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RETROSPECTS AND PROSPECTS
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RETROSPECTS AND PROSPECTS

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6.1 Introduction

This chapter is the concluding part of the present research study. It gives a brief summary of the study, the objectives, the methodology and the major findings.

A high quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education in India. One step in developing a high quality faculty is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance (Ostroff, 1992 and Mathieu, 1991). Often it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement (Ashton and Webb, 1986); Carnegie Task Force on Teaching, 1986). Because faculty are both the
largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

Job satisfaction refers to the way one feels about events, people and things. It describes the feelings and the emotional aspects of experience, as distinguished from intellectual and rational aspects, though the two aspects can never be completely separated. "Job satisfaction is the result of various (specific) attitudes the person holds towards his job, towards related factors, and towards life in general". (Mohanty, 1983).

Satisfaction is not permanent, a satisfaction once achieved, ordinarily remains a satisfaction for a comparatively short time and only under certain conditions.

Satisfaction may be seen to be contingent upon the individual’s idiosyncratic internal structure, the specific set of job tasks in the work place; the managerial processes that direct the activities; the organizational policies regarding rewards and so on, including all combinations of the above.
Concept of Job Satisfaction

The concept of job satisfaction is many faceted. Some researchers consider it as a generalized affective orientation to all aspects of the work situation. Such a view expresses the resultant of a whole host of orientations to specific aspects of the job. Job satisfaction is the sum total of the individual attitudes towards job. (Vroom, 1964).

Job satisfaction is a widely studied concept. It has been variously used as synonym of industrial morale and attitudes. Such an approach has been subjected to severe criticism from many researchers (Blum, 1956; Siegel, 1962; Harrell, 1964; Blum and Naylor, 1968).

Vroom maintains that attitudes and job satisfaction can be used interchangeably as both concepts indicate “affective orientations on the part of individuals towards work roles which they are presently occupying, positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction” (Vroom, 1964).

Need satisfaction is not be confused with job satisfaction though both are closely interrelated. Need satisfaction refers to the process of fulfillment of various needs of the individuals; whole job satisfaction is a generalized attitude resulting from many specific attitudes in three areas: namely; specific job
factors, individual adjustment and group relationship. Though need satisfaction is a basic condition for job satisfaction, the two are not be equated. Job satisfaction is much wider and complex process and is not entirely the function of the satisfaction of various needs of the individual. As Morse (1953) states, Job satisfaction is the function of the strength of need and amount of environmental return.

6.2 The Problem

The relationship between person and work has always attracted the attention of philosophers, scientist and novelists. A major part a person life is spent in work. Work is a social reality and social expectation to which men seem to confirm. It not only provides status to the individual but also binds him to the society. The nature and significance of work would be important as an area of study, since it occupies so much of a man's life span.

Theoretical aspects of job satisfaction shows that there are many factors which influence the level of job satisfaction. From the review of related literature it was found that comparatively very less work has been done to find the relationship between job satisfaction and factors like sex, teaching experience and scale of pay.
Every individual has certain needs and motives which he wants to fulfill. Any job which fulfills these needs and motives gives him satisfaction. It is probably the major aim of every worker to get pleasure in job which enhances production and mental satisfaction. The satisfaction which people experience in their jobs is in large part the consequence of the extent to which various aspects of their work situations tend to be relevant to their job related values systems as every individual has special abilities, aptitudes, inherited capacities, interests and aspirations. Those jobs which provide the worker a chance to fulfill his interests and aptitudes give him satisfaction and pleasure. Natural interest in job of his satisfaction motivates him for efficient and qualitative performance.

Teaching profession as such has an important, noble place in the society. Wholehearted participation of the organization is primary necessity for the success of educational system. Teachers job satisfaction is a pivotal link in the chain of education reform. Teachers satisfaction influences job performance, attention and ultimately student performance.

The research studies on job satisfaction in India are very rare and far between. So far no studies, to the knowledge of the investigator, have been carried out in India involving study of variables job satisfaction, personal
effectiveness, teacher attitude, role efficacy, teachers involvement, organizational culture and organizational climate of secondary school teachers.

The problem undertaken for the investigation is entitled as:

"A Study of Job satisfaction of Secondary School Teachers in Relation to their Personal, Professional and Organizational Variables”.

6.3 The Objectives of the Study

1) To study the relationship between job satisfaction of teachers and personal effectiveness (total) and its dimensions
   - Self disclosure.
   - Openness to feedback.
   - Perceptiveness

2) To study the relationship between job satisfaction of teachers and teachers attitude (total) and its dimensions.
   - Teaching profession.
   - Classroom teaching.
   - Child centered practices.
   - Educational process.
   - Pupils.
   - Teachers.
3) To study the relationship between job satisfaction of teachers and role efficacy (total) and its dimensions.

- Centrality.
- Integration.
- Proactivity.
- Creativity.
- Inter role linkage.
- Helping relationship.
- Super ordination.
- Influence.
- Growth.
- Confrontation.

