CHAPTER V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1.1 Introduction

Education is a continuous process. It may be formal, informal or non-formal. In formal education, the teacher has a very important place in improvement in education. Teacher’s role in society has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmes. The main quality of the teacher is the positive attitude towards education. She/he must have the ability to get satisfied from their respective jobs. So educational programme should inculcate the qualities in teacher, so that he/she may be in his best position to impart education to students. The attitude of teacher towards education influences the nature and extent of their participation in the education and related educational programme. By developing teachers with desirable attitude or by shaping their attitude in desired, effective and productive learning on the part of pupils can be achieved. Education is a man making process; its specific role is to accelerate the holistic development of the body, mind, intellect and emotions. The system of education in India has conformed to the ideals and the objectives that the people have been setting before themselves. Education is a lifelong process and is promoted by almost every experience in life. Everyone who remembers his own educational experience remembers teachers, not his/her method and techniques. During the post independent period the teacher are expected to prepare pupils for in constructing the nation, to develop scientific temper, to be the agents of national integration, change and modernize society. They are expected to develop in students, creative independence thinking and prepare them for a democratic socialist society. According to Lavingia (1979), A teacher who is happy with his work find satisfaction in his life and plays a pivotal role in the uplift of society Eminent educationist Dr.Radha Krishnan
considers the teachers place in society as of vital importance he act as the source of the traditions and technical skills, from generation to generation and helps to keep the lamp of civilization burning. Hence only a friendly, enthusiastic, satisfied, secure and well adjusted teacher can contribute to the well being of his pupils.

5.1.1. LIFE SATISFACTION

Life satisfaction is the need of the hour, without satisfaction man cannot lead a peaceful and prosperous life. It is a multidimensional concept related to psychological and environmental life conditions and refers to an individual’s well being, quality of life and happiness (Noon - 1998) Diener and Suh (2000) found that satisfaction with life is an indicator of well being. Satisfaction is cognitive judgment about fulfillment of one’s life. The human interaction that takes place in the school plays an important role. The school is web of interaction among people who live work together in a particular way. This interaction environment of the institution leads to organizational climate. The term organizational climate has been variously understood in many ways such as ‘the fear’, ‘the atmosphere’ ‘the environment’, ‘the zeal’, ‘the condition-prevailing’ and ‘the tone of the institution’. The organizational climate is, ‘the catholic patterns giving identity to subgroups and the interpersonal relations in a living organization.

The system education is meant to achieve the social order, relevant to the changing times. Education has a fundamental role to play in personal and social development of mankind. It is not a miracle cure or magic formula opening the door to a world in which all ideas will be attained but it is one of the principle mean available foster a deeper and more harmonious form of human development and there reduce poverty, ignorance and war.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the student’s learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react
towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favorable attitudes towards their profession are generally successful, properly adjusted and well satisfied with their job.

Teacher plays pivotal role in the shaping and molding the habits, manners and attitude of student. He hold a key position in the whole infrastructure of education. Teacher having favorable attitudes towards their profession are generally successfully, properly adjusted and well satisfied with their job, which leads life satisfaction. India is a developing country. It is also a biggest democratic country of the world. The future of any country depends to a very large extent upon the quality of its future citizens, namely, the youth of the present. The quality of youth is in turn determined by the quality of education they get. Life satisfaction of an individual is influenced by various factors like age, education, occupation, health – status, family background, economic status, social participation, religions and leisure time activities. Age is one of the factors influencing life satisfaction. Age of the respondent and length of the service generally go hand in hand. As age increases, an individual’s experience capacities and training also increases.

Life satisfaction is the essence of meaningful survival of an individual in a society. Life is to live and living is to make the life meaningful. By meaningful means attributing values to life in each sphere of living. It is a simple logic to understand the essence of life only when living is attributed by satisfaction. By satisfaction, it is referred to all types of happiness. A life is said to be satisfied only when it is to live. In other words it means, when living becomes productive and useful to both the individual as well society, satisfaction remains present. Productivity of life is valuable not to the individual itself but also to the wholesome welfare of the society. A human is said to have life satisfaction only when he is living in the society, having economic and educational spheres balanced and thus develops in a balanced personality. By personality it is meant a combination of multifold complex aspects both individual as well as social. A man also feels satisfied when he or she possesses a sound body
and a sound mind. It is therefore concluded that a man who has life satisfaction is a man to whom society considers its assets.

