CHAPTER VII

SUMMARY AND CONCLUSION

Teacher's job satisfaction plays an important and significant role in their competency. Unless a teacher is satisfied with his job, he can not be able to develop desirable attitudes, values, work habits and adequate personal adjustment in his pupils. The research in hand is an attempt to discover the contribution of certain psychological and biographical factors to the job satisfaction of teachers working at different levels of teaching. It is hoped that this work will stimulate interest in educational circles.

The college and university teachers are playing a pivotal role to disseminate the latest educational information among the students, because they are the key persons in this sphere, they form a strategic link between the educational policies and the students. Their efficiency and effectiveness is primarily dependent upon their capacity and will to perform the duties being assigned, in a satisfactory state of mind.

Objectives of the Study

The study is conducted with the following specific objectives:
i. To determine the existing level of job satisfaction among the university and college teachers.

ii. To examine variation in job satisfaction among teachers across faculties.

iii. To find out variation in job satisfaction among teachers working in rural and urban areas as well as under different settings of government and non-government colleges.

iv. To explore the relationship between some selected personal and social variables of various categories of teachers and job satisfaction.

v. To examine the relationship between job satisfaction and stability in the profession.

vi. To bring out the relationship between job satisfaction and educational organisational characteristics.

vii. To ascertain the relative importance and contribution of selected job factors (motivator and hygiene) to job satisfaction among the teachers.

Study Variables and Hypotheses

Selection of Study Variables

All the study variables are selected and operationalised
on the basis of available research evidence regarding job satisfaction. Although a large number of variables are available, yet those are chosen which appear to have a direct bearing on the dependent variable. The independent variables consist of (a) socio-personal variables e.g., age, educational qualification, service experience, background (rural-urban), marital status, father's occupation, family type, family income, family obligations, number of dependents and distance of place of posting from residence.

(b) Job Factors:— These are of two types (motivators and hygiene), motivators — include feeling of achievement, ability utilisation, recognition and rewards, freedom of expression, scope for professional growth and hygiene factors include — behaviour of immediate officer, adequacy of salary, administrative set up and policies of organisation, physical conditions of work and the social status attached to the job. These job factors are selected mainly on the basis of Herzberg's motivator— hygiene theory of work motivation.

Dependent Variable — Job Satisfaction.

Hypotheses

In this study following explicit hypotheses were formulated.

1. The college and university teachers at present are not
satisfied with their job.

2. There is no variation in job satisfaction across faculties.

3. There is no difference in the level of job satisfaction of university teachers vis-a-vis those in colleges.

4. There is no difference in the level of job satisfaction between the teachers working in government vis-a-vis in non-government colleges.

5. There is no difference in the level of job satisfaction between teachers working in urban colleges and in rural colleges.

6. Personal and social variables are not associated to job satisfaction.

6.1 There is no significant relationship between the age of the respondents and their level of job satisfaction.

6.2. There is no association between education and level of job satisfaction.

6.3. There is no association between marital status and level of job satisfaction.

6.4. There is no relationship between number of dependents with that of job satisfaction.
6.5. There is no association between family income and level of job satisfaction.

6.6. There is no association between rural/urban background and level of job satisfaction.

6.7. There is no relationship between the distance of place of posting from home and level of job satisfaction.

6.8. There is no relationship between the service experience and level of job satisfaction.

6.9. There is no relationship between father's occupation and level of job satisfaction.

6.10. There is no relationship between type of family and level of job satisfaction.

6.11. There is no association between family obligation and level of job satisfaction.

6.12. There is no association between house building obligation and marriage of dependents and level of job satisfaction.

6.13. There is no relationship between overall obligation and level of job satisfaction.

6.14. There is no relationship between designation of the respondents and level of their job satisfaction.

6.15. There is no association between anxiety about the job and
level of job satisfaction.

7. Job factors: - Two types (A) motivator (B) hygiene

7.A.1. There is no relationship between feeling of achievement and level of job satisfaction.

7.A.2. There is no relationship between ability utilisation and level of job satisfaction.

