CHAPTER VI

FINDINGS, SUGGESTIONS AND CONCLUSION

❖ Major Findings
  • Measurement of Job Attitudes
  • Specific Job Satisfaction
  • Expectations from Job and Its Environment
  • Gap in Job Satisfaction
  • Association between Overall Job Satisfaction and specific Job Satisfaction
  • Association among Job Attitudes
  • Determinants of Job Attitudes
  • Student Evaluation of Teachers (SET) Performance

❖ Suggestions and Conclusion
CHAPTER VI

FINDINGS, SUGGESTIONS AND CONCLUSION

In Universities, attitudes of the teachers are important because they affect job performance. The basic focus of the study is on the major job attitudes. They are job satisfaction, job involvement and organizational commitment. In addition to the major job attitudes, this study also sheds some light on the attitudes of the university teachers towards Student Evaluation of Teachers (SET) performance. In the foregoing chapters the issues of major job attitudes of university teachers are discussed with special reference to the Karnataka State. This chapter devoted for major findings and suggestions of the study.

The present study has been carried out by taking a sample of 152 university teachers (60 Lecturers, 47 Readers, 45 Professors) from six conventional universities in Karnataka state. Out of total number of respondents, 62.5, 29.6 and 7.9 per cent are working at five stars, four stars, and three stars NAAC Status universities respectively. These university teachers are broadly classified into three faculties. Of which 36.9 per cent from Arts or Social sciences, 23.7 per cent represent Commerce & Management, and 39.4 per cent serve in the Science departments respectively. The overall mean-age of the respondents is 42 years. Designation wise from Lecturer to Professor the mean-age increased. It was 36, 43, and 49 years respectively for Lecturer, Reader and Professor respondents. At the same time the overall mean length of service is found to be 15 years, which also
increases designation wise. It was 8, 16 and 24 years respectively for Lecturer, Reader and Professor respondents. The overall average monthly income of the respondents is recorded as Rs. 28,882.

The major findings of the study are as follows

**Measurement of job attitudes**

1. **Most of the university teachers (66.4 per cent) perceived to have moderate to high-level of overall job satisfaction.** *(table-3.1)*: Out of 152 respondents 34.2 and 32.2 per cent respectively perceived to have moderate and high levels of overall job satisfaction. Among the 45 Professor respondents 37.8 per cent perceived a high level of overall job satisfaction. Similarly, out of 47 Reader and 60 Lecturer respondents 31.2 and 28.4 per cent of them reported high levels of overall job satisfaction respectively.

2. **Moderate level of job involvement is reported by around 60.0 per cent of the respondents (table-3.12):** High level of job involvement is reported only in 17.8 per cent of the total respondents. Out of 45 Professor respondents 26.7 per cent reported high level of job involvement. Among the 60 Lecture respondents 28.3 per cent perceived low level of job involvement.

3. **About 45.0 per cent of the respondents reported moderate degree of organizational commitment (table-3.13):** Of 152 sample respondents 47.4 and 32.2 per cent perceived to have moderate and high degree of affective commitment respectively. Lecturer respondents reported moderate degree
of continuance commitment. Whereas, Professor respondents reported high degree of continuance commitment. Moderate degree of normative commitment is reported by around 50.0 per cent of the total respondents.

4. **Job attitude is found to be moderate level in most (46.1 per cent) of the university teachers (table-3.14):** Among the 152 respondents 25.0 per cent reported to have high degree of job attitudes. Among the Lecturer, Reader and Professor respondents, 35.0, 34.0 and 15.5 per cent of the respondents respectively reported low degree of overall job attitudes.

**Specific job satisfaction**

5. **Above Moderate level (3.00) of specific job satisfaction is found in almost all respondents (table-3.3):** The respondents reported above moderate level of specific job satisfaction for various aspects of job except for Clerical assistance (2.684), Teamwork (2.816), Mentoring (2.849), Supervision (2.862) and Library facilities (2.941).

6. **Higher fulfilled aspects of job are work itself, pay etc.,(table-3.3):** Higher fulfilled aspects of job and its environment as perceived and reported by the respondents are Work itself (3.967), Pay (3.855), Achievement (3.684), Responsibility (3.632), Status (3.625), Professional growth (3.612) etc.

