CHAPTER-V

SUMMARY, FINDINGS, CONCLUSION & SUGGESTIONS
5.1 INTRODUCTION

In this study an attempt is made to investigate the relationship of job satisfaction of teachers belonging to Government schools, Government-aided schools, and Unaided or Private schools in relation to their personality types, gender or sex, age, marital status and educational qualifications.

The first chapter deals with what and why of job satisfaction of teachers and the factors affecting it. It also describes the different types of personality – Type ‘A’, Type ‘B’ and Type ‘AB’– as classified by Friedman and Rosenman.

Job satisfaction is a positive emotional state that occurs when a person’s job seems to fulfill important job values provided these values are compatible with one’s needs. It is an individual’s emotional reaction to the job itself. It is a person’s attitude towards the job. People spend a sizeable amount of their time in work environment. Job satisfaction is related to but distinguishable from morale and job involvement. Since job is not an entity or physical thing but a complex of inter-relationships of likes, roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them. Mumford (1970) states, “Job satisfaction can be defined in terms of the degree of ‘fit’ between organizational demands and individual needs, and that the employee’s satisfaction with his job and the employer’s satisfaction with work performance will only be high when his fit is a good one”.

Friedman and Rosenman first propounded the Personality Type ‘A’ construct in 1974. Type ‘A’ persons were illustrated as people with a highly competitive desire for achievement and recognition, together with a tendency towards hostility and aggression and sense of immense time urgency and impatience. Type ‘A’ individuals
want to win every ‘game’ in life, speak fast, act fast, see goals and challenges everywhere, manifest impatient gestures and interrupt when faced with slower events. These persons cannot wait in queues, are superficially interested in the aesthetic aspects of life and they have tendency to measure success in terms of material gains and number rather than quality of goals achieved. The main characteristics of the Type ‘A’ personality pattern people are tenseness, impatience, restlessness, achievement orientation, domineering and workaholic.

The Type ‘B’ personality pattern lacks Type ‘A’ personality’s characteristics. Type ‘B’ people may work hard and have considerable drive but they feel no conflict with people or time. People of Type ‘B’ personality pattern are more relaxed and easy going. They accept situations and work within those situations rather than fight them competitively. These persons are especially relaxed of time pressure and so are less prone to have problems related with stress. Type ‘B’ people play for fun and not to win. They are gentle or wild mannered having no arrogant behaviour. The main characteristics of Type ‘B’ people, which differentiate them from Type A people are—complacent, easy going, non-assertive, relaxed and patient.

No person has all the characteristics of Type ‘A’ or Type ‘B’ personality pattern. It is always a mixture of the two types. One may be oriented more towards a particular type, but may have some characteristics of other type too. If a person scores high on Type ‘A’, it does not mean that he is not having any characteristic of Type ‘B’ personality. There is a possibility that along with Type ‘A’ characteristics he has some of the characteristics of Type ‘B’ personality because most of the personalities have some of the characteristics of both the personality types. In other words, their personalities are mixture of Type ‘A’ and Type ‘B’ personalities and are called as Type ‘AB’ personality pattern. Statistically if an individual scores within normal on both Type ‘A’ and Type ‘B’ scale or scores above normal on both Type ‘A’ and Type ‘B’ scale or below normal on both Type ‘A’ and Type ‘B’ scale—-he/she is considered to have Type ‘AB’ personality pattern.
5.2 TITLE OF THE STUDY

A Comparative Study of Job Satisfaction Among the Teachers Working in Government, Government-aided and Private Schools in Relation to Personality Patterns and Certain Demographic Variables.

5.3 RATIONALE OF THE STUDY

Teaching is not merely imparting of knowledge and skills but it is an attempt to modify the behaviour of the child and to bring out the overall development of their personality. The student's character and conduct, their attitude and values are to a great extent, influenced by the teacher's own personality, their values and attitude. Government and the society should ensure whether the teachers are taking full interest in their work and discharging their responsibilities to the maximum of their abilities. Therefore, such conditions are needed to be created and an environment to be provided in educational institutions that permits a teacher to enjoy at least a moderate degree of job satisfaction. It is therefore most essential of educational institutions to find the degree of job satisfaction experienced by the teachers.

The whole system of school education in India, comprised of three different types of schools:

(1) Government schools.

(2) Government-aided schools.

(3) Unaided schools or private schools.

Within the limited time period and on the basis of available literature, the investigator could not find a single study that compares the job satisfaction of the teachers of the three types of schools mentioned above. So it becomes very essential to know whether there exists any difference in the level of job satisfaction enjoyed by these three groups of teachers. And if it exists, what are the bases on which they differ in the level of their respective job satisfaction.
The present investigation is in this specific context that is undertaken to specifically provide empirical answers to the following questions:

(i) What is the difference in the level of job satisfaction enjoyed by the teachers working in the three types of schools i.e. Government schools, Government-aided schools and Unaided or Private schools?