7.A.3. There is no relationship between freedom of expression on the job and level of job satisfaction.

7.A.4. There is no relationship between scope for professional advancement and level of job satisfaction.

7.A.5. There is no association between recognition and rewards and level of job satisfaction.

7.B.1. There is no relationship between behaviour of immediate boss and level of job satisfaction.

7.B.2. There is no relationship between adequacy of salary and level of job satisfaction.

7.B.3. There is no relationship between involvement of teachers in the formulation of policies and level of job satisfaction.

7.B.4. There is no relationship between security and advancement and level of job satisfaction.
7.B.5. There is no association between available fringe benefits and level of job satisfaction.

7.B.6. There is no association between physical conditions of work and level of job satisfaction.

7.B.7. There is no relationship between social status attached to the job and level of job satisfaction.

Methodology

The study is conducted in the state of Punjab covering four districts (Ludhiana, Jalandhar, Hoshiarpur and Sangrur), city of Chandigarh as well as three Universities (Punjab, Punjabi and Guru Nanak Dev).

Selection of Respondents and Sampling Technique

In the sample districts and three universities there are approximately 4500 teachers. From this population a sample of 320 teachers has been drawn. The sample constitutes 14 percent of the universe. At the time of drawing the sample from colleges and universities, due weightage has given to various faculties (Science, Arts, Physical Education and Library Science) and categories of teachers.

In case of colleges due weightage has also been given to government and non-government colleges and their location
Data Collection

Both primary and secondary data have been collected. The study is conducted with the help of a pre-structured questionnaire\(^1\) (to collect primary data), which was administered personally to the respondents, working at different places and under different set-ups. The questionnaire has been divided into three parts to get overall feelings of the respondents about their job satisfactions. In order to measure level of satisfaction, a scale has been developed.

The various steps in the development of scale include improvement through expert's opinion, pre-testing and establishing their reliability (using split-half method and Cronbach Alpha) and intrinsic validity (taking square root of the reliability coefficient).

The major sources of secondary data include reports and documents published as well as unpublished from the office of Directorate of Public Instructions (Colleges) Punjab, principals of various colleges, Economic and Statistical Organisation and establishment branches of the Universities.

\(^1\) See appendix
The data are collected in a period of one and a half years, by paying repeated visits, wherever necessary and the overall questionnaire recovery went upto to 70 percent.

The data so collected is further subjected to check for its completion and accuracy. The information collected on the questionnaire is coded to facilitate comparison and sub-classification. A master table has been prepared to know the general profile of the respondents using scoring techniques. For this purpose, a code book is prepared and the scores on these components have been cumulated to obtain the job satisfaction level of the respondents (See appendix).

**Analysis of Data**

The scores so obtained are further subjected to statistical analysis. The principal techniques used are percentages, arithmetic mean, standard deviation, co-efficient of correlation, step-wise multiple regression analysis.

**Major Findings:-**

The analysis of the data reveal the following results;

1. The college and university teachers are satisfied with their jobs. 31.25 percent of the respondents are in the very high level of job satisfaction category followed by 61.56 percent as moderately high, whereas 7.19 percent
have expressed high level of job satisfaction.

2. There are differences in the level of job satisfaction among teachers working under different faculties in colleges and universities. Teachers working under Arts Faculty obtained highest job satisfaction scores (3.83) followed by Physical Education (3.82), Science teachers (3.77) and Library Science Faculty (3.73). Thus differences in job satisfaction across faculty are not considerable.

3. There are differences in the level of job satisfaction of teachers working in different organisational structures (government and non-government) and at different places (rural and urban). The level of job satisfaction was higher in case of teachers working in rural colleges (3.92) as compared to those of working in urban colleges (3.77). It has also been found that non-government college teachers are more satisfied (3.88) as compare to their counterparts in government colleges (3.70). These statistics reveal that job satisfaction scores do not vary in a big way under different locations and organisations.

