

SUMMARY AND CONCLUSIONS

“The destiny of India is now being shaped in her classroom”.

Indian Education Commission (1964-66)

The purpose of the present study was primarily to identify the job satisfaction among primary school teachers in relation to their educational qualification, mental health and occupational stress. The welfare and prosperity of a nation depends on its natural and human resources. Human resource is perhaps more important than the natural resource because the latter can only be profitably used if the former is efficient. Therefore, human resource is of paramount importance for the progress of a country. The teacher being a catalytic agent in the process of education, dispenses knowledge, forms time schedules, selects reading materials, plays the role of subject specialist and helps pupils to overcome their difficulties and provides learning support. If the teacher has a low level of job satisfaction, it can hardly be imagined how much damage it can cause to the progress of the new generation. Success of students in any course depends on the effectiveness of teachers. However, the entire structure of education is unsteady if the teacher is weak and ineffective. There appears to be general agreement on the fact that educational achievement of children depends to a large extent on job satisfaction, educational qualification, mental health and occupational stress of the teachers. If the teacher has wholesome job satisfaction, high level of educational qualification, sound mental health and not having exceeding occupational stress, he

teaches with interest, takes pains and makes efforts to provide problem solving and creative activities, assesses the needs of students and develops their potential. He can help students not only to make progress in academic fields but also in other aspects of life. Naturally, a teacher with high level of job satisfaction, educational qualification, mental health and moderate level of occupational stress would help students to gain confidence, develop potentate skills in the field of education and work. An efficient teacher will motivate his students to find their capacities independently without waiting for teacher's praise.

There is a common feeling among people that students enter in teaching profession as a last resort being defeated in all other glamorous professions. Therefore, they do not have job satisfaction, which is extremely essential for their inner motivation leading to proper adjustment as well as achievement motivation. In the absence of dedicated and committed teachers any educational institution is bound to face a number of problems like student unrest, indiscipline, poor relationship between student and teachers, between teacher and administrator as well as with parents of the students. These problems adversely affect the total teaching-learning environment of the schools and colleges. If the job satisfaction, mental health, educational qualification, and occupational stress are such important factors in making learning effective, a study of this kind will be useful and of great practical value for all those concerned with education. Some attempts have been made to identify the factors, which influence the

job satisfaction of the teachers. These are made by Shah (1991); Gupta (1994); Saxena (1995); Chopra (1996); Goswami (1998); Khatoon (2000); Bazmi (2001); Kaneez (2002); Rose (2003); Chand(2005); Salami (2008); Sumangala(2009); Suryanarayana (2010); Chaudhary (2012); Agyekurn (2013); Khan (2013); Mondal (2014). However, there are still many important factors, which are of great educational importance but could not be considered by the researchers. In order to bridge the gap in this particular field of the research, the investigator selected his study entitled “A Study of Job Satisfaction among Primary School Teachers in relation to their Educational Qualification, Mental Health and Occupational Stress”.

6.1 Objectives of the Study

The present study has been planned with the following objectives.

1. To investigate the significance of difference between high educational qualification and low educational qualification on the measure of job satisfaction of primary school teachers.
2. To explore the significance of difference between high mental health and low mental health primary school teachers in relation to their job satisfaction
3. To find out the significance of difference between high occupational stress and low occupational stress primary school teachers in relation to their job satisfaction.
4. To determine the significance of difference between male and female primary school teachers on the measure of job satisfaction.

6.2 Hypotheses of the Study:

1. There is no significant difference between high qualified and low qualified primary school teachers on the measure of job satisfaction.
2. There is no significant difference between high mental health and low mental health primary school teachers on the measure of job satisfaction.
3. There is no significant difference between high occupational stress and low occupational stress primary school teachers on the measure of job satisfaction.
4. There is no significant gender difference between primary school teachers on the measure of job satisfaction.

6.3 Sample

The present study was conducted on sample of 446 primary school teachers from Lucknow district.

