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SUMMARY OF THE FINDINGS

Introduction

In this chapter, a summary of the study and its findings are presented. The findings are also discussed in the light of previous research conducted in India and abroad. On the basis of the findings and discussion, certain recommendations have also been made for further research and follow up.

Objectives of the Study

The general objectives of the study is to investigate the attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. The specific objectives of the study for analysis and interpretation purposes are as follows.

1. To find out the attitude of women teachers towards teaching profession.
2. To find out the level of job satisfaction of women teachers.

3. To find out the relationship of attitude of women teachers towards teaching profession with the following secondary variables: (i) age, (ii) experience, (iii) class handled, (iv) types of schools, (v) types of managements, (vi) nature of school, (vii) nature of job, (viii) marital status, (ix) location of school, (x) educational qualification, (xi) subject of specialisation, (xii) community, (xiii) job of spouse, (xiv) family income, (xv) size of the family, (xvi) pay, (xvii) distance from residence to school, (xviii) mode of travel to school, (xix) time taken for travel and, (xx) extroversion and introversion.

4. To find out the association between job satisfaction of women teachers and the secondary variables.

5. To find out the relationship between the attitude of women teachers towards teaching profession and their job satisfaction.

**Variables**

Attitude of women teachers towards teaching profession and the job satisfaction of women teachers were considered as dependent variables. Apart from this age, experience, class handled, types of school, types of management, nature of school, location of the school, nature of job, educational qualification, subject of specialisation, marital status, community, job of spouse, family income, size of the family, pay, distance from residence to school, mode
of travel, time taken for travel, and extroversion and introversion were considered as secondary variables.

**Method**

Survey method was used to study the attitude of women teachers towards teaching profession and their job satisfaction.

**Tools used for the Study**

The following tools were used for the study.

1. Questionnaire to collect personal data.
2. Attitude scale to measure the attitude of women teachers towards the profession.
3. Job satisfaction scale to study the job satisfaction of women teachers
4. Extroversion - Introversion inventory

**Sample**

Women teachers working in schools of Coimbatore form the population of the study. The schools were stratified on the basis of the types of management. The investigator tried to exhaust the whole population of women teachers working in these schools. But that was not possible due to the non-co-operation of some schools and some teachers. Hence 725 women teachers working in various types of schools were taken as the sample for the study.
Data Gathering Procedure

Since the investigator has to collect data from women teachers working in different types of schools, the investigator personally contacted the heads of the institutions of different schools and explained the purpose of visiting the school. With the help of the heads of the institutions the investigator contacted the teachers personally and got the questionnaire filled up.

Scheme of Analysis

The investigator used the descriptive, differential and relational analysis for analysing the data.

Findings of the Study

Attitude Towards Teaching Profession

The attitude of women teachers towards teaching profession was measured by a standardized attitude scale containing 40 items of the likert type. The actual minimum and maximum score for attitude towards teaching profession were 104 and 191 respectively. The mean and SD being 153.85 and 13.48 respectively. Since the mean score is greater than the neutral score 120, the mean score indicates that women teachers have a positive attitude towards teaching profession.

The distribution of attitude score has Sk value of -.004 which is negligible. The kurtosis value indicates that the distribution of attitude score is almost normal.
1. There is no association between attitude towards teaching profession and the age of women teachers. Women teachers of different age groups have the same attitude towards teaching profession.

2. There is no relationship between attitude towards teaching profession and the years of experience of women teachers. Women teachers with different years of experience have the same attitude towards teaching profession.

3. There is association between the attitude of women teachers and the classes handled by them. Women teachers handling 3rd, 4th, and 5th classes have better attitude towards the teaching profession than those handling other classes.

4. There is significant relationship between the attitude of women teachers and the types of schools in which they are working. Women teachers working in Matric schools and Anglo-Indian school have better attitude towards teaching profession than teachers working in other types of schools.

5. Significant relationship was found between the attitude of women teachers and the types of managements. Women teachers working in aided schools and private unaided schools have better attitude towards teaching profession than teachers working in other types of managements.

6. Significant relationship was found between the attitude of
women teachers and the nature of school. The attitude of women teachers working in co-educational schools have better attitude than teachers working in the other schools.

7. The attitude of women teachers towards the profession has no association with the location of the school.

8. There is no association between attitude of women teachers towards the profession and the nature of job. The temporary teachers have favourable attitude towards the profession than the permanent teachers.

9. No significant relationship was found between the attitude of women teachers towards the teaching profession and the general qualification of women teachers.

10. Teachers with extra qualification and teachers without extra qualification have the same attitude towards teaching profession.

