CHAPTER V

SUMMARY AND CONCLUSION

5.1. INTRODUCTION

This chapter is dedicated to the summarization of the result presented in the previous chapter, in addition to the conclusions that can be extracted from the collected data, recommendations for actions and suggestions for further research are included in this chapter. The main aim of study was to discover the correlation between educational environment and educational satisfaction of teachers and students. The primary data was derived from the answers the participants gave during the survey process. Three questionnaires were conducted to study the correlation between educational environment and educational satisfaction of teachers and students. Secondary data was obtained from conceptual and research literature relevant to this study. Frequency and percentages were computed in order to assess the demographic characteristics of students. Mean Variance and Standard Deviation were used to determine the extent of spread data. The t. test for independent sample was administrated to see whether the difference between the means of two groups is statistically significant. ANOVA was conducted to evaluate differences in dimensions score. And finally Pearson’s correlation was conducted to determine relationship between the mentioned variables in this study. The main result indicated that there is a positive relationship between educational satisfaction and educational environment. The study indicated that the students who studied in good and standard learning environment have more satisfaction and motivation.
5.2 DELIMITATIONS OF THE STUDY

- This research is delimited to the educational environment and educational satisfaction of Indian and Iranian teachers and students.
- This research is delimited to the educational environment and educational satisfaction of teachers and students in the Universities of Pune (India) and Shiraz (Iran).
- This research is delimited to the students of the universities.
- This research is delimited to teachers and students in affiliated colleges and universities of Pune university (India), and Shiraz university, Azad Marvdasht, Payamnoor and Industrial management universities (Iran).

LIMITATIONS OF THE STUDY

- There was few conceptual and research literature pertaining to current research domain which have done in India and Iran.
- As the research study used the self-reports data collection tools the level of honesty and collaboration as well as psychological condition of respondent was out of research’s control.
- Difference feature of social and cultural issue between India and Iran.
- Result of the study was depending on participations assumption of the study.
- The interest of the students and teachers to the questionnaires is not under control.
- Sensitivity of teachers and students to evaluate their viewpoint.
  - The honesty of teachers and students is not under control.

5.3 RESULT AND DISCUSSION

- Evaluation of the Indian and Iranian students’ perception of their universities’ educational environment indicated that, they have the highest satisfaction from general environments included classroom decoration, external areas, green space toilets, but they have lower satisfaction from climate control, air and noise quality, ceiling and electrical and walls and floors to ensure maximum safety and security of various indoor/outdoor university spaces i.e. classrooms, labs, workshops, etc. It could be stated in justifying the achieved results that both Pune and Shiraz Universities have somehow managed to provide optimal conditions for their students. Yet, with respect to high frequency of the students and the current spaces in the
universities, fulfilling the needs and interests of all students is almost an impossible task. Thus, lack of proper facilities in labs and workshops as well as lack of green space has not met the students’ demands in both universities. Meanwhile, Shiraz University students believe that air conditioning, cooling and heating systems in their university have failed to create favorable condition for them. One reason that could be stated in this regard as behind low satisfaction of Iranian students is the aging of many campus buildings which are not furnishes with standard air conditioning and state of the art cooling and heating systems. Given the number of the students in classes, this creates improper conditions.

- Evaluation of Iranian and Indian teachers’ perception of the educational environment in their universities indicated that they are satisfied from the general space more than other aspects of educational environment, and are contented below the normal level as to the climate control. To the Indian teachers, climate control is not of proper quality, and for the Iranian teacher’s walls and floors does not have optimal quality. It could be maintained on the basis of the achieved results that despite providing a suitable condition to a certain extent for their teachers, both Shiraz and Pune Universities are deficient, in view of their professors, of the available spaces in the major university spaces, corridors, various amphitheatres, libraries, gyms, and so on in terms of lighting and colour. Both groups of teachers express low satisfaction with the facilities and equipments available in the classrooms. In their opinion, the universities have failed to provide proper conditions in the available spaces to facilitate the teaching process, research, and academic advising and counselling as it seriously affects their teaching quality.

- Evaluation of Iranian and Indian students’ level of satisfaction with the whole procedures conducted in their universities indicated that in their point of view, good teaching, generic skills, overall satisfaction, learning resources, appropriate assessment, and especially appropriate work load, their universities have been in a medium level. The course can be designed to students’ problem-solving skills, analytical skills, and their ability to work as a team member. Enough time should be given to the students to understand the things that they have to learn which will
decrease the pressure on them. Teachers must use appropriate assessment techniques, course materials and library resources needed for increasing students’ level of satisfaction.

