CHAPTER VIII

SUMMARY AND CONCLUSION
## CHAPTER VIII

### SUMMARY AND CONCLUSION

<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Introduction</td>
<td>421</td>
</tr>
<tr>
<td>8.2</td>
<td>Job Satisfaction</td>
<td>422</td>
</tr>
<tr>
<td>8.3</td>
<td>Motivation</td>
<td>425</td>
</tr>
<tr>
<td>8.4</td>
<td>Communication Satisfaction</td>
<td>429</td>
</tr>
<tr>
<td>8.5</td>
<td>Recommendations for future Studies</td>
<td>449</td>
</tr>
<tr>
<td>8.6</td>
<td>Limitations of the Study</td>
<td>450</td>
</tr>
<tr>
<td>8.7</td>
<td>Epilogue</td>
<td>451</td>
</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

8.1 INTRODUCTION

This chapter examined the data obtained from the survey questionnaire. It was analyzed in terms of the design developed in chapter I. Demographic characteristics of aided and unaided school teachers, the eight subscales of administration, compensation, opportunities for advancement, student responsibility and discipline, job tasks, colleagues, parents & community and school buildings and supplies were used to analyze the data on job satisfaction. This section summarizes the results of demographic characteristics and information gained from the job satisfaction, motivation and communication satisfaction questionnaire. Aided schools and unaided schools in India have spawned myriad theories on its scope, effects and its future as they are pivotal for the development of our nation. Both schools need to be compared with each other and cannot be examined in isolation. What teachers do in aided schools and in unaided schools are intimately connected to what happens outside of it. Thus most of the explanations for the subjective state between aided schools and unaided schools remain imputative and speculative in nature. The concluding remarks are interpretive statements that generate a representation of aided and unaided school teachers located in Mumbai.
8.2 JOB SATISFACTION

Q1. What is the relationship between gender, age, length of experience, level of qualification and level of post with job satisfaction of aided and unaided school teachers?

1. The job satisfaction reported by responding aided and unaided school teachers was statistically significant with respect to gender of teachers. Female teachers indicated a statistically higher level of satisfaction than male teachers with mean scores of 103.28 & 91.72 in aided schools, and 101.88 & 99.48 in unaided schools.

2. In aided schools teachers teaching primary classes were more satisfied with their jobs than teachers teaching secondary classes, though a statistically significant relationship between the two were not established. In unaided schools there was not much difference in the level of satisfaction between teachers teaching primary and secondary section.

3. The job satisfaction mean score of aided and unaided school teachers who responded to this study was statistically significant with respect to the qualification of teachers. Both aided and unaided school teachers holding Bachelors' degree expressed satisfaction at a greater level than teachers holding Masters' degree with mean scores of 101.27 & 97.26 for aided schools, and 105.17 & 97.81 for unaided schools.

4. The mean difference of job satisfaction scores was significantly related to the length of experience for teachers in aided and unaided schools. While teachers with least experience of less than four years were more satisfied in aided
schools, teachers with more than 15 years were the most satisfied in unaided schools.

5. 'Senior teachers' in aided schools claimed more dissatisfaction than 'teachers', while 'senior teachers' in unaided schools, while no significant relationship was established.

Q2. **What aspects of teaching promote job satisfaction for aided and unaided school teachers?**

Aided and unaided school teachers were most satisfied with administration, relationship with colleagues and Parents & community. Herzberg, Mausner and Snyderman hypothesized that job satisfaction results in high job performance relating specifically to those teachers who expressed high intrinsic satisfaction motivators would be more satisfied, better quality work ethic, and higher performance. The fact that teachers were satisfied with administration and motivated by the chance to be creative and exercise power of autonomy in their occupation shows that teachers are experiencing job satisfaction because of such high intrinsic level of satisfaction within their responsibility in their position. The mean general job satisfaction score was 98.86 & 101.38 for aided and unaided schools giving a possible range from 34 to 136 and a median score of 85.

It indicates a very satisfactory level when compared to neutral mean of 12.36 & 12.67 for aided and unaided schools making these factors fall between 'satisfied and very satisfied level'. Further when decreased to four point liker scale this
conclusion is also supported by the mean score of 19.18 & 18.93 for Administration, 15.00, 16.20 for colleagues, 13.45 & 14.27 for parents and community, which were in the high end of the scale.

Q3. What aspects of teaching cause dissatisfaction for aided and unaided school teachers?