(ii) What is the difference in the level of job satisfaction enjoyed by the teachers of the three types of schools in relation to their personality types and some demographic variables like sex, age, marital status and educational qualification?

Considering the charm of the jobs provided by the Government sector like job security, salary, provision of leaves, workload, social status, social recognition and other facilities, it is expected that Govt. school teachers enjoy a high degree of job satisfaction. On the other hand, Unaided or Private schools do not provide good salary and other such benefits. Exploitation of teachers, no involvement of teachers in framing policy matters and no job security of unaided or private school teachers indicates that they might not be enjoying a good degree of job satisfaction. Hence the Government, Govt.-aided and Unaided school teachers do not enjoy an equal degree of job satisfaction.

As far as the job satisfaction of teachers in relation to sex is concerned, it is expected that female teachers of all the three groups enjoy a greater degree of job satisfaction than the male teachers. As far as age is concerned, it is expected that the teachers who are above 40 years of age enjoy a greater degree of job satisfaction than do the teachers who are below 40 years of age. The reason for it may be that the young teachers who have energy and ambition regard their jobs as inferior and try to shift in other jobs. Similarly, the Govt. school teachers above 40 or below 40 are expected to be more satisfied with their jobs than do their counterparts in Government-aided and unaided schools.
As far as marital status is concerned, it is expected that unmarried teachers are less satisfied with their jobs than do the teachers who are married. It is also expected that unmarried teachers of Govt. schools are more satisfied with their jobs than do the unmarried teachers of aided and unaided schools. Similarly, married teachers of Govt. schools are expected to be more satisfied with their jobs than do the married teachers of aided and unaided school teachers.

As far as educational qualification of teachers is concerned, it is expected that post-graduate Teachers i.e. PGTs are more satisfied with their jobs than do the trained-graduate Teachers i.e. TGTs in all the three types of schools.

The above discussion provides satisfactory rationale to justify the problem under investigation.

5.4 OBJECTIVES OF THE STUDY

(i) To investigate the difference in the levels of job satisfaction enjoyed by the Government, Government-aided and Unaided or Private school teachers.

(ii) To investigate the difference in the levels of job satisfaction of teachers of different personality patterns.

(iii) To compare the levels of job satisfaction of teachers working in the three types of schools in relation to sex.

(iv) To investigate the difference in the levels of job satisfaction of teachers in relation to educational qualification.

(v) To find out the difference in the levels of job satisfaction enjoyed by the three groups of teachers in relation to age.

(vi) To compare the difference in the levels of job satisfaction of teachers in relation to marital status.

5.5 NULL HYPOTHESIS

The following null hypothesis were formulated and tested under this investigation.
1 There would be no significant difference in the mean level of job satisfaction enjoyed by the Government and Government-aided school teachers.

1.1 There would be no significant difference in the mean level of job satisfaction enjoyed by the Government and Unaided or Private school teachers.

1.2 There would be no significant difference in the mean level of job satisfaction enjoyed by the Government-aided and Unaided or Private school teachers.

2 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’ and Personality Type ‘B’.

2.1 There would be no significant difference in the overall level of job satisfaction of teachers of Personality Type ‘A’ and Personality Type ‘AB’.

2.2 There would be no significant difference in the overall level of job satisfaction of teachers of Personality Type ‘B’ and Personality Type ‘AB’.

2.3 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Government schools.

2.4 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Government-aided schools.

2.5 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Unaided or Private schools.

2.6 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’ working in Government, Government-aided and Unaided or Private schools.

2.7 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘B’ working in Government, Government-aided and Unaided or Private schools.
2.8 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘AB’ working in Government, Government-aided and Unaided or Private schools.

3 There would be no significant difference in the mean level of job satisfaction of male teachers of Government, Government-aided and Private schools.

3.1 There would be no significant difference in the mean level of job satisfaction of female teachers of Government, Government-aided and unaided or Private schools.

3.2 There would be no significant difference in the mean level of job satisfaction of male and female teachers of Government schools.

3.3 There would be no significant difference in the mean level of job satisfaction of male and female teachers of Government-aided schools.

3.4 There would be no significant difference in the mean level of job satisfaction of male and female teachers of Unaided or Private schools.

4 There exists no significant difference in the mean level of job satisfaction enjoyed by TGTs of Government, Govt.-aided and Unaided or Private schools.

4.1 There exists no significant difference in the mean level of job satisfaction enjoyed by PGTs of Government, Govt.-aided and Unaided or Private schools.

