CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
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6.1. INTRODUCTION:

The importance of adult education for the economic development of the individual as well as the country is recognised all over the world. Measures to eradicate illiteracy are being undertaken by the developing countries including India in two ways. One is by the introduction of compulsory education for children and the other by launching massive movements for the eradication of illiteracy among adults.

6.2 NATIONAL ADULT EDUCATION PROGRAMME:

In India, the National Adult Education Programme (NAEP) a national-wide movement, was launched on October 2, 1978, to cover ten crore illiterate people in the country by the end of 1983-84 in the age group of 15 to 35. Even now the programme of adult education is being implemented throughout the country under the National Literacy Mission (NLM). It is a gigantic task the nation had assigned to itself. To be successful, a programme of this dimension needs massive preparation and organization. A variety of official and non-official agencies - students, teachers, social workers, unemployed youth, retired personnel and government officers, in brief, all available human resources are being employed in this programme and people of all kinds are being involved in imparting literacy and education to the illiterates.
In the policy statement of NAEP it was spelt out that adult education programmes have to be relevant to the environment and the learners' needs; flexible regarding duration, time, location, instructional arrangements etc., and diversified in regard to curriculum, teaching learning materials and methods. The objectives of the National Adult Education Programme are to provide literacy, functionality and awareness to the illiterate adults. Adult education should emphasise imparting of literacy skills to persons belonging to the economically and socially deprived sections of the society. A National Board of Adult Education has been established for this purpose by the Central Government and similar boards have been established at the state level.

The programme is quite comprehensive and is aimed at not only providing literacy to illiterates but also to create social awareness and to provide functionality in their vocations in order to groom them into productive and active citizens. To implement such a massive programme successfully, the concern and commitment of the field functionaries is crucial. Further, it is of utmost importance that necessary co-ordination established between various functionaries viz, instructors, supervisors and project officers in order to cater to the requirements of literacy, functionality and awareness among illiterate adults. Supervision, co-operation, monitoring, evaluation, feedback, guidance, training and all sorts of support have to be provided by the supervisor to make the programme effective at the grassroot level. Out of the several factors that contribute to the success of the adult education programme, the supervisor is the most predominant.
It is believed that satisfactory working conditions may improve the efficiency of the supervisor in performing the various tasks of his job. Then, what are the minimum pre-requisites to make a supervisor satisfied? What are the different situations and variables or factors which contribute to the supervisors' job satisfaction? As a matter of fact, investigation into the job satisfaction of supervisors has not been given much attention by the researchers though it is generally touched upon by some of the educationists working in the field of adult education. Hence the present study, namely 'A Study of Job Satisfaction of Adult Education Supervisors in Andhra Pradesh', was undertaken to identify the factors responsible for the job satisfaction of the supervisors.

6.3 STATEMENT OF THE PROBLEM:

The present study is 'A Study of Job Satisfaction of Adult Education Supervisors in Andhra Pradesh'. The study is designed to make an indepth study of various components of job satisfaction and its relationship with the attitude of the supervisors towards the adult education programme, job involvement, and 16 personality factors.

6.4 OBJECTIVES OF THE STUDY:

The main objectives of the study are:

1. To estimate the general level of job satisfaction/dissatisfaction among the adult education supervisors.
2. To find out the influence of personal and demographic variables on adult education supervisors, job satisfaction or dissatisfaction.

3. To find out the relationship between job satisfaction and job related variables.

4. To identify the personality factors which influence the level of job satisfaction of adult education supervisors.

5. To develop multiple regression equations in order to predict the job satisfaction with the help of independent variables.

6.5 HYPOTHESES:

In the light of the above objectives the following major null-hypothesis are formulated for investigation.

1. In general adult education supervisors are not satisfied with their job.

2. Personal and demographic variables (viz., age, sex, caste, marital status, experience, education, salary and deputation) would not influence significantly the level of job satisfaction of adult education supervisors.