7. **Clerical assistance (2.684) and work itself (3.967) have been perceived respectively as the lowest and the highest satisfied aspects of job (table-3.3).**
8. The Professor respondents reported the lowest level of satisfaction for Clerical assistance followed by Library facilities, Mentoring, Supervision etc.,. The Reader respondents perceived to have lower degree of satisfaction for Supervision, Working condition, Mentoring, Library facilities, Clerical assistance, Teamwork etc.,. The Lecturer respondents reported the lowest fulfilled aspects of job are Teamwork, Mentoring, Clerical assistance etc., (table-3.4)

9. The level of Satisfaction decreases from Professor to Lecturer Respondents (table-3.4): The level of satisfaction for the most of the aspects of job and its environment decreased from the Professor to the Reader and to the Lecturer respondents.

10. There is no association between level of specific job satisfaction on some aspects of job and NAAC Status of the respondents employing universities (table-3.5): The aspects of job like Work itself, Responsibility, Achievement, Pay, Status, Professional growth etc., for which respondents reported high levels of satisfaction irrespective of NAAC status of their employing universities. Similarly, a lower level of specific job satisfaction is experienced for Supervision, Mentoring, Clerical assistance, Teamwork etc.

**Expectation from job and its environment**

11. The expectation level of the respondents is above moderate for every aspects of job and its environment (table-3.6): The aspects for which higher expectations were
claimed are Library facility (4.717), Working conditions (4.664), Research work(4.638), Inter-personal relation (4.605), Achievement (4.586), University policy & administration (4.507) etc.

12. The level of expectations from job and its environment increases from Lecturer to Professor respondents (table-3.7): The degree of expectation from job and its environment raises from the Lecturer to the Reader and to the Professor respondents for Pay, Recognition, Advancement, Creativity, Research work, and Status. Whereas, this trend was reverse in case of Supervision and Job security.

13. NAAC Status of the Universities and the Respondents Expectations from Job and Job environment (table-3.8): NAAC status-wise analysis comes out with the fact that the respondents from five star universities have reported a high level of expectation for all aspects of job except for Supervision and Status. The respondents of the four star and three star universities indicated the highest levels of expectations for Working conditions.

**Gap in job satisfaction**

14. Gaps have been found with regard to facilities (tables-3.10 & 3.11): Wider gaps have been found irrespective of designation of the respondents and NAAC status of the universities for Library facilities, Teamwork, Clerical assistance, University policy & administration, Interpersonal relations, Mentoring, Research work, and Advancement.
Association between overall job satisfaction and specific job satisfaction:

15. A positive association is found between overall job satisfaction and specific job satisfaction (table-3.15): A positive association is found between overall job satisfaction and the satisfied levels of specific aspects of job like, Achievement, Recognition, Advancement, Work itself, Professional growth, Responsibility, Creativity, Involvement, Research work, University policy & administration, Pay, and Working conditions.

Association among job attitudes

16. There exists an inter-correlation among job related attitudes (table-3.16): The inter correlation among various job attitudes of the university teachers found to be moderately positive. The correlation between overall job satisfaction and job involvement is found to be moderately positive (r = 0.55). The association between overall job satisfaction and organizational commitment of the university teachers is observed as positive but weak (r = 0.13). Similarly the relationship between job involvement and organizational commitment is registered as positive (r = 0.27).

Determinants of job attitudes:

17. Job attitudes of the university teachers influenced by the organizational characteristics (tables 4.1 to 4.4): Majority of the university teachers reported high degree of job attitudes (overall job satisfaction, job involvement, and organizational commitment) from five star NAAC status.
accredited universities and universities aged more than 30 years.

i) A significant number of university teachers whose overall job satisfaction is high were from the universities having more than 300 teaching faculties. But job involvement and organizational commitment are found to be high among the most of the respondents from the universities where in, there are less than 300 faculty members.

ii) High degree of job satisfaction and organizational commitment reported by the majority of the respondents from the universities having students enrolment of more than 3000. But job involvement is high with the teachers working in the universities with their students enrolment of less than 3000.

18. **Job attitudes of the teachers influenced by the demographic characteristics (tables – 4.5 to 4.12)**: The job attitudes (job satisfaction, job involvement and organizational commitment) of the university teachers perceived to be high among the respondents whose age group is above 42 years, married, with the monthly of income more than Rs. 25,000, from nuclear families and living closer to the place of work.

i) High degree of job satisfaction and organizational commitment experienced by majority of the male respondents and high degree of organizational commitment is experienced by female respondents.
ii) Single earner household experienced high degree of job satisfaction and job involvement. But the high degree of organizational commitment is with the dual earner households.

19. **Job attitudes of the respondents influenced by the career related factors (tables – 4.13 to 4.16)**: A major chunk of respondents reported high degree of job attitudes with, job experience of above 15 years, doctorate holders, those engaging less than 12 hours of direct classroom teaching per week, and also Professor respondents.

