CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION
AND SUGGESTIONS

5.1 INTRODUCTION

The study is undertaken by the researcher in the schools of Tirunelveli District with a structured undisguised Questionnaire. The researcher made plenty of efforts in approaching appropriate respondents to collect data. The researcher collected data from 436 teachers from private, Government aided and Government schools situated in the District. The collected data were fed into the spread sheet for analyzing the data with statistical methods. The data were analyzed with many statistical tools to derive findings for the following objectives: to evaluate the level of satisfaction of school teachers, to understand the factors affecting the job satisfaction of the school teachers, to access the preferences and performances of school teachers, to know the relationship between the satisfaction and the performance of the school teachers, and to understand the problems faced by the school teachers.

All the 436 respondents are categorized on education level as follow: B.Ed - 64 per cent/, M.Ed – 19.7 per cent/, D Ted- 9.4 per cent and others – 6.9 per cent. Most of the respondents are married (88.8 per cent); very small portion of the respondents are unmarried (9.4 per cent); and remaining respondents are widow/er (1.8 per cent). Most of the respondents’ monthly family income ranges from Rs.
25,001 to Rs. 50,000 (45.9 per cent) and one third of the respondents have a monthly family income ranging from Rs. 50,001 to Rs. 75,000 (27.75 per cent), very small proportion of the respondents have income up to Rs. 25,000 (17.2 per cent); and remaining respondents have an income of above Rs. 75,000 (9.4 per cent). Most of the respondents’ individual income ranges from Rs. 21000 to 25000 (61.46 per cent) and one third of the respondents have individual income of Rs. 25,001 and above (25.22 per cent), small proportion of the respondents have income up to Rs. 20,000 (13.30 per cent); When considering the experience of the respondents, nearly half of the respondents have 6 to 15 years of experience (40.6 per cent); around one third of the respondents have experience of 16 to 25 years, small proportion of the respondents (8 per cent) are working for about 2 years and a minimal proportion of the respondents (6 per cent) have above 25 years of experience.

5.2 SUMMARY OF FINDINGS

Only 25 per cent of the respondents have correctly filled the time rationing for 24 hours in their first thoughtful attempt. Another 25 percent have made lot of corrections in the questionnaire while filling the timings for their activities. Half of the respondents have been contacted personally by the researcher to get the corrections for the question to get the rationing for 24 hours.

The teachers take around half an hour for Morning duties (brushing, bathing etc), around ¾ hour for getting ready for work, around 1 ¼ hours for traveling, around an hour for preparation for the class, around 5 hours for teaching, around
an hour for paper / note book correction, around ½ hour for extracurricular/ co-curricular activities, around ½ hour for helping the student community (Special training, Counseling, etc.), around ¼ hour for tuition, around 2 ¾ hours for spending time with the family, around 1 ¾ hours for household duties (Shopping, Cooking, Washing, Cleaning, etc.), around an hour for recreation (Gardening, TV viewing, General reading, etc.), around ¼ hour for social activities (Attending functions, Meeting friends/relatives/neighbors, etc.), around 6 ½ hours for sleeping, the remaining time for other income generating activities, and for spiritual/ physical fitness activities. Male teachers take more time for class preparation, teaching, and extracurricular and social activities and female teachers are forced to indulge in doing more household duties than male.

Teachers of unmarried and widow/er status attempt to stay near the schools spend more time with students in teaching than the married teachers who spend more time with their family. Comparing to married teachers, unmarried teachers are more likely to spend their time in generating additional income by taking tuition. Widow/er is more likely to spend more time in sleeping and recreational activities.


Perception on schooling in the present scenario is understood with the three factors namely Student Capability, School Image, and Student Background. Student Capability includes the variables. ‘Students of recent years possess more social intelligence than the elders’, ‘Students of recent years possess more knowledge than the elders’, ‘Special efforts in 10th and 12th tune the students for hard working’, ‘Students of recent years possess more values than the elders’, and ‘Uniform dress coding system of schooling improves cultural values’. School Image includes ‘Working in a reputed school increases the social status of the teachers’, ‘Working in a big school provides ample opportunity’. ‘The rural schools provide great scope for the teachers to perform’. Student Background contains ‘Students hailing from rural background behave in a rude way’, ‘Students
from wealthy family background may be handled easily’, ‘Students from a dignified family are more obedient’, and ‘Students from educated family background may be trained easily’. The respondents agreed to the positive statement on student capability and school image. They stand neutral for student background and do not agree with the statements of negative impact of wealth and ruralness of the student on education.