4.2 There exists no significant difference in the mean level of job satisfaction of TGTs and PGTs working in Government schools.

4.3 There exists no significant difference in the mean level of job satisfaction of Tots and PGTs working in Government-aided schools.

4.4 There exists no significant difference in the mean level of job satisfaction of TGTs and PGTs working in unaided or Private schools.

5 There would be no significant difference in the mean level of job satisfaction enjoyed by the three groups of teachers who are below 40 years of age.
5.1 There would be no significant difference in the mean level of job satisfaction enjoyed by the three groups of teachers who are above 40 years of age.

5.2 There would be no significant difference in the mean level of job satisfaction enjoyed by Govt. school teachers who are below and above 40 years of age.

5.3 There would be no significant difference in the mean level of job satisfaction enjoyed by Government-aided school teachers who are below and above 40 years of age.

5.4 There would be no significant difference in the mean level of job satisfaction enjoyed by Unaided or private school teachers who are below and above 40 years of age.

6 There would be no difference in the mean level of job satisfaction enjoyed by the unmarried teachers of Govt., Govt.-aided and unaided or Private schools.

6.1 There would be no difference in the mean level of job satisfaction enjoyed by the married teachers of Govt., Govt.-aided and unaided or Private schools.

6.2 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Govt. schools.

6.3 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Govt.-aided schools.

6.4 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Unaided or Private schools.

5.6 POPULATION AND SAMPLE

The population in this investigation constituted of teachers of senior secondary schools of the five districts of eastern Uttar Pradesh namely Azamgarh, Balia, Mau, Ghazipur, and Jaunpur. All the Government senior secondary schools, Government-aided senior secondary schools and Unaided or Private senior secondary schools of the said five districts were taken under investigation. Two Government schools, two Government-aided schools and two Unaided or Private schools from all the five
districts were randomly selected for the investigation giving a total of $5 \times 3 \times 2 = 30$
schools.

The sample of the study was drawn by a 5 step random sampling procedure. In the first step a list of Government schools, Government-aided schools and Unaided or Private schools were obtained for all the five districts. In the second step two schools of each category i.e. two Government schools, two Government-aided schools and two Unaided or Private schools were randomly selected from the list of schools of all the five districts. In the third step the nominal role of all the teachers from the concerned schools along with information regarding the length of their services was obtained. In the fourth step separate list of TGTs and PGTs were prepared for all the schools which constituted male, female, married, unmarried and of different age groups. In the last and fifth step from all the 30 schools and from the obtained list of TGTs and PGTs, nine TGTs and six PTGs were randomly selected for investigation. In this way the sample for the investigation constituted of 450 teachers the description of which is given in the following tables.

Table-46

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>No. Of Govt. Schools</th>
<th>No. Of Govt.-aided Schools</th>
<th>No. Of Unaided Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Azamgarh</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Balia</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Ghazipur</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Jaunpur</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Mau</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>5 Districts</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>
### Table-47

**School Category and No of Teachers**

<table>
<thead>
<tr>
<th>School category</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>Govt.-aided</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>Unaided (Private)</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

### Table-48

**Category Wise Distribution of Sample**

<table>
<thead>
<tr>
<th>Category Of Teachers</th>
<th>Govt. School</th>
<th>Govt.-aided School</th>
<th>Unaided School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>96</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>TGT</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>PGT</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Age below 40 years</td>
<td>90</td>
<td>95</td>
<td>120</td>
</tr>
<tr>
<td>Age above 40 years</td>
<td>60</td>
<td>55</td>
<td>30</td>
</tr>
<tr>
<td>Married</td>
<td>50</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>Unmarried</td>
<td>100</td>
<td>105</td>
<td>70</td>
</tr>
</tbody>
</table>
5.7 TOOLS USED FOR DATA COLLECTION

The following tools were used for the collection of data.

5.7.1 Type A/B Behaviour Pattern Scale (ABBPS):

This Scale is a standardized scale to measure the personality Type of an individual, which was developed by Upinder Dhar and Manisha Jain and published by Ankur Psychological Agency, Indira Nagar, Lucknow. The scale is divided into two parts - Part I & Part II. Part I measures personality Type A factors and is consisted of 17 items. Part B measures personality Type B factors and is consisted of 16 items. In this way the scale is consisted of a total of 33 items.

All the items in both the parts of the scale are selection type in which a statement is given related to different factors of the personality related to Type A and Type B in both the parts separately and the respondents are required to tick out any one among five alternative preferences - completely agree, agree, indifferent, disagree and completely disagree. All the statements are related to the different behavioural experiences of daily life of individuals. As per the manual scoring is done and personality Type of an individual is decided.

