CHAPTER 6
MAJOR FINDINGS, SUGGESTIONS, CONCLUSION

6.0 MAJOR FINDINGS

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FINDINGS OF FIRST OBJECTIVE

- There is a significant difference found in observed frequency and expected frequency of different income variable. Most of the Teachers are Satisfied (170) on income appropriateness and qualifications they hold. Majority of teachers are Satisfied (182) and strongly Satisfied (124) on income sufficiency to live a decent life. 134 teachers are agree with the statement that increase in income would increase the job satisfaction of teachers whereas 82 teachers have neutral opinion for the same.

- There is significant difference found in observed frequency and expected frequency of Policy and Management variable. Most of the teachers are Satisfied (220) with leave policy of the school. Majority of the teachers are Satisfied (189) and Strongly Satisfied (150) within the job security they feel in the school. 203 teachers satisfied with the teaching hours allocated to them. Mostly teachers are Satisfied (228) with schools overall administration.

- There is significant difference found in observed frequency and expected frequency of Working Condition variable. Most of the teachers are Satisfied (195) with physical facilities provided by the school. Mostly teacher are Strongly Satisfied (193) with the convenient working hours. Mostly teachers
are strongly agree (185) and Agree (187) with the statement that they feel comfortable working in the SMC'S school. 159 teachers are agree with the statement that School assigns more of extra activities rather than teaching. While 110 teacher are neutral with the statement that they are assigned with extra activities rather than teaching.

- There is significant difference found in observed frequency and expected frequency of Interpersonal Relation variable. Most of the teachers are satisfied (223) with the cooperation received from superior. Some teachers are neutral (57) when asked about the question regarding superior gives practical advice on their performance. While mostly satisfied (221) with the same statement. Mostly teachers satisfied (233) while considering their views in any decision making process where as 54 teachers are neutral with this statement.

- There is a significant difference found in observed frequency and expected frequency of Intrinsic Reward variable. 235 teachers satisfied with the statement that their work is being acknowledged by the superiors. Whereas 69 are neutral with the acknowledgement of work by superiors. 160 satisfied with promotion opportunity as per the competence whereas 113 teachers are neutral with statement. Mostly teachers are neutral (150), dissatisfied (164) and strongly dissatisfied (49) regarding receiving praise appreciation and rewards they receive from the superior.

- There is a significant difference found in observed frequency and expected frequency of Advancement Variable, 227 teachers are satisfied with the statement that creativity and innovation in teaching is encouraged by the superior of the school. Mostly teachers are satisfied (205) and neutral (82) with the statement regarding high level of opportunity for personal development is there in school. Mostly teachers are satisfied (223) and strongly satisfied (87) with fair and reasonable justice for promotion and advancements. Whereas 76 have the neutral opinion for the same statement.

- There is significant difference found in observed frequency and expected frequency of different Work Responsibilities variable. Mostly teacher are satisfied (241) that the job is challenging and interesting. 71 teachers out of 400 are neutral with the statement that they are been given freedom to take
decision within given responsibilities. Whereas 192 are agree and 116 are strongly agree with the same statement.

- There is significant difference found in observed frequency and expected frequency of Personal Satisfaction variable, mostly teachers are strongly satisfied (211) and satisfied (157) with the statement that others respect them as a teacher. Mostly teachers are strongly satisfied (199) and Satisfied (155) with the statement that job as a teacher in SMC school gives them great deal of personal satisfaction. 292 teachers are highly feeling proud that they have chosen teaching as a profession.

**FINDINGS OF THE SECOND OBJECTIVE**

- There is a significant difference in mean rank of Gender and Income variable except only one statement that increase in salary would increase the job satisfaction of teachers. There is no significant difference between mean rank of Gender and Policy and Management variable except only one statement that teachers are satisfied with the school overall administration. There is no significant difference between mean rank of between and Working condition variable of job satisfaction. Except only one statement that teachers are satisfied with the Physical Facilities provided by the school. There is no significant difference between gender and Interpersonal Relation except the statement that teachers get practical advice from the superior. There is no significant difference between mean rank of Gender and Intrinsic Reward variable. There is no significant difference between mean rank of Gender and Advancement variable except only one statement that school has reasonable justice between staff promotion and advancements. There is no significant difference between mean rank of Gender and Work Responsibilities variable except the statement that teachers feel that their job is interesting and challenging and teachers can take decision within the given responsibilities. There is no significant difference found between Gender and Personal Satisfaction variable of job satisfaction.

