Chapter-6

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SUMMARY, CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

The school may be viewed as an organization that receives the type of inputs from its environment students, teachers, material and building to transform uneducated children to socialized, self actualizing skilled persons.

ORGANIZATIONAL CLIMATE

Halpin and Croft (1963) used the term organizational climate. According to them, personality is the individual what climate is to the organization. They defined climate as the personality of an organization. School climate as the personality of a school has been described in terms of the social interaction between the teachers and the principal. The climate of an institution means the interpersonal relationship within the group and between the groups and its leader (i.e. staff personnel and head of the institution) respectively. It is the social milieu, the human behaviour or school atmosphere that pervades all activities in the institution.

Cratty (1973) pointed out that there are some theories that attempted to explain human behaviour and human achievement with reference to the culture and environment in which the individual finds himself. He confirmed that environment is a forceful factor to develop certain personal characteristics among
Taniugare (1987), has defined organizational climate as a relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members and that influence their behaviour and achievement. It can be described in terms of the values or a particular set of characteristics of the institution.

TYPES OF ORGANIZATIONAL CLIMATE

The Open Climate

In this climate teachers work well together without bickering and griping. They are not burdened by mountain of busy work or routine reports, the principal's policies facilitate the teachers in accomplishment of their work.

The Autonomous Climate

The distinguishing feature of this climate is the complete freedom that the principal gives to teachers to provide their own structure for interaction so that they can find ways within the groups for satisfying their social needs.

The Controlled Climate

Here everyone is pressed for achievement at the expense of social needs satisfaction. Everyone works hard, and there is little time for friendly relations with others or for deviation from established controls and directions.

The Closed Climate

The closed climate marks a situation in which the group
members obtain little satisfaction in respect to either task achievement or social needs.

In the present study organizational climate is operationally defined as the characteristics of the schools and its members along with scales (sub-tests) namely principal's leadership styles; teachers attitude towards work, students' academic self-concept, inter-relation among students, students' attitude towards learning, students' perception of school and social environment.

The job situation of a teacher in education system is well regulated and highly cultural reality. It is neither a happen instance nor a appendage of the cultural environment where a person spends from fixed hours daily and then reenters his real culture for gratification's of his various needs through their work. It becomes necessary, therefore to know the relative contributions of the job situation to overall satisfaction or dissatisfaction in an individual life.

Every individual has a different idea about a dream job. A dream job is nothing more than a job that gives individual a reasonable level of security, a decent environment to work, to change and to grow in professional setting. A dream job is expected to give a reasonable sense of self-esteem and self fulfillment and of course salary taken care of adequately.

Though there are number of factors which may be considered extremely important, on the basis of personal experience and related studies, the researcher has considered job stress, job satisfaction and adjustment of senior secondary school teachers as
related and important areas to be focused for the investigation. The basic problem lies that teachers employed in the schools of Chandigarh and its satellite town of Panchkula and Mohali are working in different types of schools managed by different organisations e.g. government, public and private schools. The service conditions and environment of these schools are different from one another. Therefore, the spectrum and the purpose of study is enlarged to obtain maximum information s in the area.

**REVIEW OF RELATED LITERATURE**

**Studies Related with Job Satisfaction**

*Anand* (1972) conducted a study on job satisfaction of school teachers. He observed that (i) Women teachers were more satisfied than men teachers, (ii) Age was significantly and positively related to job satisfaction of school teachers, (iii) Academic career of teachers was not significantly related to their job satisfaction.

*Anjaneyulu* (1974) in a study of job satisfaction of secondary school teachers and its impact on the education of pupils with special reference to state of Andhra Pardesh analysed the causes of satisfaction and dissatisfaction. He found (i) poor economic conditions, (ii) rigidity of rules and (iii) service conditions causing dissatisfaction among teachers working in government schools whereas (i) politician’s interference, (ii) lack of equipment, (iii) poor working conditions and (iv) job insecurity were causes of dissatisfaction among teachers in private schools.

