CHAPTER - VII

SUMMARY AND FINDINGS

7. 1 INTRODUCTION

7. 2. 0 MAJOR FINDINGS

7. 2. 1 JOB SATISFACTION

7. 2. 2 ATTITUDE TOWARDS TEACHING

7. 2. 3 INTEREST IN TEACHING

7. 3 CORRELATION AND PARTIAL CORRELATION

7. 4 DISCUSSION OF THE RESULTS

7. 5 RECOMMENDATIONS

7. 6 SUGGESTIONS FOR FURTHER STUDY

7. 7 CONCLUSION
SUMMARY AND FINDINGS

7.1 INTRODUCTION

The Main objective of the present study is to specify the Job Satisfaction level of the teachers working in the ‘Kallar Reclamation Schools’ found in the Madurai and Dindigal Districts of Tamil Nadu. Besides, an attempt has also been made in this study to analyse the attitude and interest of those teachers. For the better understanding of the concepts such as job satisfaction, Attitude and Interest in teaching, relevant literature available has been reviewed.

Research studies indicate two major groups of factors responsible for job satisfaction. They are (i) organizational factors which are related to institutional practices and working conditions: and ii) personal factors which are related to the traits or characteristics of specific employees. Organizational factors include reward system, supervision, workload, interest in work and working conditions. Personal factors include personality traits, status and seniority, satisfaction and genetic factors.

However, in this study, Job Satisfaction has been considered as dependent variable which has been affected by independent variables such as gender of the teachers, standards taught, marital status, of the teachers, length of teaching experience, and the community of the teachers.

It may be recalled that the present study has been undertaken with the following objectives

1. To find out the level of job satisfaction of the teachers working in the Kallar Reclamation Schools.

2. To find out the favourable and unfavourable attitude of the teachers towards teaching in these schools.

3. To find out the level of teachers interest in teaching in these schools.
4. To find out whether there is any significant difference between the sub-samples of the teachers in respect of their job satisfaction.

5. To find out whether there is any significant difference between the sub-samples of the teachers in respect of their attitude towards teaching.

6. To find out whether there is any significant difference between the sub-samples of the teachers in respect of their interest in teaching.

7. To find out the nature of relationship between the teachers' job satisfaction and their attitude towards teaching.

8. To find out the nature of relationship between the teachers' job satisfaction and their interest in teaching.

9. To find out ways and means to improve the job satisfaction of the teachers in general and teachers of Kallar Reclamation Schools in particular.

Besides, efforts have also been made to find out the differences between the teachers in respect of their attitude, interest and job satisfaction according to their status and category. Further, the nature of the relationship, existing between the teachers job satisfaction, their attitude towards teaching and their interest in teaching have also been probed.
In order to collect relevant data from the selected respondent-teachers, the following tools were administered.

i) The Job Satisfaction Scale (Padmanabhaiah, 1986),

ii) The Teacher Attitude Inventory (Ahluwalia 1974),

ii) Interest in Teaching Scale (Kakkar, 1985).

7.2.0 MAJOR FINDINGS

The data thus obtained were subjected to statistical analysis. The Means and the Standard Deviations of the job satisfaction scores of the entire sample (208) and its sub samples were computed. The following results were derived, which have been summarized in this chapter.

7.2.1 JOB SATISFACTION

Job Satisfaction Scale of Padmanabhaiah S., (1986) was administered to measure the job satisfaction level of the teachers. The mean of the job-satisfaction scores of the entire-sample is found to be 151.40 and its Standard Deviation Score is 21.74. It may be recalled that a score of above 136 in this job satisfaction scale indicates a relatively high level of job satisfaction. Thus, the sample of this study appears to have a relatively high level of job satisfaction. In respect of the sub-samples the same trend is observed. But the Standard Deviations are found to range from 5.72 to 24.28 and these wide interval suggests that the group is Heterogenous.
It has been found that as much as 72 percent (150) teachers have a relatively high level of job satisfaction and the remaining 28 percent (58) teachers have a relatively low level of job satisfaction.