Evaluation of Indian and Iranian teachers job satisfaction with the arrangements made in their universities indicated that both groups of Indian and Iranian teachers express and average satisfaction with the quality of the available arrangements for teaching that include teaching itself, teaching workload, curriculum preparation, academic freedom, facilities and equipment, advising and teaching rewards, yet in their view, the quality of arrangements related to research that include financial support, time release, publications, assistance, institutional research, intellectual research, research rewards, and sabbatical leaves are not satisfactory even in the average level, while for the Iranian professors, the services which include personal growth, professional growth, financial support, administrative duties, consulting and service rewards are in a low level as well.

- Comparison of Indian and Iranian students’ perception of educational environment showed Indian students have more satisfaction from Walls and floors, noise, ceilings and electrical and climate control, but Iranian students have more satisfaction from general environment. Based on t value and significance level, only, the difference of Indian and Iranian students’ perception of walls was significant.

- Comparison of Indian and Iranian students’ satisfaction showed Indian students have more satisfaction than Iranian students in all of dimensions of satisfaction included: good teaching, generic skills, overall satisfaction, learning resources, appropriate assessment, and appropriate work load. Based on t value and significance level, the difference of Indian and Iranian students’ satisfaction of good teaching and generic skills was significant.

- Comparison of Indian and Iranian teacher’s perception of educational environment showed Indian teachers have more satisfaction from Walls and floors, noise, ceilings and electrical, general environment and climate control. Based on t value and significance level, the difference of Indian and Iranian teachers’ of all of educational environment dimensions was significant. To the Indian teachers, climate
control is not of proper quality, and for the Iranian teacher’s walls and floors does not have optimal quality. It could be maintained on the basis of the achieved results that despite providing a suitable condition to a certain extent for their teachers, both Shiraz and Pune Universities are deficient, in view of their professors, of the available spaces in the major university spaces, corridors, various amphitheaters, libraries, gyms, and so on in terms of lighting and color. Both groups of teachers express low satisfaction with the facilities and equipment’s available in the classrooms. In their opinion, the universities have failed to provide proper conditions in the available spaces to facilitate the teaching process, research, and academic advising and counseling as it seriously affects their teaching quality.

- Comparison of Indian and Iranian teachers, Indian teachers satisfaction showed have more satisfaction from teaching, research and service. Based on t value and significance level, the difference of Indian and Iranian teachers’ of all of job satisfaction dimensions was significant. Evaluation of Indian and Iranian teachers job satisfaction with the arrangements made in their universities indicated that both groups of Indian and Iranian teachers express and average satisfaction with the quality of the available arrangements for teaching that include teaching itself, teaching workload, curriculum preparation, academic freedom, facilities and equipment, advising and teaching rewards, yet in their view, the quality of arrangements related to research that include financial support, time release, publications, assistance, institutional research, intellectual research, research rewards, and sabbatical leaves are not satisfactory even in the average level, while for the Iranian professors, the services which include personal growth, professional growth, financial support, administrative duties, consulting and service rewards are in a low level as well.

5.4 Discussion of the finding with relation to the literature

- Investigation of the relationship between various aspects of the educational environment and Indian and Iranian students’ satisfaction indicated that: the more elements in the academic educational environment including, climate control, air and noise quality, ceiling and electrical, and walls and floors become standardized, the greater would be the students satisfaction with good teaching, generic skills, overall satisfaction, learning resources, appropriate assessment, and especially appropriate

For example Cash (1993) found significant differences between the achievement scores of students in substandard buildings than those above-standard buildings. Bowers and Burkett (1988) found that there was a relationship between the physical environment and health, attendance, behavior, and student achievement. Phillip (1997) also found that there was a definite relationship between age of the school facility and students’ reading achievement scores. Lyons (2001) research showed that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes. School facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods. Studies of Anderson (1999), Berner (1993), Earthman (1998), Earthman (2002), Hines (1996), and O’Neill (2000) and Hunter (2006) had provided support for research that found that the condition of the school building had a sizeable and measurable influence upon the achievement of students and Caddick (2006) findings indicated that quality facilities were related to all of the school climate variables: teacher professionalism, collegial leadership, community engagement, and academic press.
Several trends influenced the design of learning environments that included principles for site and building educational space, principles for shared school and community facilities, community spaces, principles related to the character of all spaces, and principles related to site design and outdoor learning spaces. Teachers must be given an opportunity to influence school design that incorporated creating learning spaces throughout the interior as well as the exterior of a school. Teachers must be able to create physical environments that are conducive to learning. Educational environments facilities should be responsive to the changing programs of educational delivery. School facilities should provide an environment that was safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing, and should be an integral component of the conditions of learning.