*Bernard and Kulandaivel* (1976) in their study of the job satisfaction among graduate teachers found women were more
satisfied than the men teachers, (ii) teachers of aided schools appeared to be more satisfied than the teachers of municipal schools, (iii) class obtained in degree examination had no relationship with job satisfaction and (iv.) teachers with less number of dependents were more satisfied.

Brumback (1986) in his study examined the relationship between teacher job satisfaction and student academic performance. The study included 99 teachers and 1916 second and fourth grade students in public schools in the Metro-Atlanta area. Teachers completed the satisfaction questionnaire and scores for general job-satisfaction and specific aspects of job satisfactions were computed. Statistical procedures revealed significant differences between the mean scores of teachers with huge job satisfaction and teachers with low job satisfaction. Results of the test of hypothesis revealed a significant relationship between the scores on the sub-scale measuring job satisfaction with recognition and students academic performance.

Goyal (1980) concluded that large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The job satisfaction of different groups based on sex, qualification and experience did not differ significantly. The teacher educators in the age group IV of 50 years and above differed significantly from the age group II and III. The other groups did not differ significantly from each other.
Clifford (1994) made a study on “Job satisfaction of Public School Teachers in Ohio: A comparison of Similarities and Differences between Male and Female teachers”. The study analyses the factor of job satisfaction and dissatisfaction of public school teachers in Ohio. The findings are generally Public School Teachers in Ohio are satisfied with their job. The three more satisfying factors are moral values, social service and creativity. The least satisfying job factors are compensation, advancement and company policies and practices, responsibility is the most influential factor in determining teacher job satisfaction.

Gupta and Kaur (1996) conducted a study on 75 males and females teachers teaching primary, middle and secondary levels and revealed that primary school teachers differ from secondary school teachers in respect of personal accomplishment. Teachers teaching at the middle level differ from the secondary school level teachers, in respect of emotional exhaustion and personal accomplishment. Primary level teachers differ from the middle level only in respect of emotional exhaustion and personal accomplishment. Teachers teaching at the three levels differ significantly in respect of job satisfaction.

Kaur (2001) in her study on a sample of 90 ETT and 105 B.Ed. teacher educators teaching in Punjab found significant difference in job satisfaction of B.Ed. and ETT teacher educators in their job satisfaction. B.Ed. were found more satisfied as compared to ETT teacher educators.
Studies Related with Job Stress

Cumminh (1995) made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Maslach Burnout inventory, Minnesota job satisfaction questionnaire and demographic profile were used to survey over 292 special need teachers. Results indicate that no significant differences were found among different classification of teachers. Depersonalization was found to be significant factor in the extrinsic satisfaction of teachers.

Dorothy (1990) determined relationship between selected teacher characteristics and job stress factors as perceived by teacher in schools. Teacher characteristics identified were: number of students taught, days missed, salary as source of income, sex of teacher, degrees held, age of teacher, years of teaching experience, career satisfaction, intention to teach in five years, willingness to teach in a public school and subject taught, job related factors, the five stress factors identified and confirmed by factor analysis in this study, their relationship with teachers working with students, financial security, administrative support and task overload, Five null hypotheses were tested predicting that selected teachers characteristics would not be significant predictors of occupational stress as related to each of the five stress factors. After statistical analysis four of the five hypotheses were rejected. Selected teachers characteristics were significant predictors of stress related to relationship with teachers, financial security, administrative support and task overload, but not related to working with students.
Fielding (1982) conducted a study with the primary objective to determine whether personality characteristics of teachers affect their perceived level of stress and burnout. Another objective was to determine whether school climate interacts with personality factors to influence stress and burnouts. A random sample of 162 teachers in a junior high/Middle schools was taken. Teachers reported a moderate to substantial amount of stress and burnout on the six scales measuring these variables. The highest level of stress was generally reported in inter-personal situations and second highest level was reported in new situations. As predicted, teacher having (a) negative attitude and beliefs about students, (b) an external locus of control and (c) intolerance of ambiguity reported more stress and burnout than other teachers. Also the relationship between personality factors and interpersonal stress was stronger in schools with a negative work climate than in schools with a positive work climate. These results have implications for stress theory, initial teacher preparation and staff development.

