Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 Introduction

Job Satisfaction probably is the most widely studied variable in organizational behaviour. Though the study of job satisfaction is common in many organizations, it has become a serious problem in the management of educational institutions. Efficient and competent teachers are required in every educational institution so as to increase the effectiveness. For effective teaching, besides knowledge and skills, the teacher should have job satisfaction and favourable attitude towards both profession and institution. Job satisfaction is a primary requisite for any successful teaching-learning process. A good teacher motivates students, adopts curricular provisions to individual needs; adjusts teaching techniques to specific situations, manages the class-room effectively; assumes and
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conducts efficiently his administrative responsibilities; and co-operates cheerfully and intelligently with parents and the community. A teacher can fulfil all these functions efficiently if the level of his/her job satisfaction is high. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession and institution. If the teachers attain job satisfaction, they will be in a position to fulfil the educational objectives and national goals. A dissatisfied teacher is not only a loss to herself/himself but also to the entire institution. Thus job satisfaction is of great importance to employees, employers and community at large.

Organizational authorities may identify the ways and means through which teachers can be provided with facilitating work environment which influences their job satisfaction and commitment towards institution. Many teachers join teaching profession out of compulsion and always try to jump to other jobs as and when they get a chance. But with the passage of time, neither they are able to get a better job nor do they perform their duties with dedication which results in great harm to the students and to the teachers themselves. The topic of school climate and its effects on teacher’s behaviour and overall performance have attracted the attention of many researchers over decades as a result of its significant influence on educational outcomes. Investigating into the relationship between school climate, job satisfaction, and institutional commitment of teachers, may significantly contribute for enhancement of both the performance of schools and the quality of education system in Kerala. Thus, a study on job satisfaction and institutional commitment of school teachers in Kerala representing three types of management (Government, Aided and Unaided), two types of schools (HSS and VHSS) across three regions (south, central
and north) is considered to be highly relevant. The present study is carried out to examine and analyse job satisfaction, school climate and its influence on institutional commitment of teachers.

5.2 Objectives of the Study

1) To examine the factors affecting job satisfaction of teachers in Kerala.

2) To compare the job satisfaction of teachers working in government, aided and unaided schools.

3) To analyze commitment of school teachers towards their school and the works assigned.

4) To examine the impact of school climate on the Overall Job Satisfaction of teachers.

5) To examine the impact of school climate on the institutional commitment of school teachers.

6) To examine the impact of Overall Job Satisfaction on the institutional commitment of school teachers.

5.3 Research Methodology

The design of the present study is descriptive and analytical. Both primary and secondary data have been used for the study. Primary data were collected from the selected teachers of both higher secondary and vocational higher secondary schools in Kerala using a pre-structured questionnaire. Secondary data were collected from the official websites and also from the officials of regional offices of DHSE and DVHSE in the State. Multi-stage random sampling with proportionate allocation has been used for the selection.
of the sample for the study. In the first stage, Kerala is divided into three regions. In the second stage, three districts have been selected at random from each region by means of lottery method. Accordingly, Kozhikode from the northern region, Thrissur from the central region and Pathanamthitta from the southern region were selected. In the third stage, 544 higher secondary schools and 106 Vocational higher secondary schools were selected from these districts. In the fourth stage, 350 government, 208 aided and 92 unaided schools were selected representing both HSSs and VHSSs. A sample size of 650 teachers was fixed statistically to represent the whole population. This sample size is allocated to each district and type of school based on the proportion of teachers working during 2013 - ‘14 in the selected schools from the districts identified for the study in Kerala. The data collected were edited, coded and analysed by using the Statistical Package for Social Sciences (SPSS Version 22). The statistical tools used for the analysis of primary data consist of frequencies cross-tabulation, descriptive statistics like arithmetic mean, percentages, etc. The analytical tools used for establishing and analysing the relation and dependence among the variables include statistical methods used for Hypotheses testing, such as Chi-square test, Three-way ANOVA, MANOVA, Factor analysis and Multiple and Step-wise Regression Model.

The scheming of report is done as shown below:

Chapter 1 - Introduction
Chapter 2 - Review of Earlier Studies
Chapter 3 - Theoretical Frame Work of the Study
Chapter 4 - Job Satisfaction and Institutional Commitment of School Teachers in Kerala
Chapter 5 - Summary of findings, conclusions and suggestions
5.4 Summary of findings

The major findings of the study are reported below:

5.4.1 Demographic Profile of the Teachers Selected for the Study

1) Among the 650 teachers selected for the study, three-fifth (60.91%) of the teachers belong to rural schools and two-fifth (39.09%) belong to urban schools. Among the respondents, majority (60.2%) are female teachers. Almost all the teachers (97.80%) under study are married. Classification on the basis of number of children reveals that majority (59.20%) have one child and only six teachers (0.9%) have more than two children. As much as 63.10 per cent of the teachers are from nuclear families whereas, nearly 40 per cent are from joint families. Looking at the qualification, it is evident that four-fifth (83.10%) school teachers have prescribed minimum qualification (like PG, B.Ed., SET/NET etc). 10 per cent are over qualified, whereas 6.90 per cent teachers are under qualified. Further, 81.10 per cent of the selected teachers are higher secondary school teachers (HSSTs) and 18.90 per cent are vocational higher secondary school teachers (VHSSTs). As much as 32 per cent of the selected teachers teach in the science stream, 40 per cent teach in the commerce stream and 10.80 per cent teach in the humanities stream. Only 17.20 per cent are language teachers. The study also reveals that almost half (47.85%) of them have 2-6 years of teaching experience; two-fifth (39.69%) have 7-11 years and one-eighth (12.46%) have 12-16 years of teaching experience. Three-fourth (76.15%) of the teachers are designated as seniors, and one-fifth (19.69%) are juniors and 30 teachers are not designated as junior or senior. Further, 53.84 per cent
of teachers are from government schools, 32 per cent from aided schools and 14.16 per cent from unaided schools.

2) Among the 396 rural school teachers, a good number (59.60 per cent) are female and also among the 254 urban school teachers, majority (61 %) are female. It is also observed that majority of the teachers (97.80 per cent) are married.

3) Among the rural school teachers majority (50 %) of them have one child, 25.30 per cent have no child, 23.70 per cent have two children and only 1 per cent have more than two children. Similarly, among the urban school teachers, majority (73.60 per cent) have one child, 13.80 per cent have two children, and 11.80 per cent have no child and only 0.8. per cent have more than two children. Further, most of the teachers (63.10%) selected for the study are from nuclear families.