**Student Evaluation of Teachers Performance (SET)**

20. **Most teacher respondents held the positive attitude towards Student’s Evaluation of Teachers (SET) performance (table – 5.1)**: The considerable number of the respondents opined that the students are the best judges to evaluate their performance. At the same time they also feel that SET (Student Evaluation of Teachers) process, will enable them to overcome their limitations and enhance their respect.

21. **Organizational, demographic and career aspects of the respondents do not influence to their attitudes towards student evaluation (tables – 5.6 to 5.8)**: Irrespective of the organizational, demographic and career aspects, all the respondents perceived to have above moderate level of attitude towards SET. The SET performance attitude scores of the respondents and their organizational, demographic, career factors are independent.
Suggestions

Based on the findings of this study certain suggestions are presented below to realign the job attitudes of university teachers.

1. **Universities should conduct attitude survey of their employees periodically:** This kind of survey provides useful data and information as to how employees feel about their job, facets of job, and job environment. Appropriately and timely action upon the findings of job attitude survey helps the universities and employees to utilise their unique talents and competencies both effectively and efficiently. It helps the university authorities to know their employees’ level of job attitudes (overall job satisfaction, job involvement and organizational commitment).

2. **The universities need to address certain specific aspects of job like professional growth, reorganization etc., to increase level of overall job satisfaction:** In order to raise the level of overall job satisfaction of the university teachers, universities need to address certain aspects of job such as, facilities to be provided for the professional growth of individuals, reorganization of teachers for their outstanding performance, delegation of authority, promotion for the teachers to be given when ever it falls due.

3. **Teacher-friendly policy and administration should exist in the universities:** In order to bring down the level of dissatisfaction among the university teachers, the higher authority of the universities should, arrange mentoring facilities for young teachers, be provided with the trained clerical staff in the departments.

4. **Universities should maintain optimum level of student-teacher ratio:** There is an association between job involvement of the teachers and student enrolment in the universities. So, it is advisable to the university authorities either to recruit
regular or guest faculties more in numbers in the department or to right size the student enrolment. It enables to increase the level of job involvement of the university teachers.

5. **Teachers should have their dwelling place closure to their place of work**: Universities are suggested to see to it that their employees should reside nearer to the universities as job attitudes of teachers and distance from their dwelling place to work place are related.

6. **Awareness should be created among the stake holders about SET**: The system of Student Evaluation of Teachers (SET) performance will have to be comprehensively and thoroughly prepared and implemented. Students would have to be educated about the objectives and process of SET in the full sense of word.

7. **SET should act as a promotional tool for improving the performance of teachers**: Universities should convince the teachers about the pros and cons of SET. The teachers should be made to understand the entire exercise of SET in such a way that it is not to victimize them, but to help them to improve their professional efficiency.

8. **360 degree performance appraisal system is the most appropriate one at post - graduate level**: $360^\circ$ system involves evaluation of a teacher performance surrounded by him or her (everyone above, alongside and below). Structured questionnaires should be administered to collect responses of teacher's performance from higher authorities, peers and students. Although all of these evaluators can have an important role in the evaluation of teachers performance but all are not equally suited to evaluate every aspects of teaching. In the post-graduate level, substantial weightage should be
given to students assessment of teachers performance. At this stage students are fairly mature, have exposure to college education for number of years. So, at least 50.0 per cent of the total weights should be given to the students evaluation. Hence, students could be asked to evaluate punctuality, sincerity, subject knowledge, communication skill, impartiality, involvement etc., of the teachers.

Higher authorities should be given 25 per cent of weightage for evaluation of teachers performance. They could evaluate administrative capabilities, books authored, research publications, projects undertaken, doctoral students guided and conferences/seminars attended.

Peers also play equally important role in this system. They could evaluate the issues like, ability to work in the team and appreciation for the views of others. Besides, they could also evaluate regularities, availability, co-operation & collaboration of their colleagues. And 25 per cent of the total weightage should be given to peers evaluation.

9. Since, most of the teachers agreed towards student evaluation of their performance, the following criteria may be evaluated.
Model Questionnaire for Student Evaluation of Teachers (SET) Performance

Dear Student,

You are required to assess the performance of teachers on the basis of the questions given below. Mark your assessment by putting a tick mark (✓) against your choice of answer. Please read the questions carefully and answer them honestly and sincerely.

