CHAPTER VIII

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Introduction

In spite of wide variations in educational systems in respect of organisational structures, philosophical orientations and pedagogical practices, there are many common factors and practices in educational institutions in which the teacher is the key factor. The vital importance of the teacher in educational reconstruction and in the influence of a school on the life of the community was, for example, recognized by the Secondary Education Commission (1952-53). The creation of satisfactory conditions of effective work for teachers was pleaded for by the Education Commission (1964-66) on account of the contribution of quality, competence and character made by teachers to national development. More recently, the teacher has been considered as the most crucial input in the field of education by way of his or her role in the interpretation and implementation of educational policies (Challenge of Education: A Policy Perspective, Government of India, 1985).

The quality of the teacher is thus ultimately the quality of an educational institution which, in turn, determines the quality of its strategies and outputs. The quality of teachers can hardly be visualized without creating conditions which are stimulating towards the maximization of their potential and
conducive to their job satisfaction. The persistent presence of annoying factors generates in the teacher tension which, with the passage of time, permeates through his total personality and outlook. A cloud of dissatisfaction with the job not only envelops the teacher in a fog of discontentment but also engulfs all of society. Job satisfaction, on the other hand, instills in the teacher a sense of satisfaction and fulfilment, giving him a feeling of confidence and competence which enables him to contribute to the effective implementation of educational strategies and the improvement of educational outputs.

Satisfaction with one's job, therefore, has been set forth as one of the crucial factors to be reckoned within an accepted concept of efficiency. Whatever the nature and type of an educational institution, the teacher is entitled to a certain minimum of satisfaction as part of the product of his work. Without job satisfaction, one can visualize neither effective teaching nor an effective teacher.

For its healthy operation, an educational institution has to, as a system, take into consideration how well the system delivers educational services to its students and in what way it can create opportunities for members to derive satisfaction from the work they perform. The research literature on educational administration in the past two decades tends to stress (a) the designing of educational institutions in such a way that members of the staff can achieve self-actualization and
Considerable efforts and interests in the study of job satisfaction are in evidence, but the research-based understanding of the correlates and predictors of job satisfaction has not advanced at the same pace. There is still confusion over whether the determinants lie solely in the job itself, or in the worker's mind or whether satisfaction is the consequence of an interaction between the worker and his work environment.

Thus the present study, entitled "Job Satisfaction of Home Science Teachers: Its Relationship with Personal, Professional and Organizational Characteristics," was undertaken with a view to studying the relationship of measures of job satisfaction with the selected personal, professional and organizational characteristics. Besides, it sought to identify the potential predictors (personal, professional and organizational characteristics) of job satisfaction and examine their relative contribution towards the prediction of the job satisfaction of, specifically, Home Science teachers. It was also thought that such a study would contribute towards advancements in the theoretical framework of job satisfaction by identifying more distinct factors that contribute to and predict job satisfaction.

Objectives

The present study was directed towards the following
objectives:

1. To study the relationship between personal characteristics and job satisfaction of Home Science teachers.

2. To examine the nature of the relationship between professional characteristics and job satisfaction of Home Science teachers.

3. To study the relationship between organizational characteristics and job satisfaction of Home Science teachers.

4. To identify the factor structure underlying personal, professional and organizational characteristics and job satisfaction of Home Science teachers.

5. To find out the individual and conjoint predictability of predictor variables towards the criterion variable of job satisfaction and to locate the best combination of predictor variables explaining the maximum criterion variance.

Hypotheses

Emanating from the review of related studies, the following hypotheses were formulated:

I. Personal characteristics are significantly related to job satisfaction.

II. A significant relationship exists between professional characteristics and job satisfaction.
III. A significant relationship exists between organizational characteristics and job satisfaction.

IV. Personal, professional and organizational variables constitute unique constellations of group factor/factors with the criterion variable of job satisfaction.

V. Personal characteristics are significant predictors of job satisfaction.

VI. Professional characteristics are significant predictors of job satisfaction.

VII. Organizational characteristics are significant predictors of job satisfaction.

VIII. Personal, professional and organizational characteristics, when taken conjointly, contribute more to job satisfaction than when considered individually.

