CHAPTER V
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SUMMARY AND CONCLUSIONS

5.1 SUMMARY

5.1.1 INTRODUCTION

Teacher is the pivot around which all the educational programmes rotate in so far as their implementation is concerned. Teacher can make the nation and act as a mid-wife for the national development. Teacher can bring constructive, productive and quality education in the society because under whose charge the parents are placing the destiny of our children. The status of the teacher reflects the socio-cultural ethos of society and no people can rise above the level of its teachers.

Sharma (2010) states that teachers are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. They desire security, recognition, new experience and independence. When these needs are not fulfilled they become tensed. Dissatisfaction among workers is undesirable and dangerous in any profession; it is suicidal if it
occurs in teaching profession. If factors responsible for dissatisfaction can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to increase the holding power of the profession.

According to Putravan (2010) teacher is the professional educator with the main task is to educate, teaching, guiding, directing, valuing, and to evaluate students at early childhood education and basic education.

5.1.2 JOB SATISFACTION

Job satisfaction is receiving increasing attention to understand behavior in organization. Studies and empirical research abounds both in India and abroad on job satisfaction. Research literature on psychology of work gives a lot of insight into some basic questions like, what motivates people to work? What are the effects of work? What makes work satisfying?

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any other organization. Hence, a concerted effort is required to job satisfaction in secondary schools, so as to apply this knowledge for scientific management and advance beyond the nineteenth century attitudes upon which our traditional job design principle are based.
Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations.

Job Satisfaction also has a high relationship with intention to quit. It is found in many research that Job Satisfaction can lead to Intention to Stay / Quit in an organization (Kim et al., 1996). Krishnan, Sandeep and Manjari (2010) also show that "Intention to Quit" can have effect like poor performance orientation, organizational deviance, and poor organizational citizenship behaviours. In short, the relationship of satisfaction to productivity is not necessarily straightforward and can be influenced by a number of other work-related constructs, and the notion that "a happy worker is a productive worker" should be the foundation of organizational decision-making.
Weiss (2010) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that job satisfaction form the attitudes towards the jobs by taking into account the feelings, beliefs, and behaviors.

The teachers' usually compare their working conditions with the conditions of the society, under the variable of social conditions. If the social conditions are worse than the individual's working conditions, then this will result in satisfaction of the individual, as the workers deem themselves relatively in good position. No meaningful relationship between the job satisfaction and age, professional experience, education level, level of wage, sex and professional group was found. On the contrary, professional experience has been claimed to increase job satisfaction.

Sirima and Poipoi (2010) stated that Job satisfaction is essential to continuing growth of education system around the world. Teachers' are a crucial element of educational opportunity structures. The recent efforts by the government led to an influx in enrolments, has raised concerns about student-teacher ratio in schools. The study recommended that; in-service courses for
teachers' to get equipped with current knowledge; and that the Government should allocate more funds to the Ministry of Education for it to be able to employ more teachers' to cater for the deficit and improve the methods of promotion in the teaching service so that many teachers' grow faster.

Grant, Fried, and Juillerat (2010) found that teachers' were very dissatisfied with their jobs. They also said that their jobs were boring because they were unable to make decisions, without the approval of their seniors and the head. In this case, the senior staff and the head decided to re-design to increase job satisfaction. New tasks were added to provide variety and the use of a broad range of skills. It was found that job satisfaction had increased. Finally, during teachers' evaluations, it was found that there was an increase in performance and that the job satisfaction provided had effects (Grant, et. al. 2010).

5.1.3 PERSONAL EFFECTIVENESS

Personal effectiveness describes the impact and influence that the effective teachers' have on the people around us. The effective teacher exerts that influence by the way that the effective teachers' communicate and behave in their presence. Underpinning this
behaviour and communication are the things that are going on in our bodies, hearts and minds.

Effective teachers' are supposed to be able to make insights into themselves and have deep enough self-knowledge. This allows them to manage their emotional and spiritual intelligence, and expand their horizons. It helps them understand and master themselves, and thus gaining deeper commitment to self-responsibility. As a result the attitude of balanced proactive self is developed, continuously realizing itself in active schools, and not only institutional, life.

In some respects, the term 'personal effectiveness' is a mislead. This is because at least half the battle is about effectiveness levels of energy and motivation rather than simply time. That is, if we are feeling motivated and committed to the tasks we are carrying out, we are far more likely to complete them. If, by contrast, we are feeling unstimulated, uninterested or demoralised, then tasks can prove very difficult to complete, with procrastination and avoidance behaviours getting in the way of making progress. Personal effectiveness, then, is closely associated with levels of job satisfaction, morale and confidence.
Work in social and health care settings brings its demands and frustrations but also has its rewards and satisfactions. However, people often have to seek out such job satisfaction, as it is rarely, if ever, handed to us 'on a plate'. That is, people can easily miss opportunities for job satisfaction if they are not careful. Sometimes one can be so busy, or so preoccupied with the negative and demanding sides of the work that one does not take the time to savour the successes and benefit from the positive sides of the work.

