CHAPTER - VIII

SUMMARY OF FINDINGS, SUGGESTIONS

AND CONCLUSION

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SUMMARY OF FINDINGS, PROBLEMS AND SUGGESTIONS

8.1 INTRODUCTION

The summary of the findings of the study, the problems identified and the suggestions for better job satisfaction of higher secondary school teachers in Kanyakumari district are presented in this chapter. The study appraises the job satisfaction of higher secondary school teachers with the support of primary data. The main emphasis of the study lies on the analysis of the level of job satisfaction among teachers working in higher secondary schools in Kanyakumari district, the factors influencing the job satisfaction of higher secondary school teachers, assessment of relationship between the attitude and job satisfaction of higher secondary school teachers, the measurement of influence of management policies on job satisfaction, and analysis of the impact of socio-economic variables on job satisfaction of higher secondary school teachers in Kanyakumari district.

8.2 SUMMARY OF FINDINGS

The appraisal of job satisfaction of higher secondary school teachers is made with the support of the primary data and various published journals. The statistical tools such as ANOVA, factor analysis, correlation coefficient efficient, simple regression and multiple regression analysis are used for the analysis of the data. The summary of the findings of the study is presented in the following section.
8.2.1 JOB SATISFACTION AMONG SOCIO-ECONOMIC GROUPS

Gender is a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district except Kuzhithurai educational district.

Male teachers have a higher job satisfaction than the female teachers because mean scores of the male respondents are higher than that of the female teachers in all the educational districts.

Age is a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district.

Teachers below 30 years of age have higher job satisfaction than the other age group teachers in all the educational districts.

Educational qualification in arts and science is not a significant variable in determining job satisfaction among higher secondary school teachers in all the educational districts.

But teachers who have other qualifications such as physical education and vocational qualification have higher job satisfaction than that of the teachers who have qualifications in arts and science subjects.

Rural area school teachers have higher job satisfaction than the urban and semi-urban area school teachers because mean scores of the rural area school teachers are higher than that of the other areas in all the educational districts except in Kuzhithurai educational district where urban area school teachers have higher job satisfaction than the other locality schools.
Unmarried teachers have higher job satisfaction than the other category teachers in Kuzhithurai and Nagercoil educational districts.

Nature of school is not a significant variable in determining job satisfaction among higher secondary school teachers in Thuckalay, Nagercoil and Kanyakumari educational districts. But nature of school is a significant variable in determining job satisfaction among higher secondary school teachers in Kuzhithurai educational district.

Aided higher secondary school teachers have higher job satisfaction than the Government and self-financing higher secondary school teachers because mean scores of the aided higher secondary school teachers are higher than that of the other schools in all the educational districts except in Kuzhithurai educational district. In Kuzhithurai educational district, self-financing school teachers have a higher job satisfaction than the other nature of school teachers.

Designation is not a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district.

Permanent teachers have higher job satisfaction than the temporary teachers, because mean scores of the permanent teachers are higher than that of the temporary teachers in all the educational districts.

Experience is a significant variable in determining job satisfaction among higher secondary school teachers in Thuckalay educational district. Teachers of 9 to 12 years of experience have higher job satisfaction than the other experience group teachers because this group teachers have obtained
more mean scores than the other teachers. In Kuzhithurai educational district, teachers who have 3 to 6 years of experience have higher job satisfaction than the other experience group teachers. In Nagercoil and Kanyakumari educational districts, teachers having experience up to 3 years have higher job satisfaction than the other experience group of teachers, since they have obtained higher mean scores.

In Thuckalay educational district, the most backward teachers have higher job satisfaction than teachers of other social groups because they have obtained higher mean scores. In Kuzhithurai educational district, backward teachers have higher job satisfaction than the other group of teachers. But in Nagercoil and Kanyakumari the forward community teachers have higher job satisfaction than the other groups of teachers as they have obtained higher scores than the other groups of teachers.

The teachers residing at a distance of above 30 kms have greater job satisfaction than the teachers residing at a lesser distance from their schools because they have obtained higher mean scores than that of the teachers residing at a lesser distance from their work place, in all the educational districts.

Monthly salary of the respondents is a significant variable in determining job satisfaction among higher secondary school teachers in all the educational districts except in Kuzhithurai educational district.

Secondary occupation of the respondents is a significant variable in determining job satisfaction among higher secondary school teachers in all the educational districts.
Experience in secondary occupation of the respondents is a significant variable in determining job satisfaction among higher secondary school teachers in all the educational districts except in Kuzhithurai educational district.