11. The attitude of women teachers towards the profession has no association with the professional qualification of women teachers.

12. The attitude of women teachers towards the profession was not affected by their subject of specialisation.

13. No significant relationship was found between the attitude
of women teachers towards teaching profession and their marital status.

14. There is no relationship between the attitude of women teachers towards the profession and their community.

15. No significant relationship was found between the attitude of women teachers towards teaching profession and the job of spouse.

16. The attitude of women teachers towards teaching profession was not affected by the total monthly income of the family.

17. Teachers having small family and big family are equal in their attitude towards teaching profession.

18. The attitude of women teachers was not effected by the number of children they have.

19. Significant relationship was found between the attitude of women teachers towards the teaching profession and their salary. Teachers getting less salary have better attitude towards the profession than teachers getting more salary.

20. The distance from residence to school does not affect the attitude of women teachers towards the profession.

21. No relationship was found between the attitude of women teachers towards the teaching profession and their mode of travel.
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22. There is no significant relationship between the attitude of women teachers towards teaching profession and the time taken for travel from residence to school.

Job Satisfaction

Job satisfaction of women teachers was measured by the job satisfaction scale constructed by the investigator. This scale consists of 40 items and it was of the Likert type. The minimum job satisfaction score was 102. The maximum job satisfaction score was 193. The mean and S.D of the job satisfaction scores were 154.64 and 16.43 respectively. The mean value 154.64 which was greater than the neutral value 120 indicates that the women teachers have high level of job satisfaction.

The Sk value indicates that the distribution of job satisfaction score is negatively skewed. The Ku value shows that the job satisfaction distribution is not equal to normal distribution.

1. No relationship was found between job satisfaction and the age of women teachers.

2. Women teachers with different years of teaching experience have equal job satisfaction.

3. Significant relationship was found between the job satisfaction of women teachers and the classes handled by them. Teachers handling 5th, 7th, 8th and 10th classes had a high level of job satisfaction than the teachers handling other classes.
4. There is significant relationship between the job satisfaction and the types of schools in which the women teachers work. Women teachers working in Anglo-Indian schools have higher level of job satisfaction than teachers working in other types of schools.

5. The job satisfaction of women teachers was affected by the types of managements in which they were working. Teachers working in aided schools, private schools and panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools.

6. Significant relationship was found between job satisfaction and the nature of school. Women teachers working in co-education schools have high level of job satisfaction than teachers working in boys schools and girls schools.

7. Location of school does not affect the job satisfaction of women teachers.

8. No association was found between job satisfaction and the nature of job.

9. General qualification of women teachers affects the job satisfaction of women teachers. Undergraduate teachers have high level of job satisfaction than graduate and post-graduate teachers.

10. Job satisfaction of women teachers was affected by their
professional qualification. Job satisfaction of women teachers with secondary grade teacher training is higher than that of those with B.Ed and M.Ed degrees.

11. Women teachers with extra qualification and without extra qualification are equal in their level of job satisfaction.

12. Subject of specialisation affects the job satisfaction of women teachers. Women teachers with no subject of specialisation and history as the subject of specialisation have high level of job satisfaction than other teachers.

13. Married and unmarried women teachers have equal levels of job satisfaction.

14. The levels of job satisfaction of women teachers belonging to different communities are equal.

15. Job satisfaction of women teachers was not affected by the job of the spouse.

16. Total monthly income of the family affects the job satisfaction of women teachers. Women teachers with a family income of less than Rs.8000/- have higher level of job satisfaction than teachers having more than Rs. 8000/- as total monthly income of the family.

17. Women teachers with a big family and a small family are equal in their level of job satisfaction.
18. No association was found between the job satisfaction of women teachers and the number of children they have.

19. Pay received by the women teachers affects the job satisfaction of women teachers. Teachers getting Rs.2000 as salary have higher level of job satisfaction than teachers who are getting more than Rs. 2000.

20. No significant relationship was found between job satisfaction and the distance the women teachers travel from residence to school.

21. Mode of travel from residence to school does not affect the job satisfaction of women teachers.

22. Job satisfaction have no relationship with the time taken for travel from residence to school.

Correlational study

1. A significant positive correlation was found between the attitude of women teachers towards the teaching profession and the job satisfaction of women teachers. This result indicates that teachers having better attitude towards teaching profession have high level of job satisfaction.

2. Significant positive correlation was found between the attitude of women teachers towards teaching profession and the extroversion scores. This shows that extrovert teachers have better attitude towards teaching profession.
3. Job satisfaction of women teachers correlates positively with extroversion scores. This indicates that extrovert teachers have high level of job satisfaction.