5.7.2 Teacher Job Satisfaction Questionnaire (TJSQ):

This questionnaire was constructed and standardized by Pramod Kumar and Dr. D.N. Mutha, professor of Psychology, Sardar Patel University, Gujarat state. This questionnaire is meant for measuring the level of job satisfaction of teachers. The Teacher Job Satisfaction Questionnaire (TJSQ) consists of 29 highly discriminating 'Yes-No' items. These items are classified into four different aspect of job satisfaction in teaching. These include- (a) Satisfaction with work and work conditions, (b) Satisfaction with salary, security and promotion policies, (c) Satisfaction with institutional plans and policies, and (d) Satisfaction with authority, its competence and functioning. All the items except 6 and 29 are positively worded. All these items are given a score of '1' for positive responses except for item 6 and 29, in which case reverse is applicable. The sum of these values gives the job satisfaction score for the
subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the respondent.

The split-half reliability (odd-even method) of the test applying Spearman-Brown formula is .95 with an index of reliability of .97. The test-retest reliability of the test is .73 (time interval = 3 months), with an index of reliability of .85.

5.8 PROCEDURE OF DATA COLLECTION

The investigator visited schools and tried to develop a good and healthy relationship with the teachers in the first visit. In the second visit the investigator distributed the first tool i.e. A/BBPS (A/B Behaviour Pattern Scale) to all the respondents and discussed with them how to fill it and requested them to cooperate the investigator in his work and set the date in which it had to be collected. In the third visit filled A/BBPS were collected with thanks and with request the second tool i.e. the TJSQ (Teacher Job Satisfaction Questionnaire) was distributed to all the respondents. In the fourth and the final visit filled Teacher Job Satisfaction Questionnaire were collected from all the respondents.

5.9 ANALYSIS OF DATA

The data obtained through A/B Behaviour Pattern scale and Teacher job Satisfaction Questionnaire were analysed qualitatively and quantitatively. All the relevant data were tabulated and then analysed and interpreted accordingly. The following statistical measures were used for the quantitative analysis of data.

(i) Mean: To find out the average level of job satisfaction of teachers of personality type A, personality type B and personality type AB; mean scores on the Teacher Job Satisfaction Questionnaire was calculated. Statistical measure ‘Mean’ was also used to find out the average level of job satisfaction enjoyed by teachers of different sexes (Male and Female), different educational qualifications (PGTs and TGTs), different age groups (Age below and above 40 years) and of married and unmarried teachers working in the three different types of schools.
(ii) **Standard Deviation (S.D.):** It was calculated to measure the spread or dispersion of scores in the distribution and to compare the level of job satisfaction of teachers in relation to their personality patterns and certain demographic variables.

(iii) **t-test:** In order to analyse the differences and to test the null hypothesis for its acceptance or rejection t-test was applied. It was applied to test the level of significance of difference between the two means.

5.10 **DELIMITATIONS**

The study was delimited to five districts of eastern Uttar Pradesh namely Azamgarh, Balia, Ghazipur, Mau and Janunpur. It was also delimited to the senior secondary school teachers of Government schools, Government-aided schools and Unaided or Private schools of the said five districts of Azamgarh commissionary of eastern Uttar Pradesh.

5.11 **MAJOR FINDINGS**

The main purpose of the study is to highlight the major findings. They tell us about the outcome of the investigation. These major findings are derived from the analysis and interpretation of the collected data. The present study was undertaken with the specific purpose of comparing the level of job satisfaction enjoyed by the teachers of different personality patterns working in the three different types of schools i.e. Government schools, Government-aided schools and Unaided or Private schools. The study was also aimed at finding out the relationships between the job satisfaction of teachers with certain demographic variables like gender, marital status, educational qualification and age of the teachers. On the basis of the analysis and interpretation of the data presented in the previous chapters, these major findings have been drawn.

(1) In the first step an attempt was made to find out the level of job satisfaction of teachers working in Government schools, Government-aided schools and unaided or private schools. In Government schools, 46 % teachers were found
enjoying very high level of job satisfaction, 30 % high level of job satisfaction, 17.3% moderate level of job satisfaction, 5.3 % low level of job satisfaction and only 1.3 % with very low level of job satisfaction. Teachers working in Government-aided schools showed almost similar trend with 44 % very high level of satisfaction, 30 % high level of job satisfaction, 18 % moderate level of job satisfaction, 4 % low level of job satisfaction and 4 % with very low or lowest level of job satisfaction. This trend was almost reverse in the case of teachers working in unaided or private schools. In unaided or private schools only 10 % of the teachers were found to be having very high or highest level of job satisfaction followed by 20 % with high level of job satisfaction, 26 % moderate level of satisfaction, 10 % low level of satisfaction and 34 % with lowest or very low level of job satisfaction.

