CHAPTER 5
DISCUSSION

5.1 INTRODUCTION

The purpose of this chapter is to provide an overview of the study findings, conclusions and discuss theoretical and practical implications of the study. In addition, limitations of the current study and possible future studies are discussed.

5.2 OVERVIEW OF THE FINDINGS

The purpose of the study was to examine job satisfaction and affective organizational commitment. For testing each hypothesis, various statistical tests were run. Tests revealed that the satisfaction level of faculty with the predictors in private and government universities varied. In addition, demographics’ also revealed variation in satisfaction level of faculty.

Hypothesis 1 suggested that there is a variation in satisfaction with predictors and commitment among faculty in private and government universities teaching engineering and management courses. H1(a) was supported whereas H1(b) showed lack of support. In private universities, faculty showed significant satisfaction with promotion, support from supervisor and support from administration. This suggests that faculty satisfaction can be increased by working on the other variables as well. Also for the faculty that showed lower levels of satisfaction and commitment, the administration can work on providing support to them. In government universities, faculty was satisfied with salary, recognition and work. This suggests that faculty feels that they are able to do a variety of tasks and feels recognized for doing that. Also their satisfaction with the salary suggests that they feel they are being compensated fairly well.
Hypothesis 2 suggested that there is a variation in satisfaction with predictors and commitment among faculty in private and government universities across gender. H2(a), H2(b), H2(c), and H2(d) were supported. In private universities, faculty experienced support from supervisors and were able to maintain work-life balance. This suggests that due to supportive environment from supervisor allows faculty to maintain higher work-life balance. This is higher for female faculty. As a consequence of supportive environment we can also conclude that faculty experiences higher satisfaction with work that is higher among male faculty. In government universities, faculty feel more recognized for the work they do and female faculty feels they are more recognized. Commitment showed insignificant results for both private and government universities.

Hypothesis 3 suggested that demographic factors have a significant impact on predictors of job satisfaction, overall job satisfaction and affective commitment in private and government universities’ faculty members. This hypothesis was supported. Results suggested that in private universities faculty experienced higher work-life balance that may be higher due to support from supervisor. Also faculty with Ph.D. degree are paid higher salary, have greater opportunities to explore a variety of work and assignments and are therefore more recognized as compared to other faculty. Faculty with different academic ranks showed a variation in satisfaction with the predictors of job satisfaction, where Assistant Professor’s experienced higher support from supervisor and felt they had higher opportunity for promotions. Engineering faculty on the other hand had experienced higher support from supervisor and administration. This may also be due to the size of the organization and also the engineering discipline, faculties are teaching. With an experience of 5-15 years in teaching, faculty are more committed and satisfied. Permanent faculty and faculty residing within university campus were again more satisfied. There were also significant interactions where gender played a very important role. This would signify that gender is a determining demographic factor while assessing satisfaction with various aspects of a job.
In government universities there was a significant result for work life balance for marital status, where unmarried faculty was able to maintain higher work life balance. As observed for private universities, faculty holding Ph.D. degree in government universities were more satisfied and committed. Therefore encouraging faculty for Ph.D. would ensure higher satisfaction and commitment. Also satisfaction with predictors, job satisfaction and commitment varied significantly with the designations faculty held. Further, engineering faculty experienced higher work life balance, support from their supervisor and satisfaction with their work. Whereas management faculty felt that they were recognized more than engineering faculty. Contrary to private universities, faculty in government universities who had an experience of 30-35 years in teaching were more satisfied and committed. On similar observations, permanent faculty was more satisfied as compared to temporary faculty and faculty drawing higher salaries was more committed as compared to others.

There were again significant interactions where gender played a very important role. This would signify that gender is a very determining demographic factor while assessing satisfaction with various aspects of a job.

Hypothesis 4 suggested that there is a positive and significant relationship between job satisfaction and affective commitment. This hypothesis was supported. The output confirms that there exists a significant positive relationship between job satisfaction and affective commitment \( (r=0.431, p<.05); \ p=0.00.\)

For objective 5, prediction of variables leading to job satisfaction identified the predictors that lead to higher job satisfaction among faculty in private and government universities. The results of this study suggest that support from supervisor, support from administrator, salary and promotions were the most determining factors for job satisfaction.

5.3 CONCLUSIONS

This study has tested empirically the satisfaction of faculty with the predictors of job satisfaction
and affective commitment. Demographic variables such as gender, age, marital status, university type, education, academic rank, discipline, job tenure (number of years in teaching), position tenure (number of years in the current position), living status, employment and income have been studied and their interaction effects have also been studied. This study gives an overall view of how faculty feels towards different aspects of their job and the predictors that are the most determining in job satisfaction.

**5.4 IMPLICATIONS OF THE STUDY**

Satisfied employees tend to be more productive and more committed towards their organizations. The results of this study suggest that support from supervisor, support from administrator, salary and promotions were the most determining factors for job satisfaction. By increasing faculty’s job satisfaction on these parameters, higher commitment can be achieved. University authorities can consider these predictions for their decision making in increasing the level of satisfaction of their faculty in government and private universities.

**5.5 LIMITATIONS AND SCOPE FOR FURTHER RESEARCH**

1. Data collected from south, west and east zones was negligible due to the constraint of distance and was therefore not considered for analysis.
2. The analysis also suffers from small sample size, which could be increased by collecting data from other universities of India.
3. Literature depicting the relationship between Job Satisfaction and Affective Commitment in academics is scarce.
4. Every university has their own policies and procedures. Therefore there may be some variation in the responses collected.
5. The study can be extended to individual universities and conducting the study in accordance to their policies.
6. Individual parameters can be studied in detail for individual universities.
7. Data was collected from faculty from North of India. Sample from the other parts of India may be taken to further investigate job satisfaction, affective commitment and the relationship between them.