**Discussion**

The discussion deals with the various outcomes of the study in comparison with previous research studies.

**Attitude Towards Teaching Profession**

The attitude score of the women teachers participated in the study revealed that they have favourable attitude towards teaching profession. Harris (1983) also stated in his study on college faculty attitudes towards teaching that the faculty members exhibited favourable attitudes towards teaching. This finding of the study also conforms to that of Bhaker (1996) that female teachers show more favourable attitude towards teaching profession than male teachers.

An attempt was made to study the effect of age on the attitude of women teachers and it was found that women teachers with different age group were equal in their attitude towards teaching profession. Morris (1988) found no difference in the attitude of teachers according to age. Age does not seem to affect the attitude of women teachers towards teaching profession.
The investigator made an attempt to study the impact of years of experience on the attitude of women teachers and found that years of experience does not have any impact on the attitude of women teachers. This finding was also supported by Morris (1988) in his study that no difference was found in the attitude of beginners and experienced teachers. This result does not agree with the findings of Beverly (1988) and Harris (1983) indicating significant difference in the attitude of teachers with different years of experience.

The investigator also studied the relationship between attitude towards teaching profession and the class handled by the women teachers. It was found that teachers handling lower classes have better attitude towards teaching profession than other teachers. Ross (1986) in his study reported that elementary teachers experience a more positive attitude towards teaching profession than middle or secondary teachers. This conforms to the findings of Beverly (1988) that elementary level teachers were found to have more positive attitude towards teaching than the high school teachers.

An attempt was made to study whether the attitude of women teachers towards teaching profession was affected by the types of management, it was found that teachers working in aided and unaided private schools had better attitude than teachers working in corporation and government schools. The study conducted by
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Bhaker (1996) on attitude of teachers towards teaching profession supports that government school teachers have less attitude than private school teachers. The aided and unaided private schools have more facilities than government and corporation schools. This may be the reason for teachers working in aided and unaided private schools to have better attitude towards teaching profession.

Job Satisfaction

In the study the investigator found that women teachers have a high level of job satisfaction. Ann (1980) also found that women teachers were more satisfied than men teachers. Since teaching is considered as the noblest profession among all the other professions women teachers have high level of job satisfaction.

When the job satisfaction of women teachers of the present study was analysed in terms of age, the investigator found no significant relationship between age and job satisfaction. The same fact is revealed by Padma Priya (1983) in her study on the job satisfaction in selected groups of women teachers. The study conducted by Bernard (1974) on the job satisfaction among graduate teachers also revealed the same result. This finding of the study was also supported by Singh (1974) in his study on job satisfaction as a function of supervisory orientation. But the study conducted by Anand (1972) revealed that age was found to be significantly related to job satisfaction of school teachers in
positive way. The findings of Ponnusamy (1992) also shows that there exists a positive relationship between age and job satisfaction and indicated that older workers were more satisfied than the younger group.

An attempt was made to study the relationship between the years of experience and the level of job satisfaction and it was found that there is no relationship between the years of experience and the level of job satisfaction. One of the studies conducted by Padma Priya (1983) also supported the above findings that there is no relationship between job satisfaction and length of service. But the study conducted by Porwal (1980) revealed a negative relationship between the length of service and the level of job satisfaction. The study conducted by Dixit (1985) on the effect of teaching experience on the level of job satisfaction also revealed that the teachers with the least teaching experience were more satisfied with their job than were the teachers with 10-20 years of experience.

The investigator made an attempt to study the effect of types of management on job satisfaction and it was found that there is significant relationship between the types of management and job satisfaction of women teachers. Teachers working in aided and private unaided schools have more job satisfaction than teachers working in government and corporation schools. The study conducted by Bernard (1974) revealed that the aided school
teachers appear to be better satisfied than the municipal and government school teachers. The study conducted by Singh (1974) also revealed that teachers belonging to private schools were most satisfied, whereas those belonging to government aided schools were the least satisfied. Accountability of the teachers working in private aided and private unaided schools may be the reason for having a high level of job satisfaction than the teachers in government and corporation schools. But the study conducted by Kulsum (1985) showed that the teachers working in corporation schools had the highest level of job satisfaction followed by the teachers working in government, private aided and private unaided schools. Porwal (1980) also found that government school teachers were more satisfied than private management school teachers.

The effect of different types of schools on job satisfaction was studied and it was found that the different types of schools affect the job satisfaction of women teachers. Hence there is relationship between job satisfaction and the types of schools. But the study conducted by Padma Priya (1983) shows that there is no significant difference in job satisfaction between teachers working in different types of schools. Independency in work may be the reason for having difference in the job satisfaction of teachers working in different types of schools.
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The relationship between location of school and job satisfaction was studied and it was found that there is no relationship between location of school and job satisfaction. The finding of Narayana Rao (1986) supports this result. Porwal's (1980) study also revealed that urban and rural setting had no significant bearing on job satisfaction. The study conducted by Nayak (1982) also revealed that no significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found.