The old concept, ‘Teachers are born not made’ has undergone a tremendous change in the present era and it has now been recognized that along with the knowledge of the subject matter, teacher need to acquire the art of teaching based on child psychology and advancement in the science of pedagogy. All this is to be imparted to ‘would be teacher’ along with the communication. For this purpose a teacher needs to be trained as a teacher, who understands the child better. The pedagogy demands, that the teacher should know both subject as well as child. He should be able to appreciate the needs of the child at various stages of his development. He should help the child in adjustment. He should know how learning take place i.e. what are the material aids that help the learning process. How to motivate the child to learn? How to create opportunities for the sublimation of basic urges and pent up emotions? How to avoid the formation of different complexes? What are the various to be organized for the development of the wholesome and integrated personality? All this can be handled by a trained teacher who has both the theoretical and practical knowledge of the theory and practice of teaching, which can only be done by the organization of teacher training programme.

The importance of the teacher training programme and the art and science of teaching, has tremendously increased at the face of the innovations and research carried out in the field of education, in other words, micro teaching, teamteaching, programmed instructions, simulation, distance education, open learning, computers, correspondence education etc. Now the teacher training programme has become so important that it sounds unethical to be a teacher without undergoing the training programme of teaching. The fact remains that training prepares the teacher for his job of teaching and makes right use of it. Little education of reconstruction can take place effectively without an adequate preparation of teachers.
Recently it was thought essential that teacher training programme was essential at school level only and that the teachers at college and university level need not to be trained. However the advancement of knowledge and techniques of teaching have been so developed in the present era that it has now been felt that for teaching at college and university level too, the art of teaching needs to be imparted and as such the scheme of academic staff college has been devised and put into action in India. For their exposures to the techniques of teaching and condition of attending such programmes have been laid down making it essential for the teachers of higher institution of learning to take it up for their development of teaching skill and exposure to the innovation of knowledge.

In this regard the Education Commission has laid down:

A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher training programme can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by favorite techniques and thus tends to prepare the traditional methods of teaching. In a situation like in present the new and dynamic methods of instruction are needed such as attitude becomes an obstacle to progress. It can be modified only by effective professional growth. First rate training institutions can thus play a crucial role in the development of education.

The colleges of education have been compelled to improve their staff position. The curriculum is being improved. The training programme has been put on firm footings. It has now been felt that soon the quality of teachers being produced by Diet’s, colleges of education and department of education in universities will improve a lot. It will be a milestone to put the teacher education on the road of national development. But, poor quality teacher education was bound to wake the game of national development. It is hoped that it will now accelerate the process of national development by improving the education of teacher training in result providing the effective teachers and education.
To provide effective teachers, teachers should be provided with the facilities i.e. pension, medical aid etc, which are allowed even to ordinary government servants. The result is that we cannot produce effective teachers. In result, cannot impart quality education. Unfortunately, this profession could not attract superior man power. Much of the inferior man power was injected in to which further deteriorated the status of the teacher or in other words, produced ineffective teachers.

5.1.2. TEACHING ATTITUDE

Attitude is readiness to react towards against some situation, person or thing in a particular manner. The attitude, ideas, feelings and interests of a child is influenced by the organization of his family, thinking of parents and customs of the society. There are two types of attitudes – optimistic and pessimistic. An optimistic person is one who has positive attitude, positive outlook towards life and positive goals; whereas a pessimistic person is one who has negative attitudes, negative outlook towards life and has no definite goals. Technically an attitude is a tendency or predisposition towards a certain time of reaction. It has been used as catchall term for the whole body of one’s positively enduring but modifiable tendency or readiness on the part of a person behave in a particular way towards some object, person or issue. These involve the knowledge of emotion. Attitude results from personal desires and group formulation. Attitude is a degree of positive and negative effect associated with one psychological objects i.e. any symbol, phrase, slogan, person, ideal, idea or attitude. From this it can be said that an attitude has two basic characteristics:

Valence: valence can be positive or negative representing favorable or unfavorable.

Intensity: It is the strength & weakness depending upon variance from high to low degree.

Attitude is such a complex term no single definition is sufficient to describe it completely. The various approaches to define the concept of attitude however differ in degree of emphasis rather than in kind or essence
Attitude refers in a general way, to inclinations presumed to be enduring, to react in a certain way, in response to certain kind of situations, to see and interpret events according to some predisposition and to organize opinions into coherent interrelated clusters.