5.1.4 TEACHERS' ATTITUDE

Teachers' attitude is an important variable in classroom application of new ideas and novel approaches to instruction (Reinke and Moseley, 2002).

Teachers' attitudes are extremely important because of the relationship between attitude and action. Teacher attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioural and learning outcomes (Cook, 2002).

Education is the most potent instrument of bringing about social, political and economic betterment and cultural
transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of teacher. It is good augury that educationists and educational planners in India have started realizing that only securing enough teachers' will not do, as what is equally important is securing the right type of teachers. Unless such teachers' are found, secondary schools cannot deliver the goods as expected. Fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teachers.

The influence of teacher attitudes or expectations upon the behaviour of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). He traced from a number of studies, some tentative evidence supporting the hypothesis that a teachers' attitudes influence the behaviour and ability of his pupils.

Fielder (2010) stated that teachers' attitudes toward professional development and ways to increase teachers' participation in professional development were explored in this
qualitative, grounded theory. Fielder (2010) found that empowering teachers’ to select the types of professional development in which they participate and providing teachers’ with time during the school day or remuneration for involvement outside of the work day would improve the attitudes and participation of teachers’ regarding professional development.

Evans (2010) stated that the enhancement of teachers’ professionality, resulting from their acquisition, through a consciously or unconsciously applied mental internalisation process, of professional work-related knowledge or understanding or attitudes or skills or competences that, on the grounds of what is consciously or unconsciously considered to be their superiority, displace and replace previously-held professional work-related knowledge and/or understanding and/or attitudes and/or skills and/or competences. It is a form of personal enlightenment, on a scale that may range in magnitude from being enormous to miniscule, that is relevant to the individual’s professional life and practice. It is a mental, not a practical, process – though it may motivate practice. Since it is a mental process it is also an independent, not an interpersonal, process – though its stimulus may be found in interaction with others.
A teacher, who is happy with the job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well being of pupils. A dissatisfied teacher can become irritable and may create tensions, which can have negative influence on the students' learning process, and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of the family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers' having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

5.1.5 ORGANIZATIONAL CULTURE

Organizational culture reflects the things people value, the way people within the organisation generally relate to one another, share ideas and work together on a daily basis to get things done. It includes the shared view of directions and values, priorities,
commitments and feelings of loyalty and personal worth within an organisation. A positive Organizational culture is essential for an organisation to be successful. It also provides personal work satisfaction, supports emotional and physical well-being and generates high morale as well as positive perceptions by others.

Organizational culture embraces such organizational needs as common language, shared concepts, defined organizational boundaries, methods for selecting members for the organization, methods of allocating authority, power, status, and resources, norms for handling intimacy and interpersonal relationships, criteria for rewards and punishments, and ways of coping with unpredictable and stressful events (Schein, 1985a). This shared culture helps to create solidarity and meaning and inspire commitment and productivity (Deal, 1985).

Research scholars have considered from earlier period onwards that organizational culture affects such outcomes as productivity, performance, commitment, self-confidence, and ethical behavior (Ritchie 2000). More recent writers have reaffirmed that organizational culture does affect significantly an organization—employees’ behaviour and motivation and its financial performance (Holmes and Marsden, 1996).
Yet, there is very little empirical research done on the outcomes of organizational culture (Detert et al., 2000 and Schein, 1996). Following are the few research papers which have studied organizational culture and outcomes: Sheridan (1992) found an association between organizational cultural values and the rates at which new recruits voluntarily terminated their employment, and O'Reilly et al. (1991) identified an association between the fit of organizational culture with employee preferences for culture (the person-organization fit) and organizational commitment, job satisfaction, and turnover. These studies were conducted in the United States and, hence, within the particular national cultural context of that country.

According to Hill and Jones (2010), culture is defined as “the specific collection of values and norms that are shared by people and groups in an organization that control the way they interact with each other and with stakeholders outside the organization.”

Detert et al. (2010) presented another synthesis on organizational culture in terms of eight dimensions of organizational culture, on the basis of truth and rationality in the organization, the nature of time and time horizon, motivation, stability change/ innovation, personal growth, orientation to work,
task, and co-workers, isolation vs. collaboration, and responsibility and orientation and focus-internal and/or external and how these dimensions corresponded to the values and beliefs of TQM.