- There a significant difference between mean rank of Family Type and Income variable except the statement that increase in income will increase the job
satisfaction of teachers. There is no significant difference found in Family Type and Policy and Management variable of job satisfaction except only one statement regarding leave policy of the school. There is no significant difference between family type and Working Condition variable except one statement that employees are satisfied with the physical facilities provided by the school. There is no significant difference between Family Type and Interpersonal Relation and Intrinsic Reward variable of job satisfaction. There is no significant difference between Family Type and Advancement variable except the statement that creativity and innovation in teaching is encouraged by the superiors. There is no significant difference between Work Responsibilities and Personal Satisfaction variable.

- There is a significant difference found in primary and upper primary teachers regarding Income variable except only one statement that increase in income would increase the job satisfaction teachers. There is no significant difference in Section of school and Policy and Management variable except the statement that their job is secure in the school. There is no significant difference in Section of school and Working Condition, Interpersonal Relation, Advancement and Work Responsibilities variable of job satisfaction. There is no significant difference in Section of school and Intrinsic Reward variable except only one statement that their work is acknowledged by the superior. There is a significant difference found in primary and upper primary teachers in Personal Satisfaction variable of job satisfaction except that teachers feel proud of choosing teaching as a profession.

- There is a significant difference found in School Timing and Income variable of job satisfaction except the statement that increase in income would increase the job satisfaction of teachers. So both morning and afternoon school teachers feel the same regarding the statement that increase in income would increase the job satisfaction. There is no significant difference in School timing and Policy and Management, Intrinsic Reward, Advancement, Work Responsibilities, and Personal Satisfaction variable of Job satisfaction. There is no significant difference found in School timing and Working Condition except the statement that working hours are convenient for the teachers to work. So here morning and afternoon school teacher differs in the opinion
regarding working hours of the school. There is a significant difference in School timing and Interpersonal Relation except the two statement that colleagues helps teachers to do better work and superior consider teaches view when they take any decision.

FINDINGS OF THE THIRD OBJECTIVE

- There is a significant difference in mean rank of Stream of Education and Income variable of job satisfaction except one statement that increases in income would increase the job satisfaction of teachers. So arts, science, commerce and other stream teachers feel same about that increase in salary would increase the job satisfaction. There is no significant difference in Stream of Education and Policy and Management, Working condition, Intrinsic Reward, Advancement and Work Responsibilities variable of job satisfaction. There is no significant difference between Stream of Education and Interpersonal Relation variable except only one statement that teachers feel pleasant and friendly atmosphere with the superior. There is a significant difference between Stream of Education of teachers and Advancement variable of job satisfaction except only one statement that teacher feel proud to be a teachers. So arts, science, commerce and other stream teacher feel same that they feel proud of being a teacher.

- There is no significant difference in Types of school and Income, Policy and Management, Working Condition, Advancement and Work Responsibilities variable of job satisfaction. There is no significant difference in mean rank of Types of school and Interpersonal Relation variable of job satisfaction except the two statements that teachers receive cooperation from the superior and they feel friendly atmosphere in school. There is no significant difference between mean rank of Types of school and Intrinsic Reward variable of job satisfaction except the statement that teachers receive praise appreciation and rewards from the principal for the work they do. There is no significant difference in mean rank of Type of school and Personal Satisfaction of teachers except only one statement that people respect them as a teacher.

- There is a significant difference found in mean rank of Marital Status and Income variable of job satisfaction except on statement that increases in
income would increase the job satisfaction of teachers. There is no significant difference found in Marital Status and Policy and Management, Interpersonal Relation, Intrinsic Reward, Advancement, Work Responsibilities and Personal Satisfaction variable of job satisfaction. There is no significant difference found in mean rank of Marital Status and Working Condition variable except one statement that teachers feel that they have more co curricular activity than teaching.

- There is a significant difference found in Designation and Income variable of job satisfaction except one statement that increases in income would increase the job satisfaction of teachers. There is no significant difference in designation of teachers and Policy and Management, Working Condition, Interpersonal Relation, Intrinsic Reward, and Advancement variable of job satisfaction. There is no significant difference found in Designation and Work Responsibilities variable except two statements that teachers usually assigned with the important work and their job is interesting and challenging. There is a significant difference found in mean rank of Designation and Personal Satisfaction variable of job satisfaction except only one statement that teachers feel proud of their profession as a teacher.

