SUMMARY AND CONCLUSION

The data collected in the present investigation have been analysed and findings are presented in the preceding chapters. This chapter presents a brief summary of the investigation, the findings, discussion of the findings, conclusions that have been drawn from the findings, implications for education and suggestions for further research in the fields of education.

5.1 Re-Statement of the Problem

The purpose of the present study was to investigate the relationship among three variables, such as Job Satisfaction, School Organizational Climate and Attitude towards Teaching Profession.

“A Study of Job Satisfaction in relation to Organizational Climate and Attitude towards Teaching Profession of Secondary School Teachers”

5.2 General Objectives of the Study

I. General Objectives

1. To investigate the relationship between job satisfaction and the perception of organizational climate of secondary school teachers.

2. To investigate the relationship between job satisfaction and attitude towards teaching profession of secondary school teachers.

5.3 Specific Objectives of the Study
The following specific objectives were framed for the present study;

1. To study the difference between male and female teachers in respect of their job satisfaction and its dimensions.
2. To study the difference between rural and urban teachers in respect of their job satisfaction and its dimensions.
3. To study the difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.
4. To study the difference between teachers with different age groups in respect of their job satisfaction and its dimensions.
5. To study the difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.
6. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.
7. To study the difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.
8. To study the difference between male and female teachers in respect of their perception of organizational climate and its dimensions.
9. To study the difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. To study the difference between teachers working in government and private schools in respect of their perception of organizational climate and its dimensions.

11. To study the difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. To study the difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.

13. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. To study the difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. To study the difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.

16. To study the difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.
17. To study the difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. To study the difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.

19. To study the difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.

21. To study the difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. To investigate the relationship between job satisfaction and organizational climate and their dimensions of secondary school teachers.

23. To investigate the relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.

24. To investigate the relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.
25. To investigate the correlation among the dimensions of job satisfaction of secondary school teachers.

26. To investigate the correlation among the dimensions of teaching attitude.

27. To investigate the correlation among the dimensions of organizational climate.

28. To determine the relative efficiency of organizational climate and attitude on job satisfaction and their dimensions.

29. To determine the relative efficiency of organizational climate on job satisfaction and their dimensions.

30. To determine the relative efficiency of teaching attitude on job satisfaction and their dimensions.

5.4 Hypotheses

In pursuance of the objectives 1-30 the following null hypotheses were set for the present study.

1. There is no difference between male and female teachers in respect of their job satisfaction and its dimensions.

2. There is no difference between rural and urban teachers in respect of their job satisfaction and its dimensions.

3. There is no difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.

4. There is no difference between teachers with different age groups in respect of their job satisfaction and its dimensions.
5. There is no difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.

6. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.

7. There is no difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.

8. There is no difference between male and female teachers in respect of their perception of organizational climate and its dimensions.

9. There is no difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. There is no difference between teachers working in government and private schools in respect of their school organizational climate and its dimensions.

11. There is no difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. There is no difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.
13. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. There is no difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. There is no difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.

16. There is no difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.

17. There is no difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. There is no difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.

19. There is no difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.
21. There is no difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. There is no significant relationship between job satisfaction and the perception of organizational climate and their dimensions of secondary school teachers.

23. There is no significant relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.

24. There is no significant relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.

25. There is no significant correlation among the dimensions of job satisfaction of secondary school teachers.

26. There is no significant correlation among the dimensions of teaching attitude.

27. There is no significant correlation among the dimensions of organizational climate.

28. There is no relative efficiency of organizational climate and attitude and their dimensions on job satisfaction.

29. There is no relative efficiency dimensions of organizational climate and its dimensions on job satisfaction.

30. There is no relative efficiency of attitude towards teaching profession and its dimensions on job satisfaction.
5.5 Variables Considered in the Study

Variables

The following variables were considered in the study.

