SUMMARY, FINDINGS, CONCLUSIONS & SUGGESTIONS
Summary, Findings, Conclusions & Suggestions

After dealing with analysis and interpretation in Chapter-IV, an effort has been put forth in this chapter to present a brief summary of this study along with major finding. Next to findings, some conclusions based upon these findings have been formulated along with their educational implications. Finally, suggestions for further research have been given.

The above aspects dealt in this chapter have been presented under following sub-headings:

5.1 Summary
5.2 Findings
5.3 Conclusions: Their Discussion & Implication
5.4 Suggestions for further research

5.1 Summary

5.1.1 Restatement of the problem

The title of the research is being given below:

“A study of Academic record, Adjustment & Attitude as correlates of job satisfaction among the Central School Teachers of Eastern U.P”.

5.1.2 Objectives of the study

The objectives proposed for the present study were as follows:

1. To find out the job satisfaction of Central School Teachers.
2. To find out the Academic record of Central School Teachers.
3. To find out the Adjustment of Central School Teachers.
4. To find out the Attitude of Central School Teachers.
5. To find out the relationship between the Attitude and job satisfaction of Central School Teachers.
6. To find out the relationship between Academic record and job
7. To find out the relationship between Adjustment and job satisfaction of Central School Teachers.

8. To find out the interaction effects of Attitude and Adjustment on job satisfaction of Central School Teachers.

9. To find out the interaction effects of Attitude and Academic record on job satisfaction of Central School Teachers.

10. To find out the interaction effects of Adjustment and Academic record on job satisfaction of Central School Teachers.

11. To find out the interaction effects of Academic record, Adjustment and Attitude on the job satisfaction of Central School Teachers.

5.1.3 Hypotheses of the study

1. To achieve the first objective following hypotheses were formulated:
   (i) There is no significant difference in the means of job satisfaction of male and female Central School Teachers.
   (ii) There is no significant difference in the means of job satisfaction of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

2. To achieve the second objective following hypotheses were formulated:
   (i) There is no significant difference in the means of Academic record of male and female Central School Teachers.
   (ii) There is no significant difference in the means of Academic record of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

3. To achieve the third objective following hypotheses were formulated:
   (i) There is no significant difference in the means of Adjustment of male and female Central School Teachers.
   (ii) There is no significant difference in the means of Adjustment of...
To achieve the fourth objective following hypotheses were formulated:

(i) There is no significant difference in the means of Attitude of male and female Central School Teachers.

(ii) There is no significant difference in the means of Attitude of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

To achieve the fifth objective following hypothesis was formulated:
There is no significant relationship between Attitude and job satisfaction of Central School Teachers.

To achieve the sixth objective following hypothesis was formulated:
There is no significant relationship between Academic record and job satisfaction of Central School Teachers.

To achieve the seventh objective following hypothesis was formulated:
There is no significant relationship between Adjustment and job satisfaction of Central School Teachers.

To achieve the eighth objective following hypothesis was formulated:
There is no significant interaction effect of Attitude and Adjustment on job satisfaction of Central School Teachers.

To achieve the ninth objective following hypothesis was formulated:
There is no significant interaction effect of Attitude and Academic record on the job satisfaction of Central School Teachers.

To achieve the tenth objective following hypothesis was formulated:
There is no significant interaction effect of Adjustment and Academic record on the job satisfaction of Central School Teachers.

11. To achieve the eleventh objective following hypothesis was formulated:

There is no significant interaction effect of Academic record, Adjustment and Attitude on the job satisfaction of Central School Teachers.

5.1.4 Description of the procedure used

The study involves the procedures of the descriptive survey method. The following sub headings will clarify the process of the study:

5.1.4.1 The sample of the study

The sample composition has been given in the following table

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Category</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Male</td>
<td>320</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>(b) Female</td>
<td>180</td>
<td>36%</td>
</tr>
<tr>
<td>2.</td>
<td>Design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) PGTs</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>(b) TGTs</td>
<td>160</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>(c) PRTs</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>(d) Miscellaneous</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total=</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

5.1.4.2 Tools of the study

Only four instruments were used in the study. The names of these instruments are

1. Mangal Teacher Adjustment Inventory by Dr. S.K. Mangal
2. Teacher Attitude Inventory by Dr. S.P. Ahluwalia
3. Job Satisfaction Inventory by Mishra, Tiwari & Pandey
4. Academic Record Proforma

5.1.4.3 Statistical procedures used

Mean, Median, Mode, Standard deviation, t-test, Karl Pearson product moment correlation coefficient and Analysis of Variance (ANOVA) were used in this study.
5.2 Findings

The major findings of the study, objective wise and as per the hypothesis of the study are as follows:

5.2.1 Findings related to objective one of the study:
Finding (i): There is significant difference in the means of job satisfaction of male and female Central School Teachers. Female teachers are less satisfied than male teachers.
Finding (ii): No significant difference has been found in the means of job satisfaction of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

5.2.2 Findings related to objective two of the study:
Finding (iii): There is significant difference in the means of Academic record of male and female Central School Teachers. Female teachers are better in Academic record than male teachers.
Finding (iv): No significant difference has been found in the means of Academic record of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

5.2.3 Findings related to objective three of the study:
Finding (v): No significant difference has been found in the means of Adjustment of male and female Central School Teachers.
Finding (vi): No significant difference has been found in the means of Adjustment of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers.

5.2.4 Findings related to objective four of the study:
Finding (vii): There is significant difference in the means of Attitude of male and female Central School Teachers. Male teachers have more favorable attitude towards teaching than female teachers.
Finding (viii): There is significant difference in the means of Attitude of PGTs, TGTs, PRTs & Miscellaneous Central School Teachers. PGTs have more
favorable attitude towards teaching than others viz. TGTs, PRTs & Miscellaneous.

5.2.5 Finding related to objective five of the study:
Finding (ix): Correlation between Attitude and Job Satisfaction of Central School Teachers is positive and significant i.e.0.69. Hence, the significant relationship has been found between Attitude and Job Satisfaction of Central School Teachers.

5.2.6 Finding related to objective six of the study:
Finding (x): Correlation between Academic record and Job Satisfaction of Central School Teachers is positive and significant i.e.0.41. Hence, the significant relationship has been found between Academic record and Job Satisfaction of Central School Teachers.

5.2.7 Finding related to objective seven of the study:
Finding (xi): Correlation between Adjustment and Job Satisfaction of Central School Teachers is positive and significant i.e.0.76. Hence, the significant relationship has been found between Adjustment and Job Satisfaction of Central School Teachers.

5.2.8 Finding related to objective eight of the study:
Finding (xii): No significant interaction effect of Attitude and Adjustment on Job Satisfaction of Central School Teachers has been found.

5.2.9 Finding related to objective nine of the study:
Finding (xiii): No significant interaction effect of Attitude and Academic record on Job Satisfaction of Central School Teachers has been found.

5.2.10 Finding related to objective ten of the study:
Finding (xiv): No significant interaction effect of Adjustment and Academic record on Job Satisfaction of Central School Teachers has been found.
5.2.11 Finding related to objective eleven of the study:
Finding (xv): No significant interaction effect of Academic record, Adjustment and Attitude on Job Satisfaction of Central School Teachers has been found.

5.3 Conclusion: Their Discussion and Implication

Based upon findings of this study, a few significant conclusions have been drawn. This section presents these conclusions along with their discussion. While discussing the conclusion, effort has also been made to suggest their implications.

5.3.1 Conclusion one:

Based upon the objective one and finding (i) of the study, the following conclusion has been drawn:

"Male and female Central School Teachers differ significantly in their Job Satisfaction”.

Discussion:

According to the above conclusion, there is significant difference in the job satisfaction of male and female Central School Teachers. On considering the means of job satisfaction scores in the table 4.26, it is revealed that female Central School Teachers are less satisfied than male Central School Teachers. It is also corroborated by the research conducted by Hulin & Smith (1964) and Goble (1977). However, Weaver (1977) and Cohen (1977) did not found any significant difference between men and women workers with regard to their job satisfaction. Lavingia (1974), Kulsum (1985), Dixit (1986) and Srivastava (1986) found that female teachers were more satisfied than male teachers. Therefore it is strongly revealed that female Central School Teachers are less satisfied than male teachers.

Implication:

Educational administrators and planners may take necessary steps towards finding out the causes of less satisfaction among female Central School Teachers and remedial measures may be taken up to remove the causes.
5.3.2 Conclusion two:

Based upon the objective one and finding (ii) of the study, the following conclusion has been drawn:

"Central School Teachers teaching at different levels (i.e. PGTs, TGTs, PRTs & Miscellaneous) do not differ in their Job Satisfaction".

Discussion:

According to the above conclusion, there is no significant difference in the job satisfaction of PGTs, TGTs, PRTs and Miscellaneous Central School Teachers. However, the table nos.4.1 (overall), 4.10(PGTs), 4.11(TGTs), 4.12(PRTs) and 4.13(Miscellaneous) regarding satisfaction scores of Central School Teachers reveal that they are fully satisfied with their job. But no other research could be found to corroborate the present finding.

Implication:

It is implied that Central School Teachers have good working conditions. Therefore the planners and administrators and even teachers themselves should ensure that benefit of satisfaction should directly reach to stakeholders in the form of overall development of students.