The effect of nature of job on job satisfaction was studied and it was found that there is no association between nature of job and job satisfaction. But the study conducted by Kulsum (1985) revealed that permanent teachers as compared to temporary teachers had higher level of job satisfaction.

When the job satisfaction of women teachers of the present study were analysed in terms of general qualification the investigator found a significant relationship between job satisfaction and general qualification. Teachers with under graduate qualification have higher level of job satisfaction than teachers with graduate and post graduate qualification. Teachers with higher general qualification have been appointed in schools to handle lower classes. This may be the reason for graduate and post graduate teachers to
have less satisfaction in their job. But the study conducted by Padma Priya (1983) revealed no significant difference in job satisfaction between teachers having high qualifications and those with lower qualification. The study of Ponnusamy (1992) also revealed that job satisfaction has no relationship with the education of the respondents.

The relationship between job satisfaction and extra-qualification was studied and it was found that there is no relationship between job satisfaction and extra qualification. But the study conducted by Amarsingh (1985) on the correlation of job satisfaction among different professionals reveals that professionals with extra-academic and professional attainment had shown a trend towards reduced job satisfaction.

An attempt was made to study the impact of subject of specialisation on job satisfaction and it was found that there is significant relationship between subject of specialisation and job satisfaction. This contradicts with the findings of Bernard (1974) that there is no significant correlation between the subject of specialisation and job satisfaction.

The relationship between marital status and job satisfaction was studied and it was found that there is no relationship between marital status and job satisfaction. This finding was supported by
the findings of Nayak(1982) and Raghunath Singh(1984) that there is no significant difference in the job satisfaction of married and unmarried female teachers. But Lavingia(1974) in his study found that unmarried teachers were more satisfied. Porwal(1980) also found that female unmarried teachers were more satisfied than married teachers.

The impact of the community of women teachers on job satisfaction was studied and it was found that there is no significant relationship between job satisfaction and community of women teachers. This was contradicted by the study conducted by Ponnusamy(1992) on job satisfaction and self-esteem of college teachers that more number of respondents from forward community had low level of job satisfaction, more or less equal number of respondents from backward community had low and high level of job satisfaction and more number of respondents from the scheduled castes and the scheduled tribes had high level of job satisfaction.

An attempt was made to study the impact of total monthly family income on job satisfaction and it was found that teachers with less total family income have more job satisfaction than others. Teachers may not have other source of family income, to maintain the status of the family they feel that their job is very important. This may be the reason for having satisfaction in their
job even though their total monthly family income is less. This result conforms to the result of Ponnusamy (1992) that respondents who had low family income had high level of job satisfaction.

The relationship between job satisfaction and size of the family was studied and it was found that there is no relationship between job satisfaction and size of the family. This result conforms to the finding of Ponnusamy (1992) that size of the family does not have any relationship with the level of job satisfaction. Raghunath Singh (1984) has also found that there is no relationship between the size of the family and job satisfaction.

An attempt was made to study the effect of pay on job satisfaction of women teachers. It was found that teachers with less salary are more satisfied with their job than teachers with more salary. In order to get government employment the teachers have to wait for a long time. As soon as completing their training for the profession the women teachers are appointed in some private schools with a consolidated pay. Inspite of the pay, their economic independence at the early stage may be the reason to have high level of job satisfaction. This conforms to the finding of Mc Caskill, et al. (1980) that salary correlated with job satisfaction of teachers. But this contradicts the finding of Chase (1951) that satisfaction increases as salary increases. Lacy (1969) also found that salary affects job satisfaction.
The relationship between job satisfaction and the attitude of women teachers was studied and significant correlation was found between job satisfaction and the attitude of women teachers. This conforms to the result of the study conducted by Kulsum (1985) that the attitudes towards teaching correlates positively with job satisfaction. Persons who have a positive attitude towards teaching feel satisfied when they take up teaching as their vocation. This may be the reason for the relationship between the attitude of women teachers and job satisfaction.

The relationship between job satisfaction and extroversion was studied. It was found that there is positive significant correlation between job satisfaction and extroversion. Amarsingh (1985) in his study found that high scores of extroversion affected the job satisfaction of teachers. The study conducted by Veena Sinha and Probhat (1993) on job satisfaction as a function of extroversion in secondary school teachers also revealed that there is significant positive relation ship between job satisfaction and extroversion in respect of secondary school teachers. Teaching profession gives an opportunity to have contact with more people. This may be the reason for the extroverts to have high level of job satisfaction.