**Design**

The study is correlational in nature, involving bivariate and multivariate correlations, factor analysis, and the rotation of factors.

To ascertain the nature and the degree of the relationship between personal, professional and organizational characteristics and the job satisfaction of Home Science teachers, product-moment correlations were worked out. The identification of the
factor structure underlying different variables under study was accomplished by incorporating factor analysis and the rotation of factors. To examine the predictive efficiency in terms of variance contributed by personal, professional and organizational characteristics individually and conjointly towards the prediction of job satisfaction among Home Science teachers, step-up regression equations were set up and Multiple Rs were calculated.

Sample

The sample (N=245) was confined to Home Science teachers working in schools, colleges and universities of Panjab, Haryana, Himachal Pradesh and the Union Territory of Chandigarh. Further, only those teachers who were at least a B.Sc. in Home Science were taken. A stratified random sampling technique was followed for the purpose of selecting subjects.

Tools

3. Need Satisfaction Scale—NSS (Srivastava, 1974).
4. Organizational Climate Description Questionnaire Form IV—OCDQ (Halpin and Croft, 1963).
5. Leader Behaviour Description Questionnaire—LBDQ (Halpin, 1966).

6. Teacher Job Satisfaction Scale—TJSS (Gupta and Srivastava, 1980).

The final data corresponded to a set of eight personal characteristics—age, intelligence, SES and five measures of need satisfaction (physical, security, social, ego and total need satisfaction); three professional characteristics—experience, salary and qualification—and 11 organizational characteristics involving eight measures of organizational climate, namely disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration, and three measures of leadership behaviour, i.e. initiating structure, consideration and total leadership behaviour. Data condensed into frequency distributions has been given in Appendix IV.

Statistical Techniques

The following statistical techniques were used for analyzing the data:

1. Descriptive Statistics: Mean, Standard Deviation, Skewness and Kurtosis for all the measures of personal, professional, organizational characteristics and job satisfaction were obtained in order to ascertain the nature of the distribution of scores.
2. Pearson's Coefficient of Correlations: Product-moment r's between the measures of personal, professional and organizational variables on the one hand and scores on the dimensions of job satisfaction on the other were calculated in order to see the relationship between personal, professional and organizational characteristics and measures of job satisfaction.

3. Factor-Analysis: The Principal Axes Method (Hotellings, 1935) of factor analysis and the varimax rotation of factors (Kaiser, 1959) were employed to study the factor structure underlying personal, professional and organizational variables and job satisfaction.

4. Step-up Regression Equations and Multiple Rs along with the calculation of F-ratios were employed to find out the predictability of personal, professional and organizational variables in different combinations for job satisfaction.

Results and Conclusions

A. Correlations

Personal Characteristics and Job Satisfaction:

Among the personal characteristics under consideration (age, intelligence, socio-economic status and need satisfaction), the measures of need satisfaction emerged as correlates of total job satisfaction as well as of most of its dimensions.
Physical need satisfaction, security need satisfaction, social need satisfaction and total need satisfaction correlated significantly with total job satisfaction and its seven dimensions, namely relations with colleagues, profession, ability utilization, achievement, activity community aspects, and family life. In addition, physical need satisfaction was found to be significantly and positively related with teacher-student relations, workload, working conditions and freedom dimensions of job satisfaction. Security need satisfaction related significantly and positively also with institution, policies and practices and security dimensions of job satisfaction. Social need satisfaction, in addition, related significantly and positively with the teacher-Principal relations, institution, working conditions, supervision, freedom, growth and development and security dimensions of job satisfaction. A significant positive relationship existed between the salary, relations with colleagues, profession, teacher-student relations, working conditions, workload, ability utilization, achievement, activity, community aspects, family life and freedom (12 dimensions of job satisfaction) and total job satisfaction and ego need satisfaction. Total need satisfaction, besides with the above-mentioned dimensions of job satisfaction, also correlated significantly and positively with the teacher-Principal relations, institution, working conditions, supervision, freedom, policies and practices and security dimensions of job satisfaction. The variable of age did not correlate with
total job satisfaction, but was found to be related with five dimensions of job satisfaction, namely profession, institution, workload, family life and security, and negatively related to the growth and development dimension of job satisfaction.

