CHAPTER VIII

SUMMARY, CONCLUSIONS AND SUGGESTIONS
A nation is built to a large extent in its universities - in its class rooms, laboratories, libraries and in its playing fields. The universities produce highly skilled and enlightened manpower needed for the political, economic and social transformation and development of our country. Universities, ideally, are organisations devoted to development of human resources and humanism. The intellectual dynamism, resourcefulness and economic prosperity of a country is reflected in the quality of university education. The ideological climate required for a better quality of life and pace of development is created by the universities and the intelligentsia nurtured by them.

The teacher is the backbone of the educational system, the maker of the mankind and the architect of the society. A nation grows with the teachers and with the education imparted to the people. It is in this respect, the role of teachers acquires significance in shaping the society and in bringing revolutionary changes in the development of a country. They must look upon themselves as professionals entrusted with the transformation of our whole society besides laying the foundation of the individual's evolution.

A teacher in a university has a pivotal role to play; he has to perform several inter-related functions. He has to serve as an originator and disseminator of science and technology; he has to preserve and extend the cultural heritage of a nation and he has to spread humanitarian outlook and human values. A teacher should do all these and many more. Above all, he has to shape and develop the minds of his students, so that they may become well-integrated persons and good
citizens. So a lot of responsibility rests on the university teachers. If they are contented and satisfied with their job, they can discharge their functions well. Otherwise, the progress of the nation is blocked and hindered.

In the present study, an attempt is made to measure job satisfaction of the faculty in universities in Andhra Pradesh and to find the factors causing satisfaction and dissatisfaction to them. Several people have studied motivation and job satisfaction but those studies relate to industrial workers but not to the service organisations like universities. 'Job satisfaction' and 'Motivation' are two closely related concepts. Many theories of motivation have been developed over the years. Out of them four major theories of motivation can be identified in the literature. They are:

a) Need theory
b) Equity theory
c) Reinforcement theory and
d) Expectancy theory.

Compared to what is known about motivation, relatively little is known about the determinants (and consequences) of job satisfaction. As noted by Edward E. Lawler*, no well developed theories of job satisfaction have appeared and little theoretically based research has been done on satisfaction. However, some important theories of motivation are capable of explaining sources of satisfaction and dissatisfaction of job and will help in understanding the dynamics of job satisfaction.

Herzberg's two-factor theory of motivation is as much a theory of job satisfaction as it is of motivation. He describes the 'job content factors' leading to job satisfaction as 'motivators' and the factors which result in 'job dissatisfaction' are denoted as 'hygiene factors'. In our study, we have made an attempt to study the faculty needs, based on Maslow's needs model. Likewise, keeping Herzberg's two factor theory in mind, we have tried to identify the factors causing job satisfaction and job dissatisfaction.

**OBJECTIVES OF THE STUDY**

The study was carried on with the following objectives -

1) To study the extent and dimensions of job satisfaction of the teaching staff of the universities.

2) To examine the relation between faculty needs and job satisfaction.

3) To study the impact of certain personal variables such as age, sex, marital status, type of family, length of service, designation etc. on job satisfaction of the university faculty.

4) To find out if there is a difference between the levels of job satisfaction of the faculty in two different universities.

5) To find the causes of job satisfaction and job dissatisfaction among the university faculty.

6) To ascertain the views of the faculty on certain managerial aspects like - faculty 'say' and 'participation' in academic matters, management styles, representation of faculty in management bodies and relate them to job satisfaction.
HYPOTHESES

The study was based on the hypotheses that -

1) There is no relation between needs fulfilment and job satisfaction of the faculty.

2) To the faculty, higher order needs rank high in priority as compared to lower order needs.

3) Job satisfaction is independent of personal variables such as age, sex, marital status, length of service, designation etc.

4) There is no significant difference between the levels of job satisfaction of the faculty in the two universities.

5) Job satisfiers and dissatisfiers are common to the faculty in the two universities.

6) There is no relation between faculty 'say' (participation of faculty in academic matters and their representation in management bodies) and job satisfaction.

METHODOLOGY

Two universities in the state of Andhra Pradesh are selected for the study, representing two regions within the state and are representative of different types of ownership and control. The University of Hyderabad is located in Telangana region of the state and is a Central university. Sri Krishnadevaraya university, Anantapur represents Rayalaseema region of the state and is a State university. It is presumed that the academic environments between a State University and a
Central University differ. So in order to facilitate comparison, these two universities are chosen. Further due to constraints of time and money, the scope of the study has to be limited and as such it is restricted to only two universities in Andhra Pradesh. The sample consists of 200 teaching faculty - 100 members are selected randomly from each university using Fisher and Yates random number tables.

