

What are the Factors Affecting the Pro Mobility Among Teachers at Universities in Sri Lanka

An Empirical Investigation Between the City and Rural Areas of the Universities in Sri Lanka

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Abstract

This research aimed to study the factors affecting the promotion mobility of teachers which will lead to increase the trend in upward mobility among teachers at rural area university in Sri Lanka.

This research attempted to examine the university teachers whether SEUSL and Colombo are depending on job related characteristics and personal characteristics.

It is theoretically argued that promotion mobility depend upon Job Satisfaction (JS), Frozenness(FR), Organizational Commitment(OC), Job Involvement(JI), Risk Taking(RT) and Stress(S). An empirical study was conducted to test whether these 6 variables are significantly associated with promotion mobility among university teachers in Sri Lanka. The study involved 178 academic staffs who were selected from SEUSL and University of Colombo. The results indicated that first 5 variables were not associated with pro mobility significantly at SEUSL, suggesting that pro mobility is independent of JS, FR, OC, JI and RT and all variables except frozenness were not associated with P significantly at University of Colombo. Suggesting that promotion is independent of JS, OC, JI, RJ and S.

These findings have to be considered when creating an atmosphere for enhancing Pro mobility of teachers in rural areas of the universities in Sri Lanka. These variables have to be built into the scheme of Pro mobility. So that they may be the deciding factors of future Pro mobility rather than a present snap- shot.

Keywords: *pro mobility, promotion, Job Satisfaction, Organisational Commitment, Job Involvement, Risk Taking, Stress*

Introduction

Employees' promotions are important to an organization and its members. Organizations use promotions to fill most jobs and to motivate employees.

Successful promotion systems channel employees into positions for which they are best suited, and exert pressure on poor performer to either improve or leave the organization.

Promotion systems may also affect the character of an organization by promoting employees with particular goals and values. For employees, promotions provide a major route to upward mobility an increased pay, prestige and authority come primarily through promotions. Numerous studies on white collar – employees indicate that promotion opportunity ranks near the top in ratings of

the importance of job facets. Lack of advancement opportunity has been linked to low levels of job satisfaction, commitment and work motivation and to turn over, apathy, resistance to change, and cynicism (Kanter, 1977, Markham, Harlan & Hackett, 1987) and promotion is a key indicator of Job Satisfaction (Locke, 1975). It seems that there is a gap in the empirical knowledge available, in particular in Sri Lankan Universities context , about testing the dependence of pro mobility on JS, FR, OC, JI, RT and S. In specific the following research problems were addressed in this research paper.

1. Does the Job Satisfaction of a teacher positively contribute to the Pro mobility among teachers in those universities?
2. Does frozenness contribute to the promotion mobility of a teacher?

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3. Is commitment important in attaining promotion mobility?
4. Do the teachers perceive their upward mobility by positively involving in the job?
5. Does the Risk Taking Contribute positively to the pro mobility of a teacher?
6. Does stress that the teacher undergo in attaining negatively contribute towards the pro mobility?

The objective of this paper is to investigate whether pro mobility depends on JS, FR, OC, JI, RT & S to a significant extent in Universities in Sri Lanka.

The working definition of pro mobility is as follows:

“Pro mobility is achieving something or contributing for the development that they involving the reassignment of an employee to a position that is likely to offer higher pay and greater responsibility, privileges and potential opportunities”

Research Frame Work

Job satisfaction refers to is an employees' attitude formed on the basis of his/her contentment derived from the specific job factor, individual adjustment, group relationship, work environment and his interaction with all the environmental factors. Vroom (1964) viewed job satisfaction in terms of the extent to which a job provides positively valued outcomes to the job holder. Simply an employee will be satisfied if he /she fulfill the expectations with his or her job. Locke (1976) defines the job satisfaction comprehensively as “a pleasurable positive emotional state resulting from the appraisal of one's job or job experience”.