2. The weakest link that persisted through all our findings was between socio-economic status (SES) and job satisfaction in view of the fact that SES was found to be neither a correlate of total job satisfaction nor a correlate of any of its 20 dimensions except achievement.

3. Intelligence also did not correlate with total job satisfaction or any of its 20 dimensions.

Thus, Hypothesis I, that "personal characteristics are significantly related to job satisfaction," holds tenable in respect of need satisfaction and age. The variable of intelligence failed to be a correlate of job satisfaction, whereas socio-economic status was found to be significantly related to only one out of 21 measures of job satisfaction.

Professional Characteristics and Job Satisfaction:

With respect to the nature of the correlations between professional characteristics under consideration (experience, salary and qualifications) and job satisfaction,

1. None of the professional characteristics emerged as significant correlate of job satisfaction totals.
2. Different professional characteristics differentially correlated with different dimensions of job satisfaction. Experience was found to be significantly and positively related with five dimensions of job satisfaction, namely institution, family life, security, profession and workload, and negatively with growth and development. Salary was observed to be significantly related with the profession, working conditions and family life dimensions of job satisfaction. Qualifications related significantly and positively with only one dimension of job satisfaction, i.e. growth and development.

Thus, Hypothesis II, that "a significant relationship exists between professional characteristics and job satisfaction", stands partially accepted in respect of specific dimensions of job satisfaction. Professional characteristics did not emerge as significant correlates of job satisfaction totals.

Organizational Characteristics and Job Satisfaction:

On the basis of the obtained correlations between organizational characteristics and job satisfaction, it can be stated that:

1. Leadership behaviour, along with its measures of initiating structure and consideration, exhibited a consistent picture of significant correlations with total job satisfaction as also with 13 dimensions, namely relations with colleagues and Principal, profession, institution, working conditions, workload,
ability utilization, achievement, activity, supervision, family life, freedom and policies and practices. Besides, initiating structure correlated significantly with community aspects and total leadership behaviour.

2. The measures of organizational climate did not exhibit a consistent picture of correlations with all measures of job satisfaction or with total job satisfaction. Various dimensions of organizational climate were found to be correlated to specific dimensions of job satisfaction and not necessarily to every dimension and total job satisfaction:

(a) Esprit and thrust were related significantly and positively with total job satisfaction as well as with its 13 measures, i.e. relations with colleagues and the Principal, profession, institution, working conditions, workload, ability utilization, achievement, activity, community aspects, supervision, family life and policies and practices. In an institution where esprit and thrust were high, teachers felt more satisfied with these dimensions. Besides, significant positive correlations were found between thrust and growth and development and esprit and teacher-student relations.

(b) Intimacy and production emphasis were found to be related to two dimensions of job satisfaction—relations with colleagues and workload. In addition,
the teacher-Principal relations and profession dimensions of job satisfaction were found to be related with the production emphasis dimension of organizational climate.

(c) A significant and positive relationship was observed between the consideration 0 measure of organizational climate and six dimensions of job satisfaction, namely relations with colleagues and the Principal, ability utilization, achievement, activity, policies and practices and total job satisfaction.

(d) Disengagement and hindrance, however, were found to be related significantly and negatively to relations with colleagues and the Principal, profession, institution, freedom, policies and practices and total job satisfaction. Besides, hindrance also related negatively to teacher-student relations, workload, community aspects, family life and security, and disengagement to supervision.

In the light of these results, Hypothesis III, that "a significant relationship exists between organizational characteristics and job satisfaction" stands accepted.

The inter-comparison of personal, professional and organizational characteristics in terms of significant correlations showed that these three types of characteristics
were differentially related to different dimensions of job satisfaction. These results were favourable more to the personal and organizational characteristics than to the professional characteristics.