An “attitude” may be defined as a relatively enduring but modifiable tendency or readiness on the part of a person to behave in a particular way towards some object, person or issue. While attitudes are usually identified by the specific object to which they refer as attitudes are usually identified by humanity, towards communism. A person may react in a relatively consistent way to broad class of objects or issue i.e. is “liberal”, “Tolerant”, “conservative”, “Nationalistic” etc.

Shave (1928) defined, “attitudes as complex of feeling & desires, fear, connections, prejudices & other tendencies that has given a set of readiness to act to a person because of varied experiences.”

Crow & Crow (1936) defined attitude as, “the objective by product of an individual experiences, which have their bases in his inner urges, acquired habits and the environmental influence by which he is surrounded.

Thomas & Znaninlcki reported, “Attitudes are individual mental processes which determine both the actual & potential responses of each person in a social world.”

Sherif and Cantril (1945) have said that, “attitudes are among those components of psychological makeup of individual which determine that we will react in passive way or
neutral way, but in a selective and characteristic way especially in relation to certain specific structure situations.”

Munro (1952) in his encyclopedia of educational research remarks about the historical studies of attitudes, “historically the concept of attitudes included mental set, task set and tension as well as relatively permanent houses of politics, economics and religion- By customs, however, the concept has become restricted to social.”

Wundt (1952) opines that knowledge of teacher’s attitude towards various groups contacted in the schools provided information helpful in assessing the total teacher personality.

Good (1959) “attitude is readiness to react towards or against some situations, person or thing or resentment to particular degree of intensity.”

Katz (1960) defines attitude as a pre-disposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner.

Kaur (2000) conducted a study on “Life Satisfaction is Resultant of teachers attitude” and found that there exists no significant difference between life satisfaction of teachers of different colleges and further found that there exist no significant relationship between life satisfaction and teacher attitude.
Life Satisfaction and Teaching Attitude

Teaching having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their life. This view is well supported by the findings of studies conducted by Kalanidhe (1965), Teiland (1966), Niedt&mellund (1967), Yee (1968), Aaron (1969), Bhogle(1970)

Singh H.L. (1974) in his study conducted on 517 higher secondary school teachers of union territory of Delhi found that there were a positive and significant relationship between scores on attitude and scores on satisfaction.

Chen (1977) worked on a sample of 495 subjects including elementary, junior, high and vocational school and found that public and private school teachers (selected from Taiwan) expressed similar attitude regarding their levels of job satisfaction.

Gupta, S.P. (1980) in his study conducted upon 7645 male teachers of primary schools, secondary schools and colleges of Meerut division and found that attitude and job satisfaction of different groups did not differ significantly.

Goyal,J.C. (1980) in his study conducted on 300 teacher of 45 instituions all over the country found that the relationship between job satisfaction and attitudes towards teaching was positive and highly significant. (r=0.435)
Ramakrishnaiah, D (1980) in his study conducted upon 400 teachers working in Sri Venkateswara University found that teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while high attitude group had the higher job satisfaction.

Garg (1983) conducted a study on 460 teachers from 19 secondary schools of Badaum district and found that highly satisfied teachers possessed a favorable teaching attitude and showed better teaching behavior than highly dissatisfied teachers.

Ramakrishnaiah, D (1989) conducted a study on 480 college teachers and found that those who had more favorable attitude towards teaching were more satisfied with their jobs.

Reddy, BP (1989) in his study found that over qualified primary teachers had low job satisfaction while teacher younger in age had higher level of satisfaction, which had positive correlation with attitude towards teachings.

Saxena, Nirmal (1990) conducted a study on 600 teachers and conducted that attitude towards teaching was positively but not significantly related to job satisfaction.

Sharma (1991) working on a sample of 100 teachers from ten high and higher secondary schools of ferozpur, reported a high positive correlation (0.42) between teachers job satisfaction and their attitude towards teaching profession.
5.1.3. Organizational Climate

Organizations in the 21st century are facing more challenges than ever before. These challenges are not unique to any specific organization or industry, but affect all organizations, regardless of their structure or size. Organisational climate in particular is constantly challenged by changes impacting organizations today (Nair, 2006). To survive and outdo their competitors, organizations are constantly seeking to improve their performance. Authors such as Brown and Leigh (1996) think that organisational climate is becoming more important than ever before because organizations need to ensure that those individuals who add value to the bottom line will want to stay in the organization and will want to continue pouring their effort into their work to the benefit of the organization.