(2) In the second step an attempt was made to find out the personality type of the teachers working in Government schools, Government-aided schools and Unaided or private schools. It was found that out of total teachers in the sample 54.22 % teachers having Personality Type ‘AB’, 24 % belongs to Personality Type ‘A’ and only 21.77 % belongs to Personality Type ‘B’. This shows that in a population generally Personality Type ‘AB’ teachers are maximum followed by Personality Type ‘A’ and Personality Type ‘B’.

(3) The mean level of job satisfaction of teachers of Government schools was found to be 22.5 and of Government-aided school teachers it was found to be 22.3. On comparing the mean scores, no significant difference was found between the job satisfactions of teachers of these two schools.

(4) Mean level of job satisfaction of teachers working in Unaided or Private schools was found to be 15.10 and of teachers working in Government schools it was 22.5. On comparing the mean scores of these two groups on job satisfaction it was found that there is a significant difference between the mean level of job satisfaction enjoyed by teachers working in the Government
schools and Unaided or private schools. Government school teachers are significantly more satisfied than Unaided or Private school teachers.

(5) As far as Government-aided and Unaided or Private school teacher's job satisfaction is concerned, it was found that there is a significant difference between their mean level of job satisfaction. The mean job satisfaction score for Government-aided school teachers was 22.3 and for Unaided or Private school teachers, it was 15.10.

(6) The data revealed that the mean level of job satisfaction calculated together of Personality Type ‘A’ teachers working in the three types of schools is 20.85. It was 20.02 for Personality Type ‘B’ teachers and 19.67 for Personality Type ‘AB’ teachers. When compared for significance of difference, it was found that there is no significant difference between the level of job satisfaction of teachers of Personality Type ‘A’ and Personality Type ‘B’; Personality Type ‘A’ and Personality Type ‘AB’ and also between Personality Type ‘B’ and Personality Type ‘AB’.

(7) When Government school teachers of different Personality Types were compared on the mean level of their job satisfaction, it was found that there is no significant difference between the mean level of job satisfaction of teachers of Personality Type ‘A’ (23.9) and Personality Type ‘B’ (22.8) and also between Personality Type ‘B’ (22.8) and Personality Type ‘AB’ (21.8). A significant difference was found between Government school teachers of Personality Type ‘A’ (23.9) and Personality Type ‘AB’ (21.8).

(8) In the case of Government-aided school teachers of different Personality Types same result was revealed as in the case of Government school teachers. Personality Type ‘A’ teachers with a mean job satisfaction score of 23.8 were found to differ significantly with Personality Type ‘AB’ teachers (21.5) and no significant difference with the teachers of Personality Type ‘B’ (22.7).
was also no significant difference between the teachers of Personality Type ‘B’ and Personality Type ‘AB’.

(9) Teachers working in Unaided or Private schools showed a little bit different results to that of teachers working in Government and Government-aided schools. Overall level of job satisfaction of Unaided or Private school teachers was found to be minimum. When compared the level of their job satisfaction on the basis of teachers personality types, no significant difference was found between the mean level of job satisfaction of teachers of personality type ‘A’ (16.0) and personality type ‘B’ (15.6); Personality type ‘A’ (16.0) and personality type ‘AB’ (14.5) and also between personality type ‘B’ (15.6) and personality type ‘AB’ (14.5).

(10) On comparing the level of job satisfaction of personality type ‘A’ teachers working in the three different types of schools it was found that (i) no significant difference exists between personality type ‘A’ teachers working in Government schools (23.9) and Government-aided schools (23.8), (ii) a significant difference in the mean level of job satisfaction was found between personality type ‘A’ teachers working in Government schools (23.9) and Unaided or private schools (16.0) and also between Government-aided schools (23.8) and Unaided school or Private schools (16.0).

(11) When the mean level of job satisfaction of teachers of personality type ‘B’ working in the three different types of school was compared it was revealed that (i) no significant difference exists between personality type ‘B’ teachers working in Government schools (23.8) and Government-aided schools (22.7), (ii) a significant difference in the mean level of job satisfaction was found between personality type ‘B’ teachers working in Government schools (22.8) and Unaided or Private schools (15.6) and also between Government-aided schools (22.7) and Unaided or Private schools (15.6).
(12) Personality type ‘AB’ teachers working in the three different types of schools revealed the same results as shown by personality type ‘A’ and personality type ‘B’ teachers. No significant difference was found between the mean level of job satisfaction of personality type ‘AB’ teachers working in Government and Government-aided schools. Whereas, a significant difference was found between the mean level of job satisfaction of personality type ‘AB’ teachers working in Government and Unaided or Private schools and also between Government-aided and Unaided schools.

