CHAPTER V

CONCLUSION

5.01 Findings of the study

The study has been focused on studying the Rural-Urban disparity of Assamese medium secondary schools of Kamrup district in respect of the Teachers' Job Satisfaction and Academic Achievement of the Students. On the basis of the analysis of the data the findings related to the different objectives of the study are given below.

1) Teachers’ Job satisfaction in Assamese medium secondary school of Kamrup district

- The study reveals that the teachers in Assamese medium secondary schools of Kamrup district have a Good Degree of Job Satisfaction. The Mean job satisfaction score of the teachers is found to be 166.45. As per the norms given in the Test Manual it can be categorised as Good Degree of Satisfaction. This finding is similar with one of the findings of Goodman, V. B. (1980), Quala, D., Henry, J. R. (1999)

- The study reveals that the highest percentage of teachers is found in the job satisfaction level “Good Degree” of satisfaction that is 33%. It is followed by “Highest Degree” of satisfaction (20.8%), “Average Degree” of satisfaction (19.7%), “Very Low Degree” of satisfaction (19.20%), and “Low Degree” of Satisfaction (7.30%).

- The study shows that in job factor ‘A’ (Intrinsic aspect of job) the Mean job satisfaction score is 30.16, which is the highest Mean job satisfaction score and is followed by job factors ‘C’ (Physical facilities, 23.75), ‘G’ (Rapport...
with the students, 22.23) and ‘B’ (Salary, promotional avenues and service conditions, 21.61).

- This study indicates that the teachers of Assamese medium secondary schools of Kamrup district have higher degree of satisfaction in the job factor “Intrinsic aspect of the job” in comparison to the other job factors.

- From this study it is found that the job factor ‘E’ (Satisfaction with the authorities) scored the lowest Mean score which is 15.06 and it is followed by job factors ‘F’ (Satisfaction with social status and family welfare, 17.45), ‘H’ (Relationship with co workers, 17.81) and ‘D’ (Institutional plans and policies, 18.35).

- The result of this study proves that the teachers of Assamese medium secondary schools of Kamrup district are less satisfied with Authorities.

2) Teachers’ Job satisfaction in Rural and Urban Assamese medium secondary schools of Kamrup district

- The study reveals that the Urban Assamese medium secondary school teachers have the higher degree of satisfaction than the Rural Assamese medium secondary school teachers, as the Mean job satisfaction score of the Urban school teachers is 167.33 and the Rural school teachers is 165.58. This finding is similar with one of the findings of Pandey, J. (1985), Barcinas, J. D. T. (1991), McDobile, T. T. (2003) and contradicts with one of the findings of Goodman, V. B. (1980), Thakur, L. N. (1994), Benugopal, S.(1992), Yong, L. H. (2004)

- ANOVA test shows that the difference between the Rural and the Urban Assamese medium secondary school teachers is not significant in relation to

- It is found that in the job satisfaction level 'Very Low Degree' the Rural teachers' percentage (54.69%) is higher than the Urban teachers' percentage (45.31%).

- The Urban teachers' percentage (50.68%) is higher than the Rural teachers' percentage (49.32%) in the job satisfaction level 'Low Degree'.

- In the job satisfaction level 'Average Degree', 'Good Degree' and 'Highest Degree' the Urban teachers' percentage is found higher than the Rural teachers' percentage.

- Chi-Square test shows that job satisfaction of the Rural school teachers and the Urban school teachers are not significantly different in different levels of job satisfaction.

- The study reveals that in the job factor A (Intrinsic aspect of the job), the Mean Job satisfaction score of the Rural school teachers is 30.50 and the Urban school teachers is 28.81. ANOVA test shows that in the job factor 'Intrinsic aspect of the job' the Rural school teachers and the Urban schools teachers differ significantly in relation to their job satisfaction.

- In the job factor 'B' (Salary, promotional avenues and service conditions) the Rural teachers' Mean Job satisfaction score is 21.34 and the Urban teachers' Mean Job satisfaction is 21.87. The result of the ANOVA test reveals that in this job factor the difference between the Mean Job Satisfaction scores of teachers' in the Rural and Urban schools is not significant.
• In the job factor ‘C’ (Physical facilities), the Rural Mean score is 22.30 and the Urban Mean score is 24.20. The ANOVA test reveals that in this job factor the Rural school teacher and the Urban schools teachers differ significantly in relation to the job satisfaction.