Educational Implications

The present study shows that women teachers have high
positive attitude towards teaching profession. Teachers' attitude towards teaching profession and their job satisfaction are involved in the community welfare. Especially women teachers working in aided schools and private unaided schools have better attitude towards teaching profession than teachers working in other types of managements. Irrespective of the qualification all women teachers have the same attitude towards teaching profession; yet it is also revealed that temporary teachers show better attitude towards teaching profession than the permanent teachers. It is also found that attitude towards teaching profession is independent of age, years of experience, location of the school, subject of specialisation, community, marital status, family income and size of the family. These findings could be further validated through validation of researches with larger sample size and in other districts.

In the present study, it was found that the women teachers have high level of job satisfaction. Women teachers working in Anglo-Indian schools and co-education schools have more job satisfaction than teachers working in other schools. Qualification of teachers, subject of specialisation, salary and total monthly income of the family affect the job satisfaction of women teachers. But job satisfaction of women teachers is independent of age, years of experience, size of the family marital status and community.
Attitude of women teachers towards teaching profession and the job satisfaction of women teachers were affected by class handled by women teachers, types of schools, types of managements, nature of school and pay. Accountability, infrastructural facilities in schools, independency in work and economic independence at an early stage may be the reasons why the attitude towards teaching profession and the job satisfaction of women teachers were affected by the above factors. General qualification, professional qualification, subject of specialisation, and total monthly income of the family affect the job satisfaction of women teachers. Nature of job affect the attitude of women teachers towards the profession. Teachers with higher qualifications and professional training get immediate appointment in some schools. This may be the reason why qualification, total monthly family income and nature of job affect the attitude towards teaching profession and the job satisfaction of women teachers.

In general, there exists significant relationship between attitude towards teaching profession and job satisfaction of women teachers. Hence women teachers who have better attitude towards teaching profession have high level of job satisfaction. The heads of institutions should be aware of the factors that influence the attitude of teachers towards teaching profession and their job satisfaction.
For effective education, the job satisfaction of women teachers is a dominant factor. The heads of institutions have to play a vital role by providing a conducive atmosphere to the teachers, and that will help develop better attitude towards the teaching profession and hence satisfaction in their job.

To develop a healthy educational environment, the teachers should have positive attitude towards the profession and should have high level of job satisfaction, which will facilitate better educational achievement.

Seeking insight from the findings of the study an adequate programme may be designed to overcome the situation, for improving the condition of teachers working in government schools and corporation schools.

Government can make teaching profession a job full of attraction and ambition, so that the teachers may feel proud of their job and perform to the best of their capacity doing the greatest good for their clientele.

The study indicates a relationship between the attitude of women teachers towards the profession and their job satisfaction. This relationship proposes that neither of them may be overlooked for a better quality education.

The findings of the study indicate that teachers working in
private aided and private unaided schools have more job satisfaction than teachers working in government schools. Hence the facilities in government schools has to be raised to the level of private schools.

The study even warns the community, not to evaluate education as well as teachers in the light of materialistic ideals. The low perception by others and low social status etc. of teacher affect the zeal and zest of the teachers because there is nothing else with them to compensate the gap.

Areas of Research for the Future

Research is a chain of activities. The purpose of any research in education is to find solutions for problems related to teachers, students learning etc., but investigation on one problem always leaves many related research questions that can be investigated by other researchers. Some of the areas for research in the future may be as follows:

1. The research done by the investigator can be replicated with men teachers working in various levels of education.

2. The present study was confined to women teachers working in schools. In future the study may be extended to teachers working in colleges and universities also.

3. This study was confined only to Coimbatore City. Similar
study may be conducted taking larger area; at region or state level.

4. Cause and effect relationship may be studied for the two variables under study.

5. In depth studies may be undertaken for identifying at the job and off the job problems of women teachers.

6. Job satisfaction of women working in various fields may be studied.

Conclusion

The future of a nation depends upon the quality of education, quality of teachers and also on the quality of institutions the country has, and above all the management of men and material resources in the educational institutions. The entire academic environment of the school is affected mostly by the behaviour of teachers and students than by any other agency. This in the long run, has got far reaching impact on the personality of students. Therefore it is essential that all teachers should have a positive attitude towards their profession, should be highly satisfied and involved with their job, so that they can contribute to the academic progress of pupils and make the students become contributing citizens who are physically, mentally and morally healthy. Man making education is possible only when we have a band of dedicated, satisfied teachers with a positive attitude towards the profession.