4) Among the rural school teachers 82.79 per cent teachers have prescribed minimum qualification; 11.11 per cent teachers are over qualified and 6.10 per cent do not have even the prescribed minimum qualification. Similarly, among the urban school teachers 83.10 per cent have prescribed minimum qualification, 10 per cent are over qualified and 6.90 per cent teachers do not possess even the prescribed minimum qualification. Further, among the rural school teachers 82.80 per cent are HSSTs and 17.20 per cent are VHSSTs. Among the urban schools teachers 81.10 per cent are HSSTs and 21.70 per cent VHSSTs.

5) Among the 396 rural school teachers, 36.40 per cent teach in the science stream, 34.10 per cent in commerce, 12.60 per cent in humanities, and 16.90 per cent are language teachers. Out of 254
urban school teachers 25.20 per cent teach in science stream, 49.20 per cent in commerce, 7.90 per cent in humanities and 17.70 per cent are language teachers. Further among the rural teachers, 84.59 per cent teachers are designated as senior teachers, 8.58 per cent are junior teachers and 27 teachers are not designated as junior or senior. Among the urban school teachers 61.81 per cent are seniors, 37 per cent are juniors and 3 teachers are not designated so.

6) Among the rural school teachers, almost half of the teachers (46.72 %) have 2-6 years of teaching experience and 10.10 per cent have 12-16 years of teaching experience. Among the urban school teachers, half (49.61 %) of them have 2-6 years of teaching experience and one-sixth (16.14%) have 12-16 years of teaching experience.

7) Among the 350 government school teachers, 54.30 per cent are male and 45.70 per cent are female. Among the 208 aided school teachers, 19.20 per cent are male and 80.80 per cent are female. Similarly among the 92 unaided school teachers, 31.50 are male and 68.50 per cent are female. Further majority of the government school teachers (50.60 %) and majority of the aided school teachers (73.60 per cent) have one child. Again, only 1.10 per cent government teachers and 1 per cent aided school teachers have more than two children. Similarly out of 92 unaided school teachers, 59.80 per cent teachers have one child.

8) Majority of the government school teachers (65.70 %) and aided school teachers (54.80 %) are from nuclear families. As much as 71.70 per cent of the unaided school teachers are from nuclear families and 36.90 per cent are from joint families.
9) Most of the government school teachers (85%) and aided school teachers (90%) have prescribed minimum qualification (PG, B.Ed and SET/NET) and 15 per cent of the government school teachers and 10 per cent of the aided school teachers are overqualified. Almost half (48.90%) of the unaided school teachers are qualified and only one teacher (1.08%) is over qualified. It is worth mentioning that nearly half (48.90%) of the unaided school teachers do not possess even the prescribed minimum qualification so that they need be given salary at lower rates.

10) Three-fourth (73.40%) of the government school teachers and 85.60 per cent aided school teachers (85.60%) are from higher secondary schools (HSSs). Others are from vocational higher secondary schools (VHSSs). All of the unaided school teachers belong to HSSs for want of VHSS in the unaided sector.

11) Out of 350 government school teachers, 27.70 per cent teach in the science stream, 46.00 per cent in commerce and 11.40 per cent in humanities. As much as 14.90 per cent teachers are language teachers. Out of 208 aided school teachers, 37.00 per cent teach in the science stream, 32.20 per cent and 14.40 per cent in commerce and humanities respectively. As much as 16.30 per cent teachers are language teachers. Out of 92 unaided school teachers, 32 per cent teach in the science stream, 34.80 per cent in commerce and 28.30 per cent teachers are language teachers.

12) Majority of the government teachers (89.72%) and aided school teachers (71.16%) are senior teachers. Further 10.28 per cent government teachers and 28.84 per cent aided school teachers are
juniors. Among the unaided school teachers, 34.80 per cent are seniors and 32.60 per cent teachers are juniors. As much as 30 per cent unaided school teachers are not designated as senior or junior.

13) Among the 350 government school teachers, 52 per cent have 7-11 years of teaching experience and 9.10 per cent have 12-16 years of teaching experience. Out of 208 aided school teachers 24.52 per cent have 7-11 years of teaching experience and 17.78 per cent have 12-16 years of teaching experience. Similarly, out of 92 unaided school teachers, 27.17 per cent have 7-11 years of teaching experience and 14.16 per cent have 12-16 years of teaching experience. Analysis of the data collected reveals that around 25 per cent aided and unaided school teachers have 7-11 years of teaching experience compared to 52 per cent in the case of government school teachers.

5.4.2 Job Satisfaction Level of Teachers in HSS and VHSS

a. With regard to Pay, the mean scores of the responses of the selected teachers varied considerably according to the types of school (i.e. HSS or VHSS) in which teachers work and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 178.534 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Based on this, it is found that, with respect to Pay, satisfaction level of teachers working in HSS seems to be high when compared to teachers working in the VHSS (observe the highest mean score 13.652 in the mean matrix).

2) With respect to scope for Promotion, the mean scores of the responses of the selected teachers varied considerably according to the types of
school in which teachers work and this mean score variation is statistically validated by observing the F values and its corresponding P values (F = 48.892 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is seen that, with regard to Promotion, satisfaction level of teachers working in HSS seems to be high as compared to teachers working in the VHSS (observe the highest mean score 6.776 in the mean matrix).

3) Considering the satisfaction level of the selected teachers with regard to Supervision, the mean scores of the responses of the selected teachers varied notably according to types of school and this mean score variation is statistically validated by observing the F values and its corresponding P values (F = 364.237 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is concluded that, with respect to Supervision, satisfaction level of teachers working in VHSS seems to be high as compared to teachers working in the HSS (observe the highest mean score 21.738 in the mean matrix).

4) With regard to Fringe Benefits, the mean scores of the responses of the selected teachers varied significantly in accordance with the type of school and this mean score variation is statistically validated by observing the F values and its corresponding P values (F=58.073 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is found that, with regard to Fringe Benefits, satisfaction level of teachers working in HSS seems to be high compared to teachers working in the VHSS (observe the highest mean score 14.412 in the mean matrix).
5) With regard to Contingent Rewards, the mean scores of the responses of the selected teachers varied much according to the type of school and this mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 149.237$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, based on this, it is concluded that, with regard to Contingent Rewards, satisfaction level of teachers working in VHSS seems to be high compared to teachers working in HSS (observe the highest mean score 18.685 in the mean matrix).

6) Considering the satisfaction level of the selected teachers with respect to Operating Procedures the mean scores of the responses of the selected teachers varied considerably according to the types of school in which teachers work and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 132.183$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Operating Procedures, satisfaction level of teachers working in HSS seems to be high compared to teachers working in the VHSS (observe the highest mean score 16.638 in the mean matrix).

