CHAPTER V

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Teaching is an arduous and complex profession. The teachers are the main tools who shape the builders of the nation, they have to mould the student’s character and provide knowledge and help to build their goal, which is more important for the students and society as well. When we achieve this goal we can look at the student’s improvement. Teachers often have over workload, are underpaid, and underappreciated.

It is generally accepted that successful teaching and training the young minds to a great extent, depends only on the mentally healthy teachers. The schools will be having wonderful resources, the teachers have to use the resources fruitfully, if the teachers are unqualified or unfit for the work then the whole system of the educational programme will lead to ineffectiveness. So, the problems in the teaching have to be identified and training must be provided then the quality of education will improve to a greater extent.

The quality of education and development depends on the rich resourceful teachers, and the development of a nation also relies on knowledge acquired through education and its main applications. Effective education depends on the quality of teachers. They are the main pillars of the education system.

Therefore, an attempt has been made in this study to know the organizational climate, job anxiety, job satisfaction and mental health of high school teachers working in government and private aided high schools.
5.2 Objectives of the study:

The present study aims to examine the level of Organizational Climate, Job Anxiety, Job Satisfaction and Mental Health of High School Teachers Working in Government and Private aided High Schools.

- To study the level of Organizational Climate, Job Anxiety, Job Satisfaction and Mental Health of Government and Private aided High School Teachers.
- To study the effect of socio demographic factors like, gender, domicile, age and teaching experience on organizational climate, job anxiety, job satisfaction and mental health of government and private aided high school teachers.
- To know the correlation between organizational climate, job anxiety, job satisfaction and mental health of government and private aided high school teachers.

5.3 Hypotheses:

Some of the major proposed hypotheses of the study, which are based on the review of literature and objectives of the present study are as follows.

- Organizational climate of the government high school teachers is significantly favourable than the private aided high school teachers.
- Job anxiety of the private aided high school teachers is significantly higher than the government high school teachers.
- Job satisfaction of the government high school teachers is significantly higher than the private aided high school teachers.
- Mental health of the government high school teachers is significantly higher than the private aided high school teachers.
- There is a significant effect of gender on organizational climate, job anxiety, job satisfaction and mental health of government high school teachers.
• There is a significant effect of gender on organizational climate, job anxiety, job satisfaction and mental health of private aided high school teachers.

• There is a significant effect of domicile on organizational climate, job anxiety, job satisfaction and mental health of government high school teachers.

• There is a significant effect of domicile on organizational climate, job anxiety, job satisfaction and mental health of private aided high school teachers.

• There is a significant influence of age on organizational climate, job anxiety, job satisfaction and mental health of government high school teachers.

• There is a significant influence of age on organizational climate, job anxiety, job satisfaction and mental health of private aided high school teachers.

• There is a significant influence of teaching experience on organizational climate, job anxiety, job satisfaction and mental health of government high school teachers.

• There is a significant influence of teaching experience on organizational climate, job anxiety, job satisfaction and mental health of private aided high school teachers.

• There is a significant correlation between variables i.e. organizational climate, job anxiety, job satisfaction and mental health of government high school teachers.

• There is a significant correlation between variables i.e. organizational climate, job anxiety, job satisfaction and mental health of private aided high school teachers.
5.4 Sample:

In the present study primary data has been collected from 600 high school teachers out of which 300 are from government, and 300 are from private aided high schools of Kalaburgi, Yadagiri and Raichur districts of North Karnataka state. Before visiting the high schools, prior permission for data collection was sought from the heads of educational institution in three districts. The simple random sampling technique was adopted to select the subjects from high schools.

Frequent visit was paid to the high schools and data was collected from the subjects with self-reported method. The data collection process was done individually by administering the questionnaires. Due importance was given to maintain privacy while collecting the data, and to treat the subjects cordially. The purpose of the study was explained to the subjects by the researcher. The approximate time required to answer to all the four questionnaires was about 50 minutes.

5.5 Tools:

- **Personal data schedule:**

  A personal data schedule was designed for the purpose of collecting personal information pertaining to the socio demographic information of the high school teachers. The variables included are in the working sector i.e. government, private aided, gender, domicile, age and teaching experience.

