SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER VI

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS FOR FURTHER STUDIES

6.1 Summary
6.2 Conclusions
6.3 Educational Implications
6.4 Suggestions for Further Research
6.1 SUMMARY

In ancient India when the 'Gurukula' system of education prevailed, the teacher was given the utmost respect in the society. But the Indian teacher today finds himself in an era entirely different from that of the teacher of the olden days where teachers were viewed with great respect. After independence and the establishment of a democratic form of government, the teachers have a new set of ideals before them.

It is the teacher who moulds the most precious material of the land, viz., the boys and girls, in their most impressionable period of development, into required shapes. Saiyidain (1950) makes the role of the teacher quite illustrative when he says that the teacher has to patiently cut out form, from a crude and unshaped stone. Choice of a job emerges as a result of the interplay of a multiplicity of factors. It is mainly the result of an interaction between factors pertaining to the job and those that characterize the chooser. Parsons, the father of vocational guidance
movement, said that vocational guidance, in its simplest form, matches the man and machine. Great vocational psychologists like Burnstein, Hollender, Super and many others consider occupational choice as developmental process over a period of years that ends in a compromise between interests, capacities, values, etc., of the individual on the one hand and the opportunities on the other.

However, many are said to be taking up the teaching profession as a career not because they are interested in it, but because they are not able to get any better employment. If one has to be happy in his life, he must be satisfied and happy in his occupation. To get satisfaction in his job, in turn, he must choose it wisely.

Prestige, power, salary, leisure and other features of a job are no doubt important. But these features become meaningful only to those who value them. The value given by an individual to a particular feature of a job is in turn determined by his personality, and social and psychological background. This is implied in the proposition of Thomson (1947) that jobs differ in their attractiveness from person to person depending upon the need pattern or value system of the individual.
Much has been said about the need for maintenance of equality of pay in professions requiring similar qualifications and skill. Yet, it is unfortunate that the teachers are in no way comparable to others like doctors, lawyers, engineers, etc. The facilities and incentives offered in this profession are so meagre that many of the talented do not think of becoming teachers, but seek positions elsewhere in the world of work.

It is opined that many who have taken up teaching, repent over their choice and would be too willing to change their job in favour of some other lucrative ones, if only opportunities are available. A dissatisfied teacher is lost not only to himself but also to the entire society and spells disaster to the country's future. Dissatisfaction of the individuals, whatever may be the occupation in which they are engaged, results in professional stagnation and deterioration. Dissatisfaction among the workers is undesirable and dangerous in any profession, it is just suicidal if it occurs in the teaching profession.

Every profession has got certain aspects conducive to job satisfaction. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is no exception. Lack of public recognition of the teachers in this country is a very sore point. The
teachers of today suffer from neglect, indifference and insecurity. We always expect a lot from the teacher, but with so little recognition and insufficient facilities.

Hence the problem chosen for this study was an investigation into the Job Satisfaction of Higher Secondary School Teachers in relation to some variables. The independent variables considered in the study are the type of management of the institution, sex, marital status, experience, age, designation, qualification, locality, faculty, size of the family, 16 personality factors, neuroticism etc.,

The sample for the study was 300 Higher Secondary School Teachers distributed between the two managements, the two sexes and the two localities (urban and rural). The sample was selected by a multistage stratified random sampling procedure from the teachers working in 42 Higher Secondary Schools located in three Educational Districts of Coimbatore Revenue District.

Job Satisfaction of the teachers was measured by adapting a Job Satisfaction inventory, which is an instrument developed by Dr. Ramakrishnaiah, Professor at the Venkateswara University (1989).
An attitude scale to measure the attitude of teachers towards teaching was also developed by Dr. Ramakrishnaiah (1989), was adopted.

16 personality traits were measured by adapting the 16 personality factor questionnaire (Cattell et al., 1970); Neuroticism was measured by adapting the instrument developed by Scheier and Cattell (1961).

The data regarding personal variable was collected with the help of a personal data sheet.

The instruments were administrated to the sample of teachers individually. The data thus collected was analyzed using relevant statistical techniques like Pearson Product moment, correlation technique and F test.
6.2 CONCLUSIONS:

From the results of this investigation the following conclusions could be drawn:

01. The teachers working in the Higher Secondary Schools in urban and rural area did not differ in the level of Job Satisfaction.

02. Similarly, men and women teachers did not differ significantly in their Job Satisfaction.

03. Faculty of teachers did not affect the Job Satisfaction of Higher Secondary School Teachers.

04. Nature of management of the school did not have any influence on the Job Satisfaction.

05. Job Satisfaction was not affected by Marital Status of Higher Secondary School Teachers.

06. Qualifications of the Higher Secondary School Teachers did not influence the Job Satisfaction.

07. Designation of teachers did not play a role on Job Satisfaction.

08. The age of the Higher Secondary School Teachers had no relationship with job satisfaction.
09. Experience of the teachers of Higher Secondary School had no relation with Job Satisfaction.