7) With respect to Co-workers, the mean scores of the responses of the selected teachers varied significantly according to the types of school (HSS or VHSS) and this mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 123.792$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, based on this, it is found that, with regard to Co-workers, satisfaction level of teachers working in HSS seems to be high as compared to
teachers working in VHSS (observe the highest mean score 19.616 in the mean matrix).

8) With regard to Nature of Work, the mean scores of the responses of the selected teachers varied considerably in accordance with the types of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 1750.892 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is seen that, with respect to Nature of Work, satisfaction level of teachers working in HSS seems to be high compared to teachers working in the VHSS (observe the highest mean score 19.631 in the mean matrix).

9) Considering the satisfaction level of the selected teachers with respect to Communication, the mean scores of the responses of the selected teachers varied greatly in accordance with the types of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 365.876 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Communication, satisfaction level of teachers working in HSS seems to be high compared to teachers working in the VHSS (observe the highest mean score 23.212 in the mean matrix).

5.4.3 Job Satisfaction Level of Teachers in Rural and Urban Schools

1) Considering the satisfaction level of the selected teachers with regard to Pay, the mean scores of the responses of the selected teachers varied considerably in accordance with their school location (rural or urban) and the mean score variation is statistically validated by
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observing the F values and its corresponding P values (F = 907.375 and P = 0.000 < 0.05) in the Three Way-ANOVA model. Therefore, based on this, it is found that, with respect to Pay, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in the urban schools (observe the highest mean score 13.699 in the mean matrix).

2) With regard to scope for Promotion, the mean scores of the responses of the selected teachers varied significantly according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 70.966 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Based on this, it is concluded that, with respect to Promotion, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in the urban schools (observe the highest mean score 6.202 in the mean matrix).

3) Considering the satisfaction level of the teachers with respect to Supervision, the mean scores of the responses varied much according to their school location; but the mean score variation is not statistically validated by observing the F values and its corresponding P values (F = 0.507 and P = 0.477 > 0.05) in the Three-Way ANOVA model. Therefore, it is seen that, with respect to Supervision, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in the urban schools (observe the highest mean score 20.492 in the mean matrix).

4) With regard to Fringe Benefits, the mean scores of the responses of the selected teachers varied considerably according to their school
location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 342.027 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Based on this, it is found that, with regard to Fringe Benefits, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in urban schools (observe the highest mean score 14.082 in the mean matrix).

5) With regard to Contingent Rewards the mean scores of the responses of the selected teachers varied very much according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 293.121 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Contingent Rewards, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in the urban schools (observe the highest mean score 16.995 in the mean matrix).

6) Considering the satisfaction level of the selected teachers with respect to Operating Procedures, the mean scores of the responses of the selected teachers varied considerably according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 213.560 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is concluded that, with respect to Operating Procedures, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in the urban schools (observe the highest mean score 16.565 in the mean matrix).
7) With respect to Co-workers, the mean scores of the responses of the selected teachers varied considerably according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 250.871 and P = 0.000 < 0.05) in the Three-Way ANOVA model. On this basis, it is found that, with respect to Co-workers, satisfaction level of teachers working in rural schools seems to be high compared to teachers working in urban schools (observe the highest mean score 19.301 in the mean matrix).

8) With regard to Nature of Work, the mean scores of the responses of the selected teachers varied greatly according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 292.850 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is seen that, with respect to Nature of Work, satisfaction level of teachers working in rural schools seems to be high as compared to teachers working in the urban schools (observe the highest mean score 16.028 in the mean matrix).

9) Considering the satisfaction level of the selected teachers with respect to Communication, the mean scores of the responses of the selected teachers varied considerably according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 443.710 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Communication, satisfaction level of teachers working in rural schools seems to be high as compared to teachers working in
the urban schools (observe the highest mean score 22.154 in the mean matrix).

5.4.4 Job Satisfaction Level of Teachers in Government, Aided and Unaided schools

1) Considering the satisfaction level of the selected teachers with respect to Pay, the mean scores of the responses of the selected teachers varied considerably according to the types of school management (Government, aided or unaided) and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 3957.531$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Pay, satisfaction level of teachers working in aided schools seems to be high compared to teachers working in government and unaided schools (observe the highest mean score 18.164 in the mean matrix). It is also observed that teachers working in unaided schools seem to be very dissatisfied with their Pay (lowest mean score of 3.893) as compared to teachers working in government and aided schools.

2) With respect to scope for Promotion, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 223.524$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, based on this, it is concluded that, with respect to Promotion, satisfaction level of teachers working in aided schools seems to be high compared to teachers working in government and unaided schools (observe the highest mean score 7.605 in the mean
matrix). It is also observed that teachers working in unaided schools seem to be very dissatisfied with their Promotion (lowest mean score of 3.257) compared to teachers working in government and aided schools.

3) Considering the satisfaction level of the selected teachers with respect to Supervision, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 111.629 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Here it is found that, with respect to Supervision, satisfaction level of teachers working in unaided schools seems to be high compared to teachers working in government and aided schools (observe the highest mean score 21.707 in the mean matrix). It is also observed that teachers working in aided schools seem to be very dissatisfied with their Promotion (lowest mean score of 19.396) compared to teachers working in government and aided schools.

4) With respect to Fringe Benefits, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 2131.887 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is found that, with respect to Fringe Benefits, satisfaction level of teachers working in aided schools seems to be high compared to teachers working in government and unaided schools (observe the highest mean score 18.097 in the mean matrix).
It is also observed that teachers working in unaided schools seem to be very dissatisfied with their Fringe Benefits (lowest mean score of 6.081) compared to teachers working in government and aided schools.

5) With regard to Contingent Rewards, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 1078.771 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is found that with respect to Contingent Rewards, satisfaction level of teachers working in unaided schools seems to be high compared to teachers working in government and aided schools (observe the highest mean score 21.136 in the mean matrix). It is also observed that teachers working in government schools seem to be very dissatisfied with their Contingent Rewards (lowest mean score of 13.070) compared to teachers working in aided and unaided schools.

6) Considering the satisfaction level of the selected teachers with respect to Operating Procedures the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 718.338 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, based on this, it is seen that with respect to Operating Procedures, satisfaction level of teachers working in unaided schools seems to be high compared to teachers working in government and aided schools.
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(observe the highest mean score 19.061 in the mean matrix). It is also observed that teachers working in government schools seem to be very dissatisfied with their Operating Procedures (lowest mean score of 13.879) compared to teachers working in aided and unaided schools.