4) To study the relationship between job satisfaction of teachers and teachers involvement (total) and its dimensions.

- Planning the social work.
- Decision making.
- Involvement in extra curricular activities.
- Involvement in administration.

5) To study the relationship between job satisfaction of teachers and organisational culture (total) and its dimensions.

- Openness.
- Confrontation.
- Trust.
- Authenticity.
- Proaction.
- Autonomy.
- Collaboration.
- Experimentation.

6) To study the relationship between job satisfaction of teachers and organisational climate (total) and its dimensions.

- Performance standards.
- Communication flow.
- Reward system.
- Responsibility.
- Conflict resolution.
- Organisational structure.
- Motivational level.
- Decision making process.
- Support system.
- Warmth.
- Identify problems.

7) To study the relationship between job satisfaction and sex of teachers.
8) To study the relationship between job satisfaction and age of teachers.

9) To study the relationship between job satisfaction of Teachers and types of management.

10) To study the relationship between job satisfaction and teaching experience of teachers.

11) To study the relationship between job satisfaction and teaching subjects of teachers.

12) To study the relationship between job satisfaction and educational qualification of teachers.

6.4 Hypotheses of the Study

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to their job satisfaction and its dimensions.

1. Intrinsic aspect of job,

2. Salary, promotional avenues and service conditions

3. Physical facilities

4. Institutional plans and policies

5. Satisfaction with authorities

6. Satisfaction with social status

7. Rapport with students
8. Relationship with co-workers

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to personal effectiveness and its dimensions.

1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to teachers' attitude and its dimensions.

1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to role efficacy and its dimensions.

1. Centrality
2. Integration
3. Pro activity
4. Creativity
5. Inter role linkage
6. Helping relationships
7. Super ordination
8. Influence
9. Growth
10. Confrontation

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to teachers' involvement and its dimensions.
1. Planning the social work
2. Decision-making
3. Extra curricular activities
4. Administration

**Hypothesis:** There is no significant difference between teachers of different age groups (25-34 years, 35-44 years, 44+ years) with respect to organizational culture and its dimensions.
1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

Hypothesis: There is no significant difference between teachers of different age groups (25–34 years, 35–44 years, 44+ years) with respect to organizational climate and its dimensions.

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identify problems

Hypothesis: There is no significant difference between male and female teachers with respect to job satisfaction and its dimensions.
1. Intrinsic aspect of job,
2. Salary, promotional avenues and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status
7. Rapport with students
8. Relationship with co-workers

Hypothesis: There is no significant difference between male and female teachers with respect to personal effectiveness and its dimensions

1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

Hypothesis: There is no significant difference between male and female teachers with respect to teachers' attitude and its dimensions.

1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

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**Hypothesis:** There is no significant difference between male and female teachers with respect to role efficacy and its dimensions.

1. Centrality
2. Integration
3. Pro activity
4. Creativity
5. Inter role linkage
6. Helping relationships
7. Super ordination
8. Influence
9. Growth
10. Confrontation

**Hypothesis:** There is no significant difference between male and female teachers with respect to teachers' involvement and its dimensions

5. Planning the social work
6. Decision-making
7. Extra curricular activities
8. Administration

**Hypothesis:** There is no significant difference between male and female teachers with respect to perception of organizational culture and its dimensions.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis**: There is no significant difference between male and female teachers with respect to organizational climate and its dimensions

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identify problems
**Hypothesis:** There is no significant difference between teachers with different teaching experience (1-15, 15-25, 25+ years) with respect to job satisfaction and its dimensions.

1. Intrinsic aspect of job
2. Salary, promotional avenues and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status
7. Rapport with students
8. Relationship with co-workers

**Hypothesis:** There is no significant difference between teachers with different teaching experience (1-15, 15-25, 25+ years) with respect to personal effectiveness and its dimensions.

1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

**Hypothesis:** There is no significant difference between teachers with different teaching experience (1-15, 15-25, 25+) with respect to teachers’ attitude and its dimensions

1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

**Hypothesis:** There is no significant difference between teachers of different teaching experience of teachers (1-15, 15-25, 25+ years) with respect to role efficacy and its dimensions.

1. Centrality
2. Integration
3. Pro activity
4. Creativity
5. Inter role linkage
6. Helping relationships
7. Super ordination
8. Influence
9. Growth
10. Confrontation

**Hypothesis:** There is no significant difference between teachers with different teaching experience of teachers (1-15, 15-25, 25+ years) with respect to teachers’ involvement and its dimensions.
1. Planning the social work
2. Decision-making
3. Extra curricular activities
4. Administration

**Hypothesis:** There is no significant difference between teachers with different teaching experience (1-15, 15-25, 25+years) with respect to organizational culture and its dimensions

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** There is no significant difference between teachers with different teaching experience (1-15, 15-25, 25+years) with respect to organizational climate and its dimensions.

1. Performance standards
2. Communication flow
3. Reward system
Hypothesis: There is no significant difference between teachers with different educational qualification of teachers (postgraduate and undergraduate) with respect to their job satisfaction and its dimensions.