The behavioural Scientists have pointed out that the employees feeling about their job can be distinguished into global and facet. As the global job satisfaction refers to the overall feelings of the employee towards his/her job, the facet satisfaction means the expression of feelings of the employee about particular aspect(s) of his/her job. Most of the university teachers express their feelings about the

salary and other benefits from their job. The directions of trade Union actions were also to keep such benefits available.

Job satisfaction is the degree of a favorableness with which a university teacher views his/her work. It results while the characteristics of the profession he/She holds and his/her requirements are in agreement. On the other hand, the job satisfaction refers to the inner feelings of the worker in relation to his/her job. The definition for job satisfaction by Mullins (1989) is considered for this study.

“Job satisfaction is more of an attitude, an internal state: It could, for example, be associated with personal feelings of achievement, either quantitative or qualitative”

Hence, these arguments lead to a hypothesis as follows:

Hypothesis 1: Job satisfaction of teacher in rural areas of the universities in Sri Lanka is positively related to their job promobility

Frozensness is refers to immovability of employees for advancement in the job. There may be some reasons for it. Individual, organizational and /or environmental circumstances. However, moving ability is appreciated in any kind of field. It leads to creative movements for the development.

A key challenge for organization in the years ahead is to have more creativity and innovation. A resent analysis noted that creativity is “The gift and discipline that provides the competitive edge- in marketing, production, finance and all of the other aspects of an organization.

Likewise, Academics in universities are expecting to have some degree of creativity with innovation. To be innovative, he/she should be moved frequently as change occurred. So that they should not be in frozensness. If they are in one place, they can't achieve anything. Therefore, the frozensness of the teachers' in universities has direct effect with their pro mobility. Followingly, it can be said, that a person is not readily convertible

into upward position within a reasonable time or without a considerable loss. Thus second hypothesis is,

Hypothesis 2: Frozenness of teachers' in rural areas of the universities in Sri Lanka is negatively related to their promobility.

Organizational Commitment is an attitude; it is very often defined as

01. Strong desire to remain a member of a particular organization,
02. a willingness to exert high levels of effort on behalf of the organization, and
03. a definite belief in, and acceptance of, the value and goals of the organization.

In other words, this is an attitude about employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well-being (Morrow 1983).

As job satisfaction as an attitude relates to an employee's job itself, the organizational commitment is an attitude towards his/her organization, a future behaviour in it. According to Kiesler and Sakumar (1966) "Commitment is the binding of the individual to behavioural acts."

Salancik (1977) has emphasized two factors as most relatively related to one's organizational commitment. They are an employee's

1. Position in an organization and
2. Tenure with the organization

The people who are with good jobs like to stay in them, on the other hand, the employee having a wide range of experience in the organization he/ she works and keeps the membership continuously.

According to Morrow, the organizational commitment attitude is determined by a number of personal (age, tenure in the organization, and dispositions such as positive or negative affectivity or internal or external control attributions) and organizational (the job

design and the leadership style of one's supervisor) variables. The continuous participation of the employee in an organization enables them to avoid the high cost of leaving the organization. For instance, a university teacher terminated from a university may lose some of his/ her future prospects and job security in it. According to Backer (1960), the employees in an organization build up commitment individually over time through certain "side-bets" within the organization.

For example, Japanese workers have high degree of organizational commitment than American workers and that level of commitment contributes to the greater productivity of Japanese work force (e.g. Luthans et. al -1985). The employees having high degree of Organizational Commitment can secure a stable work force, provide a high level of task competition, and meet organizational goals (e.g. – Steers -1977, Randall -1987). A sound attitude of organizational commitment leads to a higher level of promobility and there is a positive correlation between them too. Hence, the following hypothesis,

Hypothesis 3: organizational commitment of teachers in Rural Areas of the universities in Sri Lanka is positively related to their promobility.

Job Involvement The concept of job involvement has been derived from job design. Job design has emerged as an important application area for work motivation. it has various approaches to job design. Job Engineering (Scientific management, industrial engineering approach), Quality of work life (A broad – based approach suggesting the importance of overall climate, socio – technical design, and teams), Social Information Processing (A complex theoretical model suggesting the importance of social information or cues affecting job holders), Job Characteristics (Building skills variety, task identity, task significance, autonomy, and feedback into the job), and Job Enrichment (Vertically loading the job to provide more responsibility). Source:

Organizational Behaviour, Fred Luthans, 1992.

