & more than 15 years of experience.

16. There is no significant difference in OC (A) between high and low experience teachers.

17. There is no significant difference in OC (EI) between high and low experienced teachers.

18. There is no significant difference in OC (EX) between high experienced and low experienced teachers.

19. There is no significant difference in OC (C) between high experienced and low experienced Teachers.

20. There is no significant difference in OC (D) between high experienced and low experienced Teachers.

21. There is no significant difference in OC (AF) between high experienced and low experienced Teachers.

22. There is no significant difference in OC Total Score between high experienced and low experienced Teachers.

23. Positive relation exists between SRD & job satisfaction but not very high.

24. Positive relation exists between IRD & job satisfaction but not very high.
25. Positive relation exists between RS & job satisfaction but not very high.
26. Positive relation exists between RA & job satisfaction but not very high.
27. Positive relation exists between RO & job satisfaction but not very high.
28. Positive relation exists between RI & job satisfaction but not very high.
30. Positive relation exists between RIN & job satisfaction but relatively less than other dimensions of RSC.
31. A positive relation exists between OC-A & SRD, RS, RA, RI and RIN. The relationship less positive between OC-A & IRD and there is negligible relation between OC-A & RO and RE.
32. A positive relation exists between OC-EI & SRD, IRD, RS, RA, RI. There is negligible relation between OC-EI & RO, RE and RIN.
33. A positive relation exists between OC-EX & SRD, IRD, RS, RA, RI, RIN. There is negligible relation between OC-EX & RO and RE.
34. A positive relation exists between OC-C & SRD, IRD, RS, RA, and RIN. There is negligible relation between OC-A & RI, RO and RE.
35. A positive relation exists between OC-D & RIN. The relationship less positive between OC-D & SRD and RS and there is negligible relation between OC-D & IRD, RA, RO, RI and RE.
36. A positive relation exists between OC-Af & SRD, RA. The relationship less positive between OC-Af & RS and RI and there is negligible relation between OC-Af & IRD, RO, RE and RIN.

37. There is significant relationship between science and technology subject teachers and commerce subject teachers in RO.

38. Significant relationship does not exist between science and technology subject teachers and commerce subject teachers in SRD, IRD, RS, RA, RI, RE and RIN.


41. Significant relation does not exist between Science & Technology subjects teachers and Commerce subjects teachers on job satisfaction.

5.3 Suggestions for further studies:

1. Role stress conflict is very common in every organization. Research can be done to compare RSC between primary school teacher, secondary school teacher and university teacher.

2. Role stress of single women and married women working in various organizations could be studied.

3. Relation between role stress and job satisfaction of employees in different categories of industrial organization can become the research topic.

4. Study relation between organizational climate and job satisfaction of persons working in the field of information technology can be done.

5. Comparative study of teachers of self finance college and granted
college in relation to their RSC and job satisfaction can be studied.

6. Study of relation between RSC and job satisfaction of person belonging to public and private sector can be done.

7. Comparative study of employees of different shifts in relation to RSC and job satisfaction can be studied.

5.4 Implications of the study:

If we look at the present scenario of the University, they have merely become the instruments of issuing degrees in different faculties with rare fruitful results. Thousands of youth waste their valuable years of life without getting desired fruitful reward from their University education. Old Universities with ancient syllabus and traditional examination system without any element of assessing students adjectively are wasting cores of rupees and enrolment of human energy. Such research may provide incentive to the University and University teachers to come with some useful strategies of changing education and improving the valuable lives of young men and women. The researcher intends that some part of his research work may inspire some University executives to carry out some useful change in the present rut of old fashion of study and examinations.

Generally the teachers of different faculties do not differ much in the components of SRC. If we can prove with assurance that there is less stress in the teachers of different faculties, they may be mentally healthy & well adjusted. Mentally healthy & well adjusted teachers can definitely contribute much for fostering certain values in society. They can help their students to maintain their mental health.

We have seen that the number of years of experience does not influence much on the level of job satisfaction, role stress conflict and components of organizational climate. If this is true, we can invite talented young lot as
university teachers, which may bring some revelation in the University education with the help of their knowledge of modern communication means such as Internet, web site etc.

The Present research throws some light on the level of job satisfaction among teachers of different faculties with different experience and designation. The higher level of job satisfaction implies that teachers are working efficiently and they have lesser amount of role conflict. Job satisfaction does not depend merely on extrinsic factors like pay and other material benefits, but in certain intrinsic factors. University as a centre of learning should make some provisions for increasing job satisfaction of teachers.

In this research, study has been conducted about different factors of role stress conflict in university teachers of different faculties. Severe conflicts influence the quality of teaching. Therefore, reduce role stress conflict in the university teachers.

Overall it can be said that the aspects of the recent study are really useful in university education. Role stress conflict, organizational climate and level of job satisfaction are such aspects of any organization that they would influence the efficiency of organization. Reduction of role conflicts, improvement of organizational climate and increase in the job satisfaction are not inevitable in the organization like University.

* * * * *