1. Intrinsic aspect of job
2. Salary, promotional avenues and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status
7. Rapport with students
8. Relationship with co-workers
Hypothesis: There is no significant difference between teachers with different educational qualification (postgraduate and under graduate) with respect to personal effectiveness and its dimensions.
1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

Hypothesis: There is no significant difference between teachers with different educational qualification (postgraduate and under graduate) with respect to teachers' attitude and its dimensions
1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

Hypothesis: There is no significant difference between teachers with different educational qualification (postgraduate and under graduate) with respect to role efficacy and its dimensions
1. Centrality
2. Integration
3. Pro activity
4. Creativity
5. Inter role linkage
6. Helping relationships
7. Super ordination
8. Influence
9. Growth
10. Confrontation

Hypothesis: There is no significant difference teachers with different educational qualification (postgraduate and under graduate) with respect to teachers' involvement and its dimensions.

1. Planning the social work
2. Decision-making
3. Extra curricular activities
4. Administration

Hypothesis: There is no significant difference between teachers with different educational qualification (postgraduate and under graduate) with respect to organizational culture and its dimensions.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** There is no significant difference between teachers with different educational qualification (postgraduate and undergraduate) with respect to organizational climate and its dimensions.

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identify problems

**Hypothesis:** There is no significant difference between arts and science teachers with respect to job satisfaction and its dimensions.

1. Intrinsic aspect of job
2. Salary, promotional avenues and service conditions

3. Physical facilities

4. Institutional plans and policies

5. Satisfaction with authorities

6. Satisfaction with social status

7. Rapport with students

8. Relationship with co-workers

**Hypothesis:** There is no significant difference between arts and science teachers with respect to personal effectiveness and its dimensions.

1. Self-disclosure

2. Openness to feedback

3. Perceptiveness

**Hypothesis:** There is no significant difference between arts and science teachers with respect to teachers' attitude and its dimensions.

1. Teaching profession

2. Classroom teaching

3. Child centered practices

4. Educational process

5. Pupils

6. Teachers
Hypothesis: There is no significant difference between arts and science teachers with respect to role efficacy and its dimensions

1. Centrality
2. Integration
3. Pro activity
4. Creativity
5. Inter role linkage
6. Helping relationships
7. Super ordination
8. Influence
9. Growth
10. Confrontation

Hypothesis: There is no significant difference between arts and science teachers with respect to teachers' involvement and its dimensions

1. Planning the social work
2. Decision-making
3. Extra curricular activities
4. Administration

Hypothesis: There is no significant difference between arts and science teachers with respect to organizational culture and its dimensions

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** There is no significant difference between arts and science teachers with respect to perception of organizational climate and its dimensions.

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identify problems
Hypothesis: There is no significant difference between teachers working in different types of management (government, aided and unaided) with respect to job satisfaction and its dimensions.

1. Intrinsic aspect of job
2. Salary, promotional avenues and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status
7. Rapport with students
8. Relationship with co-workers

Hypothesis: There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to personal effectiveness and its dimensions.

1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

Hypothesis: There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to personal effectiveness and its dimensions.

1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

Hypothesis: There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to role efficacy and its dimensions.
   1. Centrality
   2. Integration
   3. Pro activity
   4. Creativity
   5. Inter role linkage
   6. Helping relationships
   7. Super ordination
   8. Influence
   9. Growth
   10. Confrontation

Hypothesis: There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to teachers' involvement and its dimensions.
1. Planning the social work
2. Decision-making
3. Extra curricular activities
4. Administration

**Hypothesis:** There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to organizational culture and its dimensions.

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Pro action
6. Autonomy
7. Collaboration
8. Experimentation

**Hypothesis:** There is no significant difference between teachers of different types of management (government, aided and unaided) with respect to perception of organizational climate and its dimensions.

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identify problems

**Hypothesis:** There is no significant relationship between job satisfaction and its dimensions with personal effectiveness and its dimensions of teachers.

**Hypothesis:** There is no significant relationship between job satisfaction and its dimensions with teachers’ attitude and its dimensions of teachers.

**Hypothesis:** There is no significant relationship between job satisfaction and its dimensions with role efficacy and its dimensions of teachers.

**Hypothesis:** There is no significant relationship between job satisfaction and its dimensions with teachers’ involvement and its dimensions of teachers.

**Hypothesis:** There is no significant relationship between job satisfaction and its dimensions with perception of organizational culture and its dimensions of teachers.
Hypothesis: There is no significant relationship between job satisfaction and its dimensions with perception of organizational climate and its dimensions of teachers.

Hypothesis: Age, sex, teaching experience, educational qualification, teaching subjects, types of management would not be significant predictors of job satisfaction of teachers.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of job satisfaction of teachers.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of first dimension of job satisfaction of teachers - intrinsic aspect of job

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of second dimension of job satisfaction of teachers - salary, promotional avenues and service conditions.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of third dimension of job satisfaction - physical facilities
Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of fourth dimension of job satisfaction of teachers - institutional plans and policies.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of fifth dimension of job satisfaction of teachers - satisfaction with authorities.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of sixth dimension of job satisfaction - satisfaction with social status.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of seventh dimension of job satisfaction - rapport with students.