Present education system is divided into two factors namely Expectation on Institution, and Expectation on Student. Expectation on Institution covers ‘Preparing students to fetch a good job is the primary objective of education’, ‘Imparting discipline in the students is the primary objective of the education’, ‘Special coaching is required for weak students’, ‘Examinations of present day evaluate the students objectively’, ‘Involvement of student in co-curricular activities increases learning capability’, ‘The present educational system has a reasonable syllabus’, ‘The student performs as his/her group performs’, and ‘the society gives over emphasize to 10th and 12th examinations’. Expectation on Students include ‘Private tuitions increase the involvement of the student in learning the subject’, ‘Students attending private tuitions score more marks than others’ and ‘Students having involvement learn subject irrespective of school’. The respondents have agreement on all statements in the factor for Expectation on Institution and have neutral stand on the all statements of Expectation on Students.

Perception on teaching profession is divided into five factors namely Performance and Appraisal, Recognition, Career Scope, Teacher Intervention, and Service Norms. Performance and Appraisal includes ‘Teachers getting incentives
perform well’, ‘Teachers getting promotions perform well’, ‘The promotion policy for teachers considers performance’, ‘Teacher’s performance is evaluated based on results of the examinations’, ‘Teachers having additional responsibilities in the school perform well’, ‘Teachers are assigned additional duties in the schools’, ‘Teachers require periodical training, and ‘Teachers require more autonomy inside the classroom’. Recognition includes ‘Society recognizes the services of the Teachers’, ‘The present teaching methodology is the best for imparting knowledge’, ‘Teachers are the right persons to engage in election duty & census’, ‘teachers’ union safeguards the teacher from problems’, and ‘Changing methodology of teaching every time may improve effectiveness’. Career Scope covers ‘Service conditions to teacher are better comparing with anyone else’, ‘Teaching profession provides satisfaction on seeing the students in higher positions’, ‘Teaching profession has many career developmental options’, and ‘Permanency in employment makes teachers perform better’. Teacher Intervention covers ‘Students having involvement learns subject irrespective of teacher’, ‘Conducting private tuition yields good income for the teachers’, and ‘Students are given sufficient teaching hours per day’. Service Norms include ‘Selection procedure of the teachers is based on merit and ‘Probation period for the teacher is too long’. Teachers find good recognition, career, scope, a positive performance appraisal, and better service norms. There is not much difference between male and female teachers on the perception on teaching.

Teachers possessing lower educational qualification have evaluated the statements in career and development as low compared to those having higher
qualification. Moreover the lower educated believe teaching profession as the one having better service conditions than any other profession and they have a positive outlook on the possibility of earning money through tuitions. Less experienced Teachers are more eager towards getting promotion and feel good on engaging in socially relevant activities and also believe that teachers are important for the student learning of specific subjects.

Teaching performance is affected by Teaching Facilities and General working Environment. Teaching Facilities cover ‘The airflow in the classroom encourages the teacher to conduct the class with much effectiveness’, ‘Sufficient boards enable us to handle the class in better way’, ‘Availability of map and other drawings encourage the teacher to handle the class effectively’, ‘The facilities of the classroom encourage the teacher to perform well’, ‘Availability of latest equipments increases the teaching efficiency’, and ‘Possibility for updating increases the morale of the teacher’. General Working Environment covers ‘Support of the office personnel helps the teacher to perform well’, ‘The area in which the school is situated affects the motivation of the teacher’, ‘Good staffroom encourages the teacher to prepare well for the classes’, ‘Involvement of the teacher in extracurricular activities increases the performance’, ‘Students ability to learn affects my interest to teach’, ‘Good ventilation in the staffroom reduces the stress’, ‘Good laboratory encourages the teacher to explain well about the concepts’, ‘Cordial relationship with colleagues improves the performance of the teacher’, ‘Class with disciplined students motivates the teacher to teach more’, and ‘Co-operation of parents of the student improves the commitment of the teacher’.
The teachers have good rapport with all the stakeholders namely Colleagues, Higher Officials, Parents of the Students, Students, and Statutory Bodies. Teaching facilities and general working conditions, (except the area in which the school is situated) have high impact on the performance of the teacher.