Income from secondary occupation is a significant variable in determining job satisfaction among higher secondary school teachers in Thuckalay and Kanyakumari educational districts.

Income from secondary occupation is not a significant variable in determining job satisfaction among higher secondary school teachers in Kuzhithurai and Nagercoil educational districts.

Membership in any organization is a significant variable in determining job satisfaction among higher secondary school teachers in all the educational districts except Nagercoil.

Type of family is a significant variable in determining job satisfaction among higher secondary school teachers in all the regions of Kanyakumari district except in Kuzhithurai region.

Joint family teachers have higher job satisfaction than the nuclear family teachers because mean scores of the joint family teachers are higher than that of the nuclear family teachers in all the educational districts.

Family size is not a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district except in Thuckalay region.

Number of dependents is a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district except Thuckalay.
In Thuckalay educational district, the respondents who have above four dependents have higher job satisfaction than the other groups of respondents. In Kuzhithurai educational district, respondents who have 3 to 4 dependents have higher job satisfaction than the other groups of respondents. But in Nagercoil and Kanyakumari educational districts, the respondents who have 1 to 2 dependents have higher job satisfaction than the other groups of respondents.

Employment of spouse is not a significant variable in determining job satisfaction among higher secondary school teachers in Thuckalay and Kuzhithurai educational districts.

Employment of spouse is a significant variable in determining job satisfaction among higher secondary school teachers in Nagercoil and Kanyakumari educational districts.

Ownership of house is a significant variable in determining job satisfaction among higher secondary school teachers in Kanyakumari district except in Kuzhithurai educational district.

The respondents with owned houses have more job satisfaction in all the educational districts, since they show more mean scores than those from the other categories of respondents.

8.3 ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS

(i) NAGERCOIL EDUCATIONAL DISTRICT

Among the 184 respondents from Nagercoil educational district, the attitude level of 19 teachers (10.33 percent) is high, 139 teachers (75.54 percent) have moderate attitude towards their job and the remaining 26 teachers (14.13 percent) have low level of attitude towards their job.
(ii) THUCKALAY EDUCATIONAL DISTRICT

Among the 111 respondents from Thuckalay education district, 104 teachers (93.7 percent) have moderate attitude towards their job and the remaining 7 teachers (6.3 percent) have low attitude towards their job.

(iii) KUZHITHURAI EDUCATIONAL DISTRICT

Among the 80 respondents, from Kuzhithurai educational district, the attitude level of 73 teachers (91.25 percent) is moderate and the remaining 7 teachers (8.75 percent) have low attitude towards their job.

(iv) KANYAKUMARI DISTRICT

Among the 375 respondents from Kanyakumari educational district, the attitude level of 19 teachers (5.1 percent) is high, 316 teachers (84.3 percent) have moderate attitude towards their job and the remaining 40 teachers (10.7 percent) have low level of attitude.

8.4 CORRELATION BETWEEN JOB SATISFACTION AND ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS

(i) NAGERCOIL EDUCATIONAL DISTRICT

Karl Pearson’s correlation coefficient is 0.487, that is significant and positive at one percent level between job satisfaction and attitude of the higher secondary school teachers.
(ii) **THUCKALAY EDUCATIONAL DISTRICT**

Karl Pearson's correlation coefficient is 0.874, which is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers. It is the highest when compared to all other regions.

(iii) **KUZHITHURAI EDUCATIONAL DISTRICT**

Karl Pearson's correlation coefficient between job satisfaction and attitude in Kuzhithurai educational district is (0.372). It is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers.

(iv) **KANYAKUMARI DISTRICT**

Karl Pearson's correlation coefficient is 0.808, which is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers.

8.5 **IMPACT OF MANAGEMENT POLICIES ON JOB SATISFACTION**

The interpretations from the simple regression analysis for the identified variables are as below:

(i) **WELFARE MEASURES**

The aided school teachers have more job satisfaction with reference to the welfare measures i.e., a unit change on the welfare measures in aided schools makes a change of 8.396 units on job satisfaction. Its impact is low in Government and self-financing schools.
(ii) PENSION POLICIES

The aided school teachers have more job satisfaction with reference to the pension policies. i.e., a unit change on pension plan in aided schools makes a change of 9.106 units on job satisfaction. Its impact is very low in Government and low in self-financing schools.