According to Watkins and Hubbard (2003), high-performing organizations have climates with particular measurable characteristics, which have shown how organizational climate can directly account for up to 30% of the variance in key business performance measures. This is supported by research that examined the relationship between the way in which employees describe their work environments and the relative performance success of these environments (Wiley & Brooks, 2000). Climate does make a difference to organizations’ performance because ‘it indicates how energizing the work environment is for employees’. There is, however, clearly more to an organization’s performance than an ‘energized employee’ or the presence of certain organisational and leadership characteristics: ‘productivity … also depends on the morale which governs discretionary effort – the willingness to go the extra mile’

• Climate is generally considered to be a molar construct that can change over time.

• It is perceived by and shared among organisational members, which can result in consensus among individuals.

• It consists of global impressions of the organization that members form through interacting with each other and organisational policies, structures and processes.
• Climate perceptions are descriptions of environmental events and conditions rather than evaluations of them.

• The climate construct is multidimensional.

• It refers to the ‘feeling of an organization’.

• Climate can potentially influence an individual’s behavior.

In conceptualizing an organization, the idea that comes into our mind is that of some kind of order (to organize), as well as structure or arrangement (organization). Mitchell & Larson (1987) say that our society is an organizational society: all the activities that our surround our birth, education, work, leisure, spiritual growth and death are all heavily regulated or influenced by an organizational environment. This, in fact, means that human beings are by nature “organisational” beings. Human beings organize themselves because they believe that it is the most efficient way to reach their goals; thus, organization exists and is design to facilitate goal attainment. As Newell (1978) puts it, the important question is not whether there should be structure, but rather, what kind of structure there should be. The word organization is derived from Greek word ‘Organon’ which itself is derived from the word ‘Ergon’ – the word which is used in physics. The dictionary (Webster Dictionary) meaning of the word is work, measured in terms of quantity of heat to which it is equivalent. An organization is a social arrangement which pursues collective goals, controls its own performance and has a boundary separating it from its environment. The different theorists have emphasized different characteristics of organization.

According to Barnard (1938), “Organization is a system of consciously coordinated activities of two or more persons. According to him there are four characteristics of organization (a) communication (b) cooperative efforts (c) common objectives (d) rules and regulations.”

Barnard (1938) defined a formal organization as a system of consciously coordinated activities or forces of two or more persons. He also says that an organization develops and
maintains relatively stable and predictable behavior pattern even though the individuals in the organization may change.

Weber (1947) “Organization is defined as a corporate group. A corporate group is a social relation which is either closed or limits the admission of outsiders by rules – its order is enforced by the actions of specific individuals whose regular function is this.”

Life satisfaction and Organizational Climate

Mittal (1989) in an explanatory study of teacher’s motivation to work and its relationship with the organizational climate of the schools studied the phenomenon of teachers motivation to work in various settings and levels, and its interdependence with the organizational climate of the concerned schools. 100 teachers from 10 senior secondary schools of Delhi constituted the sample of the study and found that teachers who perceived less disengagement, less alienation, less psycho physical hindrance, more esprit and more humanized thrust dimensions of the school organizational climate were found to have more job satisfaction.

Ziauddin, (2001) in his study organizational climate and teacher job satisfaction applied analytic research design. There were 34 schools and 353 teachers who participated in the study. Stratified random sampling was used and concluded that there was positive and significant correlation between organizational climate and teacher job satisfaction.

5.2. The Review of Related Literature

A general trend of review of the above mentioned studies suggest that only few studies have been conducted on life satisfaction of school teachers and more over very little area was taken into consideration. However no such study has been conducted in Punjab which cover the major area of Punjab among teachers in relation to teaching attitude and organisational climate. That is why; the present study seems to be justified.

Howery (2001) conducted a study to investigate impact of technology on teacher training attitude. The result of the study revealed an increase in teacher attitude and use of
computers. The results suggest that through the technology Literacy challenge (TLC) grant, teacher have become comfortable with the use of technology and their positive attitude towards technology has increased.

Somech and Bogler (2002) conducted a study to examine the distinctive relationships of teacher professional and organizational climate with participation in decision-making and with organizational citizenship behaviour (OCB). Firstly, whereas participation in the managerial domain was found to be positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment. Secondly, professional commitment was positively associated with OCB towards the student, whereas organizational commitment was positively associated with all three dimensions of OCB (towards the student, the team and the organization).