Five factors namely Support, Discrimination, Policies, Absenteeism, and Value System decide the facilities in the school. Support includes ‘Teachers get support from the society’, ‘Teachers get support from the higher officials’, ‘Teachers get support from the alumni’, ‘Teachers get support from the statutory bodies’, ‘Teachers get support from the students’, ‘Teachers get support from the office attendees’, ‘Teachers get support from the parents of the students’, and ‘Alumni of our school supports the development of the school’. Discrimination includes “Teachers have discrimination among the other teachers”, ‘Higher Authorities have discrimination among the teachers’, ‘Students have discrimination among the teachers’, ‘Students have discrimination among the other students’, ‘Teachers have discrimination among the students’ and ‘Higher Authorities have discrimination among the students’. Policies cover ‘Students participate in NCC/NSS/Scout,” Students participate in Yoga and other practices’, ‘Participation of students in competitions outside the campus’, ‘Participation of students in cultural activities’, ‘The school functions with a clear mission’, ‘Parents are informed on policy decisions’, ‘The school has separate and clean toilet facilities for men & women’, ‘Students are given compulsory Physical training, and ‘The school has a formal counseling system for the students’. Absenteeism covers ‘Absenteeism of the teachers’, ‘Absenteeism of the students’,
‘Attrition rate of students’, ‘Attrition rate of teachers’, and ‘Teachers support the students financially’. Value System includes ‘Teachers have moral values for their profession’, ‘Weak students are given special coaching classes’, ‘School is kept with good Cleanliness’, and ‘Students in our school are highly obedient’. It is understood that students are generally encouraged to participate in cultural activities and sports.

The teachers are generally satisfied on the basic pay, allowances, incentives for higher qualifications, and timely salary. Whereas they evaluate equity of compensation, performance based pay, additional income and other business as neutral. Teachers are also satisfied with non financial compensation.

The analysis reveals that there exists a significant relationship between age sex, and educational qualification, of the school teacher and their satisfaction on compensation at 99% level of significance. The middle aged groups of teachers are relatively more satisfied on compensation than lower and higher age group. Female teachers are more satisfied with compensation than male teachers.

Teachers’ family monthly budget and travel distance from the school also have a significant relationship on the satisfaction on compensation of the teachers at 99 % level of significance. Satisfaction on compensation decreases as the educational qualification increases. More satisfied teachers are those who have more budget to spend.
Marital status, nature of residing, transfers, and teaching experience of the school teacher has no significant relationship with their satisfaction on compensation at 99% level of significance.

Comparative education level, wealth, earnings, and social status of the teacher with the neighbors do not have a significant relationship with the satisfaction of teacher on compensation.

Profile of the students in the school like residential area, income group, and occupation of the parent do not have a significant relationship with the satisfaction of teachers on compensation at 99% level of significance. However educational background of the family of the student has a significant relationship with the satisfaction of teacher on compensation.

Male and female teachers differ in their pattern of evaluation on their satisfaction on the facilities available in the school. Male and female teachers do not differ in their pattern of evaluation on their level of satisfaction on teaching profession. Male and female teachers do not differ in the pattern of evaluation on their level of satisfaction on Relationship.

The evaluation pattern on basic infrastructure, teaching profession, and relationship significantly differ with respect to age and family monthly budget of the teacher. The evaluation pattern on teaching profession significantly differs with respect to the marital status and educational qualification, of the teachers. Whereas the evaluation pattern on basic infrastructure and relationship do not differ significantly with respect to the marital status and educational qualification of the
teacher. Further the distance travelled by the teacher has a significant relationship with the evaluation pattern on basic infrastructure and teaching profession, whereas it does not have a significant relationship with evaluation pattern on relationship.