Aided and unaided school teachers are very less satisfied with the following aspects of the job:

School buildings and Supplies

Opportunities for advancement

Compensation

Student responsibility

Job tasks

The general mean satisfaction score of job satisfaction is 98.86 & 101.38 for aided and unaided school teachers giving a possible mean score ranging from 34 to 136 and a median score of 85. When reduced to a four-point liker scale, the neutral mean score is 12.36 & 12.67 for aided and unaided schools. The reduced mean level for school buildings were 8.99 & 9.17, opportunities for advancement were 9.77 & 9.48, compensation were 9.98 & 9.68, student responsibility were 11.01 & 11.89, job tasks were 11.48 & 11.75 for aided and unaided schools. Thus the mean scales for the above factors falls between dissatisfied and very dissatisfied.
Q4. Who experience more satisfaction – whether aided or unaided schoolteachers?

Teachers in aided and unaided schools were generally satisfied with their jobs with overall mean scores of 98.86 & 101.38. The mean job satisfaction scores range from 34 to 136 with a median score of 85, indicating a satisfactory level for both the teachers. When using Herzberg two-factor theory as a theoretical framework, the hygiene factors or extrinsic (pay, work environment) etc were revealed in this study to lead to dissatisfaction.

8.3 MOTIVATION

Q5. What is the relationship between gender, age, experience and qualification with level of motivation of aided and unaided schoolteachers?

1. The motivation score reported by responding aided and unaided schoolteachers was statistically significant with respect to gender of teachers. Female teachers indicated a higher level of motivation than male teachers with comparative mean scores of 40.20 & 34.27 in aided schools and 40.12 & 38.32 in unaided schools and a statistically significant relationship was established among unaided school teachers.

2. The motivation mean difference was significantly related to the classes taught in case of unaided schools where secondary teachers were more motivated than primary class teachers with mean scores of 40.58 & 38.63. In aided schools though no statistically significant relationship was
established, teachers teaching primary classes were more motivated than secondary teachers with mean scores of 39.47 & 36.53 in that order.

3. Teachers who were more than 40 years old were the most motivated in aided schools and teachers who were less than 30 years old were the most motivated in unaided schools though there were no statistically significant relationship between age and motivation.

4. The motivational mean score of aided school teachers who participated in this study was statistically significant with respect to length of experience. Additionally an inverse relationship was established with motivation with least experienced teachers being the most motivated and the level of motivation kept decreasing as the length of experience increases. There was no statistically significant relationship present with respect to motivation level of unaided schoolteachers and length of experience.

5. The motivation score of aided and unaided schoolteachers who participated in this study was significantly related to the qualification of teachers. Teachers in both types of schools with Bachelors’ degree were more motivated than teachers with Masters’ degree.

6. Motivation mean score was found to be significantly related to the level of post held by teachers in aided schools where “teachers” were more motivated than ‘senior teachers’. In unaided schools ‘senior teachers’ were more motivated than ‘teachers’ though there was significant relationship existing between them.
Q6. Who is more motivated- aided school or unaided schoolteacher?

Unaided schoolteachers were more motivated than aided schoolteachers with mean scores of 39.74 & 38.07. Teachers working in both types of schools do not feel the balance between intrinsic and extrinsic needs, since they are more motivated by intrinsic factors than extrinsic factors. Further they are motivated and demotivated by common factors.

Q7. What are the factors that teachers working in aided school and unaided schools perceive as increasing level of motivation?

Teachers in aided and unaided schools were motivated with Relationship with students, The chance to do different things (creativity), the freedom to use their judgment (autonomy), The feeling of accomplishment (achievement), the chance to make use of their abilities acquired by training and the chance to be somebody in the community (social recognition). This level of response indicates an orientation towards intrinsic motivation factors. Such an orientation is good for the well being of schools. According to Herzberg, teachers who are primarily oriented towards motivation factors may be expected to show a higher tolerance for adverse environmental circumstances in their job. An intrinsically motivated teacher may also be expected to show a strong interest in the quality of his or her work.

The mean general motivation score was 38.07 & 39.74 for aided and unaided schoolteachers giving a possible range from 13 & 52 and a median score of 32.50. Further it indicates a very motivated level when compared to neutral mean of 2.93 & 3.06 for aided and unaided schools making it fall between
motivated and very motivated. When reduced to four point liker scale this conclusion is also supported by mean score of 3.07 & 3.18 for autonomy, 3.08 & 3.26 for social recognition, 2.99 & 3.16 for achievement, which were in the higher end of the scale.