7.2.2 ATTITUDE TOWARDS TEACHING

As already mentioned 'The Teacher Attitude Inventory' Ahluwalia (1974), has been used to measure the favourable and unfavourable attitude of the teachers towards teaching. The Means and SDs of the attitude scores of the teachers towards teaching of entire sample and sub-samples were computed. The computation gave the following derivations.

The Mean of the attitude towards teaching scores of the entire sample is found to be 229.60 and in respect of the sub-samples the means are found to range from 218.30 to 244.90. It must be recalled that the scores in the 'Attitude Towards Teaching Scale' used in this study range from 000 to 360 in the direction of increasing levels of favourableness of attitude towards teaching. It must also be remembered that in this scale, a score of above 180 is considered to indicate a relatively favourable attitude towards teaching. A score of below 180 is considered to indicate a relatively unfavourable attitude towards teaching.
Thus, the above mean scores found i.e., 229.60 (entire sample) and 218.30 to 244.90 (sub-samples) indicate the fact that the teachers involved in this study have a relatively favourable attitude towards teaching. The Standard Deviations are found to range from 5.18 to 32.00 which indicate a wide interval which suggests that this group is a *Heterogenous*.

It has also been found that as much as 70 percent of the teachers (146) have a relatively favourable attitude towards teaching and the remaining 30 percent (62) teachers have a relatively unfavourable attitude towards teaching.

### 7.2.3 INTEREST IN TEACHING

Interest in Teaching Scale (Kakkar 1985) was administered to measure interest of the teachers in teaching. The scores of the Interest of the Teaching Scale applied in this study range from 0 to 27, towards the direction of increasing levels of interest in teaching. In this scale a score of 14 and above is considered to indicate a relatively high level of interest in teaching and a score below 14 is considered to indicate a relatively low level of interest in teaching. The analysis of the computed data has led to the following derivations.
The Mean of the Interest in teaching scores of the entire sample is found to be 14.41. Except in two sub-samples i.e., teachers teaching standards I to VIII (Mean is 11.31) and married teachers (Mean is 13.07). The Mean of the interest in teaching scores of the other sub-samples are above 14.

It has also been noticed that as much as 62 percent (129) teachers have a relatively high level of interest in teaching and the remaining 38 percent (79) teachers have relatively low level of interest in teaching.

Thus, by and large, this group has a relatively high level of interest in teaching. The standard deviations are found to range from 2.33 to 7.50 which suggest that the group is Homogeneous.

7.3 CORRELATION AND PARTIAL CORRELATION

One of the objectives of the present study is to find out the nature of the relationship existing between the dependent variable, i.e., job satisfaction (i) and independent variables, i.e., attitude towards teaching (ii) and interest in teaching (iii).
Teaching and Interest in Teaching

The Job Satisfaction Attitude Towards

Graph Showing the Percentage Level of
To find out the relationship, Pearson's Product Moment was computed between the job satisfaction scores (i) and the attitude towards teaching scores (ii) of the entire sample and its eleven sub-samples. In respect of the entire sample it is found to be 0.371 (r.12) which shows the existence of significant relationship between the teacher's job satisfaction (i) and their attitude towards teaching (ii). This trend is seen irrespective of the sub samples, with the exception of 3 sub-samples where the correlation is positive but not significant at 0.05 level.

Likewise Pearson's Product Moment 'r' was computed between the job satisfaction scores (i) and the interest in teaching scores (iii) of the entire samples of teachers. In respect of the entire sample it is found to be 0.411 (r'13) and it is significant at 0.01 level. Thus, there is a positive and significant relationship between the job satisfaction of teachers (i) and their interest in teaching (iii). In respect of the sub samples too, the same trend is seen.
For the purpose of further statistical analysis, Pearson's Product Moment 'r' was computed between the attitude towards teaching scores (ii) and the interest in teaching score (iii) of the entire sample and its eleven sub-samples. In respect of the entire sample, it is found to be 0.217 and it is significant at 0.01 level. Hence, the teacher's attitude towards teaching and their interest in teaching is positively and significantly related. In respect of sub-samples too the same trend is observed.