- **School organizational descriptive questionnaire:**

  This questionnaire was developed by Sharma (1978). It has 64 likert types of items with 8 sub-dimensions namely, disengagement, esprit, intimacy, production-emphasis, psycho-physical hindrance, alienation, controls and humanized thrust. The KR-20 (Kuder-Richardson Formula) reliability of the scale is 0.63 and the content validity is 0.63. The maximum scores on the
questionnaire indicates favourable the school organizational climate and vice versa.

- **Job anxiety scale:**

  This scale is developed by Srivastava. A.K (1977). It has 80 items with 7 sub-dimensions namely; security, recognition, human relation at work, rewards and punishment, self-esteem, future prospects and capacity to work. The split-half reliability is 0.85 and test-retest reliability is 0.81. The content validity of the scale is 0.80. The maximum scores on the scale indicates higher the job anxiety and vice versa.

- **Job satisfaction scale:**

  This scale is developed by Meera Dixit (1993). It has 52 items with 8 sub-dimension namely; Intrinsic aspect of the job, salary, promotional avenues and services conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers. The split-half reliability is 0.92 and the test-retest reliability is 0.86. The maximum score on the scale indicates higher the job satisfaction and vice versa.

- **Mental health inventory:**

  This inventory is developed by Jagadish and Srivastava. A.K (1988). It has 54 items with 6 sub-dimensions namely; positive self-evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery. The split-half reliability of the inventory is 0.73 and the construct validity of the inventory is 0.54. The Maximum score on the scale indicates higher the mental health and vice versa.
5.6 Limitations of the study:

Inclusive criteria:

- The present study includes only teachers working on permanent basis in Government and Private aided high schools.
- The present study is restricted only to Kalaburgi, Yadagir and Raichur districts of Karnataka state-India.

Exclusive criteria:

- The present study does not include primary and college teachers.
- The present study excludes teachers working in unaided high schools.
- The present study respondents are having less than 3 years of job experience & more than 25 years. Teachers belonging to 50 years and above age are excluded.

5.7 Major findings of the present study:

This section provides the details of the findings and conclusions of the study based on the objectives, they are as follows:-

The findings of the present investigation revealed that there is a significant difference in organizational climate, job anxiety, job satisfaction and mental health between government and private aided high school teachers.

It has been found that the government high school teachers have perceived favourable organizational climate as compared to private aided school teachers.

On the job anxiety the government high school teachers exhibited lower level of job anxiety as compared to private aided high school teachers.

On the job satisfaction government high school teachers exhibited higher level of job satisfaction as compared to private aided high school teachers.
On the mental health, government high school teachers possess better mental health status than the private aided high school teachers.

5.8 The following conclusions are drawn from the result obtained from the study:

- Government high school teachers exhibited favourable organizational climate on different dimensions, and also overall organizational climate compared to private aided high school teachers.
- Government high school teachers have lower level of job anxiety on different dimensions, and also overall job anxiety compared to private aided high school teachers.
- Government high school teachers have higher level of job satisfaction on different dimensions, and also overall job satisfaction compared to private aided high school teachers.
- Government high school teachers have better mental health status as compared to private aided high school teachers.
- Male government high school teachers perceive favourable organizational climate compared to female teachers.
- Male government high school teachers exhibited higher degree of job anxiety compared to female teachers.
- Female government high school teachers exhibited higher degree of job satisfaction compared to male teachers.
- Male government high school teachers are better in mental health status compared to female teachers.
- Female private aided high school teachers perceived favourable /open type of school climate than their counterparts.

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✓ Male private aided high school teachers exhibited slightly higher degree of job anxiety compared to female teachers.

✓ Female private aided high school teachers are slightly more satisfied with their jobs compared to male teachers.

✓ Male private aided high school teachers have slightly better mental health status than female teachers.

✓ The rural government high school teachers perceive favourable organizational climate than the urban high school teachers.

✓ The urban government high school teachers exhibited higher degree of job anxiety compared to rural high school teachers.

✓ The rural government high school teachers are slightly more satisfied with their job than the urban high school teachers.

✓ The rural government high school teachers possess better mental health status compared to urban high school teachers.

