CHAPTER – VI

SUMMARY OF FINDINGS, POLICY IMPLICATIONS AND CONCLUSION

6.1 Findings
6.2 Policy Implications
6.3 Conclusion
6.4 Scope for Future Research
Indian Independence opened new vistas of economic development, social change and democracy, which required skilled and well informed people, and also afforded learning opportunities to those who participate in the development process. Education makes a man courteous and polite, from courtesy one gets competence and ability, from competency money comes and with money, a person performs his duties in a right manner and he can live happily. The value of such education depends upon the character and competency of the Teacher, who is the backbone of the system. They are very essential for the welfare of the country. If only they are satisfied, they can do their best. Therefore, it is the duty of the Government and Management of the self-financed colleges to ensure that they are paid well. In Kanyakumari district, there are 12 government aided colleges and 9 Self-financed colleges. Even though the qualification of teachers employed in these colleges are the same, there is a vast difference in the pay scales and other facilities provided to the Aided Teachers and the Self-financed Teachers. Hence, it is decided to study the effect of the above on their job satisfaction. Competent teachers are happy with their jobs and happy teachers are satisfied with their jobs. The present study has been designed to make an in-depth study of job satisfaction of college Teachers in relation to attitude of Teachers towards teaching, socio-economic factors, personal factors, organizational factors, job related factors, motivational factors, problems faced and steps to reduce the problems of Teachers.
The objectives of the study are

1. To analyse the socio-economic variables and job satisfaction of College Teachers
2. To study the personal factors influencing job satisfaction
3. To evaluate teachers’ opinion on organisational & job related factors
4. To identify the motivational factors which contribute job satisfaction to the teachers
5. To analyse the problems faced by College Teachers and suggest measures to reduce them.
6. To offer suitable suggestions for improving their job satisfaction.

The concepts and the methodology were formulated according to the objectives of the study with the help of comprehensive reviews of previous studies. The secondary data were collected from books, journals, records of the colleges and Universities. The primary data was collected through questionnaire. The questionnaire was constructed by the researcher. It consists of seven parts. The first part relates to the socio-economic variables of the teachers, the second part comprises the personal factors to prefer teaching profession, the third chapter comprises organizational factors, fourth part consists of job related factors, fifth part consists of motivational factors, sixth part consists of problems faced by the teachers and the seventh part consists of steps to reduce the problems. In each part, the important variables affected are selected to frame the questionnaire. The study covers the self-financed colleges and self-financed in aided colleges. In
Kanyakumari District, there are twelve Arts and Science Aided Colleges and nine Self-financed Colleges. All these colleges are taken for the study.

The Teachers are categorized into two groups, such as Self-financed Teachers and Self-financed Teachers in Aided Colleges. There are 567 self-financed Teachers and 413 self-financed Teachers in Aided Colleges. 25 percent of Teachers have been taken as sample in each college.

Thus there are 142 teachers from Self-financed Colleges and 102 Teachers from Self-financed in Aided Colleges were selected. The questionnaire was administered to the sample Teachers individually. The data thus collected was analyzed by using relevant statistical techniques like Percentages, Factor Analysis, Multiple Regression, ‘F’ test, ‘T’ test and Discriminant Analysis. The entire report is presented in six chapters.

6.1 FINDINGS:

The various findings of the study are summarized below:

Though Teachers have many common aspects, they differ in some respects. Hence, an attempt has been made to examine the Socio-economic factors of the Teachers. The socio-economic factors which are taken for the present study are sex, age, educational status, department, marital status, type of locality, experience of teachers, monthly salary, secondary occupation, type of family, size of family, number of dependents, employment of spouse, and housing particulars.

From the study, it is found that female Teachers are more in Self-financed Colleges. In total, 67.6 percent of the Teachers are female. Thus Female Teachers dominate in these colleges.
It is inferred that Self-financed Teachers are more in number than in Teachers in Self-financed courses of the Aided colleges. Regarding age, a major number of Teachers (40.57 percent) belong to the age group of below 30 years.