- Investigation of the relationship between various aspects of the educational environment and Indian and Iranian teachers’ job satisfaction indicated that in general the more quality of the academic educational environment which includes general environment, climate control, air and noise quality, ceiling and electrical, and walls and floors, the greater would be the teachers’ job satisfaction included teaching, teaching workload, curriculum preparation, academic freedom, facilities and equipment, advising and teaching rewards, financial support, time release, publications, assistance, institutional research, intellectual research, research rewards and sabbatical leaves, personal growth, professional growth, financial support, administrative duties, and consulting and service rewards. This result consistent to studies of McGowen (2007), Lackney (1999a), Earthman (1996), Edwards (1992), Edwards (1996), and Hines (1996), Schneider (2002), Buckley, Schneider, and Shang (2004b) and Stallings (2008).

For example, McGowen (2007) found that teacher turnover rate was related to school facility conditions. Lackney (1999a) argued that school buildings were critical to the teaching and learning process. Earthman (1996), Edwards (1992), Edwards (1996), and Hines (1996) studies had shown that school climate—orderly, appropriate, and safe educational facilities, which were conducive to teaching and learning, to be determinant of academic achievement. According to Schneider (2002), poor air quality made teachers as well as students sick. This meant that
students and teachers could not perform as well as the healthy students and teachers. **Buckley, Schneider, and Shang (2004b)** indicated that the quality of school facilities was an important factor in the decision making of individual teachers. “The quality of school facilities is an important predictor of the retention and attrition decision. According to Buckley ET al.**Schneider (2002)** pointed out that school facilities had a direct effect on teaching and learning. **Schneider (2003)** also found that the poor conditions of school facilities made it difficult for teachers to teach their students or provided an adequate education to their students, which affected teachers’ health and safety. These poor conditions caused teachers to leave their schools and leave the teaching profession. **Stallings (2008)** study explored the difference between teachers who planned to stay in their current positions and those who planned to leave in terms of their perceptions of the conditions of public school facilities and the availability of resources, including technology. Stallings (2008) found that the work environment and the availability of resources did impact the job satisfaction of teachers and that teachers’ work environment. There were a large number of factors that clearly affect teacher retention, “the physical location (school building), and the quality of the location can affect the ability of teachers to teach, teacher morale, and the very health and safety of teachers. Naturally, in order to execute teaching-learning process in the best possible way, every professor needs facilities and physical equipments, equipped workshops and labs, classrooms with enough space for all students’ class activities, color and proper lighting, air conditioning as well as heating and cooling systems, security systems to protect from danger, and a quiet environment free from outside noise. Three major factors that influence teacher retention. They were employment factors, external factors, and personal factors. Employment factors were professional qualifications, commitment, and work conditions. External factors were societal institutional and economic variables. Personal factors included the family, demographic, and affective portions of a teacher’s career decision. The physical environment affected teachers in their professional performance. Teachers ranked classroom equipment, classroom furnishings, and ambient features as the most important environmental features. The physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the
reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition. Perceptions of teachers on how school facilities affected their ability to function as a professional. Teachers were generally satisfied with all of the physical environmental factors of the instructional areas of their schools.

5.5 MAIN CONCLUSIONS

• There is no significant difference between Indian and Iranian students’ perception of general environment, climate, noise and ceiling.

• There is significant difference between Indian and Iranian students’ perception of walls.

• There is significant difference between Indian and Iranian students’ satisfaction of good teaching and generic skills.

• There is no significant difference between Indian and Iranian students’ overall satisfaction.

• There is no significant difference between Indian and Iranian students’ satisfaction of learning resources, appropriate assessment and appropriate workload.

• There is significant difference between Indian and Iranian teachers’ perception of general environment, climate, noise, ceiling and walls.

• There is a significant difference between Indian and Iranian teachers’ satisfaction of teaching, research and service.

• There is a relationship between general environment and Indian teachers’ job satisfaction.

• There is a significant relationship between climate control, noise, ceiling and electrical and floors and Indian teachers’ job satisfaction.