• In the job factor ‘D’ (Institutional Plans and Policies), the Rural teachers’ Mean Job satisfaction score is 18.39 and the Urban teachers’ Mean Job satisfaction is 18.30. The ANOVA test reveals that in this job factor the difference between the Mean Job Satisfaction scores of teachers’ in the Rural and Urban schools is not significant.

• In the job factor ‘E’ (Satisfaction with authorities), the Rural teachers’ Mean Job satisfaction score is 14.89 and the Urban teachers’ Mean Job satisfaction is 15.23. The ANOVA test reveals that in this job factor the difference between the Mean Job Satisfaction scores of teachers’ in the Rural and Urban schools is not significant.

• In job factor ‘F’ (Satisfaction with social status and family welfare) the Mean Job satisfaction score of the Urban schools is 19.71 and the rural mean job satisfaction score is 17.18. From the ANOVA test it is found that in this job factor the Rural school teacher and the Urban schools teachers differ significantly in relation to the job satisfaction.

• In the job factor ‘G’ (Rapport with the students), the Rural teachers’ Mean Job satisfaction score is 22.07 and the Urban teachers’ Mean Job satisfaction is 22.38. The ANOVA test reveals that in this job factor the difference between the Mean Job Satisfaction scores of teachers’ in the Rural and Urban schools is not significant.
• In the job factor 'H' (Relationship with co-workers) the Rural teachers’ Mean Job satisfaction score is 17.80 and the Urban teachers’ Mean Job satisfaction is 17.81. The ANOVA test reveals that in this job factor the difference between the Mean Job Satisfaction scores of teachers’ in the Rural and Urban schools is not significant.

3) Teachers’ Job satisfaction in Government and Private Assamese medium secondary schools of Kamrup district

• The study reveals that the Government Assamese medium secondary school teachers have the higher degree of satisfaction than the Private Assamese medium secondary school teachers, as the Mean job satisfaction score of the Government school teachers is 167.25 and the Private school is 165.66. This finding is similar with one of the findings of Thakur, L. N. (1994) and contradicts with one of the findings of Ramakrishnaiah, D. (1980).

• ANOVA test shows that there exists no significant difference between the Government and Private Assamese medium secondary school teachers in respect of their job satisfaction. This finding is similar with one of the findings of Panda, B. N., Pradhan, N., Senapaty, H. K. (1996) and contradicts with one of the findings of Thakur, L. N. (1994).

• It is found that in the job satisfaction level ‘Very Low Degree’ the Private school teachers’ percentage (51.04%) is higher than the Government school teachers’ percentage (48.96%).

• In the job satisfaction level ‘Low Degree’, ‘Average Degree’ and ‘Good Degree’, the Private school teachers’ percentage is higher than the Government school teachers’ percentage.
• In the job satisfaction level ‘Highest Degree’ the Government school teachers’ percentage (53.37%) is higher than the Private school teachers’ percentage (46.63%).

• Chi-Square test shows that job satisfaction of the Government and the Private school teachers are not significantly different in different levels of job satisfaction.

• In the job factor A (Intrinsic aspect of job), the Mean Job satisfaction score of the Government school teachers is 29.35 and the Private school teachers is 30.96. ANOVA test shows that there exists significant difference between the Government and the Private school teachers in relation to their job satisfaction in the job factor ‘Intrinsic aspect of job’.

• In the job factor ‘B’ (Salary, promotional avenues and service conditions) the Mean score for Government school teachers is 23.72 and the Private school teachers is 19.50. ANOVA test shows that in this job factor the Government and the Private school teachers differ significantly in relation to their job satisfaction.

• From this study it is observed that in the job factor ‘C’ (Physical facilities) the Government school teachers’ Mean score is 22.77 and the Private school teachers’ Mean score is 24.74. ANOVA test shows that in this job factor the Government and the Private school teachers differ significantly in relation to their job satisfaction.

• In the job factor ‘D’ (Institutional Plans and Policies), the Government school teachers Mean score is 19.53 and the Private school teachers Mean score is 18.17. ANOVA test shows that in this job factors the difference
between Government and the Private school teachers is significant in relation to their job satisfaction.