Comparative educational status, wealth, earnings, and social status of the neighbors do not have significant relationship on the evaluation pattern on the basic infrastructure, teaching profession, and relationships

Teachers’ income has a significant relationship on the evaluation pattern on teaching profession whereas it has no significant relationship on the evaluation pattern on basic infrastructure and relationship. Further the family income has a significant relationship with the evaluation pattern on relationship whereas it has no significant relationship with the basic infrastructure and teaching profession.

The evaluation pattern on basic infrastructure does not differ significantly with respect to the residential area of the students, whereas it significantly differs with respect to income class, educational background, and occupation of the patterns of the students.

The evaluation pattern on teaching profession differs significantly with respect to the residential area, income class, educational background, and occupation of the parents of the student.

The evaluation pattern on relationship does not differ significantly with respect to the residential area, income class, educational background, and occupation of the parents of the students.
Teachers from the Government, Government aided, and private schools differ significantly in their evaluation on basic infrastructure and teaching profession, whereas they do not differ significantly in evaluating relationships.

Teachers in general, give extra effort to weak students, appreciate the students for their punctuality, give details on current affairs, and give information on career options. However, promotional activities such as motivating the student by giving opportunity, giving surprise gifts for notable performance, and conducting interclass competition happen often in the schools.

The teachers prepare well so that they could clarify the doubts most of the times. There are instances where teachers ask questions to the students, ask students not to disturb the class or assign other responsibility and punish the students for raising doubts. Counseling is chosen by the teachers followed by other measures such as warn for punishment, ask the student to bring the parents, ask to stand in the class as means of handling misbehaving students.

Except for visiting general library near their residences, all activities relating to teaching like ‘usage of the library to update the subject knowledge’, ‘Valuation of the exam paper is done with the objective criteria’, ‘Getting training to utilize the latest teaching aids’, ‘Help the students in obtaining medical support’, and ‘Usage of latest technology like internet to update the knowledge’ are done frequently by the teachers. It is noted that majority of the teachers have no career plan.
There is no notable correlation between satisfaction of the teachers and their performance. Private school teachers, since suffering from lot of pressures, show a positive correlation between the satisfaction and performance.

Discipline issues, heavy work load, poor student caliber are the stressors that are identified by many of the teachers followed by correction work, results, parents and society, poor infrastructure, short deadlines, colleagues, unwanted training, pressures of higher official, student strength, heavy syllabus, disobedience, insufficient teacher and working hours.

Travel, household duties, and family problems occupy the major portion of the stressor in day to day life followed by health issues, electricity problems, financial problems, social issues, future goals, neighbour, mobile phone and media.

One third of the teachers face no problems with students. Others face problems like indiscipline behavior, not studying, dull student, absenteeism, family/ personal background, community problems, and drop outs.

A considerable proportion of the teachers have no expectation from the students. General expectations are studying well, discipline and obedience. Other expectations are attentiveness, cooperation, aspiration, sincerity, regularity, social conscience, respect and punctuality.

Majority of the respondents have no problems with their colleagues. A small proportion of teacher face problems like misunderstanding followed by non cooperation, ego problems, gossipping and absenteeism.
Though majority of the teachers have no expectation, many have expectations like co-operation, friendliness, healthy relationship, helping, hard work, honesty, sincere and avoiding rumour.

In general, the respondents have no problems with higher officials. Co-operation, motivation, cordial relationship, good administration, efficiency, democracy, respect, guidance, impartiality, honesty, and punctuality are expected from the higher officials.

Most of the respondents have no problem with assistants and subordinates, statutory bodies, alumni, parent teacher association, parents of the school and the society. Teachers expect cooperation, guidance and financial support to the school from them.

One third of teachers prefer the profession as it is a desired job. Other reasons for choosing the profession are social development, job satisfaction, noble profession, respectful profession, good career, suitable for women, continue updating, share knowledge, family pressures, high income, leave benefits, job security, role model, loving children and impressed by teacher. The alternate career options the teacher had are Bank employment, social worker, executive in a company, uniform service, civil service, business, lawyer, Agriculture department, journalist, politics, scientist, singer, clerical, dancer, pilot, designing, orator, artist, catering field, driver, player, Tailoring, Accountant and writer.
5.3 CONCLUSION:

Education has been used as a powerful tool for the development of any nations. The ultimate aim of the education has personality changed from to make a man of good character and useful citizen to creating mark scoring, employable machine.