Relationship between Selected Socio-personal variables and Job Satisfaction:-

Amongst the socio-personal variables, "family income" is found to be positively and significantly correlated with the
level of job satisfaction at 1 percent level. Other variables i.e., location of the institute and overall obligation exhibit negative but significant relationship at 5 percent level. Age and service experience also show positive and significant relationship with job satisfaction at 5 percent level, whereas nature of organisation reveals significant at 10 percent only.

A non-significant association is observed among other variables like educational qualification, background, type of family, designation, father's occupation, family resides with you, family obligation, house building obligation, education of dependents, number of dependents, distance of residence from work place and anxiety about the job.

Only nature of organisation is located to have some significant association with the level of job satisfaction (r=0.105, significant at 10 percent level) of the teachers.

Relationship of Job Factors (motivator and hygiene) and Job Satisfaction

Results of coefficient of correlation exhibit that job satisfaction is significantly related at 1 percent level with all the job factors.

The co-efficient of correlation between job satisfaction and feeling of achievement works out to be 0.480. In case of ability utilisation r = 0.555, recognition and rewards r = 0.423
and in case of freedom of expression as well as scope for professional growth $r=0.481$ and $0.458$ respectively. All are significantly and positively correlated with the dependent variable.

In case of all the hygiene job factors, namely behaviour of immediate officer ($r=0.406$), security and advancement ($r=0.632$), are significantly and positively correlated. The other variables - adequacy of salary ($r=0.571$), fringe benefits ($r=0.347$) and administrative set-up and policies of organisation ($r=0.512$) also showed significant relationship as is obvious from the $r$ values. Physical conditions of work ($r=0.383$) and social status attached to the job ($r=0.363$), also reveal significant relationship with job satisfaction.

**Contribution of Selected Job Factors and Selected Socio-personal Variables to Job Satisfaction**

Total contribution of three motivators (ability utilisation, feeling of achievement and freedom of expression) and three hygiene factors (security and advancement, adequacy of salary, administrative set-up and policies of organisation) have shown significant contribution towards the level of job satisfaction. Similarly four socio-personal variables (family normally resides with you, age, service experience and overall obligation) are significantly explaining variation in the level of job satisfaction of college and university teachers. All
these variables taken together explain variation in job satisfaction to the tune of 61 percent.

**Relative Contribution of Significant Job Factors and Socio-personal Variables of the Respondents (in various sub-groups) in Government, Non-government, Rural-urban, Faculty-wise, Universities and Colleges**

**Government**

In the government sub-sample variables like ability utilisation, adequacy of salary and administrative set-up and policies of organisation are significant at 1 percent level, explaining variation in the job satisfaction upto 53 percent. Security and advancement is significant at 10 percent and service experience at 5 percent only. Taken together all these significant variables cause variation in the dependent variable by more than 62 percent. However the level of significance of the co-efficient varies between 5 to 10 percent.

**Non-Government**

In this sub-sample the variables like security and advancement, ability utilisation, adequacy of salary, overall obligation and educational qualification remain significant at 1 percent level, explain variation in the dependent variable to the extent of 57 percent. Whereas feeling of achievement, number of dependents and physical conditions of work show
significance at 5 percent level and family normally resides with you is again significant at 1 percent level. Taken together all these variables cause variation in the dependent variable by 63 percent.

Rural

In the rural sub-sample, variables, namely, feeling of achievement, adequacy of salary and administrative set-up explain variation in job satisfaction upto 57 percent. With the addition of overall obligation and family reside with you prove significance at 5 percent level, whereas ability utilisation shows relationship with job satisfaction at 10 percent only. These variables cause variation in the job satisfaction upto 65 percent.

Urban

Significant variables (which emerge significant at 1 percent level) for the urban teachers are security and advancement, ability utilisation, administrative set-up and policies of the organisation. Similarly variables like adequacy of salary and freedom of expression emerge significant variables affecting job satisfaction. Socio-personal variables like age and family normally resides with you are significantly influencing job satisfaction. Other variables affecting job satisfaction are education of dependents and physical conditions of work. All these variables taken together
explain 62 percent variation in job satisfaction.