(iii) FREEDOM TO ORGANIZE PROJECTS

The aided school teachers have more job satisfaction with reference to the freedom to organize projects. i.e., a unit change on the freedom to organize projects in aided schools makes a change of 9.287 units on job satisfaction. Its impact is very low in Government schools.

(iv) ROLE IN DECIDING ACADEMIC POLICIES

The aided school teachers have more job satisfaction with reference to role in deciding academic policies. i.e., a unit change on deciding academic policies in aided schools makes a change of 9.042 units on job satisfaction. Its impact is low in self-financing schools and negative in Government schools.

(v) CONSULTING TEACHERS FOR ADMINISTRATIVE REFORMS

The aided school teachers have more job satisfaction if they are consulted in administrative reforms by their respective managements. i.e., a unit change on the variable in aided schools makes a change of 6.779 units on job satisfaction. Its impact is low in Government and self-financing schools.
(vi) FACULTY IMPROVEMENT PROGRAMME

The aided school teachers have more job satisfaction with regard to the faculty improvement programme of their respective managements. i.e., a unit change on the faculty improvement programme in aided schools makes a change of 8.502 units on job satisfaction. But its impact is low in Government and self-financing schools.

(vii) CONSIDERATION TO TEACHER'S SUGGESTIONS

The aided school teachers have more job satisfaction when their suggestions are considered by their respective managements i.e., a unit change on the consideration to teacher's suggestions in aided schools makes a change of 7.204 units on job satisfaction. Its impact is negative in Government and self-financing schools.

(viii) INTEREST IN IMPROVING THE PROFESSIONAL SKILLS OF THE TEACHERS

The aided school teachers have more job satisfaction with reference to the interest in improving the professional skills of the teachers of their respective managements. i.e., a unit change on the interest in improving the professional skills of the teachers in aided schools makes a change of 6.243 units on job satisfaction. Its impact is negative in Government schools and very low in self-financing schools.

(ix) RECREATION FACILITIES

The aided school teachers have more job satisfaction with reference to the recreation facilities made by their respective managements.
i.e., a unit change on the recreation facilities in aided schools makes a great change of 9.178 units on job satisfaction. Its impact is very low in Government and self-financing schools.

(x) GOOD MANAGEMENT RELATIONSHIP

The aided school teachers have more job satisfaction with reference to good management relationship. i.e., a unit change on good management relationship in aided schools makes a vast change of 11.155 units on job satisfaction. But its impact is very poor in self-financing and Government schools.

8.6 FINDINGS FROM MULTIPLE REGRESSION CO-EFFICIENT ON AIDED SCHOOLS

Good management relationship in aided schools has given a higher level of influence on job satisfaction, i.e., a unit change on this variable makes a change of 6.719 units on job satisfaction. Next to this, the variable freedom to organize projects and the pension policies have a significant impact on job satisfaction.

But in case of the variable, consideration to teacher's suggestions, there is a negative impact. It indicates that a unit change on this variable makes a negative influence on job satisfaction to the extent of 0.340 units.

The impact of all the stated ten management policies on job satisfaction is presented through the R value which is 0.886 (a) It indicates that all the ten variables make an impact to the extent of 88.6 percent on job satisfaction in aided schools in Kanyakumari district.
8.6.(i) FINDINGS FROM MULTIPLE REGRESSION CO–EFFICIENT ON GOVERNMENT SCHOOLS

'Welfare measures' in Government schools have given higher level of influence of job satisfaction, i.e., a unit change on this variable makes a change of (4.079) units on job satisfaction. Next to this, the variable 'Faculty improvement programme' has a significant impact in job satisfaction. But in case of the variable 'Role of deciding academic policies' and 'consideration to teacher's suggestions', there is a negative impact to the extent of 1.598, and 1.067 units respectively.

The impact of all the stated ten management policies on job satisfaction is presented with the help of the R value which is 0.694 (a). It indicates that all the ten variables make an impact to the extent of 69.4 percent on job satisfaction in the Government schools in Kanyakumari district.

(ii) FINDINGS FROM MULTIPLE REGRESSION CO–EFFICIENT ON SELF–FINANCING SCHOOLS

'Freedom to organize projects' in self-financing schools has given higher level of influence of job satisfaction. i.e., a unit change on this variable makes a change of 6.429 units on job satisfaction. Followed by this, the variable, 'welfare measures' has a significant impact on job satisfaction.