5.3.3 Conclusion three:

Based upon the objective two and finding (iii) of the study, the following conclusion has been drawn:

"Male and female Central School Teachers differ significantly in their Academic record".

Discussion:

According to the above conclusion, there is significant difference in the Academic record of male and female Central School Teachers. On considering the means of Academic record scores in the table 4.29, it is revealed that female Central School Teachers are having higher mean (33.56) of Academic record as compared to the mean of males (28.25).
Implication:

Educational administrators may take necessary steps during recruitment of teachers to provide preference to the appointment of those, who are better in Academic record.

5.3.4 Conclusion four:

Based upon the objective two and finding (iv) of the study, the following conclusion has been drawn:

"Central School Teachers teaching at different levels (i.e. PGTs, TGTs, PRTs & Miscellaneous) do not differ in their Academic record".

Discussion:

According to the above conclusion, there is no significant difference in the Academic record of PGTs, TGTs, PRTs and Miscellaneous Central School Teachers. However it is interesting to note that female teachers have better academic record as compared to males(conclusion three), but when PGTs, TGTs, PRTs and Miscellaneous Central School Teachers were compared in job satisfaction, they were found to have no significant difference(conclusion two). Further researches are required to infer any relationship between different aspects of Central School Teachers.

Implication:

As there is a set process of selection of Central School Teachers, there is requirement of minimum level of academic records. It is also confirmed that Central School Teachers have similar academic records.

5.3.5 Conclusion five:

Based upon the objective three and finding (v) of the study, the following conclusion has been drawn:

"Male and female Central School Teachers do not differ in their Adjustment".
Discussion:

According to the above conclusion, there is no significant difference in the Adjustment of male and female Central School Teachers. On considering the means of Adjustment scores from the table 4.27, it is revealed that calculated t-value is 0.0088, which is not significant. However, Peck (1936) found that women were less adjusted with work than men. This difference may be due to the different kind of working conditions of Central School Teachers, which further needs to be investigated.

Implication:

It implies that male and female Central School Teachers are similar in their adjustment. Therefore, the administrator and planners should not discriminate among teachers on the basis of sex.

5.3.6 Conclusion six:

Based upon the objective three and finding (vi) of the study, the following conclusion has been drawn:

"Central School Teachers teaching at different levels (i.e. PGTs, TGTs, PRTs & Miscellaneous) do not differ in their Adjustment".

Discussion:

According to the above conclusion, there is no significant difference in the Adjustment of PGTs, TGTs, PRTs and Miscellaneous Central School Teachers. However, from the table 4.31(b), it is revealed that calculated F-value was 1.35 which is not significant. More studies are needed in this direction to confirm the fact. Further as revealed from conclusion five even the male and female teachers do not differ in their adjustment.

Implication:

It implies that teachers working at different levels in Central School are equally adjusted. May be it is due to better working condition of teachers at different levels in Central Schools.
5.3.7 Conclusion seven:

Based upon the objective four and finding (vii) of the study, the following conclusion has been drawn:

“Male and female Central School Teachers differ significantly in their Attitude towards teaching”.

Discussion:

According to the above conclusion, there is significant difference between male and female Central School Teachers in regard to Attitude towards teaching. On considering the means of Attitude scores from table 4.28, it is revealed that male Teachers have more favorable attitude towards teaching than female teachers. However, Som (1984) found that female teachers tended to be better than males in their attitude towards teaching profession. Further as revealed from conclusion one & nine it is also reflected that better the attitude better is the job satisfaction.

Implication:

Educational planners and administrators may initiate programmes to inculcate the positive and favorable attitudes among teachers. Job conditions may also be structured in such a way that people may have a favorable attitude towards teaching and can happily opt for this profession.

5.3.8 Conclusion eight:

Based upon the objective four and finding (viii) of the study, the following conclusion has been drawn:

“Central School Teachers teaching at different levels (i.e. PGTs, TGTs, PRTs & Miscellaneous) differ significantly in their Attitude towards teaching”.

Discussion:

According to the above conclusion, there is significant difference between PGTs, TGTs, PRTs and Miscellaneous Central School Teachers in regard to their Attitude towards teaching. From the table 4.32(b), it is revealed that calculated F-value was 3.34 which is significant at 0.05 levels. On considering
the means of attitude scores from table 4.22(PGTs), 4.23(TGTs), 4.24(PRTs) & 4.25(Miscellaneous), it is revealed that PGTs have more favorable attitude towards teaching than others.

**Implication:**

It implies that working conditions at different levels of Central Schools needs to be restructured. The policy planners should pay attention towards this issue. The reasons for difference in attitude should also be worked out.