7) In the case of satisfaction level of the teachers with respect to Co-workers, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 287.878 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Co-workers, satisfaction level of teachers working in government schools seems to be high compared to teachers working in aided and unaided schools. (observe the highest mean score 19.875 in the mean matrix). It is also observed that teachers working in aided schools seem to be very dissatisfied with their Co-workers (lowest mean score of 17.031) compared to teachers working in government and unaided schools.

8) With regard to Nature of Work, the mean scores of the responses of the selected teachers varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 504.508 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Nature of Work, satisfaction level of teachers working in government schools seems to be high compared to teachers working in aided and unaided schools (observe the highest mean score 17.928 in the mean matrix).
It is also observed that teachers working in unaided schools seem to be very dissatisfied with their work (lowest mean score of 11.293) compared to teachers working in government and aided schools.

9) Considering the satisfaction level of the selected teachers with respect to Communication, the mean scores of the responses varied considerably according to different managements in which teachers work and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 717.100 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to flow of Communication, satisfaction level of teachers working in government schools seems to be high compared to teachers working in aided and unaided schools (observe the highest mean score 23.627 in the mean matrix). It is also observed that teachers working in unaided schools seem to be very dissatisfied with the flow of Communication in their schools (lowest mean score of 18.630 in the mean matrix).

5.4.5 Overall Job Satisfaction of Teachers

Overall Job Satisfaction of teachers is influenced by the eight dimensions of job satisfaction such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, and the Nature of Work. This dependence is proved with the Step-wise Multiple Linear Regression Model, in which Beta Co-efficients and the associated t values are statistically significant at 5 per cent level of significance (with p = 0.000 < 0.05 in all these cases). Moreover, the R² shows that 99.80 per cent of the explanation of the variation in Overall Job Satisfaction is found due to the impact of these eight dimensions of job satisfaction.
5.4.6 Factors Affecting the Overall Job Satisfaction of Teachers

With regard to Overall Job Satisfaction, the mean scores of the responses of the selected teachers varied considerably according to the type of school, location and type of management and the mean score variation is statistically validated by observing the F values and its corresponding P values (P = 0.000 < 0.05 in all cases) in the Three-Way ANOVA model. Therefore, it is found that, Overall Job Satisfaction level of teachers working in VHSS seems to be low compared to teachers working in HSS (low mean score of 138.170). It is also inferred that, Overall Job Satisfaction level of teachers working in urban schools seems to be low compared to teachers working in rural schools. (Low means score of 141.006). Further it is also observed that Overall Job Satisfaction of teachers working in unaided schools seems to be very low (very low mean score of 124.351) compared to teachers working in government and aided schools.

5.4.7 School Climate Perception of the Teachers in HSS and VHSS

1) In the case of perception with regard to Collegial Leadership, the mean scores of the responses of the selected teachers varied considerably according to the type of school (HSS or VHSS) in which teachers work and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 154.991 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Hence it is found that, with respect to Collegial Leadership, perception of teachers working in VHSS seems to be better compared to teachers working in the HSS (observe the highest mean score 34.726 in the mean matrix).
2) With respect to Professional Teacher Behaviour, the mean scores of the responses of the teachers varied considerably according to the type of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 5.846 and P = 0.000 < 0.05) in the Three-Way ANOVA model. From this, it is seen that, with regard to Professional Teacher Behaviour, perception of teachers working in HSS seems to be better compared to teachers working in the VHSS (observe the highest mean score 25.938 in the mean matrix).

3) Considering the perceptions of the selected teachers with regard to Achievement Press, the mean scores of the responses of the selected teachers varied considerably according to the type of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 730.259 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Based on this, it is observed that, with regard to Achievement Press, perception of teachers working in HSS seems to be better compared to teachers working in the VHSS (observe the highest mean score 33.029 in the mean matrix).

4) In the case of perceptions of the teachers with regard to Institutional Vulnerability, the mean scores of the responses of the selected teachers varied considerably according to type of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 29.388 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with regard to institutional vulnerability, HSSs are more vulnerable or exposed to
outside pressures than the VHSSs (observe the highest mean score 13.446 in the mean matrix).

5.4.8 School Climate Perceptions of the Teachers in Rural and Urban Schools

1) In the case of perception of the teachers with respect to Collegial Leadership, the mean scores of the responses varied considerably according to their school location (rural or urban) and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 689.467 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, with respect to Collegial Leadership, perception of the teachers working in urban schools seems to be better compared to teachers working in rural schools (observe the highest mean score 33.625 in the mean matrix).

2) With regard to Professional Teacher Behaviour, the mean scores of the responses varied significantly according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 18.330 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is seen that, in the case of Professional Teacher Behaviour, perception of teachers working in rural schools seems to be better compared to teachers working in urban schools (observe the highest mean score 25.488 in the mean matrix).

3) Considering the perception of the teachers with respect to Achievement Press, the mean scores of the responses varied considerably according to their school location; but this mean score variation is not statistically validated by observing the F values and its
corresponding P values (F = 24.328 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is concluded that, with regard to Achievement Press, perception of teachers working in rural schools seems to be better compared to teachers working in urban schools (observe the highest mean score of 31.841 in the mean matrix).

4) In the case of perception of the teachers with respect to institutional vulnerability, the mean scores of the responses varied considerably according to school location and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 2737.157 and P = 0.000 < 0.05) in the Three-Way ANOVA model. From this, it is found that, with regard to institutional vulnerability, rural schools are more vulnerable or exposed to outside pressures than urban schools (observe the highest mean score 17.710 in the mean matrix).

5.4.9 School Climate Perceptions of the Teachers in Government, Aided and Unaided Schools

1) In the case of perception of the teachers with regard to Collegial Leadership, the mean scores of the responses varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F =1164.273 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Here, it is found that unaided schools have the highest score of Collegial Leadership and government schools have the lowest score of Collegial Leadership among the three sectors. It is inferred that unaided school teachers have better
perception with respect to Principal-teacher relationship than the aided and government school teachers (High mean score of 35.640).

2) With regard to Professional Teacher Behaviour, the mean scores of the responses varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 306.439 and P = 0.000 < 0.05) in the Three-Way ANOVA model. It is observed that unaided schools have the highest score of Professional Teacher Behaviour and aided schools have the lowest score among the three sectors. It is inferred that unaided school teachers have better perception with respect to teacher-teacher relationship than government and aided school teachers (High mean score of 27.079).

3) In the case of perception of the teachers with respect to Achievement Press, the mean scores varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 198.566 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is seen that unaided schools have the highest score of Achievement Press and government schools have the lowest score among the three sectors. It is inferred that press for academic achievement is high in unaided schools and low in government schools (High mean score of 32.707).