But in case of the variables, 'Role of teachers in deciding academic policies,' the 'teachers are consulted for administrative reforms', 'the teacher's relationship with management,' and 'consideration to teachers suggestions' have a negative impact on job satisfaction to the extent of 0.353, 0.366, 2.045 and 6.997 units respectively.
The impact of all the stated ten management policies on job satisfaction is assessed by the ascertainment of the R value which is 0.791 (a). It indicates that all the stated ten variables make an impact to the extent of 79.1 percent on job satisfaction in self-financing schools in Kanyakumari district.

8.7 PROBLEMS AND SUGGESTIONS

The study has been made with reference to Government higher secondary school teachers, aided higher secondary school teachers and self-financing higher secondary school teachers in four educational districts of Kanyakumari district. During the course of this study, the researcher has identified that the self-financing higher secondary school teachers face a lot of problems when compared with the Government and aided school teachers. The problems faced by each category of teachers are listed below.

8.7.1 PROBLEMS FACED BY THE GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS

Eventhough the Government higher secondary school teachers enjoy good pay, job security, and all leave facilities they suffer the following problems.

8.7.1.1 TRANSFER

The Government school teachers are transferred from one place to another within a very short duration by the Government school education authorities. No proper procedure is followed for transfer. The researcher has come to know that the teachers who are ready to bribe lakhs of rupees to some officials are able to get transfer to school of the choice. Other teachers are forcefully transferred to undesired areas. Consequently, such teachers have
to shift their families very frequently. This disturbs the education of their children also.

This problem can be solved only when the education department officials are compelled to adopt legitimate rules and transparency in transfer of teachers.

8.7.1.2 POOR INFRASTRUCTURE

Another problem identified by the researcher is that the Government school teachers are not provided with adequate infrastructure facilities. In recent times, the Government has upgraded many high schools to higher secondary schools. But no immediate arrangements have been made for additional class rooms, laboratories, expansion of library and other teaching aids. This creates hardships in discharging of their duties peacefully.

This problem will not arise, if the Government takes a decision to upgrade schools only after developing all the required facilities by allocating necessary funds.

8.7.1.3 NO EQUITABLE TEACHER – STUDENTS RATIO

The present teacher- students' ratio followed in schools is 1:40. So a school with lesser strength will not get adequate number of subject wise teachers, consequently work load of the teachers will increase automatically. Therefore, teachers could not serve in the school with full satisfaction. Hence, the Government should change its attitude in strictly adhering to the non-equitable teacher-student's ratio in the appointment of teachers.

8.7.1.4 UNNECESSARY DELAY IN GETTING FINANCIAL BENEFITS

The majority of staff working in CEO offices are acting indifferently in sanctioning the financial benefits of the school teachers.
Demanding bribe is the main cause behind the delay. This has become a national problem nowadays. Therefore the Government should take strong action against those employees who are responsible for the unnecessary delay in sanctioning the bills of the teachers.

8.7.2 AIDED HIGHER SECONDARY SCHOOL TEACHERS

Except the problem of transfer, all other problems stated for the Government higher secondary school teachers are applicable to the aided higher secondary school teachers also. The Government has to play a key role in solving all such problems.

8.7.3 SELF-FINANCING HIGHER SECONDARY SCHOOL TEACHERS

Self-financing system is the child of new economic policy. It ruins the entire system of education. After the advent of self-financing schools, education has become a commodity. The managements of self-financing schools run their schools as business centers. They are trying to swindle the hard earned money from the poor parents. The teachers of these schools are also exploited in many ways. The researcher has identified the following problems which are faced by the self-financing higher secondary school teachers in Kanyakumari district.

8.7.3.1 LOW SALARY

Equal work equal pay principle is not followed in self-financing schools. There is a very wide difference of pay between Government/aided school teachers and self-financing school teachers. Some self-financing school teachers are getting lesser monthly salary than that of a salesman working in textiles. The Government has streamlined collection of fees from the students.
of self-financing schools. Similarly, the Government should direct the managements of these schools to regularize the salary of their teachers.

8.7.3.2 MORE WORKING HOURS

Self-financing school teachers are treated like bonded labourers by their managements. There is no ruling with regard to their working hours. There is no adequate leisure time in between their working hours.

It is the responsibility of the Government authorities to periodically verify whether adequate number of teachers have been appointed on the basis of the work load.

8.7.3.3 NO JOB SECURITY

There is no security to the job of the self-financing teachers. At any time, a teacher in a self-financing school may be questioned, suspended or terminated for flimsy reasons. This is the main reason for job dissatisfaction. Necessary laws must be framed and passed so that teachers of self-financing schools are not easily terminated from service at the whims and fancies of the management.