(13) An attempt was made to find out the level of job satisfaction of teachers in relation to gender or sex of the teachers and the types of schools in which they are teaching. Male teachers of Government schools showed highest level of job satisfaction with a mean level of job satisfaction of 22.8 followed by male teachers of Government-aided schools (22.3) and male teachers of Unaided or Private schools (15.21). Statistically no significant difference was found between the mean level of job satisfaction of male teachers working in Government and Government-aided schools. A significant difference was found between the mean level of job satisfaction of male teachers working in Government and Unaided schools and also between Government-aided and Unaided or Private schools.

(14) On comparing the level of job satisfaction of female teachers it was found that female teachers of Government schools have highest level of job satisfaction with a mean job satisfaction score of 22.4 followed by female teachers of Government-aided schools (22.1) and female teachers of Unaided or Private schools (14.9). Statistically no significant difference was found between the mean level of job satisfaction of female teachers working in Government and Government-aided schools. A significant difference was found between the mean level of job satisfaction of female teachers working in Government and
Unaided schools and also between Government-aided and Unaided or Private schools.

(15) No significant difference was found in the mean level of job satisfaction enjoyed by the male and female teachers working in Government schools. Mean score on Job Satisfaction Questionnaire of male teachers and female teachers of Government schools was found to be 22.8 and 22.4 respectively. The male and female teachers of Government schools were found to be equally satisfied with their jobs.

(16) In Government-aided schools, it was too found that there exists no significant difference between the mean level of job satisfaction of male and female teachers. Male teachers revealed a mean job satisfaction score of 22.3 whereas female teachers revealed 22.1 as their mean job satisfaction score. Male and female teachers of Government-aided schools showed an equal level of job satisfaction.

(17) Male and female teachers working in Unaided or Private schools showed similar trend in the level of their job satisfaction as in the case of Government and Government-aided schools. No significant difference was found in the mean level of job satisfaction of male and female teachers working in the Unaided or private schools. The male and female teachers of Unaided or private schools were found to be equally satisfied with their jobs.

(18) Trained Graduate Teachers (TGTs) working in Government schools showed highest level of job satisfaction with a mean level of job satisfaction of 22.2 followed by TGTs of Government-aided and Unaided or private schools showing the mean level of job satisfaction of 21.6 and 14.8 respectively. When compared for significance of difference, it was found that there is no significant difference between the mean level of job satisfaction of TGTs working in Government and Government-aided schools. But a significant difference was found between the mean level of job satisfaction of TGTs of
Government schools and Unaided or Private schools and also between Government-aided and Unaided or Private schools. TGTs of Government and Government-aided schools are equally satisfied with their jobs. TGTs of Government schools and Government-aided schools are significantly more satisfied with their jobs than do the TGTs of Unaided or Private schools.

(19) Post Graduate Teachers (PGTs) working in Government schools showed highest level of job satisfaction with a mean level of job satisfaction of 24.0 followed by PGTs of Government-aided and Unaided or private schools showing the mean level of job satisfaction of 22.8 and 15.3 respectively. When compared for significance of difference, it was found that there is no significant difference between the mean level of job satisfaction of PGTs working in Government and Government-aided schools. But a significant difference was found between the mean level of job satisfaction of PGTs working in Government schools and Unaided or Private schools and also between Government-aided and Unaided or Private schools. PGTs of Government and Government-aided schools are equally satisfied with their jobs. PGTs of Government schools and Government-aided schools are significantly more satisfied with their jobs than do the PGTs of Unaided or Private schools.

(20) A significant difference was found in the level of job satisfaction enjoyed by the TGTs and PGTs working in Government schools. With a mean job satisfaction score of 24.0, PGTs of Government schools were found to be significantly more satisfied with their jobs than do the TGTs (22.2).

(21) It was found that there is no significant difference between the mean level of job satisfaction enjoyed by the PGTs and TGTs of Government-aided schools. PGTs and TGTs of Government-aided schools showed almost equal satisfaction with their jobs.

(22) No significant difference was found between the mean level of job satisfaction enjoyed by the PGTs and TGTs of Unaided or Private schools. With a mean
job satisfaction score of 15.3, PGTs enjoyed almost an equal level of job satisfaction to that of TGTs (14.8) working in Unaided or Private schools.

(23) An attempt was made to compare the job satisfaction of teachers below and above 40 years of age. In both the cases i.e. for the teachers of less than 40 years of age as well as for the teachers of more than 40 years of age, it was found that there is no significant difference between the teachers working in Government and Government-aided schools. But a significant difference was found in the level of job satisfaction of teachers working in Government schools and Unaided or Private schools and also between the teachers working in the Government-aided and Unaided or Private schools.