3. Job involvement and supervisors' attitudes would not significantly influence their level of job satisfaction.
4. There would not be any significant difference between the personality profiles of satisfied and dissatisfied supervisors.

5. The personality characteristics of the supervisors would not significantly influence the level of their job satisfaction (each one of the personality characteristics is considered for testing the hypotheses).

6. There would not be any significant relationship between job satisfaction/dissatisfaction and (1) job related variables and (11) personality variables.

7. No one of the independent variables would turn out to be a significant predictor of the job satisfaction/dissatisfaction.

6.6 VARIABLES STUDIED:

The problem envisages investigation into job satisfaction of adult education supervisors in relation to variables such as attitude towards adult education programme, job involvement, personality factors and demographic variables. A list of these variables is given below:

I. DEPENDENT VARIABLE:

a) Job Satisfaction

II. INDEPENDENT VARIABLES:

b) Attitude towards adult education programme:

c) Job involvement:

d) Personality factors: (Cattell's 16 personality)

6.7 TOOLS USED:

1. To find out the job satisfaction of the supervisors in adult education, a job satisfaction scale was developed by following the Likert method of summated ratings. All the scientific principles to be followed in the construction of a scale were observed. Based on the results of the pilot study conducted on 150 subjects, and item analysis was carried out and discrimination, value and critical ratios were computed for all the 72 items in the pilot form of the scale. Considering these criteria 60 items were selected for the final form of the scale and content validity, item validity and criterian validity for the scale were established. The split-half reliability of the scale was 0.917.

2. To measure the attitude towards adult education programme an attitude scale was developed by following the Likert method of summated ratings. All the scientific principles to be followed in the construction of a scale were observed. Based on the results of the pilot study conducted on 150 subjects, an item analysis was carried out and discrimination values and critical ratios were computed for all the 45 items in the pilot form of the scale. Considering these criteria 35 items were selected for the final form of the scale. Content validity, criterian validity and intrinsic validity of
the scale were established. The split-half reliability of the scale was 0.903.

3. Job involvement scale developed by Lodahl and Kejner (1965), translated and used by the senior researcher, Padmanabhaiah (1984), was adopted for the present study.

4. The 16 personality traits were measured by adopting form-C of the 16 PF questionnaire, developed by Cattell and translated and used by Padmanabhaiah (1984), was adopted for the present study.

6.8 PERSONAL DATA:

Personal data regarding the supervisor's name, age, sex, caste, education qualifications, marital status, salary, experience and deputation etc., were collected from the adult education supervisors through personal data sheet.

6.9 SAMPLE:

For the present study a simple random sampling technique was used. The data were collected from 300 supervisors keeping in view all the variables used for the study.

6.10 COLLECTION OF DATA:

The final form of the job satisfaction scale, supervisor's attitude towards adult education programme, job involvement and 16 personality
factor questionnaire along with the personal data sheet were administered to the supervisors. The investigator established a good rapport with the subjects in order to get valid responses.

6.11 SCORING OF INSTRUMENTS:

A five point job satisfaction inventory and a five point attitude scale to measure the supervisor's job satisfaction and attitude towards adult education were scored by alloting 5 to 1 for positive items and the reverse in the case of negative items. The total score of the job satisfaction inventory and attitude scale were obtained by arranging the weights on all the items in the scale.

In the job involvement inventory a 4-point scale was scored with 1 to 4 as weights to 4 alternatives in the case of negative items and 4 to 1 in the case of positive items.

The 16 - personality factor questionnaire of Cattell adopted for the study was scored as per the weights provided by the author. Except the items in factor-B all others were placed on a 3 point scale with weights 0 to 2. The items in factor-B were given weights of 0 for wrong answers and 1 for right answers. The factor totals were obtained by adding the scores on items in each factor.

Coding was given to the personal variables for computer feeding. Thus the data scored was tabulated for analysis.
6.12 ANALYSIS OF THE DATA:

The data thus collected was analysed using relevant statistical techniques like analysis of variance, 't' test, 'F' test etc., to find out whether differences in the independent variables accounted for significant differences in the dependent variable.