Factor Analysis

The factor structure underlying personal, professional and organizational characteristics yielded five interpretable factors relevant to the study, namely "General Factor of Satisfaction" (Original Factor I), depicting satisfaction with different types of needs, with specific aspects of organizational climate, leadership behaviour and with various facets of the job; the bipolar factor of "institutional production emphasis versus freedom and recognition" (Original Factor II), characterized by significant positive loadings on measures of organizational climate and leadership behaviour and negative loadings on dimensions of job satisfaction; "Factor of experience versus growth and development" (Original Factor III), sharing a commonness with the personal and professional variables of age, experience and salary and the organizational variables of consideration and thrust; "Group Factor of job security" (Original Factor V), sharing positive loadings on the library policies and practices, security and recognition dimensions of job satisfaction and the personal and professional variables of age, experience and salary; the "Group Factor of job satisfaction" (Varimax Factor V), which showed a cluster of 12 dimensions of job satisfaction on the negative pole and hindrance on the positive pole; and the "Factor of workload" (Varimax Factor X), showing
showing a commonness between organizational characteristics and the criterion variable of job satisfaction.

Thus it is seen that:

1. The personal variables of age, physical need satisfaction, security need satisfaction, social need satisfaction, ego need satisfaction and total need satisfaction were clustered together with measures of job satisfaction on Original Factor I, II, III and V.

2. The professional variables of experience and salary with significant positive loadings and qualifications with significant negative loadings appeared together with the dimensions of job satisfaction on Original Factors III and V.

3. The organizational variables of hindrance, esprit, intimacy, thrust, production emphasis, consideration O, initiating structure, consideration L and total leadership behaviour with significant positive loadings shared a common variance with the dimensions of job satisfaction on Original Factors I and II and Varimax Factor V. Hindrance, thrust and consideration O with significant negative loadings showed a commonness with certain measures of job satisfaction on Original Factor I and Varimax Factor X.

4. The personal variables of intelligence and socio-economic status and the organizational variables of disengagement and aloofness did not constellate with measures of job satisfaction in factor analysis.
5. All 20 dimensions of job satisfaction showed a factorial unification with total job satisfaction (Original Factor I), indicating thereby the factorial validity of the job satisfaction test. The appearance of various dimensions of job satisfaction singularly or in combination with each other in subsequent factors supports the individual entity of these dimensions. In other words, although belonging to the same domain of job satisfaction and thus inter-correlated, the subdimensions of the job satisfaction test are factorially distinguishable from each other (Varimax Factor I, Original Factors II and III and Original and Varimax Factors V and X).

The results of correlational analysis and factor analysis lend support to each other in respect of the personal characteristics of need satisfaction and its dimensions, and age; the professional characteristics of experience, salary and qualifications; and the organizational characteristics of esprit, thrust, consideration 0, hindrance, intimacy, production emphasis, initiating structure, consideration L and total leadership behaviour. However, in the case of socio-economic status (personal characteristic) and disengagement organizational characteristic) significant correlations with job satisfaction were observed, but these characteristics did not appear in factor analysis with significant loadings. And the measure of intelligence (personal characteristics) and
aloofness (organizational characteristic) neither correlated with total job satisfaction and its dimensions nor shared any common variance with total job satisfaction or its dimensions in factor analysis.

Thus Hypothesis IV, that "personal, professional and organizational variables constitute unique constellations of group factor/factors with the criterion variable of job satisfaction" may be accepted.

Predictive Efficiency of Personal, Professional and Organizational Characteristics for Job Satisfaction

Multiple correlations and step-up regression equations were used for the identification of potential predictors of job satisfaction. In all, five measures of need satisfaction (physical, security, social, ego and total need satisfaction), five measures of organizational climate (disengagement, hindrance, esprit, thrust and consideration) and three measures of leadership behaviour (initiating structure, consideration and total leadership behaviour), which were found to be significantly related to total job satisfaction, by way of product moment correlations or their constellation with the criterion variable of job satisfaction in factor analysis, were considered as predictors (independent variables) for the prediction of the criterion (dependent) variable of job satisfaction. In all, 13 models were used to study the individual and conjoint effects of personal and organizational characteristics for the prediction of job satisfaction.
The results of R and F test (vide Table 7.1, page 186) indicates significant differences between Model II (Phy NS + Sec NS) and Model III (Phy NS + Sec NS + Soc NS), Model V (Phy NS + Sec NS + Soc NS + ENS + TNS) and Model VI (Phy NS + Sec NS + Soc NS + ENS + TNS + Dis), Model VI and model VII (Phy NS + Sec NS + Soc NS + ENS + TNS + Dis + Hind). Social need satisfaction, disengagement and hindrance thus emerged as significant predictors of job satisfaction in Models III, VI and VII, respectively, which, when compared further in terms of variance, show the highest contribution by social need satisfaction (personal characteristics), followed by hindrance and disengagement (or organizational characteristics), towards the criterion variable.