4) In the case of perception of the teachers with respect to institutional vulnerability, the mean scores of the responses varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its
corresponding P values (F = 614.550 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Based on this, it is found that, government schools have the highest score (score of 19.150) of institutional vulnerability and unaided schools have the lowest score (score of 6.638) among the three sectors. The score of Institutional Vulnerability of aided schools lies in between these two. It is inferred that government schools are more vulnerable or exposed to outside pressures than aided and unaided schools.

5.4.10 Institutional Commitment of the Teachers in HSS and VHSS

1) In the case of commitment of the teachers towards work assignment, the mean scores of the responses varied considerably according to the type of school (HSS or VHSS) and this mean score variation is not statistically validated by observing the F values and its corresponding P values (F = .624 and P = .430 > .05) in the Three-Way ANOVA model. Accordingly, it is found that, HSS and VHSS teachers do not vary in their level of commitment towards work assignment.

2) With regard to Image Building Activities, the mean scores of the responses varied considerably according to the type of school and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 317.823 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, It is inferred that HSS teachers do more activities to build image of their school than the VHSS teachers (observe the highest mean score 13.726 in the mean matrix).
3) Considering the commitment of the teachers towards institution, the mean scores of the responses varied considerably according to the type of school and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 43.988$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Based on this, it is observed that, VHSS teachers are more committed towards institution than the HSS teachers (observe the highest mean score 14.366 in the mean matrix).

5.4.11 Institutional Commitment of the Teachers in Rural and Urban Schools

1) In the case of commitment of the teachers towards work assignment, the mean scores of the responses varied considerably according to their school location (rural or urban) and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 65.619$ and $P = .000 < .05$) in the Three-Way ANOVA model. Therefore, It is inferred that urban school teachers are more committed towards work assignments than the rural school teachers (High mean score of 13.368).

2) With regard to Image Building Activities, the mean scores of the responses varied considerably according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 9.485$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Based on this, it is found that, rural school teachers do more activities to build image of their school than the urban school teachers (High mean score of 12.927).
3) Considering the commitment of the teachers towards institution, the mean scores of the responses varied considerably according to their school location and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 30.122$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, it is inferred that urban school teachers are more committed towards institution than the rural school teachers (High mean score of 14.087).

5.4.12 Institutional Commitment of the Teachers in Government, Aided and Unaided Schools

1) In the case of commitment of the teachers towards work assignment, the mean scores of the responses varied considerably according to the type of school management (Government, Aided and Unaided) and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F = 2957.748$ and $P = .000 < .05$) in the Three-Way ANOVA model. So, it is found that aided school teachers have the highest mean score (score of 16.216) of commitment towards work assignment, unaided school teachers have the lowest mean score (score of 9.458) and the government school teachers’ Commitment Towards Work Assignment score (score of 14.254) is in between these two.

2) With regard to Image Building Activities, the mean scores of the responses varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values ($F= 42.526$ and $P = 0.000 < 0.05$) in the Three-Way ANOVA model. Therefore, it is found that aided school teachers have the highest mean score (score of...
13.325) of Image Building Activities, unaided school teachers have the lowest mean score (score of 12.244) and the government school teachers’ score (score of 13.003) is in between these two.

3) Considering the commitment of the teachers towards institution, the mean scores of the responses varied considerably according to the type of school management and the mean score variation is statistically validated by observing the F values and its corresponding P values (F = 547.427 and P = 0.000 < 0.05) in the Three-Way ANOVA model. Therefore, it is found that, aided school teachers have the highest mean score (score of 15.860) of commitment towards institution, unaided school teachers have the lowest mean score (score of 12.732) and government school teachers’ score (score of 13.431) is closer to that of the unaided school teachers.

4) The Multi-variate Analysis of Variance (MANOVA) performed on the set of variables describing commitment level of teachers by different managements (Government, Aided or Unaided) reveals significant variations in the three managements selected. The subsequent Univariate analysis derived using the General Linear Model for Multivariate Analysis also provides significant F-values for the three variables indicating commitment level of the teachers. It may be concluded that the level of commitment of the selected teachers is different in each of the three selected managements (p = 0.000 < 0.05 in all the three cases). Aided school teachers have the highest score for the three variables describing commitment. Unaided school teachers have the lowest score for the three variables describing commitment.
5) Commitment level of the selected teachers vary over the two schools (HSS or VHSS) when the variables (commitment towards work assignment, Image Building Activities and commitment towards institution) are taken together. The MANOVA characterised by powerful Pillai’s Trace test is significant at 5 per cent level (p = 0.000 < 0.05). When these three variables are taken independently, commitment level does not vary considerably over the two schools for the variable ‘commitment towards work assignment’ (p = 0.805 > 0.05), whereas, it varies considerably over the two schools for the variables ‘commitment towards Image Building Activities’ (p = 0.000 < 0.05) and ‘commitment towards institution’ (p = 0.000 < 0.05). Commitment towards Image Building Activities is high for HSS teachers whereas commitment towards institution is high for the VHSS teachers.

5.4.13 Impact of School Climate Dimensions on the Overall Job Satisfaction of School Teachers

Teachers’ Overall Job Satisfaction is influenced by the four dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability. This is validated by applying the Multiple Linear Regression Model in which, as per the $R^2$, 59.10 per cent of the explanation of the variation in Overall Job Satisfaction is found due to the impact of these four dimensions of school climate. Besides, the Beta Co-efficients and the associated ‘t’ values of Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability are statistically significant at 5 per cent level of significance (p = 0.000 < 0.05 in all cases).
5.4.14 Impact of School Climate Dimensions on the Institutional Commitment of School Teachers

1) Teachers’ Commitment Towards Work Assignment is influenced by three dimensions of school climate such as Collegial Leadership, Professional Teacher Behaviour, and Institutional Vulnerability. This is validated by applying the Multiple Linear Regression Model in which, as per the R2, 59.20 per cent of the explanation of the variation in Commitment Towards Work Assignment is found due to the impact of these three dimensions of school climate. Besides, the Beta Co-efficients and the associated ‘t’ values of Collegial Leadership, Professional Teacher Behaviour and Institutional Vulnerability are statistically significant at 5 per cent level (p = 0.000 < 0.05 in these three cases).

2) The impact of the dimensions of school climate on teachers’ image building activities is evaluated by the Multiple Linear Regression Model in which the Beta co-efficients and the associate ‘t’ values of Collegial Leadership, Professional Teacher Behaviour and Achievement Press are found to be validated statistically at 5 per cent level of significance (with p = 0.000 < 0.05 in all these three cases). Moreover, the R² in the model shows that 29.2 per cent of the explanation of the variation in Image Building Activities is due to the impact of these three variables. This implies that Collegial Leadership, Professional Teacher Behaviour and Achievement Press influence teachers’ activities to build the image of their school.