- In the job factor ‘E’ (Satisfaction with authorities) the Government school teachers’ Mean score is 15.98 and the Private school teachers’ Mean score is 14.14. ANOVA test shows that there exists a significant difference between the Government and the Private schools teachers in relation to their job satisfaction in the job factor ‘Satisfaction with authorities’.

- In the job factor ‘F’ (Satisfaction with social status and family welfare) the Government school teachers’ Mean score is 17.15 and the Private school teachers’ Mean score is 17.76. ANOVA test shows that in this job factor the Government and the Private school teachers differ significantly in relation to their job satisfaction.

- In the job factor ‘G’ (Rapport with the students), the Government school teachers’ Mean score is 22.07 and the Private school teachers’ Mean score is 22.39. ANOVA test shows that in this job factor the difference between Government and the Private school teachers is not significant in relation to their job satisfaction.

- In the job factor ‘H’ (Relationship with co-workers) the Government school teachers’ Mean score is 17.53 and the Private school teachers’ Mean score is 18.08. ANOVA test shows that in this job factor ‘the Government and the Private school teachers differ significantly in relation to their job satisfaction.'
4) **Job satisfaction of the Male and Female teachers in Assamese medium secondary schools of Kamrup district**

- The study reveals that the Male teachers have the higher degree of satisfaction than the Female teachers, as the Mean job satisfaction score of the Male teachers is 167.56 and the Female teachers is 165.35. This finding is similar with one of the findings of Agarwal, Meenakshi (1991) and contradicts with one of the findings of Dixit, Meera (1986), Roltan, D., Annie, J. B. (1992), Quala, D., Henry, J. R. (1999), Ramakrishnaiah, D. (1980), Reddy, B. P. (1989), Das, A. B. (1996).

- ANOVA test shows that there exists no significant difference between Male and Female teachers in respect of their job satisfaction. This finding is similar with one of the findings of Panda, B. N., Pradhan, N., Senapaty, H. K. (1996).

- It is found that in the job satisfaction level "Very Low Degree" the Male teachers’ percentage (52.60%) is higher than the Female teachers’ percentage (45.40%).

- In the job satisfaction level "Low Degree", the Female teachers’ percentage (50.68%) is higher than the Male teachers’ percentage (49.32%).

- In the category "Average Degree" of satisfaction the Male teachers’ percentage (51.78%) is higher than the Female teachers’ percentage (48.22%).

- In the category "Good Degree" of satisfaction, the Male and Female teachers’ percentage is equal (50%).
• In the job satisfaction level "Highest Degree" the Male teachers' percentage is 46.15% and the Female teachers' percentage is 53.85%.

• Chi-Square test shows that job satisfaction of the Male teachers and the Female teachers are not significantly different in different levels of job satisfaction.

• In the job factor A (Intrinsic aspect of the job), the Mean Job satisfaction score of the Male teachers is 29.85 and the Female teachers is 30.46. ANOVA test shows that in this job factor the Male and the Female teachers differ significantly in relation to their job satisfaction.

• In the job factor ‘B’ (Salary, promotional avenues and service conditions), the Mean Job satisfaction score of the Male teachers is 21.62 and the Female teachers is 21.59. ANOVA test shows that in this job factor the difference between Male and Female teacher' job satisfaction is not significant.

• In the job factor ‘C’ (Physical facilities), the Mean Job satisfaction score of the Male teachers is 23.93 and the Female teachers is 23.57. ANOVA test shows that in this job factor the difference between Male and Female teacher' job satisfaction is not significant.

• In the job factor ‘D’ (Institutional Plans and Policies) the Mean Job satisfaction score of the Male teachers is 18.27 and the Female teachers is 18.42. ANOVA test shows that in this job factor there exists no significant difference between the Male and Female teachers in respect of their job satisfaction.

• In the job factor ‘E’ (Satisfaction with authorities), the Mean Job satisfaction score of the Male teachers is 14.82 and the Female teachers is 15.30.
ANOVA test shows that in this job factor the Male and the Female teachers differ significantly in relation to their job satisfaction.

- In the job factor ‘F’ (Satisfaction with social status and family welfare) the Mean Job satisfaction score of the Male teachers is 17.30 and the Female teachers is 17.60. ANOVA test shows that in this job factor there exists no significant difference between the Male and Female teachers in respect of their job satisfaction.

- In the job factor ‘G’ (Rapport with the students) the Mean Job satisfaction score of the Male teachers is 21.94 and the Female teachers is 22.51. ANOVA test shows that in this job factor the Male and the Female teachers differ significantly in relation to their job satisfaction.