Green Gregory (1992) investigated with the purpose to determine the relationship between high school athletic administrators' job satisfaction and job related stress. In addition, differences in the level of administrators' job satisfaction and job related stress according to gender, years of experience and school size were determined. Data were obtained from 371 high school athletic administrators employed in public schools from North Florida and South Georgia. Specifically, the subjects were head coaches who coached sports such as Football, Basketball, Volleyball.
and baseball. Three instruments used the investigation included a personal data sheet, the job satisfaction scale and the job related stress scale. The following conclusions were made (a) There is a positive correlation between satisfaction and job related stress. (b) Gender appears to have an affect on job stress (c) Gender does not appear to be a factor in the perception of job satisfaction. (d) Years of experience appears to have an affect on job satisfaction and job stress and (e) School size appears to have an affect on job satisfaction and job stress.

Jyoti (1983) conducted a study of achievement motivation among high and low achieving working women. She hypothesized that (i) there would be a positive relationship between achievement motivation and job satisfaction and (ii) high and low achieving supervisors would differ significantly with regard to job satisfaction. The results supported hypothesis no. 1 but hypothesis no. 2. Findings indicated that no true relationship existed between high and low achievements with regard to job satisfaction. Supervisors job satisfaction was associated with positive feeling of task accomplishment. It was suggested that opportunities should be provided in female employment for job enrichment and self-actualisation which provided for personal growth and increased job satisfaction.

Langford (1988) studied the relationship between job stress and job satisfaction and the purpose of this study was to determine the relationship between stress and job-satisfaction for seventh-day Adventist boarding academy teachers in southern and
south-west unions. Principals length of service, school disciplinary problems, teachers ratings of various groups, teacher salary, problems facing boarding academic and the goals of education are also studied. Major conclusions were the following: (i) Stress was a significant determiner of teacher job satisfaction. (ii) Principals length of service was correlated with teacher satisfaction. (iii) Low teacher salaries was the major reason for teachers leaving the profession. Major recommendations of the study were following: (a) That local conferences and academy boards should study with a view to identifying and removing unnecessary stressors, to making use of paraprofessionals to reduce teachers loads, to being more selective in the placement of principals, thus promoting administrative stability and to allocating sufficient funds for teachers salaries to retain quality teachers.

(b) That college and university should prepare teachers to meet the needs of changing populations.

*Mang* (1988) conducted a research study on school teachers and administrators of Missouri and found that the three sources of stress consistently cited by teachers were rewards, quantitative over load and time pressure.

*Mantia* (1970) studied "relationship between innovation, adaptation and organisation climate and job satisfaction as perceived by high school teachers". He concluded that there was no difference in the level of job satisfaction between teachers in innovation schools and teachers in non-innovation schools. He also found out experience not sex, was related significantly with job
satisfaction.

Matone (1986) studied analysis of job stress, manifestations and coping behaviours of head high school coaches and the purpose was to identify various job and non-job related situations which contributes significantly to the job stress experienced by head high school coaches. A secondary problem focussed on evaluating how job stress manifested itself in regards to health, burnout and behaviour of head high school coaches, in addition a third problem investigated how head high school coaches coped with their job stress. A total of 627 head high school coaches from public high schools in the commonwealth of Virginia participated in the project.

Poling (1991) determined levels of job satisfaction, professional self-esteem, perceptions of job performances and perceptions of organisational personal value match of faculty in four colleges in Ohio State University. The study also described these faculty on the following demographic characteristics: type of the appointment, main budgetary source, tenure in current position, faculty rank, tenure status and gender, The study attempted to describe the relationship that existed between these variables. The study also sought to identify the variables that were the best predictors of job satisfaction.

Schucker (1984) study of job stress of hospital psychiatric nursing staff revealed that lack of rewards, poor nourishing leadership and lack of opportunity to make decisions and to learn and use new skills were the most frequently job stressors.
Alikah (1995) analysed stress among the faculty at urban universities in Texas by their salary level, sex, academic rank, university age group, material status, tenure status or the level of classes taught with N-302, Faculty Stress Index (FSI) developed by Walter H. Ameleh (1982). One way, analysis of variance (ANOVA) was used to measure the dependent variables of (1) service (2) Research (3) Teaching (4) Reward and recognition (5) Time constraints (6) Department influence (7) Professional identify (8) Student interaction and (9) Total scale. Among the females, it was found that middle age groups and assistant professors had higher level of stress.