Q8. What are the factors that teachers working in aided and unaided school perceive as reducing the level of motivation?

Teachers in aided and unaided schools were demotivated by extrinsic factors such as work environment, policies that are practiced, amount of work (working hours), payment etc. these hygiene factors when absent will lead to dissatisfaction.

The mean general motivation score was 38.07 & 39.74 for aided and unaided schoolteachers giving a possible range from 13 & 52 and a median score of 32.50. When compared to neutral mean of 2.93 & 3.06 for aided and unaided schools, the factors fall between demotivated to very demotivated. When reduced to four point liker scale this conclusion is also supported by mean score of 2.83 & 2.95 for work environment, 2.53 & 2.69 for educational policies, 2.65 & 2.74 for working hours, which were in the lower end of the scale.
Q9. What is the relationship between gender, age, experience and qualification with interpersonal communication of aided and unaided schoolteachers?

1. The communication satisfaction reported by responding aided and unaided school teachers was statistically significant with respect to gender of teachers. Female teachers indicated higher level of communication satisfaction than male teachers with mean scores of 37.24 & 28.17 for aided schools and 36.35 & 33.76 for unaided schools.

2. In aided schools teacher teaching primary classes were more satisfied with interpersonal communication at school than secondary teachers and a statistically significant relationship was established. In unaided school there was no difference in the level of satisfaction between teachers teaching primary and secondary classes.

3. The communication satisfaction mean score of aided and unaided school teachers who participated in this study was statistically significant with respect to length of experience of teachers. An inverse relationship where satisfaction with interpersonal communication which decreased as the length of experience increased was found in case of aided and unaided school teachers.

4. The communication satisfaction means difference was significantly related to the qualification of teachers. Both aided and unaided school teachers
holding Bachelors’ degree expressed satisfaction with interpersonal communication than teachers with masters’ degree.

5. ‘Senior teachers’ in aided and unaided schools were dissatisfied with interpersonal communication than ‘teachers’, though a significant relationship was established only in aided schools.

6. Satisfaction with interpersonal communication at school was significantly related to the age incase of aided schools where teachers between 30-40 years were the most satisfied and in unaided schools teachers less than 30 years were the most satisfied with communication at school but no statistically significant relationship was established.

Q10. With whom are the aided and unaided school teachers most dissatisfied with interpersonal communication in the work place?

Teachers in aided and unaided schools were most dissatisfied with interpersonal communication with Management of their school. Management has the authority to control, as to who joins the school as an employee. Under this category message proceeds vertically down the chain of command from the school management to principal to the schoolteachers.

While the neutral mean was 8.50 and 8.96 for aided and unaided schools, the mean scores for satisfaction with management was 5.38 and 5.32 which was very less than the neutral mean.

The outcome of the study showed that the mean scores of communication satisfaction with colleagues were 5.67 and 5.93 in aided and unaided schools,
which is very less than neutral means of 8.50 and 8.96 respectively. The results reveal that teachers from both types of schools were unhappy with communication with their colleagues, both formally and informally.

Q11. With whom are the aided and unaided school teachers most satisfied with interpersonal communication in the work place?

According to the results of this study, communication satisfaction with supervisors deduced the highest mean score of 14.04 and 15.23 respectively demonstrating a very high satisfaction in comparison with a neutral score of 8.50 and 8.96 in that order for aided and unaided schools. This shows that teachers in aided and unaided schools were most satisfied with the interpersonal communication with their supervisors.

Teachers in aided and unaided schools were very happy with their communication with students and class IV employees in their school. This factor was ranked second high in determining the satisfaction with communication with students. The mean scores 8.91 and 9.34 were high in comparison to neutral mean of 8.50 and 8.96 respectively.

Q12. Who is more satisfied with respect to interpersonal communication – Aided or unaided school teachers?

Unaided school teachers were more satisfied with interpersonal communication at school than aided school teachers with comparative mean scores of 35.82 and 33.99 in that order.
Q13. Is there a significant relationship between job satisfaction and motivation of aided and unaided schoolteachers?