<table>
<thead>
<tr>
<th>Q. No</th>
<th>Questions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How punctual is the teacher in engaging the classes?</td>
<td>Extremely punctual</td>
<td>Very punctual</td>
<td>Quite punctual</td>
<td>Not very punctual</td>
<td>Not at all punctual</td>
</tr>
<tr>
<td>2.</td>
<td>How sincere is the teacher towards teaching?</td>
<td>Extremely sincere</td>
<td>Very sincere</td>
<td>Quite sincere</td>
<td>Not very sincere</td>
<td>Not at all sincere</td>
</tr>
<tr>
<td>3.</td>
<td>How would you rate the subject knowledge of teacher?</td>
<td>Extremely knowledgeable</td>
<td>Very knowledgeable</td>
<td>Quite knowledgeable</td>
<td>Not very knowledgeable</td>
<td>Not at all knowledgeable</td>
</tr>
<tr>
<td>4.</td>
<td>How neat is the appearance of the teacher?</td>
<td>Extremely neat</td>
<td>Very neat</td>
<td>Quite neat</td>
<td>Not very neat</td>
<td>Not at all neat</td>
</tr>
<tr>
<td>5.</td>
<td>How effective is the teacher in communicating ideas clearly?</td>
<td>Extremely effective</td>
<td>Very effective</td>
<td>Quite effective</td>
<td>Not effective</td>
<td>Not at all effective</td>
</tr>
<tr>
<td>6.</td>
<td>How interesting is the class of teacher?</td>
<td>Extremely interesting</td>
<td>Very interesting</td>
<td>Quite interesting</td>
<td>Not very interesting</td>
<td>Not at all interesting</td>
</tr>
<tr>
<td>7.</td>
<td>How prepared is the teacher for each class?</td>
<td>Extremely prepared</td>
<td>Very prepared</td>
<td>Quite prepared</td>
<td>Not very prepared</td>
<td>Not at all prepared</td>
</tr>
<tr>
<td>8.</td>
<td>How satisfied are you with the way in which portions are covered?</td>
<td>Highly satisfied</td>
<td>Satisfied</td>
<td>Neutral</td>
<td>Not satisfied</td>
<td>Not at all satisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extremely innovative</td>
<td>Very innovative</td>
<td>Quite innovative</td>
<td>Not very innovative</td>
<td>Not at all innovative</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>9.</td>
<td>How innovative are the teaching methods adopted by the teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>How impartial is the teacher towards all students?</td>
<td>Extremely impartial</td>
<td>Very impartial</td>
<td>Quite impartial</td>
<td>Not very impartial</td>
<td>Not at all impartial</td>
</tr>
<tr>
<td>11.</td>
<td>How approachable is the teacher for help and guidance?</td>
<td>Extremely approachable</td>
<td>Very approachable</td>
<td>Quite approachable</td>
<td>Not very approachable</td>
<td>Not at all approachable</td>
</tr>
<tr>
<td>12.</td>
<td>How involved is the teacher in extra/co-curricular activities?</td>
<td>Extremely involved</td>
<td>Very involved</td>
<td>Quite involved</td>
<td>Not very involved</td>
<td>Not at all involved</td>
</tr>
<tr>
<td>13.</td>
<td>How available is the teacher on the campus during class/after class hour?</td>
<td>Almost always available</td>
<td>Always available</td>
<td>Quite some time available</td>
<td>Not always available</td>
<td>Never available</td>
</tr>
</tbody>
</table>
Conclusion

Overall job satisfaction of the university teachers tends to be significantly associated with their perceived levels of specific job satisfaction viz., Teaching, Research, Professional growth, Reorganization, Creativity etc. The university teacher perceived to have the highest and the lowest level of satisfaction for work itself and clerical assistance. There exists a positive association between overall job satisfaction and job involvement, job satisfaction and organizational commitment, job involvement and organizational commitment of the university teachers. Organizational, demographic and career-related factors determine university teachers perception of job satisfaction, job involvement and organizational commitment. The university teachers agreed towards student evaluation of their performance. Organizational, demographic and career factors do not influence their attitude towards student evaluation of their performance.

The entire study is only on conventional universities in the state of Karnataka but not comparative in nature. Thus, there is scope for further research on comparative studies of this nature. Such studies can be pertaining to either among conventional universities or non-conventional or conventional and non-conventional universities with in or out side state.

The present research study provides still scope for further research on the areas like ascertaining relationship between the variables such as job satisfaction and life satisfaction, job satisfaction and job performance, job satisfaction and absenteeism/turnover, job involvement and family involvement etc.