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**FINDINGS OF THE FOURTH OBJECTIVE**

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- There is no significant difference between mean rank of Zone wise school and Income variable of job satisfaction. There is a significant difference between mean rank of Zone wise school and Policy and Management variable except two statements that teachers feel happy with the working hours allotted to them and school arranges talks and seminars by the outside consultants. There is no significant difference in mean rank of Zones wise schools and Working Condition variable of job satisfaction except one statement that teachers are satisfied with the Physical Facilities provided by the schools. So school teacher of different Zones of Surat city differs with opinion regarding physical facilities school provide to them. There is no significant difference found in Zone wise school and Interpersonal Relation variable except two statement that teachers receives cooperation from the superior and teachers views are considered by the superior in any decision making process of the school.
There is no significant difference between Zone wise school and Intrinsic Rewards variable except one statement that teachers receive praise, appreciation and rewards from the superiors. There is a significant difference between mean rank of Zone wise school and Advancement variable of job satisfaction except one statement that creativity and innovation in teaching methods is being encouraged by the superiors. There is no significant difference found in Zone wise school and Work Responsibilities variable of job satisfaction except two statement that teachers feel that their job is interesting and challenging and teachers have enough freedom to make their own decision within given responsibilities. There is no significant difference found in Zone wise school and Personal Satisfaction variable except one statement that people respect them as a teacher.

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**FINDINGS OF THE FIFTH OBJECTIVE**

- There is no significant association between Age and Job Satisfaction variables. However, only Income variable has significant association with Age of the teachers. There is no significant association between distance and job satisfaction variables. However, only Income, Intrinsic Reward and Advancement variable has significant association with distance of the teachers. There is no significant association between Experience and Job Satisfaction variables. However, only income variable has significant association with experience of the teachers.

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**FINDINGS OF THE SIXTH OBJECTIVES**

- Maximum teachers found to be PTC i.e. 40.8% (258 Respondents) followed by B.Ed. and Post-Graduation. Maximum Graduates are agree with income variables and almost close to that are neutral with Income variables. Post graduate and B.Ed. teachers are also neutral regarding Income variables. In other words we can say that they are indifference in terms of Income variables. Almost all the stream teachers are agree with the Policy and Management variables. Almost all the stream teachers are agree with the Working Conditions variables. Almost all the stream teachers are agree with the Interpersonal Relation variables. Very few are found to be neutral from Post
Graduate and B.Ed. Almost all the stream teachers are agreeing with the intrinsic reward variables. But equally post graduate, PTC and B.Ed. teachers also indifferent regarding intrinsic reward. Almost all the stream teachers are agreeing with the Advancement variables. Few of them also neutral and even disagree on Advancement. Almost all the stream teachers are agreeing and strongly agree with the Work Responsibilities variables. Almost all the stream teachers are agree with the Personal Satisfaction variables.

- Maximum teachers found to be taking language (Gujarati, Hindi, English, Sanskrit) i.e. 31.7% (312 Respondents) followed by Mathematics and Environmental Studies. Almost all the subject teachers are agreeing with the Income variables for job satisfaction. Almost all the subject teachers are agreeing with the Working Conditions variables for job satisfaction. Almost all the subject teachers are agree with the Policy and Management variables for job satisfaction. Almost all the subject teachers are agree with Interpersonal Relation variables for Job Satisfaction. Almost all the subject teachers are agree with Intrinsic Reward variables for Job Satisfaction. Almost all the subject teachers are agree with the Advancement variables for Job Satisfaction. Almost all the subject teachers are agree with the Work Responsibilities variables for job satisfaction. Almost all the subject teachers are agree with the Personal Satisfaction variables for job satisfaction.