Multiple correlation co-efficient 'R' was calculated by carrying out step-wise regression analysis to find out whether it was possible to predict the dependent variable, viz., job satisfaction with the help of the independent variables.

6.13 CONCLUSIONS:

From the results of this study, the following conclusions were drawn:

1. The mean job satisfaction score of the supervisors was significantly above the neutral point. Therefore, the hypothesis that 'in general the supervisors are not satisfied with their job' was rejected.

2. The four age groups of supervisors viz., (26-30 years, 31-35 years, 36-40 years, and 41 years and above) did not differ significantly in their job satisfaction. Though there is no significant difference in the mean job satisfaction of the four age groups, 26-30 age groups mean job satisfaction score was slightly higher (205.534) than that of the other age groups. Therefore the hypothesis that there would not be any significant difference between the level of job satisfaction and age was accepted.
3. Men and women supervisors did not differ significantly in their job satisfaction. Hence the hypothesis that there would not be any significant difference between the level of job satisfaction of men and women supervisors was accepted.

4. Supervisors, classified into three groups as undergraduates, graduates and post-graduates, did not differ in their level of job satisfaction. However the undergraduates are more satisfied than the other two groups of supervisors as the mean job satisfaction score of the undergraduates is 206.472. Therefore, the hypothesis that there would not be any significant difference between the level of job satisfaction and the qualifications of supervisors was accepted.

5. There were significant differences in the levels of job satisfaction of the supervisors coming from the forward castes, scheduled castes and scheduled tribes. Hence the caste variable could influence the level of job satisfaction of the supervisors. Therefore, the null hypothesis that there would not be any significant difference between the level of job satisfaction and the caste of the supervisors was rejected.

6. Married and unmarried supervisors were not significantly different in their level of job satisfaction. Hence the hypothesis that there would not be any significant difference between married and unmarried supervisors in their level of job satisfaction was accepted.
7. The supervisors, classified according to their experience viz., 1 - 3 years, 4 - 6 years and 7 and above years, did not differ in their level of job satisfaction. Therefore, the null hypothesis that there would not be any significant difference between the level of job satisfaction and experience was accepted.

8. Supervisors, classified into three groups on the basis of their salary as Rs. 1201 - 1500, Rs. 1501 - 1800 and Rs. 1801 and above, did not differ in their level of job satisfaction. Hence the null hypothesis that there would not be any significant difference between the level of job satisfaction and salary of supervisors was accepted.

9. The supervisors classified into deputed and direct recruited did not differ significantly in their job satisfaction. Therefore, the null hypothesis that there would not be any significant different between the level of job satisfaction of deputed supervisors and direct recruited supervisors was accepted.

10. The variable attitude towards adult education has significantly influenced the job satisfaction of supervisors. Therefore, the null hypothesis that there would not be any significant difference between the level of job satisfaction and the attitude of supervisors was rejected.

11. The supervisors, classified into three groups as less involved, moderately involved and more involved, on the basis of their job involvement significantly differed in their level of their job satisfaction. Hence the null hypothesis that there would not be any significant
influence of job involvement on job satisfaction was rejected.

12. Among the 16 personality factors, factor-A, factor-L and factor-Q₁ could significantly influence the level of job satisfaction of supervisors. The remaining factors of 16 PF could not bring any such significant influence. Therefore, the null hypothesis that there would not be any significant influence between the job satisfaction and personality factors was rejected in the case of factor-'A', 'L' and 'Q₁' and accepted in the case of the remaining personality factors of 16 PF.

13. The personality of the two groups of supervisors, classified into the satisfied and the dissatisfied groups on the basis of their job satisfaction scores, was not significantly different. However, these two groups of supervisors significantly differed in case of personality factors-'A' and 'L'. Therefore, the hypothesis that there would not be any significant difference between the personality profiles of the satisfied and the dissatisfied supervisors on factor-'A' and 'L' was rejected and was accepted in case of the remaining personality factors.