6.4 Tools

In the present investigation the investigator employed the following standard tools and measures for the purpose of data collection.

1. Job Satisfaction Scale by Meera Dixit
2. Mental Health Check List By Pramod Kumar
3. Occupational Stress Index (O.S.I.) by Dr, A. K. Srivastava & Dr. A.P. Singh.

4. For measuring Educational Qualification the Academic Records in terms of Degrees and Certificates from high school onwards e.g. intermediate, graduation and post graduation with teaching certificates were obtained from the primary school teachers.

6.5 The Pairs of Groups Compared on the measure of job satisfaction in respect to educational qualification, mental health and occupational stress

1. High scorer primary school teachers vs. low scorer primary school teacher.
2. Male vs. Female primary school teachers.
3. High scorer male primary school teachers vs. high scorer Female primary school teacher.
4. Low scorer male primary school teachers vs. Low scorer female primary school teachers.
5. High Scorer male primary school teachers vs. low Scorer male primary school teachers.
6. High Scorer female primary school teachers vs. low Scorer female primary School Teachers.

6.6 Statistical Techniques Employed

Pearson Product moment correlation was employed to identify the significance of relationship between variables. The 't' test was employed to find out the significance of difference between the six pairs of groups. Multiple regression analysis was applied to predict the job satisfaction. The results have been presented in the tables 4.1 to 4.27.

6.7 Conclusions

The findings of the present investigation may be summarized as follows.

- (1) There is no significant difference between high educational qualification group and low educational qualification group on the measure of job satisfaction.
- (2) There is no significant difference between male and female primary school teachers with high educational qualification on the measure of job satisfaction.
- (3) Male and female primary school teachers with low educational qualification are almost similar on the measure of job satisfaction.
- (4) Male primary school teachers with high and low educational qualification are not differed significantly in respect to their job satisfaction.
- (5) The female primary school teachers with high and low educational qualification are almost similar on the measure of job satisfaction.
- (6) Primary school teachers with high mental health are significantly higher on job satisfaction than the primary school teachers with low mental health.

- (7) There is no significant difference between male and female primary school teachers with high mental health on the measure of job satisfaction.
- (8) No significant difference was found between male primary school teachers with low mental health and female primary school teachers with low mental health on the measure of job satisfaction.
- (9) Male primary school teachers with high mental health and male primary school teachers with low mental health are similar on the measure of job satisfaction.
- (10) Female primary school teachers with high mental health and female primary school teachers with low mental health are similar on the measure of job satisfaction.
- (11) The primary school teachers with high occupational stress are found to be more satisfied with their job than primary school teachers with low occupational stress.
- (12) No significant difference is found between male primary school teachers with high occupational stress and female primary school teachers with high occupational stress on the measure of job satisfaction.
- (13) No significant difference is found between male primary school teachers with low occupational stress and female primary school teachers with low occupational stress on the measure of job satisfaction.

- (14) Significant difference is found between male primary school teachers with high and low occupational stress on the measure of job satisfaction. Male teachers with high occupational stress are more satisfied with their job than those male with low occupational stress.
- (15) Significant difference is found between female primary school teachers with high and low occupational stress on the measure of job satisfaction. Female teachers with high occupational stress are more satisfied with their job than those females with low occupational stress.
- (16) No significant difference is found between male and female primary school teachers on the measure of job satisfaction.
- (17) Married and unmarried primary school teachers are almost similar on job satisfaction.
- (18) No significant difference is found between minority and non- minority primary school teachers in respect to their job satisfaction.
- (19) Rural and urban primary school teachers are almost similar on the measure of job satisfaction.
- (20) Significant difference is found between government and private primary school teachers on the measure of job satisfaction. Government school teachers are more satisfied with their job than private school teachers.