Further, it is found that a good number of (46.7 percent) self-financed Teachers have P.G with M.Phil qualification and 27.5 Teachers have either Ph.D or SET or NET qualification. This is due to the faculty improvement programme and increment for this qualification.

In self-financed colleges, Arts teachers are more than Science teachers (63.9). Regarding marital status, 64.3 percent Teachers are married and 35.7 percent Teachers are unmarried.

Majority of self-financed college teachers (47.1 percent) hail from rural areas and most of the teachers have work experience for a period of 5 to 10 years (40.57 percent).

Regarding the nature of employment, 58.6 percent Teachers are in temporary vacancies and 192 Teachers (78.69 percent) are in the cadre of Assistant Professors.

It is inferred that 65.2 percent Teachers belong to B.C Category and 53.7 percent Teachers belong to joint family. Regarding the family size of Teachers, 73.8 percent Teachers have 4 to 6 members in their family. 68.4 percent Teachers have 1 - 2 dependents with them. For 75 percent of Teachers, their spouse are employed.

It is found that most of the Teachers (55.3 percent) reside within 10 kms from the college and 79.9 percent of the Teachers live in their own houses.

Regarding monthly salary of the Teachers, 46.7 percent of Teachers have monthly salary upto Rs.7000 only. Majority of Self-financed Teachers have the
required qualification and earn the same salary, and most of the Teachers (54.5 percent) are having agriculture as their secondary occupation.

Regarding association between personal profile and their perception towards principal, the variables “principal is cordial and impartial” and “principal is an effective administrator” are associated with the personal profile variable “social status” with the value of 0.025 & 0.004 and “principal appreciates distinguished performance of teachers” is associated with the personal profile variable “marital status”.

While considering professional profile and their perception towards principal, the variable “experience” is associated with “principal is cordial and impartial” and “principal appreciates distinguished performance of teachers” with the significant values of 0.042 and 0.032 respectively.

For association between the socio-economic condition & organisational factors, multiple regression was used. Regarding principal the associated variables are “Appreciates distinguished performance of Teachers and Effective Administrator” with ‘F’ value of 0.046 and 0.021.

As for as management is concerned the personal profile variable “age” is associated with the dependent variable “suggestions for the development are appreciated by the management”. The dependent variable “Management spends liberally” is associated with the personal profile variables “Marital status” and “social status”. The personal profile variable “social status” is associated with the dependent variable “management spares time for the development of college”. The personal profile variable “marital status” is associated with “Management has cordial relationship with teachers”.

198
The professional profile variable “education” is associated with “management spares time for the development of college” and “management takes sufficient steps to improve the skills of a teachers”. The professional profile variable “Monthly salary” is associated with “management has cordial relationship with teachers” with the value of 0.032.

For perception towards colleagues, the associated variables are “cordial relation with each other”, “Encouraged by Faculty members” and “comes for rescue in case of need”.

For students the dependent variable, “students have healthy relationship with teachers” is associated with the personal profile variable “social status”. “Have real interest in studies” is associated with “marital status”.

While considering students, the professional profile variable “Education” is associated with “students have healthy relationship with teachers” with the value of 0.027 and “punctual in their duties”. “Experience” is significantly related with “students involve in extra curricular activities assigned by me”.

The highly perceived variables for students are “Have healthy relationship with teachers” with the value 0.036, and “Maintaining discipline inside the class is not difficult”.

Regarding work activities, the dependent variable “Faculty members have role in designing the curriculum” is associated with the personal profile variable “age”. “Teachers are allowed to give suggestions” is associated with the personal profile variable “social status”.

The professional profile variable “Education” is associated with “Faculty members have role in designing the curricular activities”. “Monthly salary” is
connected with “Teachers are allowed to give suggestions” with the significance of 0.028.