- In the job factor ‘H’ (Relationship with co-workers), the Mean Job satisfaction score of the Male teachers is 17.57 and the Female teachers is 18.04. ANOVA test shows that in this job factor Male and the Female teachers differ significantly in relation to their job satisfaction.

5) **Academic achievement of the Students in Assamese Medium Secondary Schools of Kamrup district**

- The study reveals that the Academic Achievement of the Students in Assamese medium secondary schools of Kamrup district is found to be very high. This finding is similar with one of the findings of Malhotra, P. K. (1993), Quala, D., Henry, J. R. (1999),

- The Mean score for Academic Achievement is found to be 81.39 and the Standard deviation is 11.03.
- The Academic Achievement of the students in Assamese medium secondary schools of Kamrup district is very high as the Mean Academic Achievement score is found above 80%.

- From this study it is observed that the Academic Achievement of the students in Assamese medium secondary schools is increasing gradually in every year. In 2003 the Academic Achievement score of the students is 73.77%. In 2004, 2005, 2006 and 2007 the Academic Achievement scores were 78.98%, 82.78%, 84.89% and 86.53% respectively.

6) Academic Achievement of the Students in Rural and Urban Assamese medium secondary schools of Kamrup district

- From this study it is found that the Mean score for Academic Achievement of the Students in the Rural Assamese medium secondary school is 79.16 and in the Urban Assamese medium secondary school it is 83.62.

- The study reveals that the Academic Achievement of the Students in Urban Assamese medium secondary schools is better than the Rural Assamese medium secondary schools. This finding is similar with one of the findings of Pandey, J. (1985), Misra, M. A. (1986), Barcinas, J. D. T. (1991), Azia, N. (1996), Malhotra, P. K. (1993).

- From the ANOVA test, it is found that there exists significant difference between the Rural and the Urban Assamese medium secondary schools in respect of the Academic Achievement of the Students.
7) Academic Achievement of the Students in Government and Private Assamese medium secondary schools of Kamrup district

- From this study it is found that the Mean score for Academic Achievement of the Students in Government Assamese medium secondary school is 74.36 and the Private Assamese medium secondary school is 88.42.

- The study reveals that the Academic Achievement of the Private Assamese medium secondary schools is better than the Academic Achievement of the Students in Government school. This finding is similar with one of the findings of Devi, P. (2007) and contradicts with one of the findings of Malhotra, P. K. (1993).

- From the ANOVA test, it is found that there exists significant difference between the Government and the Private Assamese medium secondary schools in respect of the Academic achievement of the students.

8) Relationship between the Teachers' Job Satisfaction and Academic Achievement of the Students

- From the study it is found that the Co-efficient of Correlation value is 0.197.

- It is found that there exists very negligible correlation between the Teachers' Job Satisfaction and the Academic Achievement of the Students' in Assamese medium secondary schools of Kamrup district. This finding contradicts with one of the findings of Black, P. S. (2001), Quala, D., Henry, J. R. (1999).
5.02 Conclusion

Inequalities between Rural and Urban areas, Government and Private sectors are not new. They have always existed and may even have been more extreme in the past than they are today. However, in the past they were taken for granted, because that was the way the society was organized. But in the present times it has become a vital problem of the society. Though the world has become a small village in this Era of Globalization this type of disparities still exist in our society. The present study has tried to trace out some of such disparities in the field of School Education.

Present study reveals that though the job satisfaction level of the teachers is different in different categories of satisfaction and in different factors of job satisfaction, the teachers are found to have a good degree of satisfaction as a whole. Job factor like ‘intrinsic aspect of the job’ scored the highest mean score which means most of the teachers are satisfied with the aspects like they feel that they are suited for the profession, they derive pleasure in teaching, they enjoy their work more than their leisure, they feel a sense of dignity in the job etc. The teachers are also found to be satisfied in the factors like ‘Rapport with the students’ and ‘Relationship with the co-workers’. The job factor ‘Satisfaction with authorities’ scored the lowest score; it means most of the teachers are not satisfied with the aspects like relation with the head of the institution, impartiality of the head of the institution, appreciation from the superiors etc.