Hence Hypothesis V, that personal characteristics are significant predictors of job satisfaction, is tenable only in respect of social need satisfaction. Hypothesis VII, that organizational characteristics are significant predictors of job satisfaction, can only be accepted in respect of disengagement and hindrance. The remaining personal and organizational variables, which had shown either a significant relationship with job satisfaction in product-moment correlations or had been found to constellate with job satisfaction in their factor structure, do not emerge as significant predictors of job satisfaction.
As Model V (Phy NS + Sec NS + Soc NS + ENS + TNS)
and Model XIII (Phy NS + Sec NS + Soc NS + ENS + Dis + Hind
+Esp + Thr + Con 0 + Ini St + Con L + TLB) were studied, it
became evident that the variance contributed by the conjoint
effect of personal and organizational characteristics
(variance = 24.75 per cent) was higher than the individual
correlation of personal or organizational characteristics
for job satisfaction (variance contributed by personal
characteristics = 14.10 per cent and by organizational character-
per cent
istics = 10.65\%). The value of \( R = .50 \) is higher than their
respective r's (vide Table 7.2).

These results lead us to the acceptance of Hypothesis
VIII, which states that "personal, professional and organizational
characteristics, when taken conjointly, contribute more to job
satisfaction than when considered individually."

Conclusions

In the light of the results of Product-moment correlation,
Factor Analysis, and Regression Analysis pertaining to personal,
professional and organizational characteristics and job
satisfaction, the following conclusions corresponding to the
issues raised in the study were drawn:

1.

(a) From among personal variables (age, intelligence, SES
and need satisfaction) need satisfaction (including physical,
security, social, ego and total need satisfaction) was found
to be a correlate of total job satisfaction as well as of
majority of its dimensions in terms of significant relationship, through product-moment correlations and its constellations in factorial structure. The results are indicative of the fact that higher the level of need satisfaction, higher is the probability of individual's feeling satisfied with their jobs.

(b) Social need satisfaction also emerged as a potential predictor of job satisfaction in step-up regression analysis.

(c) Intelligence did not emerge as a correlate and therefore a predictor of job satisfaction.

2.

(a) Professional characteristics (experience, salary and qualifications) did not act as correlates of total job satisfaction, as revealed through product-moment correlations. In factorial structure too, they did not share significant common variance with total job satisfaction, and as such they were not considered for working out step-up regression equations for the purpose of predictions.

(b) While viewing all the three professional variables in relation to separate dimensions of job satisfaction, experience was found significantly and positively correlated with five dimensions of job satisfaction, namely profession, institution, work load, family life and security, and negatively correlated with the dimension of growth and development.
It also constituted a constellation with family life, teacher-student relations, growth and development, policies and practices, security and recognition in factor analysis (Factors Original III and V).

(c) Salary was related significantly and positively to three dimensions of job satisfaction namely, profession, working conditions and family life, and it also constellated in factor analysis with seven of 20 dimensions of job satisfaction namely, family life, growth and development, teacher-student relations, policies and practices, library policies and practices, security and recognition (Factor Original III and V).

(d) Qualification was found to be significantly and positively related to growth and development dimension of job satisfaction. It shared significant common factor variance with the dimension of family life besides growth and development in factor analysis (Factor Original III).

3.

(a) Eight of the 11 organizational characteristics namely, disengagement, hindrance, esprit, thrust, consideration 0, initiating structure, consideration 1, and total leadership behavior appeared as correlates of job satisfaction totals as revealed by their significant relationship through product-moment correlations as also by exhibiting constellations with job satisfaction in factorial structure. Disengagement and
hindrance too emerged as significant predictors of job satisfaction in step-up regression analysis.