Grewal (2004) in his study on a sample of 201 teacher educators working in colleges of education in Punjab State revealed that insignificant difference exist between male and female teacher educators on the variable of job stress. However teacher educators with different teaching experience also differ in their level of job stress and with the increase in age of the teacher educator, less job stress was seen as per the findings of her study.

**Studies Related with Adjustment**

Sharma (2000) compared the male college physical education teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh in job stress, Job satisfaction and adjustment variables and found that Himachal Pradesh teachers experienced significantly more job stress than the teachers working in Punjab state and U.T. Chandigarh. However, no significant difference was observed in their academic and general adjustment. Social -psycho-
physical adjustment of Punjab and Chandigarh teachers was found better than the teachers working in Himachal Pradesh.

Simpson (1980) developed a measure of teacher stress for the purpose of studying teacher stress in seventh day Adventist schools. The following research questions were to be answered: (a) To what extent do teachers perceive the teaching profession to be stressful; (b) To what extent do teachers feel they are personally experiencing occupational stress; (c) Which teaching events and general factors derived from them do teachers perceive to be most stressful; and (d) What relationship exist between teacher perceptions of stress and characteristics of teacher age, sex, marital status, teaching grade level, years of experience and position in the school? Ninety six percent (96%) of the sample completed and returned the teaching stress questionnaire. More than half i.e. 57.4% of the respondents rated the profession as very stressful. Thirty eight percent (38%) reported experiencing personal stress at those levels.

Thakur (1993) investigated the significance of difference between the means of job stress and job satisfaction and also to determine the relationship between the scores of job stress and job satisfaction of teachers of physical education working in different management schools of Madhya Pradesh. Job stress and job satisfaction scales were administered to all the schools of 20 randomly selected districts out of 45 districts of Madhya Pradesh. Scoring of the received responses was done on the basis of key provided by Paliwal and Muthayya in their manuals of
questionnaire. To compare the job stress and job satisfaction, analysis of variance (F-ratio) was done. The following conclusions were made (a) The job stress of teachers of Physical Education working in private schools was the maximum which was followed by semi-government schools and government schools. (b) The teachers of physical education working in private schools had the least job satisfaction. The teachers of semi-government schools were more satisfied than the teachers of Physical Education working in private schools and that the teachers of government schools were the most satisfied. (c) There was a significant relationship between job stress and job satisfaction among teachers of physical education working in different management schools of Madhya Pradesh.

Verma (1997) conducted a study of job stress and job satisfaction of Physical Education Teachers in U.T. Schools. The study is based on cross-sectional sample of 90 teachers of Physical Education working in different schools of Chandigarh. The randomly selected subjects were divided into 3 groups according to the nature and management of schools. Out of 90 teachers 30 were derived from government schools, 30 were derived from public schools and 30 were drawn from private schools. A Questionnaire of Paliwal's job stress scale and Muthya's job satisfaction scale was applied. In order to compare the scores of job stress and job satisfaction of physical Education Teachers working in different management schools of Chandigarh, one way analysis of variance was done. F-Test was applied to test the hypothesis.
The Pearson's **Product Moment** Correlation was also applied to find out relationship between the job stress and job satisfaction of physical Education teachers working in different management schools of Chandigarh. Following conclusions were drawn. (i) A significant difference between Physical Education Teachers working in government and public schools had been observed in their job stress and job satisfaction. (ii) A significant difference has been observed between physical education teachers working in government and private schools in their job stress and job satisfaction. (iii) No significant difference has been found between teachers of physical education in public and private schools in their job stress and job satisfaction. (iv) A significant relationship has been observed between job stress and job satisfaction only for physical education teachers working in public and private schools.

*Pal (2001)* conducted a study on a sample of 140 physical education teachers teaching at Sr. Sec. Level in the Govt., private and public schools and found a significant difference in their job stress, job satisfaction and two adjustment measures.

