

Conclusion

&

Summary

CHAPTER - V

SUMMARY AND CONCLUSION

5.1 Needs And Importance Of The Study

Concern for value education has increased in recent years as a result of “Value Crisis” that our society is currently experiencing. Disregard shown to human values like honesty love, truth, and tolerance, both in private and public life, needs to be rectified. Corruption, violence, greed and apathy as well as indifference to human sufferings have spread to all aspects of living. The values of sacrifice, concern for others and selfishness are becoming increasingly rare in education of the youth. As a result of continuous exposure to mass media young people are losing sensitively to aesthetic, cultural, and moral values. This gives the impetus for the demand for value orientation in education with added urgency and significance. This emphasises the need to include value orientation of education and its inculcation among teachers, both the regular ones and the pre service trainees.

5.2 Statement Of The Problem:

The study is titled as-

“Study Of Values And Job Satisfaction Of Elementary School Teachers ”

5.3 Objectives of the Study:

1. To study the variance in values and job satisfaction of elementary school teachers working in the govt., govt. aided and private schools.
2. To study the variance in values and job satisfaction of elementary school teachers based on sex, age and experience.
3. To study the relationship between values and job satisfaction of elementary school teachers working in govt., govt. aided and private schools.
4. To study the relationship between values and job satisfaction of elementary schools belonging to different categories (sex, age and experience).

5.4 Hypotheses Of The Study :

1. There is no significant variance between values and job satisfaction of elementary school teachers working in govt., govt. aided and private schools.
2. There is no significant variance in the values and job satisfaction of male and female elementary school teachers belonging to different age groups and experience.
3. Values and job satisfaction of elementary school teachers working in govt. govt. aided and private schools are not significantly related to each other.
4. Values and job satisfaction of elementary school teachers belonging to different sex, age, and experience are not significantly related to each other.

5.5 Research Methodology

Design Of The Study

Survey design was used for present study.

Sample

Sample of the study was comprised of 224 elementary school teachers of govt., govt. aided and private schools of Bhopal city, belonging to different categories (sex, age and experience).

Tools Used In The Study

The following standardized tools were used in the study-

1. **“Job Satisfaction Scale”** of S. k. Saxena
2. Hindi adaptation of **“Study Of Values ”**questionnaire of Allport.

5.6 Major Findings Of The Study

On the basis of analysis and interpretation of data the researcher came to the conclusion that the major findings of the study are as follows-

1. Type of school does not affect the values and job satisfaction of elementary schoolteachers.
2. Type of school affects only the economic value of elementary schools teachers.
3. Only govt. and private elementary school teachers differ significantly in economic value held by them.

4. Sex does not affect job satisfaction and values of elementary school teachers significantly but job satisfaction and political value held by male and female teachers of elementary school markedly vary.
5. Male and female teachers of elementary schools differ remarkably in theoretical, aesthetic and political value.
6. Age does not affect values and job satisfaction of male and female elementary school teachers significantly.
7. In the age group 20-30 years aesthetic value of male and female teachers of elementary schools differ remarkably.
8. In the age group 20-30 years age does not affect economic value held by male and female teachers that is both are same in economic value held by them.
9. In the age group 20-30 years male and female teachers differ in possession of political value.
10. In the age group 30-40 group age has not effect on values and job satisfaction of male and female teachers of Elementary School.
11. Age group 40-50 years has remarkable but not significant effect on the job satisfaction.
12. Effect of age group on job satisfaction highest for the age group 51-60 years on male and female teachers.
13. Experience has no significant effect on values and job satisfaction of male and female teachers of elementary school.
14. Teachers having 21-30 years experience markedly differ in their job satisfaction.

15. For teachers having 31-40 years experience, experience has no interactional effect on their social and political values.
16. Only social value of govt. aided elementary school teacher is positively correlated with job satisfaction.
17. In case of private elementary school teachers job satisfaction is not significantly correlated with the values held by them.
18. Job satisfaction of male and female elementary school teachers is not significantly correlated with the values held by them.
19. Female teachers have no correlation between job satisfaction and political value but male teachers have positive but not significant correlation between job satisfaction and political value.
20. In the age groups 21-30 years, 31-40 years, and 41-50 years job satisfaction has no correlation with any value but in the age group 51-60 years. Job satisfaction has negative but significant correlation with religious value.
21. In the age group 41-50 years job satisfaction has negative but remarkable correlation with social value.
22. In the age group 21-30 years job satisfaction has no correlation with aesthetic value .
23. Teachers having experience of below 10 years, 11-20 yrs. and 21-30 yrs. have no significant correlation between job satisfaction and all six values separately.

24. Teachers having below 10 yrs experience have no correlation between job satisfaction and religious as well as aesthetic value.
25. Teachers having 31-40 yrs experience have negative but significant correlation between job satisfaction and religious value.

5.7 Educational Implications of the study

On the basis of the major findings of the study following educational implications may be suggested-

1. Orientation programmes for value development among elementary school teachers may be conducted.
2. More emphasis may be laid on the development of social theoretical work value among elementary school teachers.
3. Healthy organisational climate should be provided in the schools in order to obtain better job satisfaction among elementary school teachers.
4. Appropriate freedom/authority should be provided to the teachers in their work for better job satisfaction.
5. Extra burden should be reduced from the shoulders of the teachers for their better involvement in teaching learning process.
6. The gap between the policies (selection procedure, promotion, and teacher development) and their implementation should be reduced in order to obtain better job satisfaction among elementary school teachers.

7. Special training programmes and seminars should be organized in order to update the teachers for their lively participation in teaching learning process.

5.8 Suggestions For Further research

1. Study may be conducted on a larger sample of teachers of Kendriya Vidyalayas and missionary schools
2. Values and Job satisfaction of elementary school teachers belonging to different background and qualifications may be studied.
3. A comparative study of values and job satisfaction of rural and urban elementary school teachers may be done.
4. A comparative study of values and job satisfaction of primary and secondary schools may be undertaken.
5. Influence of any particular value may be studied on the job satisfaction of elementary school teachers.
6. Similar study may be conducted by taking different categories such as income, training, religion etc.