CORRELATION BETWEEN MOTIVATION AND JOB SATISFACTION

The key factors that contributed for increased job satisfaction in aided and unaided schools were

1. Relationship with colleagues

2. Administration

The core factors that lead to increased level of motivation in aided and unaided schoolteachers were

1. Relationship with colleagues

2. Level of autonomy available in the classroom

3. Level of creativity available in the classroom

Teachers in both types of schools were satisfied and motivated by their colleagues. The echelon of creativity and autonomy the teacher enjoys in the work place is entirely due to the administrator and teachers are satisfied with administration.

The main factors that lead to dissatisfaction in aided and unaided schoolteachers were

1. Compensation or pay

2. Job tasks
3. School Buildings, supplies and aids

The central factors that lead to demotivation in aided and unaided schoolteachers were

1. Pay
2. Working Hours
3. Working Environment

Teachers in both types of schools were dissatisfied and demotivated by their pay. Teachers were demotivated by working hours, which means their job tasks are more which has lead to dissatisfaction among teachers. With reference to dissatisfaction School buildings and supplies, which form a part of working environment, teachers have clearly indicated that it is the least aspect they are motivated with.

These consistent findings in the study have brought a high correlation between job satisfaction of teachers and their motivation level at 0.01. Further when comparing the demographic factors, the following common results of the study where brought out:

**In aided schools:**

a. Female teachers were motivated and more satisfied than male teachers

b. The level of satisfaction and motivation was found to be very high in teachers teaching primary section than those teaching secondary section.
c. Where age was concerned teachers who were more than 40 years old indicated a very high satisfaction with their job and were the most motivated group.

d. Teachers with the least experience of less than 4 years expressed maximum satisfaction and a great motivational level.

e. Teachers with minimum qualification of bachelors' degree were the most satisfied and motivated in comparison with those who held Masters' degree.

f. Finally those who held the post as 'teachers' were more satisfied and motivated than those who held the post of 'senior teachers'.

**In unaided schools:**

a. Teachers who held Bachelors' degree were more motivated and satisfied with their jobs than those who had Masters' degree.

b. "Senior teachers" were satisfied and motivated in a greater extent than 'teachers'

Thus various aspects of the job that brought out satisfaction also increased the level of motivation in teachers in aided and unaided schools. Additionally, various facets of the job that increased dissatisfaction level in teachers also lead to their demotivation. The above-established facts have brought out a high correlation between motivation and job satisfaction of teachers in aided and unaided schools.
Table 8.1 & Figure 8.1 CORRELATIONS BETWEEN JOB SATISFACTION AND MOTIVATION

Correlations

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**. Correlation is significant at the 0.01 level (2-tailed).

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**. Correlation is significant at the 0.01 level (2-tailed).
Interactive Graph-Aided

Figure 8.2 CORRELATIONS BETWEEN MOTIVATION AND JOB SATISFACTION IN AIDED SCHOOLS

Motivation = 11.14 + 0.27 * job_stat
R-Square = 0.52

Linear Regression

Motivation

Job Satisfaction
Interactive Graph-Unaided

Figure 8.3 CORRELATIONS BETWEEN JOB SATISFACTION AND MOTIVATION OF TEACHERS IN UNAIDED SCHOOLS

Motivation = 10.11 + 0.29 * job_stat
R-Square = 0.56

Linear Regression
Q14. Is there a significant relationship between job satisfaction and communication satisfaction of aided and unaided schoolteachers?

CORRELATION BETWEEN JOB SATISFACTION AND COMMUNICATION SATISFACTION

In aided and unaided schools the facet of job that raised the level of satisfaction with the job in school was administration and the aspect of job that raised the level of satisfaction with the interpersonal communication in school was communication with supervisor.

The teachers in both categories of school claimed they were most satisfied with the administration and not surprisingly they were most satisfied with the communication with their supervisor.

The teachers were dissatisfied with compensation, job tasks and work environment. This was reflected in their level of satisfaction in communicating with Management, which was the least thus linking the factors that lead to dissatisfaction in both variables.

With respect to demographic variables the following factors lead to high correlation between job satisfaction and communication satisfaction of teachers:

In aided schools:

1. Female Teachers who participated in the study were found to be satisfied with their job and communication with school staff to a greater extent than male teachers.
2. Teachers teaching primary classes were more contended with their job and interpersonal communication in school rather than those who teach secondary classes.

3. The least experienced teachers with less than four years of experience were more satisfied with communication with others at school and their job than others.

4. Teachers with Bachelors’ degree claimed that they were satisfied with both their job and interpersonal communication at workplace than those who held a Masters’ degree.