3) Teachers’ Commitment Towards their Institution is influenced by four dimensions of school climate, viz., Collegial Leadership, Professional
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Teacher Behaviour, Achievement Press and Institutional Vulnerability. This dependence is proved with the Multiple Linear Regression Model, in which Beta Co-efficients and the associated ‘t’ values are statistically significant at 5 per cent level of significance (with $p = 0.000 < 0.05$ in all these cases). Moreover, $R^2$ shows that 66.70 per cent of the explanation of the variation in commitment towards institution is found due to the impact of these four dimensions of school climate.

5.4.15 Impact of Overall Job Satisfaction on the Institutional Commitment of School Teachers

1) Teachers’ Commitment Towards Work Assignment is influenced by Overall Job Satisfaction of teachers. This is validated by applying the Multiple Linear Regression Model in which, as per the $R^2$ 58.60 per cent of the explanation of the variation in Commitment Towards Work Assignment is found due to the impact of Overall Job Satisfaction. Besides, the Beta Co-efficients and the associated ‘t’ value of Overall Job Satisfaction is statistically significant at 5 per cent level of significance ($p = 0.000 < 0.05$).

2) The impact of Overall Job Satisfaction on teachers’ Image Building Activities is evaluated by the Multiple Linear Regression Model in which the Beta co-efficients and the associated ‘t’ value of Overall Job Satisfaction is found to be validated statistically at 5 per cent level of significance (with $p = 0.000 < 0.05$). Moreover, the $R^2$ in the model shows that 32.70 per cent of the explanation of the variation in Image Building Activities is due to the impact of Overall Job Satisfaction. This implies that Overall Job Satisfaction influences teachers’ activities to build the image of their school.
3) Teachers’ Commitment Towards their Institution is influenced by Overall Job Satisfaction of teachers. This dependence is proved with the Multiple Linear Regression Model, in which Beta Co-efficients and the associated ‘t’ values are statistically significant at 5 per cent level of significance (with p = 0.000 < 0.05). Moreover, R² shows that 20.50 per cent of the explanation of the variation in commitment towards institution is found due to the impact of Overall Job Satisfaction.

5.5 Conclusions

1) Satisfaction level of the teachers with respect to different dimensions of job satisfaction such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Work and Communication shows significant variations with respect to the type of school (HSS or VHSS) in which teachers work.

2) With regard to Pay, Promotion, Fringe Benefits, Operating Procedures, co-workers, Nature of Work and Communication, satisfaction level of teachers working in HSS seem to be high compared to teachers working in the VHSS.

3) With regard to Supervision and Contingent Rewards, satisfaction level of teachers working in VHSS seems to be high compared to teachers working in the HSS.

4) Satisfaction level of the teachers with regard to Pay, Promotion, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Work and Communication, varied significantly
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according to school locations (rural or urban). Satisfaction level of the teachers with respect to Supervision, varied considerably according to school locations but the mean score variation is not statistically significant.

5) With respect to all dimensions of job satisfaction, satisfaction level of teachers working in rural schools seems to be high as compared to teachers working in urban schools.

6) Satisfaction level of the teachers with respect to all dimensions of job satisfaction, varied significantly according to the types of school management (Government, Aided or Unaided).

7) With respect to Pay, Promotion and Fringe Benefits, it is found that, satisfaction level of teachers working in aided schools seems to be high as compared to teachers working in government and unaided schools. It is also observed that teachers working in unaided schools seem to be very dissatisfied with their Pay and Promotion compared to teachers working in government and aided schools.

8) Considering the satisfaction level of the teachers with respect to Supervision, Contingent Rewards and Operating Procedures, it is found that, satisfaction level of teachers working in unaided schools seems to be high compared to teachers working in government and aided schools. It is also observed that teachers working in government schools seem to be very dissatisfied with their Contingent Rewards and Operating Procedures compared to teachers working in aided and unaided schools.
9) In the case of satisfaction level of the teachers with respect to Co-workers, Nature of Work and Communication, it is observed that, satisfaction level of teachers working in government schools seems to be high compared to teachers working in aided and unaided schools. It is also observed that teachers working in aided schools seem to be very dissatisfied with their Co-workers compared to teachers working in government and unaided schools. Further, teachers working in unaided schools seem to be very dissatisfied with Nature of Work and Communication compared to teachers working in government and aided schools.

10) Overall Job Satisfaction of teachers is affected by the eight dimensions of job satisfaction such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, and Nature of Work. Moreover, 99.80 per cent of the explanation of the variation in Overall Job Satisfaction is found due to the impact of these eight dimensions of job satisfaction.

11) Different dimensions of school climate such as Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability, show significant variations with regard to the type of school (HSS or VHSS) in which teachers work.

12) In the case of Collegial Leadership, perception of teachers working in VHSS seems to be better compared to teachers working in HSS. With respect to Professional Teacher Behaviour and Achievement Press, it is found that, perception of teachers working in HSS seems to be better compared to teachers working in VHSS. In the case of Institutional Vulnerability, it is found that, Higher Secondary Schools
are more vulnerable or exposed to outside pressures than Vocational Highers Secondary Schools.

13) Perception of the teachers with respect to four dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability, shows significant variations according to the school location (rural or urban) in which teachers work.

14) In the case of Collegial Leadership, it is found that, perception of the teachers working in urban schools seems to be better compared to teachers working in rural schools. With regard to Professional Teacher Behaviour and Achievement Press, it is found that, perception of the teachers working in rural schools seems to be better than teachers working in the urban schools. In the case of Institutional Vulnerability, it is found that, rural schools are more vulnerable or exposed to outside pressures than urban schools.

15) Perception of the teachers with respect to four dimensions of school climate such as Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability, varied considerably according to the type of school management (Government, Aided or Unaided).

16) Unaided school teachers have better perception with respect to Collegial Leadership and Professional Teacher Behaviour than the aided and government school teachers. Aided school teachers have better perception with respect to principal teacher relationship than the government school teachers. Government school teachers have better
perception with respect to teacher-teacher relationship than the aided school teachers.

17) In the case of Achievement Press, it is found that press for academic achievement is high in unaided schools and low in government schools. Aided schools stand in between these two. In the case of Institutional Vulnerability, it is observed that, government schools are more vulnerable or exposed to outside pressures than aided and unaided schools. Unaided schools are least affected by outside pressures and dangers.