In this study it is found that the Urban school teachers have greater job satisfaction than the Rural school teachers; Government school teachers have the higher degree of job satisfaction than the Private school teachers and Male teachers have higher degree of job satisfaction than the Female teachers. It is very important to decrease such difference and the State Bodies, Related Authorities,
Management committees should take necessary steps to increase the level of the teachers' job satisfaction.

The Academic Achievement of the Students in Assamese medium secondary schools of Kamrup district is found very high. In most of the Private schools the Academic Achievement of the Students (pass percentage) is found 100%. On the other hand in some of the Government schools are found where the Academic Achievement of the Students is below 50%. The data collected from SEBA shows that the average pass percentage of the secondary schools of Kamrup district in HSLC examination from 2003 to 2007 is 65.70%. And the present study shows that the average pass percentage of the Assamese medium secondary schools of Kamrup district in HSLC examination from 2003 to 2007 is 81.39%. The investigator considered only the Assamese medium secondary schools of Kamrup district, as there are many schools with other medium of instruction, viz. English, Hindi, Bengali, Bodo, Garo etc. This might be one of the main reasons behind such difference.

The study shows that Academic Achievement of the Students in Urban Assamese medium secondary schools is better than the Rural schools and the difference between Rural and Urban Assamese medium secondary schools of Kamrup district in respect of Academic Achievement of the students is also found significant. This is the commonly found problem everywhere in these days. In the HSLC results of 2011 declared by SEBA, a number of Rural schools are found where the pass percentage is zero (0%). The Honourable Education Minister of the Assam took necessary steps for such failure just immediately after the declaration of the Result. The cause behind this disparity might be the shortage of teachers in Rural secondary schools, as most of the secondary school teachers' posts are lying vacant in Rural schools. The teacher-student ratio is also very high.
in Rural Schools. In comparison to the Private and the Urban school there is lack of intensive care in Rural schools. The guardians of the Rural school students are also less conscious and serious about education of their children, which may also result in the poor Academic performance of the students in Rural secondary schools. Poverty and profession of agriculture may also indirectly impact on education in the Rural Secondary schools.

The Academic Achievement of the Students in Private Assamese medium secondary schools is found higher than the Government secondary schools and a significant difference is found between these two. Like the problem of Rural-Urban disparity another commonly seen problems in educational scenario is the Government-Private disparity. Except some schools most of the Government schools have been declining in the Academic performance of the students. During the field work of this study the investigator found maximum number of private schools with cent percent Academic performance of the Students. Some of such schools are like Assam Jatiya Bidyalay, Noonmati; Shankardev Vidya Niketan, Bishnupath; Pancha Tirtha Jatiya Vidyalaya, Shah Milan Jatiya Vidyalaya, Udayan Shanti Niketan, Bezera, etc. The main causes behind such disparity are difference in methods of teaching, difference in educational environment, lack of intensive care in the Government schools, defective teachers' recruitment policy in the Government schools, difference in teachers training programmes etc.

The present study shows that the relationship between Teachers' Job satisfaction and the Academic Achievement of the Students is very negligible. Here it can be said that Teachers' job satisfaction does not impact on the Academic Achievement of the students.
5.03 Suggestions

The present study brings out the fact that the teachers of Assamese medium secondary schools of Kamrup district as a whole have very Good Degree of satisfaction in respect of the various factors that are related to job satisfaction. The Academic achievement of the students is also found very high.

On the basis of this study the investigator forwards the following suggestions to attain high job satisfaction, increase the academic performance and to reduce the Rural-Urban ad Government-Private disparity in respect of Teachers’ Job Satisfaction and Academic Achievement of the students.

1) Efforts should be made to improve the infrastructure facilities like library, laboratory equipments, and classrooms, teaching technology, teaching aids for academic and professional development of the teachers.

2) Necessary efforts from concerned management committees are required to introduce new schemes and modifications of the existing institutional plans and policies.

3) For effective education in secondary stage the post lying vacant in the schools should be filled up immediately with efficient and deligent teachers. The shortage of teaching staff has caused a big setback in secondary education especially in rural areas.