Hypothesis: Personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate would not be significant predictors of eighth dimension of job satisfaction - relationship with co-workers.
6.5 Methodology

In the present investigation descriptive survey research method was employed.

6.5.1 Population and Sample

The population of the study consists of all teachers who are working in secondary schools in Hubli-Dharwad.

The sample of the study was selected from Hubli-Dharwad corporation area. The investigator has used the stratified random sampling technique.

In Hubli-Dharwad corporation area presently there are 119 high schools in total (government, Aided, Un-aided) out of which 64 schools have been selected based on the total number of schools under each category of management (Government-8, Aided-29 and Un-aided-27). The data was collected from 510 secondary school teachers.

6.5.2 Tools Used

The following tools were used to measure the variables of the study.

3. Teacher Attitude Inventory by – S. P. Ahluwalia (1978)
5. Teacher Involvement Scale – by Selvaraju (1992)
6. Organizational Culture Scale (OCTAPACE Profile) – by Udai Pareek (2002)

4.5.3 Data Collection

The investigator personally collected the data from 510 Secondary school teachers in Hubli-Dharwad corporation area. Teachers were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The confidentiality of the responses was assured. The collected data was systematically pooled for analyses.

6.5.4 Statistical Techniques Used for Analyses of the Data

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

(i) Descriptive analysis
(ii) Differential analysis
(iii) Correlation analysis
(iv) Regression analysis
6.6 Major Findings of the Study

The major findings of the study are enumerated as follows:

6.6.1 Findings of Differential Analysis

1. Teachers between the age group of 25-34 years were high in the perception of organizational climate dimension - conflict resolution when compared to teachers between age groups of 35-44 years.

2. Teachers between the age group of 25-34 years were high in the perception of organizational climate dimension - conflict resolution when compared to teachers between the age group of 45+ years.

3. Teachers between the age group of 45+ years were high in the perception of organizational climate dimension - identity problems when compared to teachers with age group of 35-44 years.

4. Male teachers were high on teachers attitude dimension - classroom teaching when compared to female teachers.

5. Male teachers were high on teachers' attitude dimension - child centered practices when compared to female teachers.

6. Male teachers were high on role efficacy dimension - inter role linkage when compared to female teachers.

7. Female teachers were high in the perception of organizational climate dimension - communication flow when compared to male teachers.
8. Male teachers are high in the perception of organizational climate dimension – responsibility when compared to female teachers.

9. Female teachers were high in the perception of organizational climate dimension – conflict resolution when compared to male teachers.

10. Male teachers were high in the perception of organizational climate dimension – organizational structure when compared to female teachers.

11. Male teachers are high in the perception of organizational climate dimension – support system when compared to female teachers.

12. Teachers with 15-25 years of teaching experience were high on job satisfaction dimension – satisfaction with authorities when compared to teachers with 1-15 years of teaching experience.

13. Teachers with 25+ years of teaching experience were high on job satisfaction dimension – satisfaction with authorities when compared to 1-15 years of teaching experience.

14. Teachers with 1-5 years of teaching experience were high on teacher attitude dimension – teaching profession when compared to teachers with 15-25 years of teaching experience.

15. Teachers with 1-15 years of teaching experience were high on teachers’ attitude dimension – teaching profession when compared to teachers with 25+ years of teaching experience.
16. Teachers with 15-25 years of teaching experience are high in the perception of organizational climate dimension — identity problems when compared to teachers with 1-15 years of teaching experience.

17. Teachers with PG qualification were high on personal effectiveness dimension — self-disclosure when compared to teachers with UG educational qualification.

18. Teachers with UG qualification were high on role efficacy dimension — superordination when compared to teachers with PG educational qualification.

19. Teachers with PG educational qualification were high on role efficacy dimension — confrontation when compared to teachers with UG educational qualification.

20. Teachers with UG qualification were high on organizational climate dimension — performance standards when compared to teachers with PG educational qualification.

21. Teachers with UG educational qualification are high on organizational climate dimension — communication flow when compared to teachers with PG educational qualification.

22. Teachers with PG educational qualification were high on organizational climate dimension — motivational level when compared to teachers with UG educational qualification.
23. Arts teachers were high on job satisfaction when compared to science teachers.

24. Arts teachers are high on job satisfaction dimension– physical facilities when compared to science teachers.

25. Arts teachers are high on job satisfaction dimension– satisfaction with authorities when compared to science teachers.

26. Arts teachers are high on job satisfaction dimension– satisfaction with social status when compared to science teachers.

27. Arts teachers are high on job satisfaction dimension– rapport with students when compared to science teachers.

28. Arts teachers are high on job satisfaction dimension– relationship with co-workers when compared to science teachers.