• There is not relationship between general environment, climate control, noise, ceiling and electrical, walls and floors and Indian student’s satisfaction.
There is significant relationship between general environment, climate control, noise, ceiling and electrical, walls and floors and Iranian teachers’ job satisfaction.

For Indian teachers’ perception of educational environment predictor of their job satisfaction, all of the educational environment factors have positive coefficients (general, climate, noise, ceiling and walls). However, only three of the five coefficients (general, climate and ceiling) are statistically significant. For Iranian teachers’ perception of educational environment predictor of their job satisfaction, all of the educational environment factors have positive coefficients (general, climate, noise, ceiling and walls). However, only two of the five coefficients (ceiling and walls) are statistically significant.

5.6 CONTRIBUTIONS TO THE KNOWLEDGE

- The results of the study contribute to growth of knowledge in various fields such as educational administration, educational planning and curriculum in the area of higher education.
- The results of this study can be useful for the higher education planners and policy makers to consider improvement of educational physical facilities and equipment as vital factors in students and teachers’ satisfaction.
- Furthermore the result of this research can be used in future strategic planning of universities and colleges.
- This study focused on organizational ergonomics in higher educational settings and effect of cultural differences on perception of educational environment and satisfaction.
- Improvement in infrastructures of the educational environment such as improvement in classrooms, E-Learning, (computer learning) proper Wi-Fi, ventilation facilities, proper seating facilities, Toilets facilities, etc. Since these are very important factors for both universities students & teachers satisfaction.
- Sport facilities, most of college’s affiliated university of Pune and Shiraz fails to produce quality sports which is improve surely enhance the student’s satisfaction.
Transportation. It was found that most of the students in both universities and affiliated colleges facing the problem of the internal transportation that can be improve to students’ satisfaction.

During the examination conducted by university at collegiate level there happen a case of unfair exam condition thus the students who study hard get less marks. This leads to a major dissatisfaction of students & teachers. Thus universities should emphasis on fair examination conduction.

Most of the colleges affiliated to the university fail to provide good library and reading room facilities. Thus the colleges and University should try to provide better library and reading room facilities with satisfactory number of books.

5.7 SUGGESTIONS FOR FURTHER STUDY

To overcome the limitations of this study and to extend the findings and conclusions of this research, the researcher proposes the following suggestions for future researches and the practical considerations of education, psychology, social work and other service professions.

- The future research could be involved to investigate the effect of demographic characteristics of students and teachers in relationship between educational environment and satisfaction.
- Study of mediatory role of students’ academic self-efficacy and teachers’ career self-efficacy in relationship between educational environment and satisfaction.
- The familial/ learning environments and socio factors also should be studied in further researches to discover the other variables that affect the functioning of educational satisfaction to the optimum utilization and effective functionalization. These socio- cultural and environmental factors might influence the self-concept and achievement motivation which in turn affect the creative functioning. Hence the further researchers should also focus on the other related variables in their researches.
- An experimental study among the educational environment and educational satisfaction between students and teachers, with the introduction of the educational environmental standards and educational satisfaction and motivation boosting training programs or the specifically designed intervention projects, will be very effective to
diagnose how the self-concept and achievement motivation work as the comprehensive affective variables of the satisfaction functioning.

- The researcher suggests studying the various facts that cause the less satisfaction and achievement motivation in the further.
- A study of educational and learning environment and academic welfare, achievement motivation of students and teachers.

5.8 Recommendations
- Create throughout the university community a service-oriented climate that clearly and explicitly communicates to all students and teachers concern for their individual needs.
- Intensify efforts to create a university community that accepts, appreciates and celebrates diversity.
- Strengthen and expand recent efforts to improve the quality of instruction provided by teaching assistants, given the crucial role that they play in undergraduate education.
- Involve and support teachers in a focused effort to create optimal classroom learning environments marked by enthusiasm and effective, creative instructional practices.
- Acknowledge and respond to the fact that undergraduate students surveyed perceived a lack of “fair and unbiased treatment of individual students” and “concern for students as individuals.”
- Support improvements in all campus libraries in providing access to information resources and public service.
- Increase significantly: 1) student access to computers; 2) easy access to student information by faculty, staff and students, within the limits of confidentiality; and 3) the use of information technology by faculty for instructional purposes.
- Make a concerted effort to improve undergraduate advising with respect to both University Studies and to individual major programs across campus.
- Strengthen and expand efforts to help students make the connection and transition from the classroom to the world of work.
- Conduct an in-depth study of campus safety aimed toward understanding and improving student satisfaction with safety and security on campus.