(24) When compared the level of job satisfaction of two groups of teachers, one who are below 40 years of age and another who are above 40 years of age working in Government schools, it was found that there is no significant difference between the mean levels of their job satisfaction. Government school teachers below 40 years of age showed a mean job satisfaction score of 23.0 whereas those above 40 years of age showed a mean job satisfaction score of 21.75.

(25) Government-aided school teachers below and above 40 years of age were found to have no significant difference in the levels of their job satisfaction. They showed mean job satisfaction scores of 22.7 and 21.4 respectively.

(26) A significant difference was found in the level of job satisfaction of teachers below and above 40 years of age and working in Unaided or Private schools. Unaided school teachers of below 40 years of age showed a mean job satisfaction score of 14.5 and the teachers of the same type of school aged above 40 years showed a mean job satisfaction score of 17.5. This trend is reversed to the trend observed in the case of Government and Government-aided schools in which teachers below 40 years of age showed a little bit
higher level of job satisfaction than teachers above 40 years of age, although non significant.

(27) When compared the level of job satisfaction of teachers in relation to their marital status and type of schools, it was found that the married and unmarried teachers do not differ significantly in the levels of their job satisfaction. This result was found in all the three types of schools i.e. Government schools, Government-aided schools and Unaided or Private schools.

(28) Unmarried teachers of Government schools and Government-aided schools showed no significant difference in the mean levels of their job satisfaction. They were found having equally satisfied with their jobs. Unmarried teachers of Government school (Mean=23.5) and Government-aided schools (Mean=22.8) showed a significant difference in the level of their job satisfaction with Unaided or Private school teachers (Mean=14.53).

(29) Married teachers showed similar results as that of unmarried teachers. No significant difference was found in the level of job satisfaction of married teachers working in Government schools and Government-aided schools. They were found enjoying equal satisfaction with their jobs. Married teachers of Government schools (Mean=22.0) and Government-aided schools (Mean=22.08) showed a significant difference in the level of their job satisfaction with Unaided or Private school teachers (Mean=15.75).

5.12 CONCLUSION

The main purpose or goal of carrying out a scientific investigation is to generalize the findings of the study and draw conclusion. The analysis of the data and the discussion there upon led to the conclusion being discussed in the following paragraphs.

Teachers working in Government schools and Government-aided schools were found to enjoy almost equal level of job satisfaction. A significant difference was found in the level of job satisfaction of teachers working in Government and Private
schools and also between Government-aided and Unaided or Private schools. Unaided or Private school teachers were found to enjoy least level of job satisfaction. Percentage of highly satisfied teachers was maximum in Government and Government-aided schools and minimum in Unaided or Private schools. For least satisfied teachers this trend was reverse.

As regards to the teachers job satisfaction in relation to their personality type it was observed that there is no significant difference in the level of job satisfaction of teachers of personality type 'A', personality type 'B', and personality type 'AB' taken together all the three types of schools. In Government and Government-aided schools personality type 'A' teachers with higher level of job satisfaction differ significantly with personality type 'AB' teachers. In Unaided or Private school no significant difference was found in the level of job satisfaction among the teachers of personality type 'A', personality type 'B' and personality type 'AB'. In all the three types of schools there was no significant difference in the level of job satisfaction of teachers of personality type 'A' and personality type 'B' and also between personality type 'B' and personality type 'AB'.

As far as the level of job satisfaction of teachers in relation to their gender or sex is concerned, it was revealed that male and female teachers do not differ significantly in the level of their job satisfaction in all the three types of schools. Males scored a little bit higher score on job satisfaction questionnaire as compared to female teachers but the differences were not significant.

Post Graduate Teachers (PGTs,) and Trained Graduate Teachers (TGTs,) of Government schools showed significant difference in the level of their job satisfaction but this difference was found non significant in the case of Government-aided schools and Unaided or Private schools. Post Graduate Teachers of Government schools enjoy a higher level of job satisfaction as compared to Trained Graduate Teachers.

Teachers below and above 40 years of age showed a remarkable trend in the level of their job satisfaction. In Government and Government-aided schools, teachers
below 40 years of age enjoy a little bit more satisfaction with their jobs than do the teachers above 40 years of age although the differences were statistically non significant. This was reverse in the case of Unaided or Private schools in which teachers below 40 years of age enjoy lower level of job satisfaction than do the teachers above 40 years of age and this difference was found to be statistically significant.

No significant difference was observed in the level of job satisfaction of unmarried and married teachers of Government schools, Government-aided schools and Unaided or Private schools separately. Unmarried teachers of all the three types of schools enjoy an equal job satisfaction with their counterpart i.e. the married teachers of the same schools.

5.13 IMPLICATIONS OF THE STUDY

The educational administrators and educational policy makers to make the system more effective may utilize the findings of the present study. The findings may be used for the betterment of educational theory and practice.