29. Science teachers were high on teachers attitude dimension teachers when compared to arts teachers.

30. Arts teachers were high on role efficacy when compared to science teachers.

31. Arts teachers were high on role efficacy dimension– centrality when compared to science teachers.

32. Arts teachers were high on role efficacy dimension– confrontation when compared to science teachers.

33. Science teaches are high on organizational culture when compared to arts teachers.
34. Science teachers were high on perception of organizational culture dimension - openness when compared to arts teachers.

35. Science teachers were high on organizational culture dimension - confrontation when compared to arts teachers.

36. Science teachers were high on organizational culture dimension - pro-action when compared to arts teachers.

37. Science teachers were high on organizational culture dimension - collaboration when compared to arts teachers.

38. Science teachers were high on organizational culture dimension - experimentation when compared to arts teachers.

39. Science teachers were high on organizational climate dimension - identify problems when compared to arts teachers.

40. Teachers of aided schools were high on job satisfaction when compared to teachers working in government type of schools.

41. Teachers of aided schools were high on job satisfaction dimension - intrinsic aspect of job when compared to teachers working in government schools.

42. Teachers of aided schools were high on job satisfaction dimension - physical facilities when compared to teachers working in government schools.
43. Teachers of aided schools were high on job satisfaction dimension – institutional plans and policies when compared to teachers of in government schools.

44. Teachers of aided schools were high on job satisfaction dimension – institutional plans and policies when compared to teachers working in unaided schools.

45. Teachers of aided schools were high on job satisfaction dimension – satisfaction with authorities when compared to teachers working in unaided schools.

46. Teachers of aided schools were high on job satisfaction dimension – satisfaction with social status when compared to teachers of unaided schools.

47. Teachers of aided schools were high on job satisfaction dimension – rapport with students when compared to teachers of government schools.

48. Teachers of aided schools were high on job satisfaction dimension – relationship with co-workers when compared to teachers of government schools.

49. Teachers of in aided schools were high on job satisfaction dimension – relationship with co-workers when compared to teachers of unaided schools.
50. Teachers of unaided schools were high on teachers' attitude dimension - teaching profession when compared to teachers of government schools.

51. Teachers of unaided schools are high on teacher attitude dimension - teaching profession when compared to teachers of aided schools.

52. Teachers of government schools are high on teachers' attitude dimension - educational process when compared to teachers of aided schools.

53. Teachers of government schools were high on teachers' attitude dimension - educational process when compared to teachers of unaided schools.

54. Teachers of government schools were high on teachers' attitude dimension - teachers when compared to teachers of unaided schools.

55. Teachers of aided schools were high on role efficacy dimension - creativity when compared to teachers of government schools.

56. Teachers of unaided schools were high on role efficacy dimension - creativity when compared to teachers of government schools.

57. Teachers of aided schools were high on role efficacy dimension - inter role linkage when compared to teachers of government schools.

58. Teachers of aided schools were high on role efficacy dimension - inter role linkage when compared to teachers of unaided schools.

59. Teachers of aided schools were high on teachers' involvement dimension - teaching involvement when compared to teachers of unaided schools.
60. Teachers of government schools are high on teachers' involvement dimension – planning the social work when compared to teachers of unaided schools.

61. Teachers of government schools were high on teachers' involvement dimension – decision making when compared to teachers working in aided schools.

62. Teachers of government schools were high on teachers' involvement dimension – decision making when compared to teachers of unaided schools.

63. Teachers of government schools were high on organizational culture when compared to teachers of aided schools.

64. Teachers of government schools were high on perception of organizational culture when compared to teachers of unaided schools.

65. Teachers of government schools were high on perception of organizational culture dimension – openness when compared to teachers of aided schools.

66. Teachers of government schools were high on perception of organizational culture dimension – openness when compared to teachers of unaided schools.

67. Teachers of government schools were high on organizational culture dimension – authenticity when compared to teachers of aided schools.

68. Teachers of government schools were high on organizational culture dimension – authenticity when compared to teachers of unaided schools.
69. Teachers of government schools were high on organizational culture dimension - pro-action when compared to teachers of aided schools.

70. Teachers of unaided schools were high on perception of organizational climate dimension - performance standards when compared to teachers of aided schools.

71. Teachers of unaided schools were high on perception of organizational climate dimension - communication flow when compared to teachers of aided schools.

72. Teachers of government schools were high on organizational climate dimension - reward system when compared to teachers of unaided schools.

73. Teachers of government schools were high on perception of organizational climate dimension - responsibility when compared to teachers of government schools.

74. Teachers of government schools were high on organizational climate dimension - conflict resolution when compared to teachers of aided schools.

Teachers of government schools were high on organizational climate dimension - conflict resolution when compared to teachers of unaided schools. Teachers of unaided schools were high on organizational climate dimension - conflict resolution when compared to teachers of aided schools.

75. Teachers of aided schools were high on organizational climate dimension - organizational structure when compared to teachers of unaided schools.
76. Teachers of aided school were high on organizational climate dimension – decision making process when compared to teachers of unaided schools.
77. Teachers of government schools were high on organizational climate dimension – support system when compared to teachers of aided schools.