5. Those who held the post of Teachers were the most satisfied with their job and communication at school than those who held the post of senior teacher.

In unaided schools

1. Female teachers were found to hold maximum satisfaction with respect to their job and communication than male teachers.

2. Teachers with Bachelors’ degree claimed that they were satisfied with both their job and interpersonal communication at workplace than those who held a Masters’ degree.
Table 8.2 & Figure 8.4 CORRELATION BETWEEN COMMUNICATION SATISFACTION AND JOB SATISFACTION

Correlations

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**. Correlation is significant at the 0.01 level (2-tailed).

![Correlation Chart]

- **communication satisfaction**
- **job satisfaction**
Interactive Graph-Aided

Figure 8.5 CORRELATIONS BETWEEN COMMUNICATION SATISFACTION AND JOB SATISFACTION OF AIDED SCHOOL TEACHERS

![Graph showing linear regression equation: Job Satisfaction = 50.85 + 1.41 * com_satis](image)

- Linear Regression
- R-Square = 0.51
Interactive Graph-Unaided

Figure 8.6 CORRELATIONS BETWEEN COMMUNICATION SATISFACTION AND JOB SATISFACTION OF UNAIDED SCHOOL TEACHERS

Linear Regression

Job Satisfaction = 38.08 + 1.77 * com_satis
R-Square = 0.53

Communication satisfaction
Q15. Is there a significant relationship between motivation and communication satisfaction of aided and unaided schoolteachers?

CORRELATION BETWEEN MOTIVATION AND COMMUNICATION SATISFACTION

The diverse aspects of job that increased the level of motivation of teachers in aided and unaided schools, who participated in this study, were:

1. Relationship with students
2. Level of creativity in the classroom
3. Level of autonomy in the classroom

The aspects of job that augmented the level of satisfaction with communication in their job for teachers in aided and unaided schools were:

1. Communication with the supervisor
2. Communication with students

Teachers in both forms of schools were the most motivated by the amount of autonomy and creativity they had for conducting their classroom activity. Hence it is not surprising that they were the most satisfied with communicating with their supervisor who gives them the authority to do so.

Teachers were motivated by their relationship with their students which would not have been possible without apt communication with them, and teachers have ranked communication with students as one of the satisfying aspect.
Teachers in aided and unaided schools were demotivated with their pay or compensation and thus were most dissatisfied with their communication with Management.

The following common factors with regard to demographic variables also has lead to a strong correlation between motivation and communication satisfaction:

**In aided schools:**

1. Female teachers were to a large extent motivated and satisfied with communication than male teachers.

2. Those teachers who taught primary classes claimed that their level of motivation and satisfaction with communication was very high in comparison to teachers teaching secondary classes.

3. The least experienced teachers with less than four years experience expressed utmost level of motivation and communication satisfaction than others.

4. Additionally, those who held the post of “teacher” were more motivated and satisfied with communication in their work place than “senior teachers”.

**In Unaided schools:**

1. Female teachers claimed that their level of motivation and satisfaction with interpersonal communication in work place were greater than male teachers.
2. Teachers whose age was less than 30 years expressed maximum motivation level and level of communication satisfaction than teachers in other age groups.

The consistent findings which enhanced and reduced the level of motivation and communication satisfaction in aided and unaided school teachers has brought out a strong correlation at 0.01 level between the two.
Table 8.3 & Figure 8.7 CORRELATIONS BETWEEN MOTIVATION AND COMMUNICATION SATISFACTION

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**. Correlation is significant at the 0.01 level (2-tailed).
Interactive Graph-Aided

Figure 8.8 CORRELATIONS BETWEEN COMMUNICATION SATISFACTION AND MOTIVATION OF AIDED SCHOOL TEACHERS

Motivation = 19.68 + 0.54 * com_satisf
R-Square = 0.52
Figure 8.9 CORRELATIONS BETWEEN COMMUNICATION SATISFACTION AND MOTIVATION OF UNAIDED SCHOOL TEACHERS

Motivation = 15.93 + 0.66 * com_satis
R-Square = 0.49
8.5 RECOMMENDATIONS FOR FUTURE STUDIES

On the basis of the findings and conclusions drawn from the study, the researcher had developed the following areas where new studies can be conducted to underline the importance of continued research concerning teacher motivation and job satisfaction in schools. Further research is called for to assist in answering questions that have not been fully answered in this work. It is suggested that that some findings of this study may be generalizable to other studies on aided and unaided schools and therefore, future research should be directed toward this end. Studies such as this could reveal that aided schools and unaided schools are indeed different and therefore society may need to recognize the differences. Based on the literature study findings and the results of this study, the following recommendations for future research are justified.