(b) The remaining organizational characteristics (intimacy, production emphasis and aloofness) were not found to be potent predictors of job satisfaction; these, however, differentially related to or constellated with different dimensions of job satisfaction in product-moment correlations and factor analysis except aloofness which neither showed significant "r" nor constellated with any dimension of job satisfaction. Intimacy was significantly related to relations with colleagues and workload dimensions of job satisfaction, and production emphasis showed positive and significant correlations with relations with colleagues and Principal, profession and workload dimensions of job satisfaction. Both intimacy and production emphasis depicted a factorial unification with profession, workload, supervision, freedom, growth and development, library policies and practices, security and recognition dimensions of job satisfaction and total job satisfaction.

4. The predictive efficiency (percentage contribution of variance) of personal characteristics to the criterion variable of job satisfaction was higher than that of organizational and professional characteristics.
5. Personal and organizational characteristics conjointly were found to be better predictors of job satisfaction than when taken separately.

In the present study, the theoretical rationale of job satisfaction as a multi-dimensional construct has been validated. Job satisfaction and its various dimensions have clustered together in factorial structure on the same General Factor of Satisfaction followed by the appearance of one/more dimension(s) of job satisfaction in subsequent group factor/factors. Besides, dimensions of job satisfaction were also found to be associated differentially with specific personal, professional and organizational characteristics in respect of group factor/factors and correlations, indicating thereby that the phenomenon of job satisfaction can be understood in the light of these variables.

The results of the present study imply that, the fulfilment of human needs—physical, security, social and ego—generates satisfaction in the individual, which also stands equally true for work situations like schools, colleges and universities, where the degree of job satisfaction depends upon the extent to which needs are satisfied. The results of the present study suggest that educational institutions should provide ample financial incentives, job security, promotional avenues and opportunities to participate in social activities for the fulfilment of their faculties' physical, security and social needs, and a chance
for teachers to express their views about the plans and activities of the institutions, which leads to the satisfaction of their ego needs. Greater satisfaction of needs will lead to greater job satisfaction and ultimately well-adjusted personalities and more effective teaching.

The Principal of an institution holds the key position in building the institutional climate. Among his most important functions are those related to leadership with regard to teachers and students alike. On the strength of the results of the present study, the initiating structure and consideration in leadership are closely linked with the job satisfaction of teachers, it can easily be argued that the Principals of schools and colleges and the heads of the Home Science departments in universities must lead, initiate action and get things done by defining and structuring their roles and those of their subordinates towards goal attainment, as also by having job relationships characterized by mutual trust, warmth and respect for subordinates' ideas and consideration for their feelings.

This study reveals that an open climate, as against the closed climate of an educational institution, goes a long way towards explaining job satisfaction among Home Science teachers. The practical implications of an open climate entail that Principal/administrators should create a democratic atmosphere by treating themselves as first among
equals and giving the staff reasonable autonomy in decision-making as also in the implementation of learning strategies. This requires educational administrators to be more aware of their abilities to set examples of working hard and to motivate their teachers by laying emphasis on output rather than strict work. Besides, they must be more perceptive, intimate and considerate so as to allow teachers to share responsibility in planning, organizing and handling learning situations in such a way that a sense of worth and importance is developed among them. An individual tends to feel committed to a decision or an activity only to the extent that he/she has participated in making or planning these. Accordingly, an ideal situation would be one in which the teachers are involved in the process of planning their own activities with the Principal serving as a procedural guide and content resource. The responsibility of performing the functions of the job, as such, is a mutual one, shared between the teacher and the principal.

Suggestions for Further Research

The investigator wishes to point out that the generality of the conclusions based on this study are dependent upon the efficiency of the tools used and are applicable only to a similar population. The following suggestions are submitted for further research in this field:

1. It would be worthwhile to conduct survey on job satisfaction of teachers periodically in order to visualise the
pattern of the development of job satisfaction from time to time. Such a probe would lead to identify the factors inhibiting job satisfaction.

2. A comparative study of sex differences and inter-profession differences concerning job satisfaction may be taken up.

3. Replicative studies involving larger and different sets of population and the follow-up studies would enable to establish the validity of the findings of the present study.

4. Apart from the personal, professional and organizational variables taken up in this study, other important variables, such as personality factors, achievement motivation, job performance and job involvement, need to be explored in relation to job satisfaction.