I. Independent variables

a. School Organisational Climate
b. Attitude towards teaching

II. Moderator Variables

- Gender (Male/ Female)
- Age (25-34, 35-44 and 44 and above)
- Location (Urban/ Rural)
- Teaching Experience (1-15, 16-30, 31 and above)
- Type of Management (Government/ Aided/ Unaided)
- Educational Qualification (Graduate/Post Graduate)
- Subjects (Arts/ Science)

III. Dependent Variable

Job Satisfaction

5.6 Methodology

5.6.1 Method of Research

The present study intends to investigate the relationship between job satisfaction, school organizational climate and attitude towards teaching profession secondary school teachers working in different
school in Mysore District. The nature of present study is of descriptive survey. In fact most of the earlier researchers who have worked on the related concerns have, invariably followed this popular method of survey research to meet their research questions effectively. Therefore, in the present research work the investigator used the descriptive survey research method with convenience in fulfillment of the research questions raised.

5.6.2 Data Gathering Tools

The following tools were used for collection of data required for the present study.

1. Job Satisfaction Scale developed by Meera Dixit (2000)
2. Organizational Climate Description Questionnaire constructed by K. G. Agarwal (1998)
3. Attitude Scale by Dr. Umme Kulsum, (2008)

5.6.3 The Sample

For the present study random sampling technique was used to collect the necessary data by the teachers from different secondary schools. A total number of 500 teachers from different secondary schools were taken for the present study.

5.6.4 Collection of Data

The objective of the study was to investigate job satisfaction of Teacher Educators on the basis of demographic variables such as gender, educational qualification and length of teaching experience.
Printed copies of the standardised job satisfaction scale developed by Meera Dixit (1985) containing 52 items pertaining to different factors of job satisfaction such as (i) intrinsic aspect job (A) (ii) Salary, promotional avenues and service conditions (B), (iii) Physical facilities (C), (iv) Institutional plans and policies (D), (v) satisfaction with authorities (E), (vi) Satisfaction with social status and family welfare (F), (vii) rapport with students (G) and (viii) Relationship with co-workers, were administered.

The scale is given in Appendix-B was administered to 500 teachers of 51 secondary schools in Mysore district. The investigator personally visited to each school in order to collect necessary data for the study. Personal data proforma was used specially prepared for the purpose.

5.6.5 **Statistical Techniques Used**

The following statistical techniques were used for analyzing the data as per the objectives of the Study.

- Differential analysis
- Correlation analysis and
- Regression analysis

5.7 **Major Findings**

1. Male and female teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and Policies, Satisfaction with authorities and rapport with
students. The same groups do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and relationship with co-workers of the dimensions of Job satisfaction.

2. Rural and Urban teachers differ significantly in respect of their job satisfaction and its all dimensions except satisfaction with social status and family welfare.

3. Government and private school teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and Policies, Satisfaction with authorities and rapport with students. The same group do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and relationship with co-workers of the dimensions of Job satisfaction.

4. 25-45 and 46 and above Age Group teachers do not differ significantly in respect of their job satisfaction and its dimensions.

5. Arts and science teachers do not differ significantly in respect of their job satisfaction and its dimensions.

6. Graduate and post graduate teachers differ significantly in respect of all the dimensions of job satisfaction.

7. 1-10 and 11 and above years of teaching experience of teaches differ significantly in respect of their job satisfaction.
8. Male and female teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession.

9. Rural and urban teachers do not differ significantly in respect of academic, social and psychological, co-curricular and economic aspects of teaching profession except the administrative aspect.

10. Government and private school teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession.

11. Rural and urban teachers do not differ significantly in respect of academic, social and psychological, co-curricular and economic aspects of teaching profession except the administrative aspect.

12. Arts and science teachers do not differ significantly in respect of their attitude and its dimensions.

13. Graduate and post-graduate teachers do not differ significantly in respect of their attitude towards teaching profession in all the dimensions.

14. 1-10 years and 11 and above teaching experience of teachers do not differ significantly in respect of all the dimensions of teaching attitude.

15. Male and female teachers differ significantly in respect of organizational culture, motivational level, decision making. These two groups do not differ significantly in respect of performance standard, communication flow, reward system, responsibility,
conflict resolution, support system, warmth and identify problems of the dimensions of organizational climate.