10. There is no relationship between job satisfaction and size of teachers family.

11. The Higher Secondary School Teachers of Coimbatore District with more Job Satisfaction were soft hearted, kind and generous in personal relations, whereas the Teachers with unpleasant manners would have less Job Satisfaction.

12. Teachers having Job Satisfaction were less intelligent than concrete thinkers whereas the teachers with greater intelligence are not satisfied with their job.

13. The teachers who are emotionally less stable had more Job Satisfaction whereas the teachers with less Job Satisfaction were emotionally stable.

14. The teachers of submissive nature were more satisfied in their job than the teachers who are dominant in nature.

15. The teachers with greater Job Satisfaction were slow and cautious whereas teachers having less Job Satisfaction were quick and alert.

16. Responsible teachers were more satisfied in their job than the self indulgent teachers.
17. The bold teachers were more satisfied than the shy and timid teachers.
18. The teachers with more satisfaction in their jobs were kind and gentle, whereas unsentimental, self-reliant and hard-natured teachers were less satisfied.
19. Job Satisfaction was found to be more with the teacher who was a good team worker, and the one with jealous and dogmatic nature is less satisfied.
20. The teachers who had been alert to practical needs and conventional attitudes were more satisfied in their job than the teachers with higher internal spasmodic anxiety and conflict due to tensions.
21. A teacher with artlessness was more satisfied in his job than the one with shrewdness.
22. The teachers with greater job satisfaction are either self-confident or depressed. The teachers are neither sensitive nor insensitive to people's approval or disapproval.
23. Very liberal and well-informed teachers were more satisfied than the conservative teachers who were less satisfied.
24. The teacher with greater Job Satisfaction was a sound follower of the group and the teachers who were more dissatisfied with the group integration were less satisfied in their job.

25. The teacher with more Job Satisfaction was the one who responds to the social norms and the teacher who did not bother about social norms was less satisfied in his job.

26. The teacher with relaxed and calm nature was more satisfied in his job than the teacher with high ergic tension.

27. The teachers with high levels of neuroticism were not much satisfied.

28. Teachers of urban and rural Higher Secondary Schools had no difference in their attitude towards teaching.

29. Sex did not affect the attitude of teachers towards teaching.

30. Faculty of the teachers hardly affected the attitude of teachers towards teaching.

31. Management of the school did not influence the attitude of teachers towards teaching.

32. There was no difference between the attitudes of the married and the unmarried Higher Secondary School Teachers towards teaching.
33. There was no difference in the attitudes of Higher Secondary School Teachers with different qualifications towards teaching.

34. The attitude of Post Graduate teachers and Inducted Trained Graduate teachers of Higher Secondary Schools did not differ significantly.

35. Age and the attitude towards teaching were not related to each other.

36. Experience and attitude towards teaching were not related to each other.

37. Size of the family and the attitude towards teaching were not related to each other.

38. The teacher who was generous in personal relations had a better attitude towards teaching than the teacher with unpleasant manners.

39. Teachers of low intelligence had a more favourable attitude toward teaching than teachers of high intelligence.

40. The teachers with a stable and calm nature had a more favourable attitude towards teaching than the teachers who were dissatisfied with the world situations and their family.

41. Teachers with humble manners had a more favourable attitude towards teaching than the teachers who were tough minded.

42. The teachers who were slow and cautious had a more favourable attitude towards teaching than the teachers who were quick and alert.
43. The teacher who was concerned about moral standards and rules had a more favourable attitude towards teaching than those who lacked acceptance of group moral standards.

44. The teachers with adventurous nature had a more favourable attitude towards teaching than those who are shy in nature and had a improper attitude towards teaching.

45. The teachers with kind and gentle nature had a more favourable attitude towards teaching rather than the teachers who were tough minded.

46. The teachers who were adaptable, cheerful, uncompetitive had a more favourable attitude towards teaching than the teachers who were jealous, dogmatic, tyrannical and easily irritable.

47. The teachers who were more practical had a more favourable attitude towards teaching than those who were imaginative.

48. The unsophisticated teachers had a more favourable attitude towards teaching than the teachers who were polished, worldly and shrewd.

49. The teachers who were self assured, and the teachers who were depressed, both had the same attitude towards teaching.
50. The teachers who were liberal, experimenting, and analytical had a more favourable attitude towards teaching than the teachers who were conservative, and had respect for the established ideas.

51. The teacher who was socially group-dependent had a more favourable attitude towards teaching than the teacher who preferred his own decisions.