For work activities, the highly perceived variables are “Teachers are allowed to give suggestions” with the ‘F’ significant values of 0.012 and “Teachers have freedom to take initiative” with the value of 0.023.

Regarding physical facilities, the personal profile variable “marital status” is associated with the dependent variables “Net facility is available beyond the working hours” and “Laboratory facilities are sufficiently provided”. The personal profile variable “social status” is associated with the dependent variables “Net facility is provided”. “Net facility is available beyond the working hours” and “Laboratory facilities are sufficiently provided”.

The professional profile variable “Education” is significantly related with “Net facility provided” and “Monthly salary” is related with “Enough computers are provided”.

In physical facilities, regarding technologies provided, the highly perceived variables are “Enough computers are provided” and “Library facilities are sufficiently provided” with the value of 0.011.

For canteen facilities the personal profile variable “age” is associated with “variety of foods are available”. Social status is associated with “canteen functions on all working days”. “Marital status” is associated with “Hygiene is well maintained”.

For canteen facilities, the professional profile variable “Education” is related with “canteen functions on all working days”. “Experience” and “monthly salary” are related with “variety of foods are available”.

200
The highly perceived variable regarding canteen facilities are “canteen functions on all working days” and “varieties of foods are available”.

When considering infrastructural facilities, the personal profile variable “marital status” has significant association with the dependent variables “water facilities” and “separate staff room is available”. “Social status” is associated with “separate staff room is available”.

The professional profile variable “Education” is significantly related with the independent variable “lighting facilities” and “Monthly salary” is related with “water facilities”, “well furnished room for each department” and “Adequate furniture is provided in the staff room and class” with the significant values of 0.034, 0.030 and 0.036.

The highly perceived variables regarding infrastructural facilities are “water facilities”, “well furnished room for each department”, “separate staff room available” and “adequate furniture is provided in the staff room and class”.

While taking into account of library facilities, the personal profile variable “age” has association with dependent variables, “Books of various disciplines are available” and “computer access in the library”. “Social status” is associated with “well furnished reading room is available”.

For library facilities, the professional profile variables “Education” and “Monthly salary” are associated with “Library works beyond working hours”, “Experience” is related with “Books of various disciplines are available” and “Monthly salary” is associated with “Library supports to research” with the ‘t’ significance of .013.
Highly perceived variables regarding library facilities are “Library works beyond working hours”, “Books of various disciplines are available” and “Library supports to research”.

Salary and promotion potential have five variables. The dependent variable “salary is promptly paid by management” is associated with the personal profile variables “age” and “social status” with the value of 0.023 and 0.029 respectively. “There are good opportunities for promotion” is associated with “social status”.

The professional profile variable “Education” is associated with “Job security is ensured” and “Monthly salary” is associated with “salary is promptly paid by management” and “salary is less than what is deserved for the work”.

The highly perceived variables for salary and promotion potential are “salary is promptly paid by the management”, “There are good opportunities for promotion” and “Job security is ensured”.

Additional factors have 8 variables. The personal profile variable “age” is associated with “provident fund facility is provided”. “Social status” is associated with the dependent variables “service register is maintained” and “casual leave is available”.

For salary, the professional profile variable “Education” is closely related with “job security is ensured” and “monthly salary” is related with “salary is promptly paid by the management” and “salary is less than what is deserved for the work”.

For additional benefits, the professional profile variable “Education” is significantly related with “service register is maintained” and “monthly salary” is
related with “provident fund facility is provided”, “casual leave is available” and 
“vacation salary is provided” with the value of 0.019, 0.023 and 0.020 respectively.

The highly perceived variables regarding Additional Benefits are “Service 
register is maintained” with the ‘F’ significance value of 0.019, “casual leave is 
available” and “vacation salary is provided”.