4) An effective recruitment policy should be introduced (presently the Honourable Education Minister of the state announced to conduct the Teacher Eligibility Test (TET) in the state for secondary and higher secondary school teachers, which will be the required qualification along with the others for the recruitment of the teachers in Government as well as in Private schools).
5) To increase teachers' job satisfaction it is very important to increase and upgrade them with regular and adequate salary, promotional avenues, service conditions, adequate retirement benefit etc. Good and attractive salary may attract the efficient and talented persons to the Teaching Profession

6) A common feature in educational institution is the absence of healthy motivation which generally results in lack of satisfaction of the teachers and disengagement among teachers. So a clear system of motivation, supported and sustained by an effective system of incentives has to be developed to reduce dissatisfaction of the teachers in their job.

7) Extra increment should be granted to teachers with marked achievement in professional growth and competency. Reward and recognition should be given to them who distinguish themselves by involving in different activities of the school. One of the sample schools is found (Assam Jatiya Bidyalay, Noonmati) where these kinds of provisions are made for the teachers.

8) The "Performance Appraisal" is an effective measure to increase job satisfaction of the teachers.

9) Arrangement to be made at the institutional level for job enrichment, job variation among the teachers in academic and related activities to break the monotony of work and to bring innovation. Schools like Assam Jatiya Bidyalay, Noonmati; Shankardev Vidya Niketan, Bishnupath, have such provisions for the teachers.

10) Involvement of the teachers in various institutional and social work, recreational clubs, NSS, computer learning centre and centre of continuous
and distance education, where the teachers can spend their leisure time effectively, purposefully.

11) There was a news in an Assamese News Channel “NEWS LIVE” on dated 7th February 2012 about one Private Assamese medium secondary school that is Assam Jatiya Bidyalay, Noonmati, which is also one of the sample schools of the present study. The news was about an innovative approach in teaching by the Social Science teachers of the school. The Social Science department of the school organised a field study programme with the theme “NIJOK SINO AHA” (Lets Know Ourselves). It was a study on the tribes of Assam and their culture. They organised six different camps in tribal populated areas of Assam with six different groups of teachers and students (class eight students). They stayed there in the houses of the tribal people. The students involved in every activity of village people and tried to learn things practically. In this field work programme they gathered maximum primary data from nearly 15 tribes of Assam. After these camps all the experiences were shared in the whole school. So this was a unique step taken by one private school. This type of approaches will certainly help to uplift the academic environment of the schools.

12) Both pre-service and in-service teachers’ training is necessary for quality education in secondary level. The teachers should be given in-service training and as far as possible it should be made compulsory and mandatory.

13) Except the pedagogical training which prepares teachers for effective classroom training, training in communication and management aspects of the school is quite unknown in our educational system. So the provisions
should be made to organise training programs in communication and management of persons and training for professional growth of the teachers.

14) Like the college teachers the Short Term Teachers' Training Programs, Orientation Programmes, Refreshers Courses should be introduced for academic as well as personal development of the secondary schools teachers.

15) Group activities among the school teachers should be encouraged. Management of the school should be based on more scientific principle which lay emphasis on group dynamics.

16) Like the provisions made for the teachers of elementary stage, Action Research should be made compulsory for the teachers of secondary schools, which will help the teachers to cope with the day to day classroom problems.

17) Private tuitions of the secondary school teachers should be stopped, which indirectly hampers Academic Achievement of the Students.

5.04 Suggestions for further studies

Considering the importance of the present study in other aspects the following points are to be suggested by the investigator for further research.

1) The relationship of job satisfaction and other variables like professional interest, socio-economic conditions, and aspiration may be studied on secondary school teachers.

2) A study may be undertaken to find out the relationship between different variables of job satisfaction and effectiveness of teaching and learning in secondary education.
3) The present study based on sample survey conducted on one district of Assam that is Kamrup district, thus there is scope to extend the study in a larger scale.

4) A comparative study may also be made on job satisfaction between the primary school teachers and the secondary school teachers. This comparison may also be made between the teachers of secondary school teachers and the college teachers.

5) The present study has been done on the secondary schools of Kamrup district which are belonging to Assamese medium only, this study may be extended to the schools with English medium, Bengali medium and Bodo medium.

6) A comparative study may also be made on job satisfaction of the teachers in Assamese medium schools and the English medium schools.

7) An intensive analysis may be made on attitude and job satisfaction of the secondary school teachers.

8) A study can also be made on other professional keeping in relation to job satisfaction and performance.

9) A comparative study may also be conducted on job satisfaction of the teachers and employees of other professions.

10) A study can be conducted to compare two different states on job satisfaction of the teachers and academic achievement of the students.

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