PARTIAL CORRELATION

The Zero-order correlation coefficient between job satisfaction (i) and attitude towards teaching (ii) in respect of entire-sample was found to be 0.371 ('r'12). This represents the gross correlation. In order to single out the effect of attitude towards teaching (ii) only on job satisfaction (i) partial correlation ('r'12.3) was worked out. It is found to be 0.317. Which represents the effects on interest in teaching (iii) on job satisfaction (i) minus the effect on interest in teaching (iii) job satisfaction. This is (r12.3) less than (r 12) the Zero-order correlation. By removing the effect of (partially out) interest in teaching (iii) a loss of 0.054 ia observed. (0.317-0.317=0.054).
Similarly, the partial correlation for the effect of interest in teaching (iii) alone on job satisfaction was worked out. It is \((r_{13.2})\) found to be 0.365. The Zero-order correlation \((r_{13})\) between interest in teaching (iii) and job satisfaction is found to be 0.411.

When the effect of attitude towards teaching (ii) is removed (partialed out) a loss of 0.046 is observed \((0.411 - 0.365 = 0.046)\). Thus, this loss is due to removal of the effect of attitude towards teaching (ii) and job satisfaction.

When the effect of attitude towards teaching (ii) is removed the loss is 0.054. But when the effect of interest in teaching (iii) is removed, the loss is only 0.046, which is less than the former. This suggests that interest in teaching (iii) yields a greater influence on job satisfaction than the attitude towards teaching of the teachers.

7.4 DISCUSSION OF THE RESULTS

The present investigation has yielded some interesting results that are discussed against the earlier findings made in this field.

The gender of the teachers, in the present study caused no significant difference in their job-satisfaction. In other words,
the men and the women teachers do not differ significantly in their job satisfaction. This finding gets support from a few earlier studies Raja Gopalan, (1976); Rao, (1981); Padmanabaiah, (1986); Sundararajan and Williams (1988); Sundararajan and Vivekanandam, (1990); and Sundararajan and Sabesan (1992); But in few studies Bernanrd and Kulandaivel (1976); Anand (1977); and Hulin (1977), the gender of the teachers was shown to have caused significant differences in their job satisfaction.

In the present study, the teaching experience of the teachers was shown to have caused no significant difference in the job satisfaction of teachers. This gets support from a few earlicar studyps Rao, (1970); Sinha, (1973); Raja Gopalan, (1976); Porwal, (1980); and Sundrarajan and Sabesan (1992). However in a few studies the age and experience of the teachers were shown to have caused significant difference in the job satisfaction of teachers. They are: Holdway, (1978); Gupata and Nisha, (1979); Sigh and Singh, (1980); and Rao, (1981).

In the present investigation, no significant difference was found between Kallar and non-kallar community regarding job satisfaction.
In the present investigation the unmarried teachers were found to have more job satisfaction than the married teachers. Thus the marital status of the teachers caused significant difference in their job satisfaction. This gets support from a few earlier studies and Porwal, (1980); Nayak, (1982); and Padmanabaiah, (1986). But Bradburn, (1969); and Smith (1982) found that married teachers had more job satisfaction than the unmarried teachers.

The standards to which the teachers teach or in other words the levels they teach were found to have caused significant difference in the job satisfaction of teachers. The Higher Secondary teachers were the most satisfied and the primary and middle school teachers were the least satisfied and in between the two, was the level of satisfaction of the High School teachers.

In the present investigation, no significant difference was found between (a) the men and the women teachers, (b) the teachers with 10 years of teaching experience and the teachers with more than 10 years of teaching experience and (c) the kallar and non-kallar teachers, in respect of their (i) attitude towards teaching and (ii) interest in teaching.
The gender of the teachers was shown to have caused no significant difference in the teachers' attitude towards teaching in many studies like Kuder (1953), Sundararajan et-al; (1991) and Sundararajan and Sabesan (1992). But another studies Beamer and Led better, (1957) Gupta, (1981); Patil (1984); and Sundararajan, et-al (1988) women teachers were shown to have a more favourable attitude towards teaching than the men teachers.