Zheng et al (2010) in a recent framework propose that as the organization goes through its life stages of start-up, growth, maturity, and revival, organizational culture evolves through corresponding mechanisms of inspiration, implantation, negotiation, and transformation. This framework also contributes to the literature on the dynamic view of culture and suggests that human resource development professionals need to be perceptive of the life stages of their organizations and intentionally leverage different cultural mechanisms to respond to critical organizational needs.

Organizational culture is a descriptive term which is concerned with how employees perceive the characteristics of an organization's culture, not with whether or not they like them. This appraisal of the organization on its characteristics gives a composite picture of the organization's culture. This picture in turn becomes the basis for feelings of shared understanding that members have about the organization, how things are done in it,
and the way members are supposed to behave (Robbins and Sanghi, 2010).

A study conducted by Mckinnon and Taiwan(2003) indicates that there is a quite compelling support for the importance of organizational culture in affecting job-satisfaction.

Teachers’ have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend, in part, on their involvement in their work and the satisfactions they derive from it. Hence, it was decided to study the job satisfaction of teacher with respect to different work values.

5.1.6 RESTATEMENT OF THE PROBLEM

A Study of Job Satisfaction of Secondary School Teachers in Relation to Personal Effectiveness, Teachers’ Attitude and Organizational Culture.
5.1.7 OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives:

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, class room teaching, child, centered practices, educational process, pupils, teachers)

3. To study the relationship between job satisfaction of teachers' and organizational culture and its dimensions (openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation)

4. To study the relationship between job satisfaction and gender of teachers.

5. To study the relationship between job satisfaction and age groups (25-34 years, 35-44 years, 44+ years) of teachers.

6. To study the relationship between job satisfaction and teaching experiences (1-15 yrs, 15-25 yrs, and 25+ yrs) of teachers.
7. To study the relationship between job satisfaction and educational qualifications (graduate and postgraduate) of teachers.

8. To study the relationship between job satisfaction and types of management (Government, aided and unaided) of teachers.

9. To study the relationship between job satisfaction and teaching subjects (arts/science) of teachers.

5.1.8 REVIEW OF RELATED LITERATURE

Review of the related literature was carried out up-to-date on job satisfaction in relation to attitude towards teaching profession, personal effectiveness and organizational climate. Surprisingly, despite the study of Job Satisfaction being of immense importance, it was disclosed that very limited studies were documented in India and abroad.

5.1.9 VARIABLES CONSIDERED IN THE STUDY:

Dependent Variable:

› Job Satisfaction

The eight dimensions of Job satisfaction are:
1. Intrinsic aspect of the job
2. Salary promotional avenues and service condition
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status and family welfare
7. Rapport with Students
8. Relationship with co-workers

› **Personal effectiveness**

The three dimensions of Personal effectiveness are:

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

› **Teachers’ attitude**

The six dimensions of Teachers’ attitude are towards:

1. Profession,
2. Classroom teaching,
3. Child centred practices,
4. Educational process,
5. Pupils and
6. Teachers
Organizational Culture

The eight dimensions of Organizational culture are:

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

Moderator Variables

1. Gender (male and female),
2. Age of the teachers (25-34 years, 35-44 years, 45+ years)
3. Educational qualification (graduate, post graduate)
4. Teaching Experience (1-15yrs, 16-20 yrs, 21+ yrs)
5. Types of management (Government, aided, unaided,) and
6. Teaching subjects (arts, science)
5.1.10 Sample Used for the Study

To make the study worthwhile a representative random sample of the total population of 500 secondary school teachers were taken for the study.

5.1.11 Tools Used:


5.1.12 Hypotheses:

1. There is no significant difference between male and female teachers of secondary schools with respect to job satisfaction and its dimensions that is,
   
   • Intrinsic aspect of job,
   • Salary, promotional avenues and service conditions
   • Physical facilities
   • Institutional plans and policies
   • Satisfaction with authorities
   • Satisfaction with social status
• Rapport with students
• Relationship with co-workers

2. There is no significant difference between male and female teachers of secondary schools with respect to personal effectiveness and its dimensions that is
• Self-disclosure
• Openness to feedback
• Perceptiveness

3. There is no significant difference between male and female teachers of secondary schools with respect to teachers' attitude and its dimensions that is
• Teaching profession
• Classroom teaching
• Child centered practices
• Educational process
• Pupils
• Teachers

4. There is no significant difference between male and female teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is
• Openness
• Confrontation
• Trust
• Authenticity
• Proaction
• Autonomy
• Collaboration
• Experimentation

5. There is no significant difference between age groups of teachers (25-34 years, 35-44 years, 45+ years) of secondary schools with respect to their job satisfaction and its dimensions that is

• Intrinsic aspect of job,
• Salary, promotional avenues and service conditions
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status
• Rapport with students
• Relationship with co-workers

6. There is no significant difference between age groups of teachers (25-34 years, 35-44 years, and 45+ years) of
secondary schools with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

