

CHAPTER: 6

FINDINGS, SUGGESTIONS AND IMPLICATIONS

After analysis and interpretation of the data, the next step is presentation of the main findings, discussion of the results and most important of all the educational implications of the results. In the end, suggestions for further research are also given here.

6.1 Findings

The major findings are indicated below.

1. Most of the government aided school teachers were happy with their current salary. It was not found so in self financed schools.
2. Most of the government aided school teachers were not happy with their current status, work satisfaction and with their professional growth whereas most of the self financed schools teachers are satisfied with the current status, work satisfaction and with their professional growth.
3. Government aided school teachers felt secured about their jobs whereas the teachers of the self financed schools did not feel the same to a great extent . However, the teachers of the self financed schools were mentally and emotionally ready of the change in job. The teachers also mentioned that they had to constantly perform well to keep their job safe!
4. The hours spent teaching and planning were indicated more by government aided schools as compared to self financed schools.
5. There was more teacher turnover in the self financed schools as compared to the government aided schools.
6. Both the school teachers expressed that the management and principal helped them in their performance enhancement and in solving their academic problems.
7. Lesson observation and supervision of teachers was done more systematically and regularly in self financed schools as compared to the government aided schools.

8. The teachers of self financed schools by and large paid for their professional development courses whereas it was not so for government aided schools.
9. Self appraisal and staff meetings were more regularly in self financed schools compared to government aided schools.
10. 100% teachers of government aided schools said that they were satisfied with their jobs whereas 100% teachers of self financed schools also mentioned the same. However during the personal interaction with the researcher the self financed school teachers complained about their jobs and being exploited. They also said that they would not mention about the same on paper because they would not want to fall prey to any troubles.
11. 83.33% teachers of government aided schools said that they were engaged in joint activities across different classes whereas 100% teachers of self financed schools said that they engaged themselves in joint activities across different classes and age groups once per year.
12. 100% teachers from the government aided schools said that they received scheduled time for undertaking the professional development that took place during regular work hours, whereas 43.48% teachers from the self financed schools said that they received scheduled time for undertaking the professional development that took place during regular work hours and 56.52% teachers said that it did not take place during regular school hours.
13. 100% teachers from the government aided schools said that they received a salary supplement for undertaking the professional development activities that took place outside regular work hours whereas 34.78% teachers from the self financed schools said that they received a salary supplement for undertaking the professional development activities that took place outside regular work hours, 54.35% teachers from the self financed schools said that they did not receive a salary supplement for undertaking the professional development activities

Further, the suggestions for future studies are indicated below.

6.2 Suggestions for further study

- ✓ The researcher has carried out her study on job satisfaction of the secondary school teachers of self financed and government aided schools of Surat District. But the job satisfaction of teachers may differ from place to place as there are many local factors which influence job satisfaction. So there may be further researches and studies about job satisfaction of teachers at different.
 - ✓ The researcher has done his research on the job satisfaction of secondary school teachers but job satisfaction of primary teachers and higher secondary school teachers may differ so there may be further studies on it.
 - ✓ A standard tool to measure and find job satisfaction of teachers can be developed.
- The following sections depicts the implications of the study.

6.3 Suggestions based on the Study and Implications of the Study

The results of this study have important implications for educational field and development. Self financed schools teachers in the survey received lower salaries and were less satisfied with their pay than government aided schools teachers. Their dissatisfaction is reflected in terms of staff turnover. Furthermore, some researchers believe that reward systems may mediate job satisfaction and performance. The study also indicated that self financed school teachers were less satisfied with their opportunities for promotion. This raises the question of how promotion decisions are made. Promotion policy should be based on the objective evaluation of performance. Moreover, the government and policy makers can make a common policy framework and guidelines for both government aided and self financed schools.

6.4 Conclusion

This research showed a disappointing picture of job satisfaction of self financed schools teachers through the teachers did not indicate the same directly. By comparing the salaries of self financed school teachers and government aided schools teachers, it found that self financed school teachers are paid less and are less satisfied with their job. This paints a bleak picture for the development of this rapidly developing nation because the

job satisfaction of the teachers is necessary for the country to promote and maintain sustainable economic growth. The study found that self financed school teachers hold negative perceptions about their pay and promotion policies, which generates low job satisfaction, while the government aided schools teachers counterparts hold favorable opinions about pay and promotion policies. One may conclude that, as education levels increase, the levels of pay satisfaction and job satisfaction may also increase, because increases in education increase the amount of job responsibility and income employees expect to receive. Such expectations also affect employees' attitudes in a positive way and increase their level of job satisfaction.