The study reveals that Government and Government-aided school teachers are more satisfied with their jobs than the teachers of Unaided or Private schools. As far as results of all the three types of schools are concerned Unaided or Private schools give the best results, Government and Government-aided schools are not up to the mark, their results are generally not good i.e. they give poor results. This reflects that job satisfaction of teachers is not directly related with their performance, it is job security. In Unaided or Private schools performance of teachers give them their job security and this job security in turn provide them job satisfaction. This is not so in Government and Government-aided schools. In these two types of schools too performance of the teachers should be given priority and their performance should be related with their job security to provide them job satisfaction. The change in educational policy may be done accordingly.
In Government and Government-aided schools it was found that the teachers of personality type ‘A’ were enjoying a significantly higher level of job satisfaction than personality type ‘AB’ teachers. This indicates that personality type ‘A’ teachers can perform better than personality type ‘AB’ in Government and Government-aided schools. This finding generated an idea that teachers of personality type ‘A’ are more suitable in these two types of schools to have better performance from them. Further, a provision may be made in which personality type ‘A’ individuals should be given priority over other personality types individuals in getting them entry for pre-service teachers training programme.

While studying the relationship of age of the teachers with their level of job satisfaction it was found that teachers below 40 years of age and working in Government and Government-aided schools enjoy a little more job satisfaction than do the teachers above 40 years of age, although this difference was not significant. This indicates that with the increase in age the level of job satisfaction decreases. Hence the retirement age of teachers and employee of other departments should not be raised and the chance should be given to the young people to give their best. This trend was found to be reverse in the case of teachers working in Unaided or Private schools. Teachers of Unaided or Private schools below 40 years of age enjoy less job satisfaction than the teachers above 40 years of age working in the same type of schools. This difference in the level of job satisfaction was found to be statistically significant.

The findings of the study also give message to the principals, managers, educational officers and other personnel engaged in the field of educational institutions about the level of job satisfaction of teachers engaged in their institutions. They may try to raise the levels of job satisfaction of their teachers by creating proper atmosphere and suitable teaching-learning situations and providing proper job values,
scheme of promotion, proper supervision, good organizational climate, pays and perks etc. to their teachers.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

The present study was conducted on a small sample of 450 teachers in a small geographical area of five districts of eastern Uttar Pradesh, even then a few very interesting results were obtained which motivated the investigator to generate some ideas for further researches in the field of job satisfaction. Following recommendations evolved from the research conducted in this study, for further researches:

1. This study revealed that teachers working in Government and Government-aided schools are much satisfied with their jobs than the teachers of Unaided or Private schools. This pose a challenge to the established notion that job satisfaction is necessary for better performance, achievement, efficiency in working and of course better results as it is obvious that the results of Unaided or Private school are much better than the Government and Government-aided schools but their teachers are enjoying a very low level of job satisfaction. This opens a new vista for research to be done in this direction.

2. This study was conducted on a small sample of 450 teachers. Research may be carried out with larger samples for precision and generalization of results with similar objectives.

3. This study was confined to the senior secondary school teachers; its findings cannot be implemented to all the stages of education. Therefore it is needed to
replicate this study by incorporating all the levels of teachers to corroborate the findings of the study.

4 The findings of this study cannot be generalized at all India level because it was conducted in a small geographical area of five districts of eastern Uttar Pradesh. There is a need to conduct this study by taking a sample of teachers from all over India to generalize the findings of the study.

5 This study was conducted by taking into account only one psychological factor i.e. personality pattern or type and only four demographic variables namely sex, age, marital status and educational qualifications. There are various other factors which influence the job satisfaction of the teachers like teaching aptitude, socio-economic status, teaching experience, number of dependents, pay, achievement motivation etc. Hence, there is a need of a study to be conducted in future by taking other important personality factors into account, to make the study more significant.

6 A study of the variables like personality factors, participation in decision-making and job satisfaction of teachers may also be worthwhile.

7 A comparative study of teachers’ job satisfaction in relation to college and schools may provide a right direction to the principal for institutional development.

8 A comprehensive comparative study into Indian and foreign schools in relation to organizational climate and job satisfaction will provide a global view to the policy makers.

9 Teacher’s values may be studied in relation to their job satisfaction.
A study may be conducted on job satisfaction in relation to perception of teachers regarding their principal and perception of principal about themselves and their teachers in order to link the gap between school principals and their respective teachers, examining the impact of performance on institutions.

Studies may be conducted on the relationship between organizational climate of schools and job satisfaction of teachers.

Job satisfaction is very much influenced by job security of teachers; studies may be conducted in this direction.

The job satisfaction of teachers is very much related with their mental health, therefore studies may be conducted in this direction to compare the relationship between these two variables.