Job design can be viewed in many ways. As an individual characteristics, as a situational determined variable and as a product of person – situation interaction. The concept appears in two different facets.

JI as performance – self esteem contingency

JI as a component of self – image.

Performance – self esteem contingency

When JI is viewed as a performance – self esteem contingency the following definitions can be given.

The term “ego – involvement” is defined as the situation which the person engages the status seeking motive – Allport, 1977

A person is ‘ego involved’ in a job or task to whatever extent his self – esteem is effected by his perceived level of performance. i.e., involvement exists when a person’s feelings of esteem are increased by good performance and decreased by bad performance – Vroom, 1962.

A job holder is motivated to perform well because of some subjective rewards or feelings that he expects to receive or experience as a result of performing well (intrinsic motivation) – Lawler, 1969.

Component of self – image

When JI is viewed as a component of self – image, many researches give the following definitions.

The degree to which a person is identified psychologically with his work or the importance of work in his total self – image – Lodahl & Kejner, 1965.

The psychological identification with one’s work as well as the degree to which the job situation is central to the person and his identity – Lawler & Hall, 1970.

The degree to which an individual’s work role is important in itself, as well as the extent to which it forms the basis of self – definition, self – evaluation and success – definition

(work role motivation) – maurer. 1969.

There is no research evidences on JI and promotion ability put forward so far. But there are some research evidences on JI and job performance. since the job performance leads to promotion. I think to refer to support to this phenomenon.

“...the relationship between JI and job performance has proven to be a complex, confusing one”. – Samuel. Rabinowitz and Douglas T. Hall, 1978.

Early researches investigated into the relationship between Ego-Involvement and Performance (Vroom, 1962). Some found that there was no significant relationship between the two variables. (Lodahl & Kejner, 1965; Lawler and Hall, 1970). Also studies were found giving positive relationship with performance when in terms of productivity. (Siegel and Rub, 1973). As far as university teachers’ are concerned, certainly they are involving on job to get higher performance to make promotion frequently.

There is a relationship between gender and job involvement. The traditional thought is that men are a group which is more job involved compared to their counterparts. Siegel (1961) has pointed out that besides earning their living, men are more likely to value work than women. This was supported by a study done by Robinowitz (1975). And also there is an issue on promotion discrimination in gender. One of the most commonly cited reasons for the lack of promotion is the glass ceiling. The U.S. Department of Labor has even recognized the glass ceiling as “artificial barriers based on attitudinal or organizational bias that prevent qualified {women} from advancing upward in their organization into {senior} management level positions. The explanation that women have not yet had enough experience to reach the top of organizations no longer can be used. Although significant numbers of women have entered managerial positions for a sufficient numbers of women have entered managerial positions for a sufficient number of years, women still are noticeably absent from the top levels of

today's organizations. Also, some of the academic explanations of why women are not reaching the top are being questioned. For example, some experts have argued that women have lower self – and organization – referent attitudes, and this is what holds them back. Noting that such conclusions have been based on laboratory studies of school – age children, a researcher on women in management counters this argument as follows:

In fact, there is absolutely no reliable, empirical evidence based on truly comparable samples of men and women who are actually employed in work organizations that women's self – and organization – referent attitudes are systematically lower than men's. Indeed, my associates and I have demonstrated consistently that when the effects of organizational level or position are controlled, women's self- and organization- referent attitudes are usually more positive than men's. we believe strongly that the experiences women should have in the workplace.... Can counteract all or nearly all of the societal factors that have caused girls and women to manifest less positive attitudes in nonwork research settings.(source: Organizational Behaviour, Fred Luthans, 1992)

Hypothesis 4: The Job Involvement of teachers of the universities in rural areas in Sri Lanka is positively related to their mobility.

Risk Taking and pro mobility.