The identified dependent variables and its association between personal 
profile variables “age”, “marital status”, and “social status” have been analysed in 
the present study by One way analysis of Variance. The analysis shows that the 
variable “The job provides me freedom to use my own judgement” is significantly 
associated with the personal profile variable “social status” at five percent level. 
Hence, it can be said that the intensity of satisfaction due to the factor “the job 
provides freedom to use my own judgement” differs among respondents belonging 
to different social status. The personal profile variable “marital status” is 
significantly associated with the dependent variable “I am satisfied with the job 
because the future of the country is in the hands of teachers”. The personal profile 
variables “age” and “social status” are significantly associated with the dependent 
variable “My job makes me to maintain cordial relationship with my family 
members and friends”.

The identified dependent variables and its association between professional 
profile variables “education, experience and monthly salary” indicate that the 
variable “I am satisfied with the attitude of co-workers” is significantly associated 
with the professional profile variable “education” at five percent level. Hence, it can 
be said that the intensity of satisfaction due to the factor “I am satisfied with the 
attitude of co-workers” differs among respondents belonging to different educational
level. The professional profile variable “experience” is significantly associated with the dependent variable, “The job provides me freedom to use my own judgement”, “The opportunities in the college provide chance for personal development” and “My job makes me to maintain cordial relationship with my family members and friends”.

The socio-economic conditions may have its own impact on personal factors. In order to understand the personal factors, the scores on each factor have been computed. The included profile variables are “monthly salary, education, social status, marital status and age. To analyze the significant relationship between socio-economic condition and personal factors, multiple regression was used. Regarding the personal factors, the associated variables were “abilities suits the work”, “satisfaction with the attitude of co-workers”, “Maintain cordial relationship with family and friends”. Since the respective “F” statistics are significant at 5% level, the other factors like “freedom to use own judgement, college provides chance for personal development, satisfaction of the job because the future of the country is in the hands of the teachers, and involvement in religious activities” are not significant at 5% level.

Factor analysis was applied to find out the dominant factors influencing the level of satisfaction towards job related factors by the respondents. The inter-correlations between 20 variables were analyzed using Principal Component Analysis and Varimax Rotation for factor analysis. The factor analysis classified the twenty variables into four important factors namely “job excellence, management of class, knowledge of computer, and concern for students”. All these four factors explain the level of satisfaction towards job related factors to the extent of 69.004
per cent. The most important factor is “job excellence”. It consists of eight variables with Eigen value of 8.124 and per cent of variance 40.168 per cent.

The important variables in the above said four factors are “interaction, prepare notes for students, power point presentation, and understandable language”. The factor analysis result in four important factors for level of satisfaction among the members, namely “job excellence, management of class, knowledge of computer, and concern for students”. The scores of the above said four factors are drawn from the mean scores of the variables in each factor.

The job related factors among male and female teachers may be different in different degrees. In order to formulate policy implications, it is imperative to identify important job related factors among male and female teachers. Initially, the mean difference and discriminant power of the job related factors have been computed.

Significant mean difference is identified in “counselling the students who are weak in their test, classroom interaction encouraged, engaging the class lively, supportive and illustrative examples are given, arrangement of fees for poor students, and teach in simple and understandable language” whose respective F statistics are significant at 5% level. Higher mean differences are identified in case of power of teachers which is identified in case of Classroom interaction encouraged, Supportive, illustrative examples related with the subject are given, Encouraging the students to participate in extra curricular activities, Follow up action against attendance of students since its mean differences are 0.277, 0.402, 0.725, 0.255, 0.233, 0.277, 0.402 etc respectively. Higher discriminant power is
identified in “Conducting seminars in the class, Preparing the students for self employment, engage the class upto last minute, prepare notes for students” since their Wilk Lambda is high.