**5.3.9 Conclusion nine:**

Based upon the objective five and finding (ix) of the study, the following conclusion has been drawn:

"Relationship between Attitude and Job Satisfaction of Central School Teachers is positive and significant".

**Discussion:**

According to the above conclusion, there is a positive and significant relationship between Attitude and Job Satisfaction of Central School Teachers. From the table 4.35, it is revealed that calculated coefficient of correlation is 0.69 which is positive and significant. It also revealed that teachers having more favorable attitude towards teaching have higher level of job satisfaction and vice-versa. It is also corroborated by the research carried out by Nayak (1982) and Gupta (1980). It is strongly revealed here from conclusion seven and conclusion one that, better the attitude better is the job satisfaction of teachers.

**Implication:**

It is revealed that Administrators and planners should put their efforts to develop such an environment in schools that positive attitude is inculcated, further leading to job satisfaction, so that better academic atmosphere develops in schools. Also the entrance examinations of Teacher Training Institutions should incorporate “Teaching Attitude” related items.
5.3.10 Conclusion ten:

Based upon the objective six and finding (x) of the study, the following conclusion has been drawn:

“Relationship between Academic record and Job Satisfaction of Central School Teachers is positive and significant”.

Discussion:

According to the above conclusion, there is a positive and significant relationship between Academic record and Job Satisfaction of Central School Teachers. From the table 4.35, it is revealed that calculated coefficient of correlation is 0.41 which is positive and significant. It also revealed that teachers having good Academic record achieve high level of job satisfaction and vice-versa. It is also corroborated by the research carried out by Rao (1970). However, Lavingia (1977), found that Academic qualifications do not have any relationship with job satisfaction. Further studies may be carried out in this area to generalize the conclusion.

Implication:

It implies that Educational planners and Administrators should issue such guidelines that, while recruitment of teachers, candidates having good academic record should be given more preference.

5.3.11 Conclusion eleven:

Based upon the objective seven and finding (xi) of the study, the following conclusion has been drawn:

“Relationship between Adjustment and Job Satisfaction of Central School Teachers is positive and significant”.

Discussion:

According to the above conclusion, there is a positive and significant relationship between Adjustment and Job Satisfaction of Central School Teachers. From the table 4.35, it is revealed that calculated coefficient of correlation is 0.76 which is positive and significant. It also revealed that teachers having better adjustment have high level of job satisfaction and vice-
versa. In other words, better is adjustment, higher will be job satisfaction. Based on conclusion one, five and six it can be said that there are also factors other than adjustment which may influence the level of job satisfaction of Central School Teachers.

Implication:

It implies that efforts should be made by Planners and Administrators to develop such an environment which promotes better adjustment among teachers. Also the other factors influencing job satisfaction needs to be investigated.

5.3.12 Conclusion twelve:

Based upon the objective eight, nine, ten & eleven and findings (xii, xiii, xiv & xv) of the study, the following conclusion has been drawn:

"Job Satisfaction of Central School Teachers is not influenced by interaction effects of Attitude & Adjustment or Attitude & Academic record or Adjustment & Academic record or over all interaction effect of Academic record, Adjustment, and Attitude ".

Discussion:

It reveals that Job Satisfaction of Central School Teachers is not result of interaction effects of Attitude, Adjustment, and Academic record or over all interaction. Each of these aspects should be taken care separately. There is a need to work out the relationship on a bigger sample of study. However the conclusions in this section also reveal that attitude of Central School Teachers plays important role in development of job satisfaction. This has also been revealed by study of Gupta (1980).

Implication:

Efforts should be made by organizations to promote better environment in schools which helps in development of better attitude and adjustment to promote job satisfaction among teachers. It could lead to better academic environment in institutions.
5.4 Suggestions for further research

On the basis of conclusions drawn in present study, the further researches may be carried out in following directions:

1. The present investigation was conducted in Eastern U.P regarding teachers of Central School. The study therefore can not claimed to be comprehensive. Other regions may also be included to make it more valid and acceptable.

2. The present study was conducted on 500 Central School Teachers only. It is therefore suggested that this research may be carried out on a larger sample from the similar sample elsewhere.

3. The present study was conducted on only three variables namely: Academic record, Adjustment & Attitude. Other variables like personality needs, personality maturity and aptitude etc. may be included to make the study more comprehensive.

4. The present study was carried out on Central School Teachers only. Other teachers teaching in secondary schools of U.P board, pre-primary, primary teachers and university level teachers may also be included in the sample to give more desired information in this regard.

5. It is also advisable to conduct some longitudinal study to get some new information.

6. Follow up studies may be conducted to see the validity of the findings of the present research.