The risk taking is probably the single most descriptive characteristic of the person possessing high need for achievement. On the surface it would seem that a high achiever would take high risks. However, once again research gives an answer different from the commonsense one. The ring-toss game can be used to demonstrate risk-taking behaviour.

It has been shown that when ring tosses are told that they may stand anywhere they want to when they toss the rings at the peg, low and high achievers behave quite differently. Low achievers tend either to stand very close and just drop the rings over the peg or to stand very far away and wildly throw the rings at the peg. In contrast, high achievers almost always carefully calculate the exact distance from the peg that will challenge their own abilities. People with high need for achievement will not stand too close because it would be no test of their ability simply to drop the rings over the peg. By the same token, they will not stand ridiculously far away because luck and not skill would then determine whether the rings landed on the peg. In other words, low achievers take either a high or low risk, and high achievers take a moderate risk. This seem to hold true both for the simple children's game and for important adult decisions making and activities.

Actually university teachers should be high achievers with their jobs. Because, they are the people who are contributing for national development of a country. So, they must be high quality with creative thinking. The term 'promotion' make them as creative and innovative. They are producing undergraduates who will serve for nation / national developments. To make the undergraduates meaningful, the academics of the universities must be prepared themselves as needed. Unfortunately, the academics in rural areas universities in Sri Lanka have lack of facilities to make them effective as soon as possible. They must be taken a high level of risks on their career development. i.e., the risk taking of the rural areas universities has direct effect on their pro mobility. This concept will motivate the high achievers and also could be given the result negatively for low achievers.

Hypothesis 5: Risk taking of teacher in rural areas of the universities in Srilanka is positively related to their pro mobility.

Stress and Pro mobility

A leading expert on stress, Cardiologist Robert Eliot, gives the following prescription for dealing with stress: "Rule No.1 is , don't sweat the small stuff. Rule No.2 is, it's all small stuff. And if you can't fight and you can't flee, flow." what is happening in to days organizations , however, is that the "small stuff" is getting to employees, and they are not going with the "flow".

Stress has become a major buzzword and legitimate concern of the times. A recent estimate is that stress is costing corporate America a staggering \$68 billion annually in lost productivity due to absences from work and stress claims costing up to 10 percent of a company's earnings. Health care professionals are reporting that up to 90 percent patients complain of stress – related symptoms and disorders. (source: Fred luthans, Organizational behaviour, 1992) Unlike some of the other things, stress directly translates in to dollars and cents to the organization and affects the physical and psychological well – being of individual employees.

Stress is usually thought of an negative terms. It is thought to be caused by something bad (for example, the boss gives a formal reprimand for poor performance). This is a form of distress. But there is also a positive, pleasant side of stress caused by good things (for example, an attractive, an employee is offered a job promotion at another location). This is a form of *eu* stress. *Eu*, means good which terms was coined by the pioneers of stress research from the Greek.

Ivancevich and Matteson defined stress simply as "the interaction of the individual with the environment," but then they go on to give a more detailed working definition, as follows: "an adaptive response, mediated by individual differences and / or psychological processes, that is a consequence of any external (environmental) action, situation, or event that places excessive psychological and /or physical demands upon a person. Beehr and Newman define job stress as" a condition

arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning.

As far as university teachers' are concerned they are having number of problems related with their jobs and individual things. The compulsory condition for probationary lecturers and earnings of points for professorship such as a big task to do another degree or research and other things. The teachers in rural areas of the universities in Sri Lanka have another problem where lack of facilities in doing those degree courses.

There are three kinds of causes of stressors are identified by researchers. These causes come from both outside and inside the organization and from the groups that employees are influenced and from employees themselves.

Extra organizational stressors includes things such as societal / technological change, the family, relocation, economic and financial conditions, race and class, and residential or community conditions.

Organizational Stressors include **Administrative policies and strategies** (Downsizing, Competitive Pressures, merit pay plans, Rotating work shifts, Bureaucratic rules and Advanced technology). **Organizational Structure and Design** (Centralization and Formalization, Line – staff conflicts, specialization, Role ambiguity and conflict, No opportunity for promotion, and Restrictive, Untrusting culture), **Organizational Processes** (Tight controls, only downward communication, Little performance feedback, Centralized decision making, Lack of participation in decisions and punitive appraisal systems). and **Working conditions** (Crowded work area, Noise, heat, or cold, polluted air, strong odor, unsafe, dangerous conditions, poor lighting, physical or mental strain and Toxic chemicals or radiation)

Group Stressors include in three areas.