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

Noll (2004) examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.
Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant.

Singh (2006) studied the impact of terrorism on physical education. Teachers of Jammu and Kashmir state in relation to their job satisfaction, personality and attitude towards education. He found that Punjab state physical education teachers are extremely satisfied from their jobs but Jammu and Kashmir teachers are in very satisfied category. Teachers of both the groups have the solitary personality. Further, found that the teachers of both the states have unfavorable attitude towards education.

Sharma (2010) undertook a study to identify predominant decision-making style of principals as well as to examine its impact on organizational commitment among the teachers working under them. The study revealed that avoidant decision-making was predominantly followed by spontaneous decision-making and reflecting dependence on personal charisma. The dependent decision style also showed some impact on all the commitment types. It was also reported that the committed and satisfied teachers were normally the high performers who contributed towards the productivity of the organization.

Kumari and Jafri (2011) conducted a study aimed at investigating the overall level of organizational commitment of male and female teachers of secondary schools. The female teachers were reported to have higher commitment level as compared to the male teachers. No significant differences were found in the levels of affective, normative and continuance commitment of male and female teachers working in the secondary schools. It also indicated that the overall percentage of organizational commitment of female teacher 59.04 was much
higher than that of the male teachers who had only 40.95 as their overall organizational commitment level.

Dr. K. S. Kanti (2013) conducted research to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna University. Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers.

Zilli and Zahoor (2012) conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. The data were analysed using descriptive and inferential statistics. The results revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

DR.B. PRASAD BABU and T.J.M.S. RAJU (2013) conducted study on a sample of 437 student teachers studying in 7 colleges of education in Vizianagaram district among them
239 were male and 198 females and methodology wise 143 were Mathematics, 48 Physical Sciences, 134 Biological Sciences and 112 Social Studies subject student teachers. They were administered self constructed tool (Teachers Attitude) developed by the present study investigators. The tool consisting of 60 items with 7 areas viz. professional problems, teachers pay scales, vacancies and other privileges, nature of work and workload, teachers interest towards pupils, teachers attitude towards management and professional status of teachers.

### 5.3. Emergence of the problem

The progress of the nation depends upon the quality of its people and quality of its teachers. For a real teacher teaching is a struggle, a life mission and is expected to have his own code of work and ethics.

A teacher who is happy with his job plays a pivotal role in the upliftment of the society. A dissatisfied teacher can become irritable and may create tension which is likely to have an adverse effect on the student learning process which consequently affects their academic growth. Life satisfaction implies the overall adjustment to work situation.

Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt& Turk 1985, p.180). Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher’s attitude also influences the behaviour of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with
desirable attitudes. Thus, teacher’s attitude towards teaching profession forms the major variable for the present study on secondary school teachers.

A number of research studies have been conducted in this regard. These studies have revealed consistent correlation of single variable of the above said variables with teacher’s life satisfaction. But in this study we are only concerned with consistent correlation of all the variables of the study with teacher’s life satisfaction and these variables are teaching attitude and organizational climate.

It is worth to probe into the effect of their teaching attitude and organizational climate on life satisfaction among rural and urban school teachers.

5.4. Statement of the problem

“Life Satisfaction among Rural and Urban School Teachers of Punjab in relation to their Teaching Attitude and Organizational Climate.”
5.5. Objectives

The Objectives of the study are:

1. To study life satisfaction among rural & urban school teachers.
2. To study life satisfaction among rural & urban school teachers in relation to gender.
3. To study life satisfaction among rural & urban school teachers belonging to different levels of experiences.
4. To study the relationship between life satisfaction and teaching attitude among rural & urban school teachers.
5. To study the relationship between life satisfaction and organizational climate among rural & urban school teachers.
6. To study the predictive efficiency of teaching attitude and organizational climate among rural & urban school teachers.
7. To study and compare the conjoint effect of teaching attitude and organizational climate towards the prediction of life satisfaction among rural & urban school teachers.
5.6. Hypotheses

1. There is no significant difference in life satisfaction among rural and urban school teachers.

2. There is no significant difference in life satisfaction among rural and urban school teachers in relation to gender.

3. There is no significant difference in life satisfaction among rural and urban school teachers belonging to different levels of experiences.