7. There is no significant difference between age groups (25-34 years, 35-44 years, 45+ years) of teachers of secondary schools with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

8. There is no significant difference between age groups (25-34 years, 35-44 years, and 45+ years) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

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

9. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to their job satisfaction and its dimensions that is
• Intrinsic aspect of job
• Salary, promotional avenues and service conditions
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status
• Rapport with students
• Relationship with co-workers

10. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of
secondary schools with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

11. There is no significant difference teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

12. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

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

13. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to their job satisfaction and its dimensions that is

• Intrinsic aspect of job
• Salary, promotional avenues and service conditions
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status
• Rapport with students
• Relationship with co-workers

14. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to personal effectiveness and its dimensions that is
• Self-disclosure
• Openness to feedback
• Perceptiveness

15. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to teachers' attitude and its dimensions that is

• Teaching profession
• Classroom teaching
• Child centered practices
• Educational process
• Pupils
• Teachers

16. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

• Openness
• Confrontation
• Trust
• Authenticity
• Proaction
• Autonomy
• Collaboration
• Experimentation

17. There is no significant difference between types of management (Government, aided and unaided) with respect to job satisfaction and its dimensions that is

• Intrinsic aspect of job
• Salary, promotional avenues and service conditions
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status
• Rapport with students
• Relationship with co-workers

18. There is no significant difference between types of management (Government, aided and unaided) with respect to teachers personal effectiveness and its dimensions that is

• Self-disclosure
• Openness to feedback
• Perceptiveness
19. There is no significant between types of management (Government, aided and unaided) with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

20. There is no significant difference between type of management (Government, aided and unaided) with respect to their perception of organizational culture and its dimensions of secondary schools that is

- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation
21. There is no significant difference between arts and science secondary schools teachers with respect to their job satisfaction and its dimensions that is

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status
- Rapport with students
- Relationship with co-workers

22. There is no significant difference between arts and science secondary schools teachers with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

23. There is no significant difference between educational qualification of teachers (graduate and postgraduate) with respect to Teachers’ attitude and its dimensions that is

- Teaching profession
• Classroom teaching
• Child centered practices
• Educational process
• Pupils
• Teachers

24. There is no significant difference between teaching subjects of teachers (arts and science) with respect to their perception of organizational culture and its dimensions that is
• Openness
• Confrontation
• Trust
• Authenticity
• Proaction
• Autonomy
• Collaboration
• Experimentation

25. There is no significant relationship between job satisfaction and their dimensions with personal effectiveness and its dimensions of secondary school teachers.
26. There is no significant relationship between job satisfaction and their dimensions with teachers' attitude and its dimensions of secondary school teachers.

27. There is no significant relationship between job satisfaction and their dimensions with organizational culture and its dimensions of secondary school teachers.

28. Age, gender, teaching experience, educational qualification, types of managements and teaching subjects would not be a significant predictor of job satisfaction of teachers.

29. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of job satisfaction of teachers of secondary schools.

30. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of dimension of job satisfaction of teachers that is intrinsic aspect of job.

31. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of dimension of job satisfaction of teachers that is salary, promotional avenues and service conditions.

32. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of third
dimension of job satisfaction of teachers that is physical facilities

33. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of fourth dimension of job satisfaction of teachers that is institutional plans and policies

34. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of fifth dimension of job satisfaction of teachers that is satisfaction with authorities

35. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of sixth dimension of job satisfaction of teachers that is satisfaction with social status

36. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of seventh dimension of job satisfaction of teachers that is rapport with students

37. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of eighth
dimension of job satisfaction of teachers that is relationship with co-workers.

5.1.13 PROCEDURE OF DATA COLLECTION:

For the purpose of collecting data all the tools were personally administered by the researchers to the respondents Job Satisfaction scale, Personal Effectiveness tool, Attitude Towards Teaching and Organizational Culture. First the investigator got multiple copies of all the afore mentioned tools and circulated to the 500 secondary school teachers who have been working in Koppal District. Ultimately the investigator was able to get responses from the teachers. The responses received were subjected to further analysis.

5.1.14 STATISTICAL ANALYSES

The data collected was subjected to the following analysis.

1. Descriptive Analysis
2. Differential Statistics
3. Correlation Analysis
4. Multiple Regression Analysis
Analyses of the data was presented in the tabular form with graphical representation and interpretations of the results were specified.

5.2 FINDINGS OF THE STUDY

Differential Statistics

1. The female teachers of secondary schools are high on job satisfaction as compared to male teachers.

2. The female teachers of secondary schools are high on dimensions of job satisfaction that is physical facilities satisfaction with authorities and relationship with co-workers as compared to male teachers of secondary schools.