16. Rural and urban teachers differ significantly in respect of all the dimensions of organizational climate except performance standard, organizational structure, and warmth and identity problems of the dimensions.

17. 25-45 and 46 and above age group teachers do not differ significantly in respect of all the dimensions of organizational climate.

18. Arts and science teachers do not differ significantly in respect of organizational climate. However, these two groups differ significantly in respect of organizational structure and decision making.

19. Graduate and post graduate teachers differ significantly in respect of their organizational climate and its dimensions.

20. 1-10 years and 11 and above years of teaching experience of teachers do not differ significantly in respect of all the dimensions of organizational climate.

21. There is a positive and significant relationship all the dimensions of job satisfaction with the dimensions of teaching attitude of secondary school teachers.

22. There is a positive and significant relationship between job satisfaction and organizational climate and their dimensions of secondary school teachers.
23. There is a positive and significant relationship between teaching attitude and organizational climate and their dimensions of secondary school teachers.

24. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of male teachers working in secondary schools.

25. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of female teachers working in secondary schools.

26. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of rural teachers working in secondary schools.

27. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of urban teachers working in secondary schools.

28. There is no significant relationship between job satisfaction and attitude towards teaching profession of teachers working in government secondary schools.

29. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of teachers working in aided secondary schools.

30. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of teachers working in unaided secondary schools.
31. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of arts teachers working in secondary schools.

32. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of science teachers working in secondary schools.

33. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of undergraduate qualified teachers working in secondary schools.

34. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of postgraduate qualified teachers working in secondary schools.

35. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of minimum teaching experience of teachers working in secondary schools.

36. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of maximum teaching experience of teachers working in secondary schools.

37. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of 25-45 years age group teachers working in secondary schools.
38. There is a positive and significant relationship between job satisfaction and attitude towards teaching profession of 35-44 years age group teachers working in secondary schools.

39. There is a positive and significant relationship between job satisfaction and organizational climate of male teachers working in secondary schools.

40. There is a positive and significant relationship between job satisfaction and organizational climate of female teachers working in secondary schools.

41. There is a positive and significant relationship between job satisfaction and organizational climate of rural teachers working in secondary schools.

42. There is a positive and significant relationship between job satisfaction and organizational climate of urban teachers working in secondary schools.

43. There is a positive and significant relationship between job satisfaction and organizational climate of teachers working government schools.

44. There is a positive and significant relationship between job satisfaction and organizational climate of teachers working aided schools.

45. There is a positive and significant relationship between job satisfaction and organizational climate of teachers working unaided schools.
46. There is a positive and significant relationship between job satisfaction and organizational climate of arts teachers working secondary schools.

47. There is a positive and significant relationship between job satisfaction and organizational climate of science teachers working secondary schools.

48. There is a positive and significant relationship between job satisfaction and organizational climate of undergraduate qualified teachers working secondary schools.

49. There is a positive and significant relationship between job satisfaction and organizational climate of post-graduate qualified teachers working secondary schools.

50. There is a positive and significant relationship between job satisfaction and organizational climate of minimum teaching experience teachers working secondary schools.

51. There is a positive and significant relationship between job satisfaction and organizational climate of maximum teaching experience teachers working secondary schools.

52. There is a positive and significant relationship between job satisfaction and organizational climate of 25-34 years age group teachers working secondary schools.

53. There is a positive and significant relationship between job satisfaction and organizational climate of 24-45 years age group teachers working secondary schools.
54. There is a positive and significant relationship between job satisfaction and organizational climate of 46 and above years age group teachers working secondary schools.

55. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of teachers is of teaching attitude.

56. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of male teachers is of teaching attitude.

57. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of female teachers is of teaching attitude.

58. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of rural teachers teaching attitude.

59. The best predictor of the two variable school organizational climates. The next best predictor of job satisfaction of urban teachers is of teaching attitude.

60. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of teachers working in government secondary schools of their teaching attitude.
61. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of teachers working in private secondary schools is their teaching attitude.

62. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of arts teachers is their teaching attitude.

63. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of science teachers is their teaching attitude.

64. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of undergraduate teachers is their teaching attitude.

65. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of postgraduate teachers is their teaching attitude.

66. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of 25-45 age group teachers is their teaching attitude.

67. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of 46 and above age group teachers is their teaching attitude.

68. The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of minimum teaching experienced teachers is their teaching attitude.
The best predictor of the two variables is school organizational climate. The next best predictor of job satisfaction of maximum teaching experienced teachers is of teaching attitude.

5.8 Limitations of the Study

1. The present study was confined to three variables namely; job satisfaction, school organizational climate and attitude towards teaching profession.
2. The present study was limited secondary school teachers only.
3. The present study covered Mysore district only.
4. The present study covered 500 teachers only.
5. The study was also covered male and female teachers.
6. The statistical analysis was restricted to ‘t’ test, correlation, ANOVA and regression analysis only.

5.9 Discussion and Conclusions

From the results obtained in the present study, it was found that there is a negative and significant relationship as well as a positive and significant relationship between job satisfaction and organizational climate also with attitude towards teaching profession of secondary school teachers. The negative relationship among certain variables is due to the correlation between attitude towards teaching profession and organizational climate with job satisfaction scores. Study conducted by Alf Crossman (2006) reported a linear relationship between attitude towards teaching profession scores and job satisfaction scores. This may be due to the correlation
between organizational climate and job satisfaction scores directly. **Kimberly Rae Dickens (2013)** also found the inverse relationship between the number of organizational climate and job satisfaction scores. This inverse relationship may be due to the correlation between the number of organizational climate scores and job satisfaction scores. This finding is in direct concurrence with the findings of the present study. The results obtained by other investigators, viz., **Ndanuko, William Mathini (2012)** and **Radheshyam (2012)** are in line with the findings of the present study.

Some of the Indian Studies, viz., **Ajay Babu and Mandakini Kumar (2013)**, **Mei Teh, Goi (2013)**, **Hallie A. Buckingham (2014)**, **Agnes Ebi Maliki (2013)**, **J. vangeline Cynthia (2013)**, **Dr. Roshan lal, sarabjit singh shergill (2012)**, **Yener ÖZE (2013)**, **Stephen T. Bond (2013)**, **Rahim (2013)**, **Vashu (2013)** and **Dickens (2013)** showed that there is a significant positive relationship between organizational climate and attitude towards teaching profession and job satisfaction. The results of all these studies support the findings of the present study. In addition, the study by **Adejumo (2013)** revealed a similar conclusion that organizational climate found to be negatively associated with job satisfaction. Hence, there is a negative and significant correlation organizational climate with job satisfaction. This finding is in direct concurrence with the findings of the present study.
Further, in the present study it is found that, among all the two variables total job satisfaction, total organizational climate and attitude scores accounts for little variation in the job satisfaction of secondary school teachers.

As almost all the studies conducted in India and abroad support directly or indirectly the findings of the present study, the outcome of the study may be accepted widely.

Male and female, rural and urban, government and private school teachers differ significantly in respect of intrinsic aspect of job satisfaction, physical facilities, institutional plans and Policies, Satisfaction with authorities and rapport with students. The same groups do not differ significantly in respect of salary promotional avenues and service conditions, satisfaction with social status and relationship with co-workers of the dimensions of Job satisfaction. Arts and Science teachers and 25-45 and 46 and above age group teachers do not differ significantly in respect of their job satisfaction and its dimensions. 1-10 and 11 and above years teaching experience and Graduate and post graduate teachers differ significantly in respect of all the dimensions of job satisfaction. Arts and Science teachers, Rural and Urban and Government and private school teachers do not differ significantly in respect of all the dimensions of attitude towards teaching profession. Rural and Urban and Male and female teachers differ significantly in respect of their perception of organizational culture, motivational level, decision making. These two groups do not
differ significantly in respect of performance standard, communication flow, reward system, responsibility, conflict resolution, support system, warmth and identify problems of the dimensions of organizational climate. Arts and science teachers 25-45 and 46 and above age group teachers do not differ significantly in respect of all the dimensions of organizational climate.