52. The self controlled teachers were more satisfied than the teachers who were careless of social rules.

53. The teachers who were frustrated had an improper attitude towards teaching than those who were relaxed.

54. The difference in the level of neuroticism of the teachers affected their attitude towards teaching.

55. The teachers with greater Job Satisfaction had a more favourable attitude towards teaching.
There is no gainsaying that the destiny of the nation is shaped in the classrooms, because it is in the classrooms that the future citizens acquire the required knowledge and skills to lead a useful and fruitful life and contribute their mite to the welfare of the Nation. It is there that their personality characteristics and their value systems are shaped. The pivot in this process is undoubtedly the teacher. The role of the teacher is exceedingly crucial today more than ever before in the process of bringing about a social change and rebuilding India. Therefore it is the responsibility of the managements of the institutions and the government to see that the teachers are happy and satisfied.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and thereby make his pupils efficient, satisfied, enthusiastic and happy. Likewise a dissatisfied teacher is likely to make his pupils also dissatisfied in several aspects. Dissatisfaction is like a contagious disease. Hence, the welfare of the teacher should be of supreme concern to the educational administrators, the government and the society. Though the government has been doing moderately good work to enhance the prestige of the
teacher by increasing the salaries, yet much remains to be done, as shown in the results of this investigation.

Variables such as locality, sex, faculty, management, designation, qualification, age, experience, marital status and size of the family did not have any influence on job satisfaction and attitude towards teaching. Hence this study was analysed in the following critical way.

The town of Coimbatore is famous for cotton business and industries. It is called as "Manchester of South India." Today, it is a very highly developed city. Amongst the three Educational Districts, taken for the study, Pollachi and Tirupur towns are rural areas.

The town of Tirupur is mostly occupied by well advanced Industries with Foreign collaboration as it is famous for manufacturing banians and hosieries. It is famous for exporting the banian products with so many attractive designs to foreign countries. Hence the employees in the factories get a very good salary and perks in turn. This naturally has an increasing trend on cost of living which is high in this area. So, in the present study Tirupur is considered as an urban area. Likewise, Pollachi town is also very much industrialised and the industries are paying good
packages to its employees, which tend to increase the cost of living and lessening the money value in the town.

Though Pollachi is a rural area in view of the high cost of living in the town it is treated on par with Coimbatore and Tirupur. Hence the job satisfaction of teachers of rural and urban areas of all the three Educational Districts remains the same.

In view of the impact of the above, the job satisfaction of teachers or attitude of the teachers towards teaching, irrespective of their sex, faculty, management, qualification, designation etc, remains the same.

As a whole, the cost of living is more and money value is less. The salary and perks offered by the government and private managements for non-aided schools is insufficient for the teachers to make both ends meet in these towns. During their spare times, the teachers seek additional jobs to meet their requirements. So the concentration of the teacher in the school activities decreases.
From the Table 55 it could be seen that the job satisfaction and the attitude of teachers towards teaching are positively related. That is, if job satisfaction increases, the attitude of teachers towards teaching increases. Teachers who had a more favourable attitude towards teaching were satisfied with their job.

Those who obtained a high score on personality factors A, C, G, H, I, Q1, Q3, and low scores on B, E, F, L, M, N, Q2 and Q4 had greater job satisfaction and also more favourable attitude towards teaching. If these results are confirmed on other samples of teachers, it would be well for the administrators to use attitude and personality measures in the process of selection of teachers. The government should take steps to increase the job satisfaction of teachers by giving a special allowance to the teachers of such developed industrial areas to meet their expenses. The teachers should be sufficiently provided with accommodation, facilities, travelling allowance, medical allowance and free education for their children.
6.4 SUGGESTIONS FOR FURTHER RESEARCH:

01. A study of Job Satisfaction of teachers working in the universities, professional colleges, secondary and primary schools on a larger population, will throw more light on different issues related to job satisfaction.

02. Although many independent variables are included in the study, there are still some more variables such as vocational interests, aptitudes, adjustment variables etc., which are not included in the study. Many such variables may be considered in the further research studies.

03. Both dependent variables - job satisfaction and attitude of teachers towards teaching - could be measured by different methods. For example job satisfaction may be measured by employing attitude scales, job discrimination indices, need-satisfaction questionnaires etc.,
In measuring the personality of teachers, at least two forms of 16 PF should be used to obtain more stable results. But in the present study only one form was employed because of the use of several other data gathering instruments. The future researchers may use at least two forms of 16 PF and the results may be compared.

Job Satisfaction inventory questionnaire contains various job factors such as principal, parents and students, physical facilities, self-esteem, fringe benefits, entertainment, academic policies, co-teachers personal activities and place of work. The factorial analysis on the above factors has not been made in the present study, and it may be considered for further research.