The age and experience of the teachers were shown to have caused no difference in their attitude towards teaching Kuder (1953); Saran, (1975); and Sundararajan and Sabesan (1982), but Jaleel and Pillay, (1979) and Sundararajan et-al (1988) found Significant difference between teachers of varying age and experience.

The teaching level was shown to have caused significant difference in the attitude of teachers towards teaching Pattan, (1958).

The marital status of the teachers was shown to have caused significant difference in their attitude towards teaching. However, Ryans, (1960); and Sukhwal, (1976) Sundararajan; (1991) found no difference between men and women in respect of their interest in teaching.
The present investigation reveals that there is a positive and significant relationship between job satisfaction and the teachers attitude towards teaching, and this gets support from a few earlier studies Cook, Leeds., and Callis, (1951); Saran, (1975); Goyal, (1980); and Sundararajan and Sabesan, (1992). But in one study Sundararajan et-al, (1991) found a negative correlation between teachers attitude towards teaching and their interest in teaching. But in the present study, they are positively and significantly related, just like the relationship between the job satisfaction and the teachers interest in teaching.

7.5 RECOMMENDATIONS

1. Kallar Reclamation Schemes are administered by a Special Deputy Collector attached to Madurai District Collectorate. Keeping in mind the size and number of 265 Kallar Reclamation Schools spread over two districts, it is recommended that a post of Special Officer in the cadre of Joint Director may be newly created to look into the academic aspects of Kallar Reclamation Schools. Because, the Special Deputy Collector is a non-academic
person and he is also looking after financial and administrative aspects of various Kallar Reclamation Schools. Hence, there is a felt need for an officer to look into the academic affairs of Kallar Reclamation Schools.

2 A separate Directorate for Denotified Communities may be newly created to look after the educational and other welfare measures of the denotified communities, whose educational, socio-economic and cultural conditions are still lacking behind the other communities.

3. It is observed during field visits that most of the teachers working in the Kallar Reclamation Schools are not fully exposed to the recent educational technological developments such as multi-media gadgets, i.e., computers and visual equipments and techniques. Hence, it is recommended that periodical and intensive inservice training must be given to the teachers to cope up with the modern trends in pedagogy.
4. A separate regional level guidance and counselling centre at Madurai may be instituted to cater the needs of students and teachers belonging to Kallars in furthering their vocational and professional skills.

5. Since Kallar Reclamation Schools are situated in interior villages, the teachers may be provided with residential quarters nearer to their schools which may boost the morale of the teachers and increase their job satisfaction.

7.6 SUGGESTIONS FOR FURTHER STUDY

1. A comprehensive study may be undertaken to find out the impact of administrative and academic factors responsible for job satisfaction of the teachers working in the Kallar Reclamation Schools so as to find out the relative influence of each factors causing job satisfaction or job dissatisfaction.

2. An indepth study can be undertaken to assess the total impact of Kallar Reclamation Schools in decriminalizing the Kallars, the erstwhile criminal tribes.
3. A comparative study may be useful which would focus on the job satisfaction of the teachers working in various managements in Madurai and Dindigul districts with the job satisfaction of the teachers working in the Kallar Reclamation Schools.

4. Yet another correlational study may be initiated to deal with the Socio-Economic Status of the Kallar Reclamation School teachers and their job satisfaction.

5. Finally, this study revealed the fact that 72 per cent of the teachers are satisfied with their job. Hence, a study to trace out why 28 per cent of the teachers are not satisfied with their job can be undertaken. Because, such study may help to remove those factors responsible for dissatisfaction and provide a framework for more efficient administration of Kallar Reclamation Schools.
7.7 CONCLUSION:

Being a pioneering effort, this research stands as a unique attempt in studying the job satisfaction of the teachers working in the Kallar Reclamation Schools. Though these schools were existing since 1920's, no such study has been attempted so far.

It must also be interesting to note the facts that in the Kallar Reclamation Schools 62 per cent of the teachers have high level of interest in teaching, 70 per cent of the teachers have more favourable attitude towards teaching and 72 per cent of the teachers have high level of job satisfaction.

Further, it has also been found that the interest in teaching has a greater influence on job satisfaction than the attitude towards teaching.