1. This study could be replicated with the help of another instrument. An effort should be made to find a different approach to measure the job satisfaction, motivation and communication satisfaction level of teachers.

2. Future research that focuses on intrinsic and extrinsic factors that enhances motivation and job satisfaction of teachers can be conducted.

3. This study can be replicated in five to six year intervals to provide an opportunity to compare results over a longitudinal time frame and also to determine whether changing conditions or lapse of time have changed the results significantly.

4. A similar study involving qualitative techniques such as interview techniques or open-ended surveys. Such methodologies would allow the teachers to provide more in-depth or unique responses that may lead to more insightful
findings. This will also allow the teachers an opportunity to express ideas that may be more closely related to the day-to-day tasks of the teachers.

5. Research to examine how working conditions in different schools affect teacher motivation and commitment can be conducted.

6. Research, which seeks to understand the relationship between teacher motivation and student motivation or student performance or school quality to measure the educational outcomes, can be conducted.

7. Future research which focuses on management strategies that enhance satisfaction and motivation levels of teachers is required.

8. This study can also be replicated with teachers from Mumbai and NaviMumbai, thus providing a comparison and greater insights to this study.

9. A comparative study of elementary, middle and secondary teachers in aided Vis a Vis unaided schools can be conducted.

10. Studies on satisfaction and motivation level of teachers working in larger school size with that of smaller school size can be conducted.

11. Future research involving positive and negative aspects of job satisfaction and motivation can be conducted.

12. A study dealing with communication satisfaction and job satisfaction with absenteeism or organizational commitment can be conducted.

8.6 LIMITATIONS OF THE STUDY

The data for the study was collected with the help of a questionnaire and the following are the limitations of this study.

1. The study for field research was confined to sixteen schools in South Mumbai.
2. The study for field research was limited to classroom teachers excluding support staff.

3. The study measures the level of job satisfaction; motivation and communication satisfaction of teachers in the sixteen schools at a particular point of time and the stability level of their current perceptions is an unknown factor.

4. Research based on questionnaires has the limitation of participants who can differ from non-participants, compromising the generalizability of the outcomes. Since the information collected is based upon the self-perceptions of the teachers who answered the questions and may not be representative of teachers who did not answer the survey.

5. The study is based on self-report information and there is limitation in regard to accuracy of the study as to the degree to which they expressed their true feelings.

6. Conclusions from this study may or may not be inferred beyond the region where survey was conducted.

7. The self-reporting system had the limitation of low response rates and inadequate answers could not be probed.

The study was also limited to the responses of the participants on the structured questionnaire.

8.7 EPILOGUE

Teacher job satisfaction and motivation are of important concern to address the problem of low quality education. Satisfied and motivated teachers are important for their effect on student motivation and for the advancement of educational reform.
Though aided and unaided schools in India face various limitations, management of both schools must improve the aspects that have lead to dissatisfaction in teachers as it does provide an impetus for real efforts to improve the aspects of job satisfaction, motivation and communication satisfaction that are more doable. By taking steps to improve satisfaction in job, level of motivation and satisfaction with interpersonal communication at school, it will become feasible to augment staff morale, increase organizational citizenship behavior and performance.

The reality of modern teachers is that it is both exciting and exasperating due to diverse responsibilities. The job of a teacher is fraught with external pressures and filled with internal possibilities. This study sought to explain that although the job presents many challenges, it still offers satisfaction and increased level of motivation to those who aspire to become teachers. In closing, this study depicted analytically the stance of aided and unaided schoolteachers in Mumbai. It relied profoundly on historical investigation and review of literature. Although attitudes may or may not envisage actions, this researcher has factually made comprehensive statements about aided and unaided school teachers. Consequently, this study has given imminent, although complex, about teachers’ attitudes in both settings with extrapolative values at the minimum.

“This study can improve and amplify one’s understanding that a job is not simply life supporting, but life enhancing and stimulating as teachers’ carry on working even if their monetary needs are met, signifying that work gratifies not only fiscal wants but also diverse needs such as appreciation, accomplishment or the contentment resulting from working with other people.”