✓ The urban private aided high school teachers perceive slightly favourable organizational climate than the rural high school teachers.

✓ The rural private aided high school teachers have higher degree of job anxiety than the urban high school teachers.

✓ The urban private aided high school teachers are more satisfied with their job compared to rural high school teachers.

✓ The rural private aided high school teachers are slightly better in mental health status compared to urban high school teachers.

✓ There is no significant influence of different age group on organizational climate of government high school teachers.

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✓ There is no significant influence of different age group on job anxiety of government high school teachers.

✓ There is no significant influence of different age group on job satisfaction of government high school teachers.

✓ There is no significant influence of different age group on mental health of government high school teachers.

✓ There is no significant influence of different age group on organizational climate of private aided high school teachers.

✓ There is no significant influence of different age group on job anxiety of private aided high school teachers.

✓ 45-50 years of age group teachers are more satisfied with their job as compared to 35-45 and 25-35 age groups of private aided high school teachers.

✓ There is no significant influence of different age group on mental health of private aided high school teachers.

✓ Teachers having 20-25 years of teaching experience perceive favourable school climate than the 10-20 and 3-10 years of teaching experience of government high school teachers.

✓ There is no significant influence of teaching experience on job anxiety of government high school teachers.

✓ There is no significant influence of teaching experience on job satisfaction of government high school teachers.

✓ Teachers having 20-25 years of teaching experience have better mental health status compared to 10-20 and 3-10 years of teaching experience of government high school teachers.
There is no significant influence of teaching experience on organizational climate of private aided high school teachers.

There is no significant influence of teaching experience on job anxiety of private aided high school teachers.

Teachers having 20-25 years of teaching experience of private aided high schools are more satisfied with their job compared to 10-20 and 3-10 years of teaching experience of private aided high school teachers.

Teachers having 10-20 years of teaching experience of private aided high schools have better mental health status compared to 20-25 and 3-10 years of teaching experience of private aided high school teachers.

There is a significant negative correlation between organizational climate and job anxiety of government high school teachers.

There is a significant positive correlation between organizational climate and job satisfaction of government high school teachers.

There is a significant positive correlation between organizational climate and mental health of government high school teachers.

There is a significant negative correlation between job anxiety and job satisfaction of government high school teachers.

There is a significant negative correlation between job anxiety and mental health of government high school teachers.

There is a significant positive correlation between mental health and job satisfaction of government high school teachers.

There is a significant negative correlation between organizational climate and job anxiety of private aided high school teachers.
✓ There is no association between organizational climate and job satisfaction of private aided high school teachers.

✓ There is a significant positive correlation between organizational climate and mental health of private aided high school teachers.

✓ There is no association between job anxiety and job satisfaction of private aided high school teachers.

✓ There is no association between job anxiety and mental health of private aided high school teachers.

✓ There is a significant negative correlation between mental health and job satisfaction of private aided high school teachers.

5.9 Implications:

The teacher has an important role in building citizens of tomorrow and fruitful society, so that the teacher has to be satisfied with his/her job, then only quality education will be imparted and student's knowledge will grow up.

It is utmost important that the private aided high schools should create a favourable school climate and provide full job security their teachers which in turn may help them to be an active participation in teaching-learning and keep their mental health in good condition. Therefore it is the bounded duty of the management institutions and the government to see to it that the teachers are happy and satisfied.

5.10 Suggestions for the future study:

Research in any field is an ongoing process and should not end up at a point of view considering itself complete. Research is based upon the previous studies and lays down the foundation for a new study. The present study also explores de-limitation in terms of number of variables to explore the relationship of school organizational
climate, job anxiety, job satisfaction and mental health of government and private aided high school teachers. Hence, the following suggestions are being made for the further research. They are as follow:-

✓ It is recommended to explore the relationship between organizational climate, job anxiety, job satisfaction and mental health of different educational institutions such as, Central school teachers, Navoday residential school teachers and Murarji Desai residential school teachers.

✓ A comparative study may also be conducted among Degree College, State University and Central University teachers, by using above variables.

✓ A comparative study may be conducted between the teachers of Government, Private aided and Unaided and College teachers with the same variables.

✓ A study may also be conducted to know the significant difference between unisex and co-education method of teaching.