Lack of group cohesiveness : Starting with

the historically famous Hawthorne studies, it has become very clear that cohesiveness, or “togetherness,” is very important to employees, especially at the lower levels of organizations. If an employee is denied the opportunity for this cohesiveness because of the task design, because the supervisor does things to prohibit or limit it, or because the other members of the group shut the person out, the resulting lack of cohesiveness can be very stress – producing.

Lack of social support: Employees are greatly affected by the support of one or more members of a cohesive group. By sharing their problems and joys with others, they are much better off. If this type of social support is lacking for an individual, the situation can be very stressful.

Intra individual, interpersonal, and inter group conflict: conflict is very closely conceptually linked to stress. Conflict is normally associated with incompatible or hostile acts between intra individual dimensions such as personal goals or motivational needs/ values, between individuals within a group, and between groups.

Individual stressors

In a sense, the stressors discussed so far all eventually get down to the individual level. there is also more research and agreement on possible situational dimensions and individual dispositions which may affect stress outcomes. For example, role conflict, ambiguity, and individual dispositions such as Type A personality patterns, personal control, learned helplessness, self – efficacy, and psychological hardiness may all affect the level of stress some one experience.

However, there seems to be enough evidence that stress can and does contribute to this dreaded disease and to other physical problems as well. Like these, psychological problems and behavioral problems are occurred by stress. Therefore, the high level of stress directly affects to reveal the ability of employees. So, the relationship between

the pro mobility and stress will be in negative way. So, it can be said, that it is a force that acts on a person, creating physiological and emotional strain. As far as university teachers are concerned, they are highly related with the open environment. Producing undergraduates for labour markets which is operating in the open environment. Therefore, their job / task needs adaptation frequently. UGC demands are increasing year by year from the teachers. So, among the other things (personal matters) job wise they will get some extra forces to do. So, it directly affects their pro mobility.

Hypothesis 6: Higher the stress give low pro motability

Methods

Study Setting, Design and Sampling.

The researcher was interested in explaining whether promobility depends on the six factors considered, rather than establishing correlations or definite cause effect relationships. Hence. the type of investigation of this study was neither correlation nor causal. The study was cross- sectional in time horizon because the data for this study was collected at a single point in time (Sekaran, 1999). This was an appropriate strategy because the main focus of the study was testing whether pro mobility and JS, OC, FR, JI, RT, and S are associated with or not in the universities. The survey was carried out in two universities (one from city and the other rural area). Unit of analysis was at individual level among the university Academics. There were 200 Academics in the universities. It was possible to collect 178 questionnaires from the two universities.

Measures:

Measuring Job Satisfaction

Job Satisfaction was measured with 13 items into 4 dimensions which were originally taken from the Minnesota Satisfaction questionnaire (1967) and adopted from “organizational Behaviour” by Luthans (1992). I.e. working itself including working environment.

supervision, organization and coworkers. Elements used to measure these dimensions with relevant sources from which they were adapted are:-

1. Work itself including working environment: Respondent's perception about accomplishing the assigned job.
2. Supervision: Respondent perception about and acceptance of the degree of supervision.
3. Organization: - Respondent's perception the operation of the institution, and
4. Co-workers: Respondents' perception about and acceptance of interrelationship with colleagues.

The responses to the questions were elicited on a 5 point likert type of scale of 'Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Weightages or values of 5,4,3,2 and 1 were given to these responses. Taking the direction of the questions items (whether they were negative or positive as far as JS concerned) into account.

Measuring Frozenness

This independent variable was measured through the use of questions which were included 12 items in to 4 dimensions which were developed by the researcher with assistance of supervisor. I.e.: unwillingness to move from nature, unwillingness to spend time and money, Societal Barriers and Infrastructure. The overall frozenness (Immovability) for the sample of teachers was evaluated on their individual opinion through the responses they provided.