3. The female teachers of secondary schools are high on personal effectiveness as compared to male teachers.

4. The female teachers of secondary schools are high on dimension of personal effectiveness that is higher openness to feedback as compared to male teachers.

5. The female teachers of secondary schools are high on teachers' attitude as compared to male teachers.
6. The female teachers of secondary schools are high on dimensions of teachers' attitude that is teaching profession, class room teaching, child centered practices and educational process as compared to male teachers.

7. The female teachers of secondary schools have high perception of organizational culture as compared to male teachers of secondary schools.

8. The female teachers of secondary schools have high perception of dimensions of organizational culture that is confrontation, proaction and experimentation as compared to male teachers of secondary schools.

9. The teachers of secondary schools belonging to 44+years of age group are lower in job satisfaction as compared to 25-34 years of age group.

10. The teachers of secondary schools belonging to 35-44years of age group are lower on dimension of job satisfaction that is intrinsic aspect of job as compared to 25-34 years of age group.

11. The teachers of secondary schools belonging to 44+years of age group are lower on dimension of job satisfaction that is physical facilities as compared to 25-34 years of age group.
12. The teachers of secondary schools belonging to 44+ years of age group are lower on dimension of job satisfaction that is physical facilities as compared to 35-44 years of age group.

13. The teachers of secondary schools belonging to 35-44 years of age group are lower on dimension of job satisfaction that is satisfaction with authorities as compared to 25-34 years of age group.

14. The teachers of secondary schools belonging to 35-44 years of age group are lower on dimension of job satisfaction that is relationship with co-workers as compared to 25-34 years of age group.

15. The teachers of secondary schools belonging to 44+ years of age group are lower on dimension of job satisfaction that is relationship with co-workers as compared to 25-34 years of age group.

16. The teachers of secondary schools belonging to 25-34 years of age group are high on dimension of personal effectiveness that is perceptiveness as compared to 35-44 years of age group.

17. The teachers of secondary schools belonging to 25-34 years of age group are high on dimension of teachers’
attitude that is child centered practices as compared to 35-44 years of age group.

18. The teachers of secondary schools belonging to 25-34 years of age group are high on perception of dimension of organization culture that is authenticity as compared to 35-44 years of age group.

19. The teachers of secondary schools with 25+ years of teaching experience are high on job satisfaction as compared to 15-25 years and 1-15 years of teaching experiences.

20. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of job satisfaction that is intrinsic aspect of job as compared to 15-25 years and 1-15 years of teaching experiences.

21. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of job satisfaction that is salary, promotional avenues and service conditions as compared to 15-25 years and 1-15 years of teaching experiences.

22. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of job
satisfaction that is institutional plans and policies as compared to 15-25 years and 1-15 years of teaching experiences.

23. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of job satisfaction that is satisfaction with authorities as compared to 15-25 years and 1-15 years of teaching experiences.

24. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of job satisfaction that is satisfaction with social status as compared to 15-25 years and 1-15 years of teaching experiences.

25. The teachers of secondary schools with 1-15 years of teaching experience are high on dimension of teachers' attitude that is child centered practices as compared to 15-25 years of teaching experience.

26. The teachers of secondary schools with 25+ years of teaching experience are high on organizational culture as compared to 15-25 years and 1-15 years teaching experience.
27. The teachers of secondary schools with 25+ years of teaching experience are high on dimension of organizational culture that is confrontation as compared to 15-25 years and 1-15 years teaching experience.

28. The teachers of secondary schools with 25+ years of teaching experience are high on dimensions of organizational culture that is authenticity as compared to 15-25 years and 1-15 years teaching experience.

29. The teachers of secondary schools with 25+ years of teaching experience are high on dimensions of organizational culture that is proaction as compared to 15-25 years and 1-15 years teaching experience.

30. The postgraduate teachers of secondary schools are high on job satisfaction as compared to graduate teachers.

31. The graduate teachers of secondary schools are high on personal effectiveness as compared to postgraduate teachers.

32. The male teachers of secondary schools are high on personal effectiveness dimension of personal effectiveness that is perceptiveness as compared to female teachers.
33. The graduate teachers of secondary schools are high on teachers' attitude as compared to postgraduate teachers.

34. The graduate teachers of secondary schools are high on dimension of teachers' attitude that is teaching profession and teachers' as compared to postgraduate teachers.

35. The postgraduate teachers of secondary schools are high on organizational culture as compared to graduate teachers of secondary schools.

36. The postgraduate teachers of secondary schools are high on dimension of organizational culture that is confrontation and collaboration as compared to graduate teachers of secondary schools.

37. The teachers of secondary schools belonging to Government secondary schools are high on Job satisfaction as compared to teachers of aided and unaided schools.

38. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is intrinsic aspect of job as compared to teachers of aided and unaided schools.
39. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is salary, promotional avenues and service conditions as compared to teachers of aided and unaided schools.

40. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is physical facilities as compared to teachers of aided and unaided schools.

41. The teachers of secondary schools belonging to Government secondary schools are high on institutional plans and policies as compared to teachers of aided and unaided schools.

42. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is satisfaction with authorities as compared to teachers of aided and unaided schools.

43. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is satisfaction with social status as compared to teachers of aided and unaided schools.
44. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is rapport with students as compared to teachers of aided and unaided schools.

45. The teachers of secondary schools belonging to Government secondary schools are high on dimension of job satisfaction that is relationship with co-workers as compared to teachers of aided and unaided schools.

46. The teachers of Government secondary schools are high on personal effectiveness as compared to aided and unaided secondary school teachers.

47. The teachers of Government secondary schools are high on dimension of personal effectiveness that is self disclosure as compared to aided and unaided secondary school teachers.

48. The teachers of Government secondary schools are high on dimension of personal effectiveness that is perceptiveness as compared to aided and unaided secondary school teachers.
49. The teachers of Government secondary schools are high on teachers’ attitude as compared to aided and unaided secondary school teachers.

50. The teachers of Government secondary schools are high on dimension of teachers’ attitude that is teachers and teaching profession as compared to aided and unaided secondary school teachers.

51. The teachers of Government secondary schools are high on dimension of teachers’ attitude that is teachers and educational process as compared to aided and unaided secondary school teachers.

52. The teachers of Government secondary schools are high on dimension of teachers’ attitude that is teachers and pupils as compared to aided and unaided secondary school teachers.

53. The teachers of Government secondary schools are high on perception of organizational culture as compared to aided and unaided secondary schools.

54. The teachers of Government secondary schools are high on dimension of perception of organizational culture openness as compared to aided and unaided secondary schools.
55. The teachers of Government secondary schools are high on perception of dimension of organizational culture that is confrontation as compared to aided and unaided secondary schools.

56. The teachers of Government secondary schools are high on perception of dimension of organizational culture that is authenticity as compared to aided and unaided secondary schools.

57. The teachers of Government secondary schools are high on perception of dimension of organizational culture that is proaction as compared to aided and unaided secondary schools.

58. The teachers of Government and aided; Government and unaided secondary schools are high on perception of dimension of organizational culture that is experimentation as compared to aided and unaided secondary schools.

59. The arts teachers of secondary schools are high on dimension of job satisfaction that is physical facilities as compared to science teachers of secondary schools.
Findings of Correlation Analysis

60. The personal effectiveness of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

61. The dimension of personal effectiveness that is self disclosure of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

62. The dimension of personal effectiveness that is the openness to feedback of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.
63. The dimension of personal effectiveness that is perceptiveness of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

64. Teachers' attitude of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

65. The dimension of teachers' attitude that is teaching profession of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

66. The dimension of teachers' attitude that is class room teaching of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction...
with social status, rapport with students and relationship with co-workers of secondary school teachers.

67. The dimension of teachers' attitude that is child centered practices of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

68. The dimension of teachers' attitude that is educational process of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

69. The dimension of teachers' attitude that is pupils of teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.
70. The dimension of teachers' attitude that is teachers of secondary schools increases with increase in the job satisfaction and its dimensions like physical facilities, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

71. The organizational culture of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

72. The dimension of organizational culture that is openness of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, satisfaction with authorities institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.
73. The dimension of organizational culture that is confrontation of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

74. The dimension of organizational culture that is trust of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

75. The dimension of organizational culture that is authenticity of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with
students and relationship with co-workers of secondary school teachers.

76. The dimension of organizational culture that is proaction of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

77. The dimension of organizational culture that is autonomy of secondary schools increases with increase in the of job satisfaction and its dimensions like salary, promotional avenues and service conditions, physical facilities and satisfaction with social status of secondary school teachers.

78. The dimension of organizational culture that is collaboration of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, institutional plans and policies, satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.
79. The dimension of organizational culture that is experimentation of secondary schools increases with increase in the job satisfaction and its dimensions like intrinsic aspect of job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities satisfaction with social status, rapport with students and relationship with co-workers of secondary school teachers.

Findings of Multiple Regression Analysis

80. The gender influences negatively on job satisfaction of secondary school teachers.

81. The teaching experience influences positively on job satisfaction of secondary school teachers.

82. Types of management influences negatively on job satisfaction of secondary school teachers.

83. Age, gender, teaching experience, educational qualifications, type of management and teaching subjects can be used as predictors of job satisfaction of secondary school teachers.

84. Personal effectiveness of secondary school teachers influences positively on their job satisfaction.
85. Teachers' attitude of secondary school influences negatively on their job satisfaction.