## 6.1 CONCLUSIONS AND SUGGESTIONS

The success of any organization depends on the employees that work in the organization. They are the ones responsible when it comes to organizational targets and vision. For the case of this study, teacher’s job satisfaction is pivotal in achieving the performance of the school. From the above all analysis of Data, the conclusion are analyzed and discussed in order to utilize them in enhancing the job satisfaction of Teachers. The conclusions came out that all the aspects of the Job Satisfaction were important for teachers. The job satisfaction level of the Teachers is comparatively high in these Schools. The Schools are providing good facilities to its Teachers and taking care of the teachers as well. SMC’s School has most experienced and enthusiastic teachers with good education qualification. Many teachers are satisfied with cooperation they receive from the colleagues and superiors as well as parents. But that differs from zone wise schools. Teachers are satisfied with the timings and pension scheme. Teachers feel happy when they get respect from the ex-students. They feel satisfied as they get opportunity to educate the below poverty line children. Teachers like Sanskrit Sabhashan Shibir. Teachers want that the good work of teachers should be periodically appreciate by the team SMC. Teachers feel that they
should get the pay scale as per the qualification. Some teachers are involved in activity before and after the working hours and some teachers who work in different Zones of school are dissatisfied as they get less support from parents and absenteeism of the students. Teachers do not like rules of do not fail students. Some teachers also dislike Pragna Abhigam. Teachers those who work in different zone of school are dissatisfied with the physical working condition of the school. Some teachers feel that transfer frequency is very high. Teachers want change in the syllabus and teaching methodology.

School should provide time management training to improve the ability and knowledge of the teachers. More autonomy should be provided to the teachers in both which may enhance the level of Job Satisfaction among the teachers which may subsequently create rather a conductive environment in the schools. The teachers and the principals should be provided in service training in human relations to achieve a good school climate and a higher Job Satisfaction among teachers. Teachers want more seminars to be arranged and they want to get guidance from the seniors as well. Teachers want praise and appreciation should be given to teachers in public during the time of annual function. Best teacher award should be given to teachers for their work. Teachers want that they must get job in nearby the location to have harmonious relation sip and to improve economic and psychological condition. Some schools of different Zones does not have playground, they have less sports equipment and science instrument.

Some teachers also feels that Balmelo, Vignanmeloo, Praveshotsav, Gunotsav, Salamati Saptah, Gyan Saptah, Shishyavrutti, Pragnaabhigam and all extra activities are necessary but any a time Government Only want statistical details of the same, so teachers are involved in so much administrative activity that they do not get time to be with the students ain class room.

Teachers want that there should not be evaluation of teachers based on Gunotsav. They want to encourage activity based learning. Some of the teachers of different zones want playground and sports equipments, science equipment. Many teachers are involved in opening of Bank Account and Aadhar card. So teachers are so much involved in clerical and administrative work that they do not get enough time to be in the class. Teachers feel like “Maro Varg, Maru Swarg” so teachers want more to be with the students rather than administrative activity. Teachers also want equal support from parents. Teachers want that the students should be promoted based on their level of understanding. Teachers want more technology and advance text book. Teachers want that work allocation should be as per the teacher’s skills and interest. Smart work should be encouraged. Teachers are bit dissatisfied with the rule regarding do not fail students. Teachers feel that they should be publically recognized for their good work by the Municipal School Board. Teachers want latest technology in teaching and apart from that they want more autonomy in teaching in the class. So that teachers own creative and innovative skills can be enhanced.

Teachers, who feel that they have the opportunity to develop, feel involved in decision making and feel that they can influence their class and environment, are more satisfied with their job. It would be advisable for schools to give teachers more
control. This could be possible by giving teachers the freedom to choose their own books and method, there are more things that a school can think about to give their teachers more sense of teacher autonomy, and hence, more job satisfaction.

6.2 LIMITATIONS OF STUDY

A study on job satisfaction of teachers would have been very challenging and interesting. Researcher has tried best in collecting the relevant information for the research thesis, yet there are always some problems faced by the researcher. The prime difficulties which the researcher have faced in collection of information are discussed below

- Responses to the questions are as per respondents understanding which may differ. Some of the teachers may not have understood the job satisfaction questionnaire to the desired level and may have marked answers incorrectly or not have marked any answer which distorting the scores of the inventory and the final analysis

- Teachers may have concealed some information from the researcher as it they might be apprehensive.

- The scope of the study was to collect the data about the job satisfaction of teachers of Nagar Prathmik Shikshan Samiti’s school so the analysis and result may be differ with the private schools.

6.3 FUTURE SCOPE OF STUDY

In the light of the present research and its results, it is suggested to undertake the following studies in a methodical way and with wider approach in order to bring into focus the variables and areas which were not incorporated in this study.

- The study can be extended to other categories of the job in higher educational institutions.
- The study can be extended to evaluate the other factors that influenced and are related to job satisfaction such as organizational commitment and their quality of work life (e.g. environmental factors, participation, work life balance)
- The study can be extended to study the various groups of teacher included in rural and urban area.
• The study can be extended to evaluate teacher’s job satisfaction in other municipal schools in other cities of Gujarat.

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