Measuring Organizational Commitment

This variable also was measured with 15 items into 3 dimensions which were devised by Mowday, Steers and Porter (1979) and adopted from "Organizational Behaviour" by Luthans (1992). The items in OC of the questionnaire are listed to bring out the degree of organizational culture, loyalty to, personal identification with institution, loyalty to institution: The degree of integrity and gratitude of the respondent to the organization.

Personal identification with institution. Respondent's pride to the organization. Acceptance of goals of the organization: - The degree of integration of the respondent with the organization.

Measuring Job Involvement

The degree of JI too was measured with 20 items into 5 dimensions which were originally devised by T.M. Lodahl and M. Kejner in 1965.

i.e.

1. Caring about work – A hopeless quality as if the person endorses then has given up caring much about work.
2. Job involvement by the individual – very high job involvement perhaps higher than the individual is normally permitted to express in the culture.
3. Sense of duty towards work – express high involvement and a high sense of duty toward work.
4. Tendencies that avoid causing to work- Tendencies to avoid causing to work and with guilt over unfinished work.
5. Pride to the organization – pride to the organization, general ambition and upward mobility desires. 5 point Likert type scale is used for evaluation.

Measuring Risk Taking

This independent variable was measured with 6 items into 2 dimensions.

i.e.

1. Course failure – The expectation of a respondent's in completing the course and,
2. Economic risk- The willingness/ perception about investing money on future studies. The same evaluation method carried out as early variables.

Measuring Stress

Job related stress was measured with 5 items into 2 dimensions.

i.e.

1. Individual factors – Respondent's perception about the individual problems

with him which affect to accomplishing job well.

2. Organizational factors – Respondent's perception about organizational barriers to accomplished the task.

The overall job related stress for the sample of teachers of both universities was evaluated on their individual opinion through the responses they provided to each item.

Measuring of Individual Promobility

The promobility refers potential for promotion or a prospects to be promoted to a teacher in his/ her job. This is the end result of teachers' accumulated effort to make their university as a productive employee himself. The items in promobility are perceived as responding for teachers' individual promobility. The items were grouped into 4 dimensions.

i.e.

1. Ability to contribute personnel development. Involvement in and contribution to the activities of advancement in operation.
2. Ability to contribute to the organizational development – Involvement and contribution in organizational activities,
3. Ability to contribute to the nation and society – Indebted addition of value to the community and
4. Ability to have good leadership – By the way of right guidance direct the people.

The pro mobility of the teachers' was evaluated on their individual participation, achievement and/ or contribution in job related activities through the response they provided on each item of job promotion. A five point Likert type scale for every item in relation to the degree of achievement of a respondent is used to measure the individual overall promotion mobility.

Analysis and Findings

In the analysis of data the researcher used 3 methods of analysis. That is, Univariate analysis, Bi-variate analysis and multivariate analysis. By univariate analysis/ Descriptive analysis, the researcher tried to find out the

percentage, mean, standard deviation and variance of the data. An effort is made here to describe the degree of skewness of the distribution and if they are highly skewed, data transformation is performed as adaptable to population.

Each aspect the variables is measured in average based on the number of items involved in it. As the scale is provided from 1to 5 the median average score 3 is considered for evaluating the extent to which a respondent is satisfied with the particular aspect. If a respondent average score of an aspect is less than the median value (3) then the respondent is dissatisfied in relation to the particular aspect. Likewise if it is more than 3 the respondent is satisfied and it is equal to 3 he/ she is marginally satisfied.

Correlation analysis is a tool relating one variable to another. It shows the type of relationship the variables have (positive, negative or zero). In particular the correlation analysis assist to bring out the strength of association of overall promobility of teachers with the independent variables of the respondents. In this analysis a correlation matrix is made to see the strength and significant of various relationship between the variable.