6.6.2 Findings of Correlation Analysis

1. When teachers are high on job satisfaction they are high on personal effectiveness.
2. When teachers are low on job satisfaction they are high on self personal effectiveness dimension – self disclosure.
3. When teachers are high on job satisfaction dimension intrinsic aspect of job they are high on personal effectiveness dimension self-disclosure.
4. When teachers are low on job satisfaction dimension intrinsic aspect of job they are high on personal effectiveness dimension self-disclosure.
5. When teachers are high on job satisfaction dimensions -salary, promotional avenues and service conditions they are high on personal effectiveness and its dimensions– openness to feedback and perceptiveness.
6. When teachers are high on job satisfaction dimension – physical facilities they are high on personal effectiveness and its dimensions – openness to feedback and perceptiveness.

7. When teachers are high on job satisfaction dimension – institutional plans and policies they are high on personal effectiveness and its dimensions – openness to feedback and perceptiveness.

8. When teachers are high on job satisfaction dimension – satisfaction with authorities are high on personal effectiveness and its dimensions – self-disclosure, openness to feedback and perceptiveness.

9. When teachers are low on job satisfaction dimension – satisfaction with authorities are high on personal effectiveness and its dimension – self-disclosure.

10. When teachers are high on job satisfaction dimension – satisfaction with social status they are high on personal effectiveness and its dimensions – self-disclosure, openness to feedback and perceptiveness.

11. When teachers are low on job satisfaction dimension – satisfaction with social status they are high on personal effectiveness and its dimension – self-disclosure.

12. When teachers are high on job satisfaction dimensions – rapport with students they are high on dimensions of personal effectiveness – self-disclosure, openness to feedback and perceptiveness.
13. When teachers are low on job satisfaction dimensions - rapport with students they are high on dimensions of personal effectiveness - self-disclosure.

14. When teachers are high on job satisfaction dimensions - relationship with co-workers they are high on personal effectiveness dimensions - self-disclosure, openness to feedback and perceptiveness.

15. When teachers are high on job satisfaction they are high on teachers' attitude and its dimension - teaching profession.

16. When teachers are high on job satisfaction dimension - intrinsic aspects of job they are high on teachers' attitude and its dimensions - classroom teaching child centered practices and teachers.

17. When teachers are low on job satisfaction dimension - intrinsic aspects of job they are high on teachers' attitude and its dimensions - classroom teaching child, centered practices and teachers.

18. When teachers are high on job satisfaction dimension - salary, promotional avenues and service conditions they are also high on teachers' attitude dimension - teaching profession.

19. When teachers are high on job satisfaction dimension - physical facilities, they are also high on teachers' attitude and its dimension - teaching profession.
20. When teachers are high on job satisfaction dimension – institutional plans and policies they are also high on teachers’ attitude dimension – teaching profession.

21. When teachers are low on job satisfaction dimension – satisfaction with authorities, they are also high on educational process.

22. When teachers are low on job dimension – satisfaction with social status they are high on teachers’ educational process.

23. When teachers are low on job satisfaction dimension – relationship with co-workers they are high on teachers’ attitude dimension – teachers.

24. When teachers are high on job satisfaction they are also high on role efficacy and its dimension – centrality, integration, pro-activity, creativity, inter role linkage, influence.

25. When teachers are low on job satisfaction they are also high on role efficacy and its dimension – growth.

26. When teachers are high on job satisfaction dimension – intrinsic aspect of job, they are also high on role efficacy dimensions – integration, pro-activity, super-ordination, influence and growth.

27. When teachers are high on job satisfaction dimension – salary, promotional avenues and service conditions, they are also high on role efficacy dimensions – pro-activity, creativity, helping relationships, super-ordination, influence, and growth.
28. When teachers are high on job satisfaction dimension – physical facilities they are also high on role efficacy dimensions- centrality, pro-activity, creativity, inter role linkage and confrontation.

29. When teachers are high on job satisfaction dimension – institutional plans and policies, they are also high on role efficacy and its dimensions – centrality, integration, creativity, inter role linkage, helping relationships, super-ordination, influence and confrontation.

30. When teachers are high on job satisfaction dimension – satisfaction with authorities they are also high on role efficacy and its dimensions – integration, pro-activity, creativity, helping relationships, influence.

31. When teachers are low on job satisfaction dimension – satisfaction with authorities they are high on dimension of role efficacy– growth.

32. When teachers are high on job satisfaction dimension – satisfaction with social status, they are also high dimensions of role efficacy– centrality, creativity, inter role linkage and influence.

33. When teachers are low on job satisfaction dimension – satisfaction with social status, they are also high dimensions of role efficacy– integration, pro-activity

34. When teachers are high on job satisfaction dimension – rapport with students they are also high on role efficacy and its dimensions – integration, pro-activity, creativity, inter role linkage, influence and growth.
35. When teachers are high on job satisfaction dimension – relationship with co-workers they are also high on role efficacy dimensions – centrality and creativity.