14. The attitude of the two groups of supervisors classified into the satisfied and the dissatisfied groups on the basis of their job satisfaction scores, was significantly different. Therefore, the hypothesis that there would not be any significant difference between the attitude of the satisfied and the dissatisfied supervisors was rejected.
15. The job involvement of the two groups of supervisors classified into the satisfied and the dissatisfied groups on the basis of their job satisfaction scores, was significantly different. Hence the null hypothesis that there would not be any significant difference between the job involvement of the satisfied and the dissatisfied supervisors was rejected.

16. There was a significant relationship between the job satisfaction of supervisors and their attitude towards adult education, job involvement, education, caste and personality factors 'A' and 'L'. In these cases the null hypothesis that there would not be any significant relationship between job satisfaction and independent variables was rejected. The remaining independent variables which were not mentioned above were not possessing any significant association with the job satisfaction of supervisors. In these cases the hypothesis that there would not be any significant relationship between job satisfaction and the independent variables was accepted.

17. (a) In predicting the job satisfaction of supervisors it was found that the independent variables viz., attitude, job involvement, factor-'A', caste, and factor-'L' were capable of explaining 15.23% of the variance in the dependent variable.

(b) When the personal and demographic variables were independently analysed for the prediction of job satisfaction, the caste
factor was able to explain only 2.15% in the job satisfaction.

(c) The attitude and job involvement were able to predict 11.43% of variance in the job satisfaction when these were analysed with the prediction of job satisfaction.

(d) Factor-'A' and 'L' of 16PF were able to explain only 3.59% of variance in the job satisfaction when they were analysed for predicting their contribution to the job satisfaction.

6.14 IMPLICATIONS AND RECOMMENDATIONS:

1. It was found that most of the supervisors were satisfied with their job in general. However, dissatisfaction exists among a few of the supervisors. Hence the Government may take up all possible steps to reduce their dissatisfaction for successful implementation of the adult education programme.

2. It was found that the lack of transport facilities to visit the A.E., centres is a big hurdle for the supervisors. Therefore, the Government should provide transport facility to each supervisors for effective supervision.

3. It was found through the study that attitude is closely associated with the job satisfaction of supervisors. Therefore, the supervisors with a positive attitude towards adult education should only be selected.
4. It was also found through the study that job involvement is closely related to the job satisfaction of supervisors. Hence, the candidates who evince keen interest in the Adult Education Programmes and involves themselves deeply may be selected.

5. It was found that factor-'A', factor-'L' and 'Q_{1}' of 16PF have close association with the job satisfaction of the supervisors. Hence, persons having the characteristics of easy-goingness, accessible emotions, interest in people, kind heartedness and adaptability should alone be selected for the posts of supervisors. Further the persons with the qualities of trust, accommodation liberality, should be given preference.

6. The supervision of 30 centres and more is really an uphill task to the supervisors. Therefore, the number of adult education centres under each supervisors should be reduced.
6.15 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH:

1. The study is confined only to the supervisors who are working in the adult education projects of Andhra Pradesh. Similar studies may be conducted on supervisors in different sectors of voluntary agencies, universities, Shramik Vidya Peeths, Nehru Yuvak Kendras etc.

2. Although many independent variables are included in the study, there are still some more variables such as vocational interests, aptitudes, adjustment, job autonomy, job participation etc., which are not included in the study. Many such variables may be considered for further research studies.

3. In measuring the personality of supervisors, at least two forms of 16PF should be used to obtain more stable results. But in the present study only one form was employed because of the use of several other data gathering instruments. The future researchers may use at least two forms of 16PF and the results may be compared.

4. In the present study only Government Supervisors were selected as samples for the study. A comparative study on job satisfaction of the supervisors under the Government and voluntary agencies as well may be undertaken.