The sample correlation coefficient (r) explains not only the linear relationship for a set of sample data in pairs but also its strength. The range of ' r ' is from -1.0 to +1.0. The higher the r indicate stronger the linear relationship. If r is approximately zero (0), it explains that there is no relationship between the two variables. The significance level of each relation will be tested at 5% Significance level a strong relationship will be tested at 1% level. A very low ' p ' value will indicate high statistical significance of the test.

Multivariate model / Regression Analysis has a distinguished characteristics of consisting of a number of variables at the same time in an analysis. The multiple regression analysis is the one and the only multivariable method considering more than one variable in an analysis. The regression model is developed

purposefully for the prediction of dependent variable on independent variables. In this regard, the independent variables are considered as prediction of Promobility.

For the analysis of Independent variables on promobility the (multiple) linear regression model can be written as,

$$Y = a + b_1x_1 + b_2x_2 + \dots + b_nx_n + e$$

According to the conceptual framework,

$$P = a + b_1S + b_2F + b_3C + b_4J + b_5R + b_6S + e$$

Method of Testing

Test of Hypothesis 1

Correlational analysis explained a weak negative relationship between JS-P ($r = -0.040$, $P = 0.691$ and $r = -0.007$, $p = 0.951$). Regression analysis has excluded JS from the model.

Hence reject H_1 , since $B_1 \neq 0$, $r \neq 0$ and accept H_0

Decision:- Job satisfaction of teachers in both areas universities in Sri Lanka is not a predictor of their promobility.

Test of hypothesis 2

Correlational analysis explained a weak negative relationship between FR-P ($r = -0.041$, $p = 0.691$ and $r = -0.232$, $p = 0.041$). Regression analysis has excluded FR from the model for rural area university. But in the survey of university of Colombo, this independent variable include in the model.

Hence. Reject H_2 since $B_2 = 0$, $r \neq 0$

Accept H_1

So, the decision is, frozenness of teachers in rural areas of the universities in Sri Lanka is not a predictor on promobility.

Test of Hypothesis 3

Correlational analysis explained a weak negative relationship between OC-P ($r = -0.037$, $p = 0.711$ and $r = -0.148$, $p = 0.197$). Regression analysis has excluded OC from the model.

Hence, Reject H_3 since $B_3 \neq 0$, $r \neq 0$ and Accept H_0

So, the decision is, Organizational Commitment of teachers in both areas universities in Sri Lanka is not a predictor of their promobility.

Test of Hypothesis 4

Correlational analysis explained a weak negative relationship between JI -P ($r = -0.130$, $p = 0.178$ and $r = -0.080$, $p = 0.488$). Regression analysis has excluded JI from the model.

Hence, Reject H_4 since $B_4 = 0$, $r \neq 0$

So, the decision is, Job involvement of teachers in both areas universities in Sri Lanka is not a predictor of their promobility.

Test of Hypothesis 5

Correlational analysis explained a weak positive relationship between RT-P ($r = 0.278$, $p = 0.005$ and $r = -0.008$, $p = 0.944$). Regression analysis has excluded RT from the model.

So, the decision is, A Risk taking significantly correlating with promobility of SEUSL. Risk taking of teachers' in rural areas of the universities in Sri Lanka is a predictor of their promobility and at the same time it is not predictor for University of Colombo survey.

Test of Hypothesis 6

Correlational analysis explained a positive relationship between S - P ($r = 0.787$, $p = 0.000$. Regression analysis also supports this by giving a value ($B_1 = 0.621$).

And Correlational analysis explained in Colombo study a negative relationship between S - P ($r = -0.006$, $p = 0.958$). Regression analysis has excluded the variable.

So, the decision is, Stress of teachers in rural areas universities in Sri Lanka is a predictor of their promobility

Conclusion

01. There is a moderate correlation between R.T.N.P. but it is not a major predictor of P.

02. Stress has been proven to be predictor of promobility of teachers in universities where rural areas in Sri Lanka.
03. It was possible by the independent variable to account for 60% of the variation in promobility.
04. JS, FR, OC and JI are not correlated with promobility. So, the factors making satisfaction, the factors relating with frozenness, the factors making commitment and the factors involving job involvement are do not make them to promobility.

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