18) HSS and VHSS teachers do not vary in their level of commitment towards work assignment. HSS teachers do more activities to build image of their school than the VHSS teachers. VHSS teachers are more committed towards their school than the HSS teachers.

19) Urban school teachers are more committed towards work assignment than rural school teachers. Rural school teachers do more activities to build image of their school than urban school teachers. Urban school teachers are more committed towards their school than the rural school teachers.

20) Aided school teachers are more committed towards work assignment, Image Building Activities and institution than government and unaided school teachers. Unaided school teachers have the lowest score of three factors of commitment and government school teachers stand in between these two.

21) The Multi-variate Analysis of Variance (MANOVA) performed on the set of variables describing commitment level of teachers, by different
managements, reveals significant variations in all the three managements selected. It may be concluded that the level of commitment of the selected teachers is different in each of the three managements. Commitment level of the selected teachers vary over the two schools (HSS or VHSS) when the variables (commitment towards work assignment, Image Building Activities and commitment towards institution) are taken together. When these three variables are taken independently, commitment level does not vary considerably over the two institutions for the variable ‘commitment towards work assignment’, whereas, it varies considerably over the two institutions for the variables ‘commitment towards Image Building Activities’ and ‘commitment towards institution’. Commitment towards Image Building Activities is high for HSS teachers whereas, commitment towards institution is high for the VHSS teachers.

22) Teachers’ commitment level shows significant variations with respect to the type of school management (Government, Aided or Unaided). Aided school teachers have the highest score for the three variables describing commitment. Unaided school teachers have the lowest score for the three variables describing commitment.

23) Commitment level of the selected teachers vary significantly over the two schools (HSS or VHSS) when the variables (commitment towards work assignment, Image Building Activities and commitment towards institution) are taken together. Commitment towards Image Building Activities is high for HSS teachers whereas, commitment towards institution is high for the VHSS teachers.

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Summary of Findings, Conclusions and Suggestions

24) Teachers’ Overall Job Satisfaction is influenced by the four dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability. Besides, 59.10 per cent of the explanation of the variation in Overall Job Satisfaction is found due to the impact of these four dimensions of school climate.

25) Teachers’ Commitment Towards Work Assignment is influenced by three dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, and Institutional Vulnerability. Moreover, 59.20 per cent of the explanation of the variation in Commitment Towards Work Assignment is found due to the impact of these three dimensions of school climate.

26) Collegial Leadership, Professional Teacher Behaviour and Achievement Press influence teachers’ activities to build the image of their school. Moreover, 29.20 per cent of the explanation of the variation in commitment towards Image Building Activities is found due to the impact of these three dimensions of school climate.

27) Teachers’ Commitment Towards their Institution is influenced by the four dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability. Besides, 66.70 per cent of the explanation of the variation in commitment towards institution is found due to the impact of these four dimensions of school climate.

28) Overall Job Satisfaction influences teachers’ commitment towards work assignment, Image Building Activities and commitment towards institution.
5.6 Testing of Hypotheses

1. There is no significant difference in the satisfaction level of the teachers working in government, aided and unaided schools.

   The hypothesis is tested with Three-way ANOVA and the output shows that the F value is significant statistically at 5 per cent level (p < 0.05 in all cases). Therefore, the null hypothesis is rejected with a conclusion that the satisfaction level of the teachers working in government, aided and unaided schools is found to be different.

2. The Overall Job Satisfaction of teachers is not dependent on Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers and Nature of Work.

   The hypothesis is tested with Multiple Step-wise Linear regression model. From the co-efficient matrix, it can be observed that the value of Beta co-efficient and the associated ‘t’ values of such factors are statistically valid at 5 per cent level of significance (p < 0.05 in all cases). Therefore the null hypothesis is rejected with a conclusion that the Overall Job Satisfaction of school teachers is influenced by Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers and the Nature of Work.

3. There is no difference in the commitment of teachers working in government, aided and unaided schools towards their work assignment.

   The hypothesis is tested with Three–way ANOVA in which the F value is found to be significant at 5 per cent level (p < 0.05). Therefore, the null hypothesis is rejected with the conclusion that the commitments of teachers towards their work assignment are different according to the type of management of schools.

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4. **There is no significant difference in the commitment of teachers working in HSS and VHSS towards their institution.**

Three-Way ANOVA was used to test the null hypothesis and it is found that the value of F is statistically significant at 5 per cent level (p < 0.05). Therefore, by rejecting the null hypothesis it may be concluded that the commitment of the teachers working in HSS and VHSS towards their institution is different.

5. **The Overall Job Satisfaction is not affected by school climate dimensions such as CL, PTB, AP and IV.**

The hypothesis is tested with multiple linear regression model and the Beta co-efficient and ‘t’ values in the model is found to be significant at 5 per cent level (p < 0.05). The null hypothesis is rejected with the conclusion that the Overall Job Satisfaction is influenced by CL, PTB, AP and IV.

6. **The commitment of teachers towards the institution is not affected by CL, PTB, AP and IV.**

The hypothesis is tested with multiple linear regression model and the Beta co-efficient and ‘t’ values in the model is found to be significant at 5 per cent level (p < 0.05). The null hypothesis is rejected with the conclusion that the commitment of school teachers towards their institution is influenced by CL, PTB, AP and IV.

7. **The commitment of teachers is not affected by the Overall Job Satisfaction of teachers.**

The hypothesis is tested with multiple linear regression model and the Beta co-efficient and ‘t’ value in the model is found to be significant at 5 per cent level of significance (p < 0.05). By rejecting the null
hypothesis, it may be concluded that Overall Job Satisfaction influences teachers’ commitment towards work assignment, Image Building Activities and commitment towards institution.

5.7 Suggestions

Following suggestions are made on the basis of the findings and results:

1) Results of the study reveal that teachers are most dissatisfied with salary, Promotion and other benefits. Such dissatisfaction is highest in the unaided sector. The teachers’ economic situation should be made better, specifically for unaided school teachers. The authorities should think of hiking the emoluments and providing more Fringe Benefits. Increased financial benefits may prevent leaving of the qualified teachers to other destinations.

2) Professional Promotions may be effected in accordance with seniority and performance. A transparent system of determining the professional competency should be insisted.

3) The injustices in social and economic rights among the teachers who perform the same job should be checked by eliminating the junior-senior bifurcation existing among the teachers with similar quality and qualification in the higher secondary and vocational higher secondary sector.

4) The administrators may recognize and appreciate the good and successful works of the teachers. Teachers require an environment where they are praised, recognized and appreciated by colleagues and their Principal. Therefore, teachers are to be aware that their seniors appreciate their efforts. If good work is recognized – either by means of positive feedback...
or remarks on good/sincere works/Attempts at the staff meetings and similar common platforms, teachers definitely experience a sense of satisfaction. Hence such a system may be insisted by the parties concerned.