Out of large numbers of variables which have relationship with the organizational climate, the investigator in the present study has chosen teachers’ job satisfaction, job stress and their adjustment.

**STATEMENT OF THE PROBLEM**

The study is entitled as "A Study of Job Stress, Job Satisfaction and Adjustment of Senior Secondary School Teachers in Relation to Organizational Climate".
DELIMITATION OF THE STUDY

The study is delimited to male and female senior secondary school teachers working in Govt., public and private schools of Chandigarh and its satellite towns of Panchkula and Mohali. Only those schools are considered which are affiliated to C.B.S.E. New Delhi.

OBJECTIVES OF THE STUDY

The present study is conducted on the basis of following objectives:

1) To find the relationship between the organizational climate with the job stress, job satisfaction and adjustment of senior secondary school teachers.

2) To find and compare the job stress, job satisfaction and adjustment of senior secondary school teachers teaching in different organizational climate.

HYPOTHESES

1. There would be significant relationship between the job stress of teachers and richness of organizational climate.

2. There would be significant relationship between the job satisfaction of teachers and richness of organizational climate.

3. There would be significant relationship between the adjustment of the teachers and the richness of organizational climate.

4. There would be significant difference in the job stress of teachers teaching in different organizational climate.
5. There would be significant difference in the job satisfaction of teachers teaching in different organizational climate.

6. There would be significant difference in the adjustment of teachers teaching in different organizational climate.

7. There would be significant difference in the job-stress of teachers due to their sex-difference.

8. There would be significant difference in the job satisfaction of teachers due to sex-difference.

9. There would be significant difference in the adjustment of teachers due to sex-difference.

10. There would be significant difference in the job-stress of teachers working in government and private school.

11. There would be significant difference in the job satisfaction of teachers working in government and private schools.

12. There would be significant difference in the adjustment of teachers working in government and private schools.

**PROCEDURE**

To realize the objectives of the study the following procedure is followed.

**DESIGN OF THE STUDY**

Survey method is used to study the job stress, job satisfaction and adjustment of senior secondary school male and female teachers in relation to organizational climate. Relationships of these variables are studied with the help of product movement coefficient of correlation technique whereas t-test is employed to
study the differences among various groups.

**SAMPLE**

A purposive Sampling device is used, 260 teachers teaching XI and XII classes including male and female teachers working in different schools of U.T. Chandigarh and its satellite towns of Panchkula and Mohali form sample of the study.

**TOOLS FOR THE COLLECTION OF DATA**

1. Occupational Stress Index (OSI) by Srivastava and Singh (1984) is used to evaluate the Job stress of senior secondary school teachers.


4. Organizational Climate Inventory (Chattapodhyay and Aggarwal).

All the above listed tools are standardized on Indian conditions. Valid and reliable tools to collect data related to variables under study.

**STATISTICAL TECHNIQUES**

[1] Product Moment Co-efficient of Correlation is employed to find out the relationship between variables.

[2] t-test is employed to find the differences in the dependent variable due to independent variables.
FINDINGS

Coefficient of Correlation

1. Significant negative correlation is observed between the job-stress and school organizational climate. Thus more rich the school organizational climate is, less will be the job-stress among teachers.

   Therefore, hypothesis 1 that there would be significant correlation between the job stress of the teachers and richness of organizational climate is accepted.

2. Results revealed significant positive correlation between the job satisfaction of teachers and organizational climate. This implies that rich school organizational climate positively contributes towards the job-satisfaction of teachers.

   Thus hypothesis 2 that there would be significant correlation between the job satisfaction of teachers and richness of organizational climate is retained here.

3. Significant positive correlation is obtained between the adjustment of teachers and school organizational climate. Results indicate that school organizational climate does effect the adjustment of teachers and the effect is noteworthy.

   Hence, hypothesis 3 that there would be significant correlation between the adjustment of the teachers and richness of organizational climate is accepted.
**t-ratio technique**

1. Significant difference is obtained in the job stress of teachers due to rich and poor school organizational climate. Results show that more rich the school organizational climate, less will be the job-stress level of the teachers.

   Thus hypothesis 4 that there would be significant difference in the job-stress of teachers teaching in different organizational climate is accepted.