The higher discriminant coefficient is identified in case of “preparing the students for self employment, encouraging the students to participate in extra curricular activities, arrangement of fees for poor students and teach in simple and understandable language” since their discriminant coefficients are 0.373, 0.340, 0.303, 0.602, and 0.536 respectively. The higher degree of influence of the above factors is on the discriminant function. The higher relative contribution in TDS is noticed in “valuing the paper and show it to the students, arrangement of fees for poor students, and teach in simple and understandable language” since their contribution are 72.89, 24.87, 104.98, and 22.22 respectively.

Factor analysis was applied to find out the dominant factors influencing the level of satisfaction towards motivational factors for the respondents. The intercorrelations between 18 variables were analyzed using Principal Component Analysis and Varimax Rotation for factor analysis.

The motivational factors among male and female teachers may be different in different degrees. In order to formulate policy implications, it is imperative to identify the important discriminant motivational factors among the male and female teachers. Initially, the mean difference and discriminant power of the motivational factors have been computed

Significant mean difference is identified in “riskless job”, “ambition” and “recognition” since its ‘F’ statistics are significant at five present level. Higher
mean differences are identified in case of “riskless job”, “service” since their respective mean difference is 0.402 and 0.304 respectively. Higher discriminant power of the motivational factors is identified in the case of “Retirement benefits”, “Additional monetary benefits” and “Festival Advance” since their Wilk’s Lambda is high.

The higher discriminant co-efficient is identified in the case of “salary”, “ambition”, “status” and “Recognition” since their discriminant co-efficient are 0.303, 0.602, 0.347, and 0.241 respectively. It represents higher degree of influence of the above factors on the discriminant function. The higher relative contribution in TDS is noticed in the case of “ambition”, “status” and “Motivation by teachers” since their contribution are 104.98, 48.85 and 24.87 respectively.

Factor analysis was applied to find out the dominant factors influencing the level of satisfaction towards problems faced by the respondents. The inter-correlations between 15 variables were analyzed using Principal Component Analysis and Varimax Rotation for factor analysis. The factor analysis classified fifteen variables into four important factors namely “job difficulties, personal problems, problems with parents, and students problems”. All these four factors explain the problems faced to the extent of 63.781 per cent. The most important factor was “job difficulties”. It consists of five variables with Eigen value of 4.582 and per cent of variance 30.549 per cent.

The important variables in the above said four factors are “grievances, no creativity, self-finance teachers are not respected, and the demands of teachers are not considered”. The factor analysis results in four important factors (procedures)
for level of satisfaction among the members namely job difficulties, personal
problems, problems with parents, and students problems. The scores of the above
said four factors are drawn from the mean scores of the variables in each factor.

The problems among male and female teachers may be different in different
degrees. In order to formulate policy implications, it is imperative to identify the
important problems among male and female teachers. Initially, the mean difference
and discriminant power of the respondents have been computed.

Significant mean difference is identified in “correction work is the worst part
of a teacher’s job, college management is not considering the demands of teachers,
and compulsory invigilation work since its F statistics are significant at 5% level.
Higher mean differences are identified in case of “correction work is the worst part
of a teacher’s job” since its mean difference is 0.725. Higher discriminant power is
identified in case of “physical inabilities do not allow me to do better teaching in the
college, the teaching job provides no creativity, and self-finance teachers are not
respected in modern times” since their Wilk Lambda is high.

The higher discriminant coefficient is identified in case of “the quality of
student is not good, college management is not considering the demands of teachers,
compulsory invigilation work, I feel overloaded with my work, and self-finance
teachers are not respected” since its discriminant coefficient are 0.379, 0.536, 0.646,
0.237, 0.241 respectively. It represents higher degree of influence of the above
factors on the discriminant function. The higher relative contribution in TDS is
noticed in “correction work is the worst part of a teacher’s job, compulsory
invigilation work, college management is not considering the demands of teachers”
since their contribution are 34.49, 27.32, and 22.22 respectively.
Factor analysis was applied to find out the dominant factors influencing the level of satisfaction towards ways to reduce the problems faced by the respondents. The inter-correlations between 15 variables were analyzed using Principal Component Analysis and Varimax Rotation for factor analysis.