36. When teachers are high on job satisfaction they are also high on teachers’ involvement and its dimension – decision making.

37. When teachers are high on job satisfaction dimension – intrinsic aspect of job they are also high on teachers’ involvement dimensions – planning the social work and decision making.

38. When teachers are high on job satisfaction dimension – salary, promotional avenues and service conditions they are also high on teachers’ involvement dimension – decision making.

39. When teachers are high on job satisfaction dimension – physical facilities they are also high on teachers’ involvement dimension – decision making.

40. When teachers are high on job satisfaction dimension – institutional plans and policies they are also high on teachers’ involvement dimensions – planning the social work and administration.

41. When teachers are high on job satisfaction dimension – satisfaction with authorities they are also high on teachers’ involvement and its dimension – decision making.
42. When teachers are high on job satisfaction dimension — satisfaction with social status they are also high on teachers' involvement and its dimensions—decision making and extra curricular activities.

43. When teachers are high on job satisfaction dimension — rapport with students they are also high on teachers' involvement dimension — decision making.

44. When teachers are high on job satisfaction dimension — relationship with co-workers they are also high on teachers' involvement dimension — decision making.

45. When teachers are high on job satisfaction they are also high on organizational culture and its dimensions—openness, confrontation, trust, authenticity, pro-action, autonomy and experimentation.

46. When teachers are high on job satisfaction dimensions— intrinsic aspect of job they are also high on organizational culture and its dimensions — openness, confrontation, trust, authenticity, pro-action, autonomy and experimentation.

47. When teachers are low on job satisfaction dimensions— intrinsic aspect of job they are also high on organizational culture and its dimensions — autonomy and experimentation.

48. When teachers are high on job satisfaction dimension — salary, promotional avenues and service conditions they are also high on organizational culture
and its dimensions – confrontation, authenticity, pro-action, autonomy and experimentation.

49. When teachers are high on job satisfaction dimension – physical facilities they are also high on organizational culture and its dimensions – openness, confrontation, trust, authenticity, pro-action, autonomy and experimentation.

50. When teachers are high on job satisfaction dimension – institutional plans and policies they are also high on organizational culture and its dimensions – openness, confrontation, trust, authenticity, pro-action and experimentation.

51. When teachers are high on job satisfaction dimension – satisfaction with authorities they are also high on organizational culture and its dimensions – confrontation, trust, authenticity, pro-action and experimentation.

52. When teachers are high on job satisfaction dimension – satisfaction with social status they are also high on organizational culture and its dimensions – confrontation, trust, authenticity, pro-action and autonomy.

53. When teachers are high on job satisfaction dimension – relationship with co-workers they are also high on organizational culture and its dimensions – openness, confrontation, trust, authenticity, pro-action, and autonomy.

54. When teachers are high on job satisfaction dimension – relationship with co-workers they are high on organizational culture and its dimensions – openness, authenticity, pro-action, autonomy.
55. When teachers are low on job satisfaction dimension – relationship with co-workers they are high on organizational culture and its dimensions - confrontation and experimentation.

56. When teachers are high on job satisfaction they are also high on organizational climate and its dimensions – decision making process and warmth.

57. When teachers are high on job satisfaction dimension – intrinsic aspect of job they are also high on organizational climate and its dimension – identity problems.

58. When teachers are low on intrinsic aspect of job they are high on organizational climate dimension – communication flow.

59. When teachers are high on job satisfaction dimension – salary, promotional avenues and service conditions they are also high on organizational climate and its dimensions – performance standards, organizational structure and warmth.

60. When teachers are low on job satisfaction dimension – salary, promotional avenues and service conditions they are also high on organizational climate and its dimensions – motivational level.

61. When teachers are high on job satisfaction dimension – physical facilities they are also high on organizational climate dimensions – communication flow and warmth.
62. When teachers are high on job satisfaction dimension—institutional plans and policies they are also high on organizational climate dimensions—communication flow and decision making process.

63. When teachers are low on job satisfaction dimension—institutional plans and policies they are high on organizational climate dimensions—conflict resolution.

64. When teachers are high on job satisfaction dimension—satisfaction with authorities they are high on organizational climate dimension—decision making process.

65. When teachers are high on job satisfaction dimension—satisfaction with social status they are also high on organizational climate dimension—decision making process.

66. When teachers are high on job satisfaction dimension—rapport with students they are also high on organizational climate dimensions—organizational structure and warmth.

67. When teachers are high on job satisfaction dimension—relationship with co-workers they are also high on organizational climate dimension—responsibility and conflict resolution.

68. When teachers are low on job satisfaction dimension—relationship with co-workers they are also high on organizational climate dimension—communication flow.
6.6.3 Findings of Multiple Regression Analysis

1. The maximum contribution of types of management was seen on job satisfaction followed by types of management, teaching subjects, age, experience.

2. The maximum contribution of organizational culture was seen on job satisfaction followed by role efficacy, teachers' involvement, personal effectiveness, teachers' attitude, and organizational climate.