2. Significant difference is obtained between the job-satisfaction of teachers due to rich and poor school organizational climate. As per the results of the present study, teachers enjoy more job-satisfaction under rich school organizational climate compared to poor school climate.

   Therefore, hypothesis 5 that there would be significant difference in the job satisfaction of teachers teaching in different organizational climate is retained here.

3. There is significant difference in the adjustment level of teachers working in rich and poor sets of organizational climate. Results reveal that teachers in the rich school organizational climate are more adjusted as compared in poor school organizational climate.

   Hence, hypothesis 6 that there would be significant difference in the adjustment of teachers teaching in different organizational climate is accepted.
4. From the results, it is observed that there is insignificant difference in the job stress of teachers due to their sex-difference. In other words, sex-difference does not play much role in the level of job-stress of teachers.

Therefore, hypothesis 7 that there would be significant difference in the job-stress of teachers due to their sex-difference is not accepted here.

5. Insignificant difference exists between the job-satisfaction of teachers due to their sex-difference as obtained t-value is insignificant at .05 level of significance, meaning thereby that sex-difference has not much influence on the job-satisfaction of teachers.

Thus hypothesis 8 that there would be significant difference in the job-satisfaction of teachers due to their sex-differences is not accepted in the present inquiry.

6. Results of the present study reveal insignificant difference in the adjustment level of male and female teachers due to insignificant t-value at .05 level. Put it in other way teachers' adjustment level is independent of their sex-difference.

Thus, hypothesis 9 that there would be significant difference in the adjustment of teachers due to sex-difference is not accepted here.

7. Insignificant difference exists between the job-satisfaction of teachers due to their institutional differences. Thus, as per the results of the present study whether the teachers are working in government or in private schools, it hardly effect
their level of job-stress.

Therefore hypothesis 10 that there would be significant difference in the job-stress of teachers working in government and private schools is not accepted in the present study.

8. On the variable of job-satisfaction, there is insignificant difference in the mean scores of teachers due to their institutional differences.

Therefore, hypothesis 11 that there would be significant difference in the job-satisfaction of teachers working in government and private schools is also not accepted.

9. Findings of the present study reveal insignificant difference in the adjustment level of teachers working in government and private schools.

Hence, hypothesis 12 that there would be significant difference in the adjustment of teachers working in government and private schools is also not retained in the present investigation.

EDUCATIONAL IMPLICATIONS

1. As per the results of present study, negative correlation is obtained between job-stress and richness of school organizational climate. Therefore, schools authority must take steps to provide rich school organizational climate to teachers so that their level of job-stress becomes less.

2. Results of the present study reveal positive significant correlation between the job-satisfaction of teachers and school organizational climate. Therefore, teachers working in
senior secondary schools or as a matter of fact in any institution must be given free and open educational environment, incentives for working well so that their level of job satisfaction is boosted.

3. Findings of the present study reveal that adjustment level of teachers working under rich school organizational climate is higher as compared to teachers working under poor schools organizational level. Therefore, efforts should be made by the principals, administrators and management of the institutional to lend healthy and stimulating climate in the organization for the better adjustment of teachers because it will ultimately lead to the better adjustment of student community and nation at large.

SUGGESTIONS FOR FURTHER RESEARCH

Potential researchers may undertake research study on the following topics:-

1. Job-stress, job-satisfaction and adjustment of teacher educators working in government and private institutions.

2. Instead of taking the sample from teachers of senior secondary schools, study may be conducted on secondary/elementary school teachers.

3. Instead of taking the present variables, some other variables e.g. educational and vocational interest of teachers or attitude towards teaching or emotional intelligence of teachers may be taken in the study.
4. Instead of taking the variable of organizational climate variable of teacher’s moral in high achieving and low achieving senior secondary schools may be taken up.

5. Similar study may be conducted on subject teachers working in senior secondary schools in Chandigarh/Punjab in urban and rural areas.

6. Instead of conducting the study on teachers or lecturers, study may be conducted on principals of senior secondary schools.

7. Study may be replicated on a large sample to find out the validity of the findings of the present study.