The data were collected from the sample respondents with the aid of questionnaires designed for the purpose and through personal interviews. A five point scale based on Likerts summated rating scale was constructed to measure the opinions of the respondents towards various factors of job satisfaction.

The data collected were analysed using various statistical measures like ANOVA, correlation, regression analysis, chi-square test, t - test, arithmetic mean, median and simple measures like percentages and averages. Wherever necessary and according to the demand of the study, descriptive analysis is also made.

RELIABILITY AND VALIDITY OF JOB SATISFACTION MEASURE

After careful deliberation, 26 items are selected for measuring job satisfaction ; the last two items are `overall' job satisfaction items. Of the 26 items, two items have been deleted as they are observed to have the least Discriminating Power (D.P). The co-eff:cient of reliability for the remaining 22 items (excluding two overall items) is computed and it is 0.84. As the co-efficient of reliability is
high, the same 22 items are used for measuring job satisfaction scores in both the universities. The last two 'overall' items are used as a check on the composite job satisfaction score based on 22 items.

The co-efficient of correlation between the 'composite' job satisfaction scores and the 'overall' job satisfaction scores is computed. Co-efficient of correlation (r) is 0.41 for the University of Hyderabad and 0.60 for Sri Krishnadevaraya University and both the r values are significant at 5 per cent level. This, in a way validates the 'composite' job satisfaction measure based on the 22 items.

**JOB SATISFACTION OF THE FACULTY IN THE TWO UNIVERSITIES**

The faculty in the University of Hyderabad are highly satisfied with their job when compared to the faculty in Sri Krishnadevaraya University. Using the job satisfaction scores, we tested the null hypothesis that the mean job satisfaction score of the faculty in University of Hyderabad is less than or equal to the mean job satisfaction score of the faculty in Sri Krishnadevaraya University. We computed the 't' value and it is 7.1, significant at 1 per cent level. So, we reject the null hypothesis and accept the alternative hypothesis that the mean job satisfaction score of the faculty in the University of Hyderabad is higher than that in Sri Krishnadevaraya University.
DIMENSIONS OF JOB SATISFACTION

The 22 items of job satisfaction are grouped into five dimensions - the nature of the job, benefits from the job, managerial aspects, social aspects and facilities. Surprisingly, the faculty in both the universities are more satisfied with nature of their job dimension and least satisfied with the facilities provided to them. But, regarding the extent of satisfaction with the five dimensions, the faculty in the University of Hyderabad (H.C.U) are more satisfied with each dimension in comparison with that of Sri Krishnadevaraya University (S.K.U). This could be the reason for the faculty of H.C.U. being more satisfied with their jobs than the faculty of S.K.U.

FACTORS OF JOB SATISFACTION AND JOB DISSATISFACTION

After analysing the responses of the faculty, eight important factors of job satisfaction and job dissatisfaction have been identified. The faculty of the University of Hyderabad assigned more importance to freedom in doing the job and scope for self-improvement as factors of job satisfaction, while the faculty of Sri Krishnadevaraya University gave more priority to income and job security as factors of job satisfaction. The major factors causing job dissatisfaction to the faculty in H.C.U are bureaucratic rules, no recognition for work and interfering administration, whereas no recognition for work, bad working conditions and
routine work are the major factors causing job dissatisfaction to the faculty in S.K.U.

NEED SATISFACTION AND JOB SATISFACTION

Job satisfaction depends on need satisfaction. Using the (average) job satisfaction score as the dependant variable and the (average) score of needs met as an independent variable, a linear regression is computed.

For the University of Hyderabad

\[ Y = 2.31 + 0.325x \]

(F value is 54.8 and is significant)

For Sri Krishnadevaraya University

\[ Y = 2.47 + 0.22x \]

(F value is 26.3 and is significant)

The results revealed that average job satisfaction score and average score of needs met are significantly related in both the universities.