86. The Organizational culture of secondary schools is influences positively on their job satisfaction of secondary school teachers.

87. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of job satisfaction of secondary school teachers.

88. The personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is intrinsic aspect of job.

89. Teachers' attitude of secondary school influences negatively on intrinsic aspect of job.

90. The organizational culture of secondary schools influences positively on intrinsic aspect of job of secondary school teachers.

91. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is intrinsic aspect of job of secondary school teachers.
92. The personal effectiveness of secondary school teachers influences positively on salary, promotional avenues and service conditions.

93. Teachers' attitude of secondary school influences negatively on salary, promotional avenues and service conditions.

94. The organizational culture of secondary schools influences positively on salary, promotional avenues and service conditions of secondary school teachers.

95. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is salary, promotional avenues and service conditions of secondary school teachers.

96. The personal effectiveness of secondary school teachers influences positively on physical facilities of secondary schools.

97. Teachers' attitude of secondary school influences negatively on physical facilities.

98. The organizational culture of secondary schools influences positively on physical facilities of secondary schools.
99. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is physical facilities of secondary schools.

100. The personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is institutional plans and policies of secondary schools.

101. Teachers' attitude of secondary school influences negatively on dimension of job satisfaction that is institutional plans and policies.

102. The organizational culture of secondary schools is influences positively on dimension of job satisfaction that is institutional plans and policies of secondary schools.

103. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is institutional plans and policies of secondary schools.

104. The personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is satisfaction with authorities of secondary school teachers.
105. The organizational culture of secondary schools influences positively on dimension of job satisfaction that is satisfaction with authorities of secondary school teachers.

106. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is Satisfaction with authorities of secondary school teachers.

107. The personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is satisfaction with social status of secondary school teachers.

108. The organizational culture of secondary schools is influences positively on dimension of job satisfaction that is satisfaction with social status of secondary school teachers.

109. Personal effectiveness, teachers' attitude and organizational culture can be used as predictors of dimension of job satisfaction that is satisfaction with social status of secondary school teachers.

110. The personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is rapport with students of secondary school teachers.
111. Teachers’ attitude of secondary school influences negatively on dimension of job satisfaction that is rapport with students.

112. The organizational culture of secondary schools is influences positively on dimension of job satisfaction that is rapport with students of secondary school teachers.

113. Personal effectiveness, teachers’ attitude and organizational culture can be used as predictors of dimension of job satisfaction that is rapport with students of secondary school teachers.

114. Personal effectiveness of secondary school teachers influences positively on dimension of job satisfaction that is relationship with co-workers of secondary school teachers.

115. Organizational culture of secondary schools is influences positively on dimension of job satisfaction that is relationship with co-workers of secondary school teachers.

116. Personal effectiveness, teachers’ attitude and organizational culture can be used as predictors of dimension of job satisfaction that is relationship with co-workers of secondary school teachers.
5.3 DISCUSSION AND CONCLUSIONS:

In a developing society such as India, job satisfaction of workers of all sorts needs to be assured. Unemployment and over employment should be avoided. It is the duty of the guidance worker to ensure maximum Job Satisfaction, which is mainly based on the principle. 'Fit the right man at the right place'. For keeping the right man and the right job, counsellors need to be alert to the factors responsible for job satisfaction in the working out predictable job choice with their pupils.

The attitude towards profession and job satisfaction of Secondary school teachers is a positive and significant relationship between the variables. It is found in the study that, higher the attitude towards profession higher the job satisfaction among the teachers. The attitude and its entire dimension influence positively on job satisfaction and all its dimensions one or the other way. Therefore to have better job satisfaction among the Secondary school teachers it is necessary to develop a good attitude towards teaching profession through knowledge of democratic principles, duty consciousness, love and affection towards people and adjustable qualities etc. Attitude and job satisfaction are very much related to each other. Job satisfaction refers to one’s feeling
towards one’s job. An individual having satisfaction is said to possess positive attitude towards the job. On the other hand a dissatisfied person will have negative attitude towards the job. Teacher must have right attitude to impart proper education according to ideas and ideologies of community and nation. Attitude of teacher may be analyzed while appointing to have fruitful results. Teachers’ working in school should be moral and ethical. Therefore, presence of right type of attitudes is essential and important. Job satisfaction is the result of various attitude of an employee towards the job. These attitudes are related with specific factors such as salary, service condition, advancement opportunities intrinsic aspect and rapport with students etc.