The factor analysis classified fifteen variables into four important factors namely self contribution, contribution from management, contribution from government, self esteem. All these four factors explain the problems faced to the extent of 68.818 per cent. The most important factor is “self contribution”. It consists of five variables with Eigen value of 4.795 and per cent of variance 34.253 per cent.

The important variables in the above said four factors are “develop skills, liberal sanction of leave, pay parity, and build self confidence”. The factor analysis results in four important factors (procedures) for level of satisfaction among the members namely job difficulties, personal problems, problems with parents, and students problems. The scores of the above said four factors are drawn from the mean scores of the variables in each factor.

The ways to reduce problems among male and female teachers may be different in different degrees. In order to formulate policy implications, it is imperative to identify the ways to reduce important problems among male and female teachers. Initially, the mean difference and discriminant power of the Problems have been computed.

Significant mean difference is identified in “develop common skills, sharing the problem, get adequate sleep, and providing incentive for extra work” since its respective F statistics are significant at 5% level. Higher mean differences are
identified in case of develop effective common skills, providing incentive for extra work, leave on par with the aided staff and job security since their mean differences are 0.277, 0.725, 0.302, and 0.202 respectively. Higher discriminant power of teachers is identified in case of “foster a supportive friend circle, and pay parity with the aided staff” since their Wilk Lambda is high.

6.2 RESEARCH IMPLICATIONS

Self-financed College Teachers are not satisfied with their salary because they are getting low salary, even though their qualification and workload are equal to that of the Aided Teachers. But the Aided Teachers are getting higher salary and higher status. The Self-financed Teachers are demanding parity of pay scales with the Aided College Teachers. Hence, the Management, the University and the Government should take necessary steps to increase the pay of the self-financed teachers equal to that of the Aided Teachers. The salary of the Teachers should be revised at regular intervals like the revision made for the salary of the Aided Teachers.

On and off Campus Programs and career oriented programmes should be conducted with the help of subject experts in the field of Education and Industry.

The University Grants Commission (UGC) must come forward to give Grants to well performing self-financed colleges. Such performing institutions can be identified by the committee to be constituted by the University Grants Commission.
Most of the Self-financed College Teachers feel insecure with their job. Hence, the Teachers are moving from one college to another. Thus, the management should ensure job security for the Self-financed Teachers.

Working conditions or infrastructure of the College should also be improved, so that teachers can feel comfortable and work conveniently, which in turn will improve their job satisfaction level.

Most of the self financed college Teachers feel insecure with their job. So they are moving from one college to another. The management should give job security to the self financed Teachers.

In order to encourage the self financed teachers, the management should sanction an additional increment to them who have completed Ph.D / NET / SET.

The management should strictly follow the leave rules as per the Tamilnadu Private College Regulation Act (TNPCR).

The management should also see that sufficient water facilities and well furnished staff room with adequate space is provided to the teachers so that they can feel comfortable at their work.

Yoga and meditation programmes should be conducted for the teachers so that they can reduce their stress level.

6.3 CONCLUSION

This Study reveals the areas where Teachers are satisfied and where they are not satisfied besides the reasons for problems and how to reduce their problems. The Teachers expect more from the Management, Students and the Colleagues in order to have job satisfaction and to reduce stress. The researcher makes these
suggestions based on the said observations. If the suggestions are implemented properly by the Management, the job satisfaction of the College Teachers will improve and thereby the Self-financed Teachers too will be happy with their job and the talented persons are likely to be attracted by this Profession in comparatively large numbers, improving the quality of education to greater degrees which will inturn raise the image of the college.

6.4 SCOPE FOR FURTHER RESEARCH

2. Stress management of teachers in Arts and Science colleges of Kanyakumari District.
3. A comparative study on job satisfaction of teachers in Arts and Science colleges & Engineering colleges of Kanyakumari District.