5) The Principals may take into account interests and capabilities of teachers while assigning duties to them and try not to impose cumbersome, awkward and unnecessary tasks on them. Principals should also take the opinions and suggestions of teachers into consideration.

6) Policies and decisions may be communicated to all by means of circulars/memos and in meetings to ensure that all teachers are well informed. Fairness in school policies affects job satisfaction and institutional commitment positively. Therefore, the Principals should explain and discuss these policies to the teachers, emphasizing and catching attention towards their fairness. Holding of different meetings for educational planning or for resolving school problems can boost spirit and get the teachers satisfied and committed to job and their school.

7) The authorities may provide equal opportunities for development and growth of teachers. In order to facilitate growth and development, workshops, seminars and refresher courses should be conducted to update teachers in their respective subjects. Exploration of availability and adequacy of equipment and resources required in their schools (especially VHSS) has to be made frequently for the discharge of teachers’ responsibilities promptly.
8) The score of Collegial Leadership is not so strong. It becomes more important for principals to be aware of the importance of their supervisory styles in relation to teachers’ job satisfaction and should adopt the supportive principal behaviour. Principals may express fundamental respect for teachers’ ideas, suggestions, decisions, knowledge and growth. They should also develop skills to build and maintain friendship and collegiality. An atmosphere of trust, confidence, sense of belonging and co-operation should be fostered, where teachers can interact with one another and promote cooperative learning, group cohesion and respect. The principals may try in various ways to create an intimate and sincere environment in schools, and in this way reinforce openness, honesty, mutual trust and in turn job satisfaction, job involvement, and commitment. For this, direct confrontation and direct conversation with teachers should be there in the agenda of principals. Criticism is to be handled constructively, praise is to be given genuinely, and principal may listen to and accept teachers’ suggestions.

9) The poor Professional Teacher Behaviour scores in the aided and government schools indicate low collaboration and support among teachers. Teachers should be provided with an appropriate working environment at their schools where, they can carry out their duties with interest and enthusiasm. Authorities should identify the ways and means through which teachers can be provided with facilitating learning environment which will influence their satisfaction and commitment. As the teachers often value the interpersonal interactions and associations, the schools have to make transparent, formal and
informal arrangements to improve the relationship among the staff members.

10) The moderate score of Achievement Press indicates that the parents, students and the Principal are not exerting pressure for high academic standards and school improvements. Teachers’ responses also indicate that improvement should be there in: student effort, hard work for achievement and commitment. This can be achieved to a certain extent by means of: (1) various counselling given to the students, teachers and the parents; (2) frequent (formal and informal) interactions on matters of academic importance and other issues affecting the educational community between the teachers and parents; (3) specially arranged classes by the competent parents and other well-wishers/stakeholders.

11) High Institutional Vulnerability score in government rural schools indicate that some vocal parents and political parties are interfering and influencing in the school activities and the Principal is reacting more to their requests. Often the teachers and students behave as per the instructions of the political parties or other external organisations. This undue loyalty towards the non-academic outside community has to be ceased. Everything possible may be done and ensured with this end in view.

12) The higher secondary school principalship is both mentally and physically challenging. Principals must meet the needs of students, parents, faculty staff and the community. They must also meet exhausting demands of after-school activities. It has been realized that the higher secondary school principalship is a burn-out position
especially for female principals in the science stream, since they report a large degree of role conflict as they work to have balance between the domestic and official demands. As principalship is a feeder category, the Principal should be relieved of teaching and permitted to indulge in the administrative affairs round the clock.

13) Mentoring programmes may be developed to assist the principals in becoming more effective. Such programmes offer training in developing relationships and forging partnerships with parents and students and provide awareness of various community outreach possibilities to equip principals better to provide assistance to their school population. Authorities may continually conduct workshops/seminars to update principals in their various leadership styles so that they can select the most appropriate leadership style in accordance with a particular situation.

14) Teachers’ participation in decision-making, proper Communication of role expectations and recognition of good work are some concrete, easily applicable modifications which can enhance job satisfaction and institutional commitment of teachers. The physical infrastructural facilities covering better class rooms and staff room, library, laboratory, toilets and technological aids need to be improved especially in government schools. Such things may be implemented with the financial support of government agencies, local bodies, NGOs, business firms, PTA and the alumni.

15) The problem of vast curricula and syllabi does exist still especially in science, commerce and humanities stream even after redesigning the curricula. The teachers fail to conduct internal evaluation effectively.
So the authorities may redesign and reduce the vast syllabus suitably and conduct workshops and seminars to equip teachers to handle the redesigned syllabus effectively. The authorities should also ensure that school working days are not adversely affected while arranging workshops or clusters.

16) The authorities should appoint adequate supporting staff especially in government schools so that teachers can concentrate on teaching alone instead of office jobs which will increase their overall workload.

17) It is important that State and local officials continue to monitor and assess the school climate, Overall Job Satisfaction and institutional commitment in order to make teachers work for the institution rather than doing something for the purpose of doing at the school.

5.8 Areas for further research

No research is perfectly complete in all respects. Every research has got its own limitations. To understand the phenomenon as closely as possible, researcher constantly strives to find more and more facts. The present study is not an exception to this. It opens up certain avenues for further research, which are briefly mentioned below:

1) Similar studies can be conducted on a larger sample and at different regions to have in-depth knowledge of school climate, job satisfaction and institutional commitment of school teachers.

2) In the present investigation the sample was limited to teachers working in higher secondary and vocational higher secondary schools only. It can be extended to CBSE, ICSE, Navodaya schools and Kendriya Vidyalayas also.
3) This study can also be conducted on the school teachers of various levels such as primary, upper primary and high school teachers of state and central syllabus.

4) The present research was confined to study of school climate, job satisfaction and institutional commitment of school teachers in relation to different types of institutions, school locations and different managements. The same study can be conducted by taking other independent variables also.

5) It is advisable to conduct a correlational study of school climate, job satisfaction and institutional commitment of school teachers with different frameworks.

6) There is need to discover additional correlates of job satisfaction and institutional commitment, and also to understand how these constructs influence educational outcomes such as innovative instructional practices, students’ achievement etc.

7) Further research is recommended in order to reassess the perceptions of the teachers regarding the school climate, job satisfaction and institutional commitment in order to re-evaluate whether the situation is improving or not.

The above given list is, not exhaustive, but illustrative. There are vast areas in this field which have remained unexplored and any attempt to develop them may be instructive.