3. The maximum contribution of organizational culture was seen on job satisfaction followed by organizational climate, teachers' attitude, teachers' involvement, role efficacy and personal effectiveness.

4. The maximum contribution of organizational culture is seen on physical facilities followed by personal effectiveness, teachers' involvement, teachers' attitude, role efficacy and organizational climate.

5. It shows that, the maximum contribution of organizational culture is seen on institutional plans and policies followed by personal effectiveness, role efficacy and other variables.

6. The maximum contribution of organizational culture is seen on satisfaction with authorities followed by role efficacy, personal effectiveness, teachers' attitude, organizational climate and teachers' involvement.
7. The maximum contribution of organizational culture is seen on satisfaction with social status followed by teachers' involvement personal effectiveness organizational climate, teachers' attitude and role efficacy.

8. The maximum contribution of organizational culture is seen on rapport with students followed by role efficacy, personal effectiveness, teachers' involvement, organizational climate and teachers' attitude.

9. The maximum contribution of organizational culture is seen on relationship with co-workers followed by role efficacy, personal effectiveness, teachers' involvement, organizational culture, teachers' attitude and role efficacy.

6.7 Conclusions and Discussion

The present study reveals job satisfaction of teachers of secondary schools.

1. The major findings of the present study proved that job satisfaction of the teachers is very much related to the personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, perception of organizational culture and perception of organizational climate. The qualitative and quantitative performance of the schools largely depend upon the teachers' efficacy, perception of organizational culture and perception of organizational climate of the schools. Hence, the teachers should be themselves well prepared personally, professionally and organizationally.
2. The study has shown that factors related to job satisfaction differ with male teachers and female teachers. It is necessary to create the conditions which will make them move towards self actualization and self realization which will result in job satisfaction.

3. The study reveals that the teachers with experience differ with teachers with high experience. Hence it can be concluded that experience make teachers to think move towards job satisfaction.

4. Teachers working in different types of management of schools differ significantly as far as their job satisfaction is concerned. One of the major findings of the study is that there is a difference between the teachers belonging to different types of management of schools on over all job satisfaction and on the dimension, physical facilities. The teachers of aided schools are more satisfied than the teachers of unaided schools. Hence, the government should provide good physical facilities to government and unaided schools.

5. The study also shows that teachers working in government schools are high on perception of organizational culture and climate followed by aided and unaided schools. The school Head is a very important leader who plays a vital role in the educational field. Hence, all Heads must set an exemplary model to the teachers, students with a sense of duty, personal effectiveness,
hard working, commitment and sense of responsibility in aided and unaided schools.

6. The correlation analysis revealed that job satisfaction of teachers has significant positive influence on personal effectiveness, teacher attitude, role efficacy, teacher's involvement, organizational culture and organizational climate. The government and management should take care to improve job satisfaction of teachers by giving good salary to them.

7. The regression analysis revealed that organizational culture is seen contributing to job satisfaction followed by organizational climate, personal effectiveness, teacher attitude, role efficacy, and teacher's involvement. The government of Karnataka may take steps to call upon the schools of all types of managements to increase the job satisfaction of teachers.

6.8 Educational Implications of the Study

1. In conclusion, it may be mentioned that job satisfaction of teachers is due to the influence of personal effectiveness, teacher attitude, role efficacy, teacher's involvement, perception of organizational culture and perception of organizational climate. High job satisfaction would lead not only to the better school performance of school students and teachers but also good quality of education.
Whatever is the type of management, the teachers must be satisfied. The study reveals that the teachers working in any type of management will affect on job satisfaction in one way or the other. Only the degree of influence differs. Therefore, all types of management should realize the significance and importance of the role of in improving personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate.

It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement in education. Status of teachers in society need to be recognized and has to be enhanced as they have vital role to play in bringing the desired changes among students. Minimum facilities must be provided to all the teachers irrespective of place or work and the type of management, in terms of position, service conditions and monetary benefits. They should be given complete freedom within the framework or curriculum to attain excellence. Teachers need to be regarded as the inevitable and integral part of the institution and should be given opportunities for participation in the management, and also in the policy decisions. Maximum encouragement should be given to the teachers for professional growth and training. Some incentives for their additional qualifications either general or professional should be given. To maintain good
standard, the management and heads of the institutions should create healthy and congenital climate and culture in the school and also keep good relations with teachers.

This study may be quite helpful in understanding that job satisfaction has an impact on personal, professional and organizational variables.

6.9 Suggestions for Further Research

1. This present study has stressed only the job satisfaction of teachers, personal effectiveness, teachers' attitude, role efficacy, teachers' involvement, organizational culture and organizational climate. A different set of tools may be prepared to investigate the similar study.

2. The comparative study of the job satisfaction of primary school and secondary school teachers may be taken.

3. A study of leadership behaviour of secondary school Heads in relation to job satisfaction of teachers may be undertaken.

4. It may be suggested here to consider certain important variables like nature of appointment, marital status and scale of pay for further study.