8.7.3.4 POOR WORKING ENVIRONMENT

Except few self-financing higher secondary schools, many of such schools have obtained permission without adequate infrastructure. Consequently, poor working environment prevails there. Therefore, the teachers working in such schools do not discharge their duties with full satisfaction. The Government must grant permission to start a self-financing school only after satisfying that all the requirements have been complied with.
8.7.3.5 NO COLLECTIVE BARGAINING

Most of the self-financing school teachers are denied their legitimate rights by their respective managements. The teachers who raise any such demands are immediately punished. Therefore, the other passive teachers work in tension and fear. In order to solve this problem, the teachers in such schools must organize themselves by forming an association of their own and place their demands only through their association.

8.7.3.6 NO POSSIBILITY FOR JOB ENRICHMENT

The Government and aided higher secondary school teachers are given periodical training and hence they are able to update their knowledge. Such a facility is not available to the self-financing school teachers. The self-financing higher secondary school managements may jointly take efforts to impart training to their teachers and that will lead to their job enrichment.

8.7.3.7 NO ADEQUATE LEAVE FACILITY

Casual leave facility alone is available to the self-financing higher secondary school teachers. They cannot avail maternity leave, medical leave, earned leave, leave on private affairs, and special casual leave. Whenever their casual leave exceeds the limit, their pay will be cut by their managements. This act of the management is against the rules of the education department. Therefore, it is the responsibility of the education department to strictly see to it that the leave rules are properly adopted by the self-financing schools.

8.7.3.8 HIGH TEACHER TURNOVER

Dismissal and resignation are common in self-financing higher secondary schools. Authoritarian attitude of the management, very low salary,
no chance for job enrichment, denial of eligible leave and other rights are the main reasons for this. This will hamper the good academic atmosphere in the school. Hence, the self-financing managements should take all positive efforts to reduce the teacher turnover ratio in their schools.

8.7.3.9 NO PENSION SCHEME

Defined pension scheme is available only to the Government and aided school teachers who were appointed before the year 2004. Contributory pension scheme has been introduced to those teachers in such schools who were appointed after 2004. But no pension scheme is available to the self-financing school teachers. Therefore they will not get pension benefits after retirement. This will make their life insecure after retirement. Hence, a suitable pension scheme should be introduced for the benefit of the self-financing school teachers also.

8.7.3.10 NO CONTRIBUTION FOR PROVIDENT FUND FROM MANAGEMENT

For the teachers working in self-financing schools, contribution must be made by both management and teachers to the provident fund account. But some management do not come forward to open provident fund accounts in favour of their teachers and even if it is opened, they do not contribute their share to the account. Instead, they collect their share also from the teachers concerned and then remit it to the provident fund account.

This problem can be solved by paying surprise visits by the provident fund authorities to the self-financing schools and thoroughly checking the pay roll of the school.
8.7.3.11 NO GUARANTEE FOR GETTING MONTHLY SALARY IN TIME

Government and aided school teachers get their monthly salary certainly at the beginning of every month. But there is no guarantee for the self-financing school teachers in getting their monthly salary in time. Monthly salary becomes arrear in certain self-financing schools. This is also a main reason for frequent resignations of teachers in such schools. A corpus fund must be created by the self-financing managements to avoid this problem.

8.8 CONCLUSION

The present study is confined to the job satisfaction of higher secondary school teachers working in Kanyakumari district. The study elicited many factors responsible for job satisfaction and for the changes in the attitude of teachers. The study concludes that among all the categories of teachers the aided school teachers in Kanyakumari district have better job satisfaction in many aspects.

The study reveals that self-financing school teachers face a lot of problems when compared with the Government and aided higher secondary school teachers. The researcher has also made many suggestions for the redressal of the problems faced by the higher secondary school teachers. If the Government authorities and the managements of the higher secondary schools come forward to implement the suggestions made in this study with a strong will, certainly there will be great positive change in job satisfaction among the higher secondary school teachers.
FURTHER RESEARCH STUDIES

Moreover, the present study will induce the researchers to probe further in this filed. The researcher from his experience has advocated the following issues for further research.

- A comparative study on job satisfaction of private and Government school teachers in Kanyakumari district.
- A study on stress management of school teachers in Kanyakumari district.
- A study on the attitude of the self-financing school teachers towards their managements in Kanyakumari district.
- A study on the impact of management policies of private schools in Tamilnadu.