4. (a) There is significant positive relationship between life satisfaction and teaching attitude among rural school teachers.

4. (b) There is a significant positive relationship between life satisfaction and teaching attitude among urban school teachers.

5. (a) There is significant positive relationship between life satisfaction and organisational climate among rural school teachers.

5. (b) There is significant positive relationship between life satisfaction and organizational climate among urban school teachers.

6. (a) The prediction of life satisfaction among rural school teachers on the basis of conjoint effect of teaching attitude and organizational climate is significantly higher as compare to their separate predictions.

6. (b) The prediction of life satisfaction among urban school teachers on the basis of conjoint effect of teaching attitude and organizational climate is significantly higher as compare to their separate predictions.

7. The prediction of life satisfaction on the basis of conjoint effect of teaching attitude and organizational climate among urban school teachers is significantly higher than rural school teacher.
5.7. **Delimitation of the Study**

The present study was delimited to:

1. Secondary Schools of the state of Punjab.

2. Government Senior Secondary Schools only.

3. The total length of service is considered 35 years. On the basis of this 0 - 17 years experience is taken which is a midpoint of total length of service to assess the teaching attitude of teachers.

4. Academic streams were not taken as a variable.

5. This study has not included marital status also.

5.8. **Operational Definitions of the terms used**

**Life satisfaction**

In the present study, life satisfaction with one’s life implies contentment with or acceptance of one’s life circumstances or the fulfillment of one’s wants and needs for one’s life.

**Teaching Attitude**

It means the degree of positive and negative feelings of teachers towards teaching and teacher predisposition to act favourable or unfavourable on a scale towards dimensions of teaching.

**Organizational Climate**

It means a delicate blending of interpretations by the persons in the organization of their jobs and roles in relationship to others and their interpretations of the roles of others in the organization.
An urban area

It is the region surrounding a city. Most inhabitants of urban areas have nonagricultural jobs. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. It can refer to towns, cities, and suburbs.

A rural area

It means a geographic area that is located outside towns and cities. Typical rural areas have a low population density and small settlements.

5.9. Design of the Study

Descriptive method of research was employed for the present life study. There are two independent variables namely Teaching Attitude and Organizational Climate. There is one dependent variable namely Life Satisfaction. Data was collected by the investigator using the tools mentioned below.

5.10. Sample

The present study was conducted on secondary school teachers working in Government Senior Secondary Schools of five districts of state of Punjab. The sample of 600 school teachers will be selected. 300 Urban school teachers out of which 150 will be male school teachers and 150 will be female school teachers. 300 Rural school teachers out of which 150 will be male school teachers and 150 will be female school teachers.

5.11. Tools Used

The following tools were used for the purpose of data collection:


2. Organizational Climate Scale by Chattopadhyay and Agarwal (2003).

3. Teacher Attitude Inventory by Ahluwalia (2002).
5.12. Statistical Techniques Used

The following statistical techniques were used for analyzing the data:

1. Descriptive statistics i.e. mean, mode, median, standard deviation, skewness, kurtosis to examine the nature of distribution of scores.

2. t-ratio was worked out to study the significance difference and correlation between means.

3. Karl Pearson’s Coefficient of correlation technique to find out the relationship between the dependent variable (life satisfaction) and independent variables (teaching attitude and organizational climate).

4. Step up regression technique, multiple R’s along with R and F ratio to examine the relative weightage contributed by teaching attitude and organizational climate to the prediction of life satisfaction.
5.13. Conclusion

1. There is no significant difference in life satisfaction among rural and urban school teachers.

2. There is no significant difference in life satisfaction among rural and urban school teachers in relation to gender. Life satisfaction among male and female school teachers does not differ significantly.

3. Life satisfaction of rural and urban school teachers having different levels of teaching experiences is not differ significantly.

4 (a). There exists positive and significant relationship between life satisfaction and teaching attitude among rural school teachers.

4 (b). There exists positive and significant relationship between life satisfaction and teaching attitude among urban school teachers.

5 (a). There exists negative and non significant relationship between life satisfaction and organizational climate among rural school teachers.

5 (b). There exists significant positive relationship between life satisfaction and organizational climate among urban school teachers.

6 (a). The prediction of life satisfaction among rural school teachers on the basis of conjoint effect of teaching attitude and organizational climate is significantly higher as compare to their separate predictions.