Even though females are employed and their remuneration is also in par with male teachers. The male dominating system and culture in India forced the female teachers to undertake additional household works which is a huge strain and painful to female teachers and restrict them from all other social development activities.

Travelling time of the teachers to and from the school is quite considerable and becomes unproductive. Teachers are important for the student in learning of specific subjects. Teachers, over the period of time, got fed up with the unchallenging system which does not demand any of their expertise or experience in the day to day functioning of the school.

Teachers, in general are satisfied with the basic pay, allowances, incentives for higher qualifications and timely salary whereas they evaluate equity of compensation, performance based pay, additional income and other business as neutral. The teachers are also satisfied with non financial compensation. However, teachers, on whole, have not highly satisfied. The best system of education may fail to achieve, the desired ends in the absence of sincere, competent and professionally aware teacher.
Teachers’ relationship with their colleagues is a positive sign for the future. It is happy to note that Teachers choose their profession by choice and not by chance. Well adjusted and satisfied teacher can contribute a lot to the development of the nation.

5.4 SUGGESTIONS:

Most of the teachers working in Government and Government aided schools considered travel is the major stress for them. Hence the Education Department may formulate a transparent policy to accommodate the teachers to their nearest living places. Instead of conducting the transfer counseling once in a year, the frequency of counseling period may be increased as once in two to three times in every academic years. In order to avoid long travel time, Government may build sufficient number of staff quarters for teachers in Taluk head quarters.

Teachers are the targeted society used for larger number of non teaching work like statistic collection, distribution of welfare benefits to students’ election works, etc. In future the Government may take into consideration to minimize the teachers’ involvement in non-teaching assignments.

Government may formulate one separate ‘Infra Development Board for Government Schools’ to enhance the infra facilities of the Government schools effectively to motivate the teachers of Government and Government aided schools. The maintenance and allocation of these quarters to teachers may be vested with the newly proposed “Infra Development Board for School Education.”
Though the parents prefer to put their wards in Management schools for their educations the teachers do not prefer to work in private schools. This is a social issue and a symbol of status also. But the education of these students in the hands of the teachers those who had the feeling of the insecure of their job is a matter of concern. Private school teacher attempts to be switch over to Government service either for one or other reason since their present position is not attractive to them. This is not a healthy tendency and the Government system can’t accommodate all persons those who are qualified for teachers in their department. The Education Department may find out a solution by notifying appropriate norms as a mandatory one for all Management schools to fix minimum qualification and minimum salary to the teachers.

The teaching facilities available in the Government schools are comparatively less than the Management schools. The smart class room facilities may be increased in the Government Schools to attract more students and enhance the teaching facilities. The Government Departments like NIC, ELCOT etc., may be entrusted with this job. It is suggested that the Government may pass appropriate orders in this aspect.

In Government system additional incentives are sanctioned to teachers those who have higher qualifications. The purpose of this incentive is to utilize the knowledge acquired by the teachers through their higher qualification to the student community. But now there is no performance and efficiency evaluation system to find out the output of the teachers those who are drawing additional
incentives. The department may formulate a system to evaluate the performance and efficiency of the teachers based on the qualification.

A Scientific system may be devised to evaluate the performance of the teachers and also the schools in the districts by keeping the objective of education in the mind. The evaluation report may be made available to public so that schools and teachers strive hard to improve their performance.

5.5 SCOPE FOR FUTURE RESEARCH

Teachers job satisfaction provide enormous scope to carry out continuous research. This section suggests a few areas for further research. More dimensions like an exclusive comparative study can be done about the job satisfaction between private school teachers and Government schools teachers.

The job satisfaction and work motivation of teachers may be studied in depth. The working conditions of the teachers and their welfare measures between developed and developing countries may be compared. Issues like indisciplined behavior of the students with teachers and teachers with students may be studied in depth. There is a considerable gap in the quality of education in schools located in the urban areas and rural areas. The reason for the gap may be studied further. Studies maybe carried out to identify the factors affecting performance of the teachers, comparison on performance of Government and private school teachers.
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