

CHAPTER NO – V

SUMMARY, SALIENT FINDINGS, AND SUGGESTION FOR FURTHER RESEARCH.

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CHAPTER- V

SUMMARY, SALIENT FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. Summary:

The teacher is the dynamic force of the school. The future of the nation depends upon the quality of teachers. The country's success in teaching at all levels depends on the teachers who are the real architects of the nation. As social engineers the teachers can socialise and humanise the young children by their masculine and feminine qualities. Hence the quality of any educational system depends to a large measure on the quality, competency and character of teachers. None is born as a quality teacher to determine the quality of education. In this regards, Indian Education Commission (1964-66) says " nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. "

Well begun is half done. The men and women who really aspire to become teachers in school should possess sound mental health, desirable positive attitude, healthy values, strong motivation, righteous self concept, etc. The degree of happiness and satisfaction a teacher derives from the profession depends upon his mental health. A teacher with sound mental health can work in a righteous way for self-actualization and for the better development of teaching profession to face the present challenges. All possible care should be taken to maintain proper mental health, irrespective of sex, age, locality, caste ,creed and socio economic status. Teachers should be recruited to the educational system on the basis of their capabilities, so that quality education may be ensured by preparing good teachers. Then only all round growth and development of the individual and society is possible.

5.2. Statement of the Problem.

The problem of the study can be stated as,

" A study of relationship between mental health and job satisfaction of elementary teachers." We will study this problem in relation to age, sex, educational qualification, teaching experience and medium of instruction.

5.3 Objectives of the Study

1. To study the relationship between mental health and job satisfaction of elementary teachers.
2. To study the mental health of elementary teachers in relation to sex.
3. To study the job satisfaction of elementary teachers in relation to sex .
4. To examine the effect of age of elementary teachers in relation to mental health .
5. To examine the effect of age of elementary teachers in relation to job satisfaction .
6. To examine the effect of teaching experience of elementary teachers in relation to mental health .
7. To examine the effect of teaching experience of elementary teachers in relation to job satisfaction .
8. To analyze the mental health of elementary teachers with regard to educational qualifications .
9. To analyze the job satisfaction of elementary teachers with regard to educational qualifications.
10. To compare the mental health of elementary teachers of Urdu, Marathi and English medium .

11.To compare the job satisfaction of elementary teachers of Urdu, Marathi and English medium .

5.4 Hypothesis of the study

- (1) There is no significant correlation between the mental health and job satisfaction of elementary teachers.
- (2) There is no significant difference in the mental health of male and female elementary teachers .
- (3) There exists no significant difference between the job satisfaction of male and female elementary teachers.
- (4) There exists no significant difference between the mental health of younger (from 20 to 34 years) age group and older age group (from 34 years & above)
- (5) There exists no significant difference in job satisfaction between younger and older age group.
- (6) There exists no significant difference in mental health of various teaching experience groups.
- (7) There exists no significant difference in the job satisfaction of various teaching experienced groups.
- (8) There exists no significant difference in the mental health of educational qualified groups.
- (9) There exists no significant difference in the job satisfaction of minimum qualified and higher qualified teachers.
- (10) There exists no significant difference in mental health of Marathi, Urdu and English medium teachers.
- (11) There exists no significant difference in the job satisfaction of Marathi, Urdu and English medium teachers.

5.5. Limitations of the Study

The present study has certain limitations which are given below:-

1. The study is limited to 60 elementary teachers only.
2. Due to short span of time the study is restricted to six elementary schools only.
3. The study is restricted to two Urdu, two Marathi and two English medium schools only.
4. The study is restricted to Nanded distt. only.
5. The study could not take care of other variables like salary, working conditions, promotional avenues, etc due to paucity of time .

5.6 METHODOLOGY

Sample of the Study

The sample of the study consisted of 60 elementary teachers working in Urdu, Marathi and English medium schools.

The following two tools have been used in the study.

1. RCE Mental Health Scale : constructed and standardized by S.P. Anand (1992)
2. Job Satisfaction Scale : constructed and standardized by S.P. Anand (1992)

These two scales along with their scoring key are appended in appendix A, B, C, and D in the dissertation respectively.

Procedure of Data Analysis :

(Statistical techniques applied)

In order to analyze the raw data suitable statistical techniques like mean, standard deviation, 't' test, ANOVA (analysis of variance) and co-efficient of correlation have been applied.

5.7 SALIENT FINDINGS :-

On the basis of analysis and interpretation of the data, the major findings of the mental health and job satisfaction of elementary school teachers in relation to sex, age, educational qualification, teaching experience and medium are presented in the following order.

1. The positive co-efficient of correlation is found between mental health and job satisfaction of elementary teachers.
2. The result reveals that there exists no significant difference in the mental health of male and female teachers.
3. It was found that the job satisfaction of male and female teachers was not significant.
4. No significant difference was found among the two age group i.e. 20 to 34 years and 34 years and above on the dimension of mental health.
5. No significant difference was found among the two age groups on the dimension of job satisfaction.
6. No significant difference was found among the three teaching experienced groups i.e. (1 to 5 years and 5 to 10 years) and (10 years and above). From the result we can conclude that teaching experience doesn't effect the mental health of elementary teachers.
7. No significant difference was found among the three teaching experienced groups on the dimensions of job satisfaction. The null

hypothesis in the case of teaching experience was accepted. Hence we can conclude that teaching experience doesn't help the teacher for getting satisfaction in their job.

8. No significant difference was found among the two groups of teachers on the basis of educational qualification i.e. H.S.C., D.Ed, B.SC, BA, B.Ed (minimum qualified group) and M.A., M.Com., M.Ed, (higher qualified group) on the dimension of mental health. So we can summarize that educational qualification doesn't help the individual to develop mental health.
9. No significant difference was found among the same groups of teacher categorised on the basis of educational qualification. Hence we can sum up that educational qualification doesn't help the teacher to get job satisfaction.
10. No significant difference was found among Marathi v/s English and Urdu v/s English medium teacher on the dimension of mental health, but significant difference was found among Marathi v/s Urdu medium teachers on the dimension of mental health. Urdu medium teachers possess better mental health when compared to Marathi medium teachers. The hypothesis in this regard is rejected, thus we can conclude that there is a significant difference in the mental health of Marathi and Urdu medium teachers.
11. The analysis shows that there is no significant difference in the mean of job satisfaction of various mediums i.e. Marathi, Urdu, English. Thus the null hypothesis is accepted in this regard, So we can conclude that medium of instruction doesn't effect job satisfaction of elementary teachers.

5.8. EDUCATIONAL IMPLICATION :-

The quality of education determines the quality of citizens of a country. The quality of education, largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it in a point an elusive triangle where quantity and quality form the other two points. But operational framework on educational action strategies emphasize 'quality' but rarely state it or illustrate it.

Assessment of attitudes, mental health predispositions and morale or job satisfaction through well developed tools provide a comprehensive and valuable base for engineering teacher quality and hence quality in education.

The present study has its implications for educational administrators, teachers, teacher educators and school personnel. It is high time for us to prepare quality of teachers who will mould the wisdom of coming generation.

5.9. SUGGESTIONS FOR FURTHER RESEARCH :-

After having some experience in the field of study, following suggestions can be made for further research in this field.

1. The study can be extended by increasing the size of the sample.
2. Similar studies can be done by taking different types of schools such as private, rural, urban, secondary, tribal, residential, special , integrated schools etc.
3. The study can be extended to the other parts of States.
4. The study can be extended by taking other variables, like salary of teachers, working conditions in schools, promotional avenues, other fringe benefits, etc.
5. The study can be extended by conducting it, in India and abroad, etc.