6 (b). The prediction of life satisfaction among urban school teachers on the basis of conjoint effect of teaching attitude and organizational climate is significantly higher as compare to their separate predictions.

7. The prediction of life satisfaction on the conjoint effect of teaching attitude and organizational climate among urban school teachers is not significantly higher than rural school teacher
5.14. Educational Implications of the Study

Teachers do not enter the profession expecting to become wealthy. They become teachers because they are dedicated to giving children the knowledge that will enable them to live their lives to the full. The greatest boost for teachers comes by allowing them to live their lives to the full. The greatest boost for teachers comes by allowing them to fulfill their numerous roles which come with being a teacher and thus do their job effectively. When people succeed, teachers feel good about themselves; there is no room for boredom and dissatisfaction. A teacher who has positive attitude towards teaching will certainly spillover the same on students and colleagues. This in turn will lead them to success in their life and they can contribute better to the education system making it successful. Successful education system can lead to the solution of many problems of the society. The present study has following implications: -

1. The results that have accrued from the present study can be helpful to the curriculum planners in designing curricular activities of pre-service training course for teachers in order to enhance life satisfaction among teachers. Attitude of teachers should be encouraged towards teaching profession by describing them the actual role of teachers in the life of the pupils as well as for the nation.

2. Teacher educators, state supervisors and Principals should recognize and emphasize personal life factors that appear to make teachers and potential teachers feel positive about the job they are doing in the classroom. Educational professionals should review the findings and implement programs and activities to enhance factors that the teachers perceive to be positively impacting their performance. Strategies should be developed to teach beginning teachers how to recognize the importance of teacher fulfillment and self-satisfaction.

3. Teachers should be provided facilities like free education of their children at higher level of education.

4. They should be paid according to their qualifications and not according to the level of school in which they are teaching.
5. Conditions helpful for making teacher satisfied with his profession should be created. They can be practical services such as assistance with child care and elder care, flexible working time arrangements like part time work, reduced hours to run household work, to take care of household repairs, to attend school events and to pick up and deliver children to child care.

6. Administrative authorities in the educational sphere owe a great responsibility in facilitating the creation of a favourable environment in educational institutes.

7. Head teacher is the key person in any school and as such he/she is more or less responsible for the behaviour of the teachers. The result of the present study reveals that the areas of the organizational climate and teacher life satisfaction need strengthening.

8. Regarding the factor under the institutional dimensions, both teachers and authorities may take suitable action for the provision of the following variables that are engaged from the factor analysis. They are school environment administration, curriculum and training and states of the school.

9. Teachers’ competence and Teachers’ commitment are also essential for effective teaching. The teacher should be aware of these factors and retain them in profession. The authorities should make facilities and encourage the competency and commitment of teachers.

10. Laboratory facilities, availability of audio – visual aids, library facilities, classroom arrangement, overall set up of the educational institution, suggestions from the Head of the Institution, invention by the Head of the Institution, novelty of the curriculum, activity based curriculum and discipline of the Educational Institution are highly essential to improve the professional efficiency of teachers.
When all these factors are taken together, it is bound to make a healthy impact on life satisfaction of teachers.
5.15. Suggestions for Further Research

No research itself is ever complete owing to various limitations. The present study is no exception. The further research if conducted into this problem and its related areas, will add immensely in the present stock of knowledge about this important aspect of education. The investigator recommends the following suggestions for further researches.

- The present study was confined to selected Government Schools of district of Punjab. The study may be conducted on the left out schools of all districts of Punjab.
- Studies may be conducted in varied socio-cultural contents by taking same variables in order to arrive at further broad general realization.
- The further researches are recommended to explore the performance of the teachers by using some more variables – intelligence, personality, academic achievement, job satisfaction etc.
- The study may be extended to a large number of personal, psychological, institutional and sociological factors.
- The role of educational agencies, advisory boards, and educational policy makers promoting life satisfaction may be started.
- Attitude towards teaching and organizational climate can be compared with job satisfaction.
- Apart from variables taken up in this study, the impact of certain other important variables such as achievement, motivation, job performance, adjustment, job burnout on life satisfaction among male and female teachers may be explored.
- There is a need to study the comparative attitude of men and women teachers towards teaching profession.

Hence fine roles can only be developed by capable, well read and worthy teachers having favourable attitude towards their profession, good organizational climate and satisfied from their life so any research pertaining to this area would be a variable attempt. It would be beneficial for the students, teachers and the society.