The findings of the present study necessitate that the educational administrators should ensure that more autonomy should be provided to the teachers’ in Government, aided and unaided secondary schools, which may enhance the level of job satisfaction among the teachers, which may subsequently create rather a conducive environment in the schools. The field of organizational psychology has a long, rich, and, at times, controversial history related to the study and understanding of personal effectiveness and job satisfaction. One likely future
direction of teacher's personal effectiveness will be to better understand the interplay between the person and the situation and various internal and external factors that influence personal effectiveness. In particular, a better understanding of the role of emotion, as well as broader environmental impacts, is needed and has been largely overlooked. More in-depth understanding of the effects of personal effectiveness and job satisfaction on organizational measures is important which affects the student's satisfaction and school climate. Greater insights on the relationship between personal effectiveness and institution performance assist professionals as they strive to enhance the essential people side of the institution in a highly competitive, global arena.

The findings of this study suggest organizational culture and its relationship to job satisfaction, both results have several important implications for research and practice. It shows distinct organizational cultures do exist in schools, and these distinctions are made as a result of higher levels of competitiveness, social responsibility, supportiveness, innovativeness, emphasis on rewards, performance orientations, and stability. Furthermore, a stronger organizational culture allows teachers' such as administrators toward realizing greater job satisfaction, which
should ultimately lead to increased productivity, commitment, and success of the organization.

5.4 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

On the basis of the findings of the study and the observations made by the investigator during the study, few recommendations, which may help in developing suitable programmes to improve Job Satisfaction of teachers, have been offered.

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 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 in the Secondary schools and also keep good relations with teachers.

Job satisfaction differs from gender perspective. There is clear distinction between the nature of male defining job satisfaction and female define job satisfaction. For men salary and security of the job is most important. Men more concerned with extrinsic rewards women focusing more on intrinsic rewards that is the satisfaction of teaching children. A large number of female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the main focus of their career aspiration. Job satisfaction differs a lot on gender perspective because of socio cultural influence.

It is observed that the source of job satisfaction is not only the job. It is related to rules regulation of the job, working environment, supervision, interpersonal relation of other teachers and co-workers, salary, organizational culture are also most important. Some times the nature of job itself is a matter for job satisfaction. Like if some one like the teaching as a profession will
be more satisfied than others who are in this profession not to get better job. In this study it was found that teachers are dissatisfied because of unhealthy environment and poor salary but most of them have been into this profession willingly as they like this profession.

Attitudes involve some knowledge of a situation. However, the essential aspect of the attitude is found in the fact that some characteristics feelings or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion; objectively it is the response, or at least the tendency to respond. Attitudes are important determiners of behaviour. Attitudes play an important role in determining one's personality. Teachers' attitudes not only affect their behaviour in the classroom but also influence the behaviour of the students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers' with desirable attitudes or by shaping their attitudes in the desired direction.

Organizational culture is the social glue that binds members of the organization together. The relationship between superior and subordinate, decision making, delegation of authority, types of
leadership, and bureaucratic power are part of organizational culture. Job satisfaction is related to these criteria. Like if decision-making process is participative every one should be satisfied on the other hand under undemocratic decision making process creates dissatisfaction.

Personal effectiveness depends on a number of factors like individual's personality, superior subordinate relation, trust facilitation and surrounding organizational climate. Teacher as individuals have different needs and wants and fulfillment of these affects their job satisfaction. The constant support of the organization through practices increases the level of job satisfaction and accordingly affects the performance of the teachers' and their personal effectiveness. Number of studies has verified that the Job Satisfaction has become an important variable to influence the personal effectiveness. Developing personal effectiveness skills is an enterprise that requires a great deal of time, effort and energy. Personal effectiveness skills should certainly not be seen as an alternative to an organization that adequately supports its staff, they are important enough in their own right to justify the investment of time and energy required to develop them.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

Based on the design for the preset research, the findings that have been are arrived at and the limitations that are inevitable, certain suggestions are made for further research in the areas, which may appear to be promising and fruitful for investigators to explore.

1. This present study has stressed only the job satisfaction of teachers, personal effectiveness, organizational culture and teacher's attitude towards teaching. A different set of tools may be prepared to investigate the similar study.

2. There is a need for similar study with a wider sample from all over the state of Karnataka and also outside states.

3. Since, teachers' have to play different roles in the changing society, it is suggested to undertake a study involving the role analysis, role conflict of teachers' in relation to job satisfaction as well as job performance.

4. The comparative study of the job satisfaction of primary school and Secondary school teachers may be taken.

5. Management and administrators have to play vital roles in the system of education. It is therefore suggested to take up studies.
involving the leadership of the Heads of the institutions in relation to performance of teachers

6. A study of leadership behaviour of Secondary school Heads in relation to job satisfaction of teachers’ may be undertaken.

7. It is suggested to consider certain important variables like nature of appointment, and marital status for further study.

8. The same study may be conducted for teacher working in in-service and pre-service teachers

9. The study may be conducted with teachers’ working in residential schools and non-residential schools and also for the teacher working in in-service and pre-service teachers.