- (21) English medium school teachers and Hindi medium school teachers do not differ significantly in respect to their job satisfaction.
- (22) Job satisfaction is positively but insignificantly correlated with mental health, positively and significantly correlated with occupational stress and negatively but insignificantly correlated with educational qualification.
- (23) Mental health is positively and significantly correlated with occupational stress, and positively but insignificantly correlated with educational qualification.
- (24) There is a positive but insignificant relationship between occupational stress and educational qualification.
- (25) Significant gender difference was found on the measure of occupational stress. Male teachers are having more occupational stress than their female counterparts.
- (26) No significant difference was found between male and female primary school teachers on the measure of mental health.
- (27) Occupational stress predicts job satisfaction positively and significantly.

6.8 Suggestions for Further Studies

1. There exists a need to explore the job satisfaction of teachers working at higher education level like secondary and higher level with the variables educational qualification, mental health and occupational stress.

2. A comparative study of primary teachers pursuing their career in Kendriya Vidyalaya, CBSE and ICSE may be of paramount importance. Such comparisons can be observed by selecting a number of variables like SES, intelligence, personality characteristics, creativity, adjustment, achievement motivation and teaching aptitude.
3. Levels of aspiration, achievement motivation, sense of satisfaction, in-security, anxiety, adjustment, creativity, intelligence etc. are the important variables, which play significant role in success of the candidates. A comparison of teachers belonging to different professions medical, engineering, management etc in respect to above mentioned variables may yield interesting results.
4. In India there exists a disparity between rural and urban population in respect to their mode of thinking, life style and attitudes towards various issues. A comparative study of rural and urban population regarding attitude towards teaching and other professions in relation to a number of other related variables can be of paramount importance in understanding the social acceptance of the teaching profession.
5. Similarly, cross-cultural studies regarding job satisfaction in teaching profession and its associated variables might be conducted to understand the problem in a more comprehensive manner.

6. Magnitude of educational qualification, mental health and occupational stress may be comparatively studied among respondents of different professional courses like medical, engineering, management and teaching profession on job satisfaction
7. This study may be replicated on a large sample of teachers or prospective teachers in order to ensure superior validity for findings.

6.9 Educational Implication

1. The present study indicates that mental health plays a prominent role in affecting the job satisfaction of the teachers, therefore, students with good mental health maybe encouraged to come in teaching profession.
2. Job satisfaction, mental health and occupational stress of the teachers are the vitally important aspects of teaching profession which play a significant role in affecting the work performance of the teachers. It is essential to study them thoroughly and deeply in order to plan a strategy for helping the teachers as well as entire teaching learning process.
3. Quality and competency of any educational institution is determined by the role played by its teachers. Therefore, it is must for the university and concerned authorities to be impartial in recruiting the quality faculties and select only those individuals who are satisfied with this job and having a good mental health and moderate level of occupational stress. Efforts should be made to enhance their satisfaction level through various career promotion schemes, providing conducive

organizational climate, developing friendly relations among teacher and students, among teachers and teachers and teachers and management etc.

4. The existing training programme has partially failed to provide adequate opportunities to student teachers to develop competency to face the varied types of situations in their real teaching life. It seems that the entire teacher education programme in our country lacks in professional attitude, which is extremely essential for a sound programme of teacher education.
5. Teaching is considered to be a noble profession. It is one of those professions, which confer special privileges and obligations on those who practice it. Therefore, the teaching profession ought to attract candidates who are professionally sound, having keen interest, capability and commitment to the profession. He must not confine his role to mere transfer of knowledge from the old brittle pages of his notebook to the student's notebook without touching their minds. A real teacher leaves no stone unturned through his hard work to stimulate interest and desire for learning among students. The commitment to the profession is directly related to job satisfaction, sound mental health and moderate level of occupational stress.
6. The teacher educator should make clear to the students the importance of job satisfaction and the way by which job satisfaction can be achieved.
7. This study maybe also helpful in constructing test materials for selection of the candidates in admission to teacher education institutions.