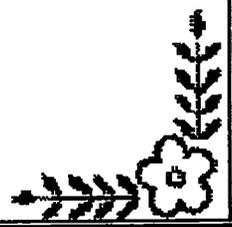
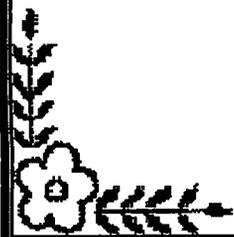




CHAPTER NO. V



CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS AND IMPLEMENTATION

5.1 Summary :

The term Job Satisfaction is generally used in organizational endeavor in business management. One of the senses signs of deteriorating conditions in an organization is low job satisfaction (Keith Devi, 1993). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

Generally job satisfaction is related with number of employees variables such as turnover, absence, age, occupation and size of the organization in which he works. The degree of satisfaction of job is largely depends on satisfaction of employee variables. According to Garton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to

which a teacher can meet individual, personal and professional needs as an employees (Strauss, 1974).

Maslow (1970), Herzberg (1959), Herzberg and Miskel (1978) and others proposed the theories on job satisfaction. According to Maslow 'a person's satisfaction is determined by the fulfillment of his five levels of need'. Herzberg's motivation hygiene theory assumes that two variables determine a person satisfaction. (1) Internal factors like achievement, recognition etc., and (2) external factors such as salary and interpersonal relation. Relationships Lurie (1975) believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher job satisfaction is to be increased efforts are to be made to improve the teaching situations. According to Herzberg and others (1976) a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. This improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to their performance on the other hand, if rewards are such as inadequate for one's level of performance, dissatisfaction occurs.

An emerging area of study is the interplay between job and life satisfaction. Researchers have speculated that there are three possible forms of the relationship between job satisfaction and life satisfaction:

- (1) spillover, where job experiences spill over into nonwork life and vice versa;

- (2) segmentation, where job and life experiences are separated and have little to do with one another; and
- (3) compensation, where an individual seeks to compensate for a dissatisfying job by seeking fulfilment and happiness in his or her nonwork life and vice versa.

Judge and Watanabe (1994) argued that these different models may exist for different individuals and were able to classify individuals into the three groups. On the basis of a national sample of U.S. workers, they found 68% were the spillover group, 20% in the segmentation group, and 12% in the compensation group. Thus, the spillover model, whereby job satisfaction spills into life satisfaction and vice versa, appears to characterize most U.S. employees.

Consistent with the spillover model, a review of the research literature indicated that job and life satisfaction are correlated (average true score correlation. Tait, Padgett, & Baldwin, 1989). Since a job is a significant part of one's life, the relationship between job satisfaction and life satisfaction makes sense—one's job experiences spill over into one's life. However, it also seems possible the causality could go the other way—a happy or unhappy life spills over into one's job experiences and evaluations. In fact, the research suggests that the relationship between job and life satisfaction is reciprocal—job satisfaction does affect life satisfaction, but life satisfaction also affects job satisfaction (Judge & Watanabe, 1994).

Also in support of a spillover model for job and life satisfaction, the research literature shows a consistent relationship between job satisfaction and depression (Thomas & Ganster, 1995). One might speculate on the possibility that the relationship is simply due to personality traits that cause both low job satisfaction and depression. However, to counter this, there is evidence that job loss and other work events are in fact associated with depression (Wheaton, 1990). Thus, this research suggests that dissatisfaction resulting from one's job can spill over into one's psychological well-being.

Based on this research, one conclusion is that organizations only have so much control over a person's job satisfaction, because for many people, their job satisfaction is a result, in part, of spillover of their life satisfaction. However, continuing to take actions to address low job satisfaction is not only important for organizational effectiveness, but by not doing so, organizations can cause spillover of employees' low job satisfaction into their life satisfaction and well-being.

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teachers best professional preparation and creating satisfactory conditions of work and in turn their life in which they carefully be effective.' Sand Frankiewicz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. In the light of the above the theoretical framework of teacher job satisfaction may be

considered as one of the important factors, which can enhance teaching competency.

In reference of above aforementioned importance of teachers' job satisfaction and life satisfaction the present study, an attempt was made to see the effect of certain variable namely teachers' attitude and gender on their job satisfaction and life satisfaction as well as this investigation also study the relation between job and life satisfaction. Total 400 teacher employees of various schools from Marathwada were selected, They were selected on their attitude criteria which they possess towards teaching. To measure their teaching attitude they were administrated on teacher Attitude Inventory (TAI) and then assigned on two groups namely favourable and unfavourable teaching attitude. These both group was selected with equal number of male and female teachers as per requirement os the study.. Teacher Job-satisfaction Questionnaire (TJSQ) by Pramode Kumar and D.N. Mutha(1996) and Life Satisfaction Scale by Dr. Promila Sing were used to measure teachers' job satisfaction and life satisfaction of bank employees. 2 X 2 factorial and correlational design were employed to reach out the objectives of this study. Obtained data was analyzed by employed two way ANOVA and Co relational analysis as per requirements.

5.2 Conclusions:

After analysis of the result, the following conclusions were drawn;

- ❖ Teacher with favourable attitude towards teaching job were found to be significantly higher in their level of job satisfaction ($M=22.4$) as compared to those teachers who were having unfavourable attitude towards teaching ($M=13.5$)
- ❖ Female teacher was found to be significantly higher on their satisfaction regarding their job as compared to male teachers.
- ❖ Interaction effect of teachers' attitude and gender were found significant on teachers' job satisfaction criteria at .05 level of confidence.
- ❖ Teacher who are having favourable attitude towards teaching score ($M=144.7$) higher on their criteria of life satisfaction which was found to be significantly higher than those teachers who are having unfavourable attitude towards teaching ($M=111.05$).
- ❖ Life satisfaction criteria of teachers was not found to be fluctuate with their biological characteristics that is gender.
- ❖ Interaction effect of attitude and gender were found significant on teachers' life satisfaction criteria at .05 level of confidence.
- ❖ Correlation between teachers' job satisfaction and their life satisfaction criteria was found to be .63 which was found to be significant and positively correlated. So, it can be revealed that teachers who are having higher job satisfaction are also found with highly satisfied in their life and vice versa.

5.3 Limitations and Suggestions:

Following limitation and related suggestions of the present investigation are;

- In the present investigation, only teacher were taken as a sample. Further investigation can be done on employees of other organization.
- The present research considered only teacher attitude and gender as independent variables though other than these variables also work as factor to influence teachers' job and life satisfaction thus other variable can also be taken as an independent variable in further research.
- This research covers only the teachers living in urban area; hence in India lot of person work in rural area. Research in future can include subjects from rural area as well to support the findings, making the research more supportive.
- Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.
- Although it is a study in area of Positive Psychology yet the lack of scientific medical knowledge was a major hindrance. Further studies will be suggested to include some medical aspect on same objectives.
- Local of the study was restricted to Marathawad only. It can be spread into other areas also.

5.4 Implications:

- results of this researches can be implemented in order to advance our knowledge regarding stress have social importance or practical usefulness in banking Organisation for job dissatisfaction, behavioural problems, production turn over, increased absenteeism, increased accidents, lower productivity.
- The present investigation also will be helpful to all graduate, post graduate and researcher of 'Psychology' and 'Education' as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in 'psychology' and 'Education'.
- In this juncture, the present study is undertaken to address job satisfaction and life satisfaction of teachers related to their attitude towards teaching and gender. This throw light in to the job and life satisfaction among teachers employees. The study will be helpful to drawn up further program on the related fields and also act as a secondary data for further research.