Universities

The variables which reveal their significance at the level of 1 percent with the university teachers are security and advancement, feeling of achievement, administrative set-up and policies of organisation. Other variables such as freedom of expression, adequacy of salary are significant at 5 percent level and ability utilisation is significant at 10 percent level. The socio-personal variables like educational qualification is also significantly related at 10 percent level. All these variables influence the dependent variable to the extent of 65 percent.

Colleges

Security and advancement, ability utilisation, adequacy of salary, freedom of expression and family normally resides with you, significantly affect the dependent variable (job satisfaction). Whereas physical conditions of work and service experience significantly influence job satisfaction, the level of significance being 5 percent. Feeling of achievement, administrative setup and policies of organisation also show their significance at 10 percent level towards the job satisfaction of college teachers. All these variables, explain variation in the level of job satisfaction of college teachers upto 59 percent.
Best Predictor Variables of the Total as well as Nine Sub-samples

After having identified the combination of factors that explain the maximum variation in job satisfaction of whole sample and sub categories of teachers; F-values have been calculated to get the relative importance of each predictor in influencing job satisfaction. F-values calculated are then, checked for their significance, in order to determine the significance of each best predictor.

The relative importance of each critical predictor is examined by finding the significance of difference between multiple 'R's in which it is located, whether multiple 'R' with more independent variables is significantly greater than the 'R' with a smaller number of variables.

It is located that in the total sample, eight variables emerge as best predictors. Out of these, three most critical factors (hygiene) are security and advancement, adequacy of salary, administrative set up and policies of organisation. Three best predictors (motivators) are ability utilisation, feeling of achievement and freedom of expression. Two best predictors - family normally resides with you and age -belong to socio-personal variables.

Based on the findings of this study and their relative
importance in terms of empirical validation, the following suggestions may be considered for improving the job satisfaction among university and college teachers.

Most of the variables which significantly affect job satisfaction of college and university teachers are job factors. The factors pertaining to socio-personal aspects relatively contribute less towards job satisfaction. In other words enhancement of job satisfaction is influenced more by those factors which fall in domain of organisation and government policy rather than by background and personal variables of the respondents. This composition of findings suggest revamping of organisation with an aim of enhancing job satisfaction. The specific suggestions in restructuring education institutions and policy in this regard are as under:

Adequate measures should be initiated to make teachers feel more secure in their jobs as it has emerged the most significant variable, influencing job satisfaction. Avenues for advancement of career also contribute significantly towards job satisfaction. Thus it is suggested that institutions should be geared towards providing more and more channels for the advancement of the career of college and university teachers.

Salary is another key variable which ensures high job satisfaction among college and university teachers. Frequent revisions in salary, it is proposed, should be made an integral
part of education policy. Along with salary, due attention needs to be given to fringe benefits.

The dichotomy between management and workers does not exist in strict form in educational institutions. The college and university teachers along with teaching also perform certain administrative and managerial functions. For example in the university the scheme of chairmanship by rotation and constitution of various departmental committees provide opportunities for teachers to participate in administrative decisions. Participation in organisational affairs, it has been found, explains significant variation in job satisfaction. It is therefore, suggested that adequate representation of teachers in organisational decision making should be ensured. This will go a long way to enhance job satisfaction of teachers belonging to higher institutions of learning.

It is not only payment of handsome salaries, provision of advancement career scheme and participation in decision making, which enhance job satisfaction of college and university teachers, their ability utilisation also adds towards job satisfaction. The education institution, it is proposed, should provide congenial environment so that teachers can utilise their ability to the optimum level.

Professional achievement is another variable in the services which affects job satisfaction positively. Needless to
say the provision of avenues by the organisation, helping to attain professional achievement, would improve job satisfaction.

The foundation of democracy is laid in the educational institutions. The concrete foundation demands freedom of expression within the educational institutions. During the course of this study, it has been found that freedom of expression significantly affect job satisfaction. It is, therefore, proposed that for the enhancement of job satisfaction in particular and strengthening democratic spirit in general, freedom of expression should become way of life of the educational institutions.