CORRELATES OF JOB SATISFACTION

Many investigations on the subject of job satisfaction have found considerable relation between personal factors like sex, age, education, length of service, designation etc. and job satisfaction. Most of such studies relate to industrial workers. Our study reveals a different picture.
Taking each variable from the socio-economic and job related variables, and relating to job satisfaction, the null hypothesis of no relation is tested using chi-square test. There is no evidence to reject the null hypothesis between the following variables and job satisfaction. These variables are native place, sex, marital status, type of family, number of members in the family, annual professional income and annual family income. The same in the case of academic variables like number of Ph.D's and M.Phil's guided and number of research projects undertaken. This applies to both the universities. In the case of age and length of service, in relation to job satisfaction, $\chi^2$ is significant for each variable in the University of Hyderabad but not for Sri Krishnadevaraya University. Only in the case of one variable, designation of staff, the relation between the variable and job satisfaction is found to be significant in both the universities. Obviously, our results are at variance with earlier studies of job satisfaction. The reason might be that, most of the earlier studies relate to job satisfaction of industrial workers and the present study relates to job satisfaction of academic professionals. However, our results in this respect may be treated as tentative, needing further probe and corroboration by other researchers on the subject.

**MANAGERIAL ASPECTS AND JOB SATISFACTION**

In the present study, we tried to find the extent of faculty participation in academic decision making, faculty participation in governing bodies and related them to job satisfaction. Faculty 'say' in academic matters like framing syllabus, conducting examinations, deciding work load for the staff is obtained on a five
point scale and this is taken to represent their participation in decision making. The relation of faculty 'say' score with job satisfaction is analysed through $2 \times 2$ Analysis of Variance. The results revealed that the difference in faculty say significantly affects job satisfaction of the faculty in both the universities.

Likewise faculty representation in management bodies is asked on a three point scale and the score reflects in a way the extent of faculty's participation in governing bodies like Executive Council, Academic Senate etc. Faculty representation score is related to corresponding job satisfaction score and analysed through $2 \times 2$ ANOVA. It was found that the difference in faculty representation has a significant effect on the dependant variable - job satisfaction in the two universities.

One significant policy conclusion emerges from the above analysis: faculty participation in academic decision making and their representation in governing bodies enhances job satisfaction of the faculty and increasing participation of the faculty must be encouraged and provided for.

Faculty views on the prevailing model of governance in the university and desired model are obtained. For this purpose, four models of governance are presented for their choice - a) Collegial model b) Bureaucratic model c) Political model and d) Managerial model. In the University of Hyderabad, the Collegial and Bureaucratic models are indicated as the dominant prevailing models and the faculty expressed their desire for Collegial and Managerial models. In Sri Krishnadevaraya University, the first three models (excluding Managerial model)
are indicated as the prevailing models and the faculty expressed their desire largely in favour of Collegial and Managerial models.

The faculty expressed the view that the quality of universities is going down due to the entry of regionalism, casteism and politics in the university set-up. They feel that the university should be entirely free from outside interference and should have the dignity of an autonomous self-governing institution.

The faculty are of the opinion that the main factor affecting job satisfaction is good environment which mainly depends upon the student community - their behaviour, regularity to the classes, their interest in studies etc. If students show real interest in studies, then the faculty will be motivated to prepare well for teaching and they can perform their job well thereby gaining satisfaction. But nowadays trend is such that the students do not show interest in studies. The intake of students is not done properly and the strength of the students is also increasing. So the staff are de-motivated to teach and dissatisfied in this aspect.

SUGGESTIONS

On the basis of our analysis of field data, and on the basis of views expressed by the faculty, when they were interviewed, the following suggestions are made for improving the motivation and job satisfaction of the faculty, inorder to increase the organisational effectiveness.
1) Increasing participation of the faculty in decisionmaking must be encouraged and provided for.

2) More powers should be delegated to the faculty in the purchase of books to the library, in project finance, in framing syllabus, in controlling student admissions, in processing equipment to the department, etc.

3) In a university setting there should be no place for the operation of factors like regionalism and casteism. Every effort should be made by the authorities to eschew the operations of such forces in the working of the universities. Further, political pressures and political support to the student bodies should be avoided by all political parties.

4) All teachers irrespective of their seniority and cadre should be represented in governing bodies.

5) Teacher representatives to the governing bodies should be elected by teachers and not nominated as at present.

6) Non-recognition for work is causing dissatisfaction to the faculty and this needs to be rectified by suitable forms of recognition of work.

7) The number of students admitted should be restricted to reasonable limits.

The aforesaid suggestions, if properly considered and implemented, may have a positive impact on the job satisfaction of the faculty in the universities which is a healthy sign from the universities point of view.