CHAPTER – 6
CONCLUSIONS AND SUGGESTIONS

Education has been considered as the fourth necessity of human beings after food, cloth and shelter as it enables the human beings to develop an understanding of their physical and social environment. Thus, education enhances quality of life of an individual. Education is the most important factor for the construction of economy and society for sustainable development. It is an essential input which ensures the socio-economic development of an individual and helps him in meeting challenges in his life meaningfully and purposefully. It is necessary skill and knowledge which is required to prepare all individuals to become productive member of the knowledge based society.

School holds the main fort of education whether it primary or secondary. Secondary education in India has assumed significance as this level serve as feeder to the colleges and universities. Of late, it is the quality of secondary education which has been posing major challenges to the government. No doubt, some attempts have been made by the centre and state governments to improve the quality of secondary education yet desired results are not achieved.

The present study has been an attempt to evaluate and appraise the administration of secondary education in Panchkula district by assessing the satisfaction level among teachers, students and also to assess the role and functioning of PTAs in the District Panchkula, Haryana. The findings of the each chapter have been presented at the end of the each chapter however, for the purpose of the conclusions and hypotheses testing these findings have been reproduced in this chapter as well. The major findings of the study were as under:

Major findings of Chapter-II: Organizational set-up of Secondary Education in Haryana: Assessment of Human Resources and Facilities

Following are some of the findings of the study based on the secondary data:

1. Constitution of India provided the basic foundation of schools education by placing education in the concurrent list and made it a joint responsibility of the Centre and the State Governments.
2. The Centre and State Governments were emphasizing mainly on the primary education and elementary but, secondary education was not considered as a fundamental right of the students.

3. The policies were formulated at the national level and were implemented all over the country in a uniform manner which reduced flexibility to meet the requirements of a particular region.

4. Educational administration followed two levels of control, namely, Union Government and the Governments of States. It has shown a downward trend in the command and control of the educational administration from central and state level to district level, from district level to block level and from block level to village level.

5. The educational administration lacked coordination between the district level, block level and schools level.

6. Department of Education, Haryana has been performing all POSDCORB functions for making the administration effective and efficient and providing the quality education to the students.

7. At the state level SCERT improved the quality of education throughout the state by organising workshop, conduct research and surveys for the development curricula, training of educational personnel and It had provided support to DIET faculty and other district functionaries by using the tools developed by the NCERT.

8. Large numbers of posts were found lying vacant in the schools of Haryana and in the district Panchkula which would certainly have a negative impact on the delivery secondary education in the State of Haryana.

9. District Panchkula was providing facilities to the SC, OBC, and poor students belonging to BPL families. Administration also provided incentives schemes to the students of different classes who had performed well in the previous classes.
Major findings of Chapter-II: Based on the Primary data collected from the selected schools of District Panchkula Haryana

1. The majority of the schools were located in rural areas of the district Panchkula.

2. There were 2 schools for boys and 3 schools for girls in the district and remaining schools were co-educational institutions in district Panchkula.

3. Out of the total 57 secondary schools, there were 9 schools which were situated in the urban areas.

4. All the selected secondary and senior secondary schools had concrete buildings.

5. The floors of the select schools were cemented which led to hygienic and clean conditions of the school.

6. The ventilation and natural light was found to be satisfactory in all the schools.

7. All the schools had provisions of blackboards/whiteboards for making the teaching interesting and efficient.

8. All the schools provided chairs and tables to the teachers in the class room.

9. There were 56.7 per cent schools which had adequate number of classrooms for the students whereas, 43.3 per cent schools did not have adequate number of classrooms.

10. There were 63.3 per cent schools which had adequate number of benches for the students while, 36.7 per cent of the schools had inadequate benches.

11. All the schools were equipped with two electric fans in each classroom.

12. There were 80.0 per cent schools providing computer learning facilities to the students for acquiring knowledge of computer.

13. In 76.7 per cent of the schools had library facilities.

14. In 63.3 per cent of the schools laboratory facilities were available.

15. The parking facility for the vehicles was available in the 80.0 per cent of the schools.

16. There were only 26.7 per cent schools which provided canteen and recreational room facilities for the students as well as teachers.
17. All the schools had drinking water facility.
18. The water cooler facility was available in 36.7 per cent of the schools.
19. All the schools had separate toilets for the boys and girls.
20. The first aid kit was available in the 73.3 per cent schools for the students.
21. In 73.3 per cent of the schools there was a provision of common room for the teachers.
22. In 80.0 per cent of the schools there was separate room for the office.
23. There were 56.7 per cent schools which had proper play grounds for the sports activities.
24. All the schools were promoting the selected sports for the students.
25. Kho-Kho, Kabaddi and volleyball were the major games played in the schools.
26. The sports equipment was found in 53.3 per cent schools only.
27. NCC and NSS were available only in some schools whereas majority of school did not have this facility for the students.

Major findings of the IIIrd chapter on Satisfaction Level among Secondary Teachers towards Organisational Environment and Relationship with Principal

1. Highly significant majority of the respondents were in agreement with the view that the school environment was conducive to work.
2. Fair majority of the teachers agreed that the teachers shared their personal problems with other faculty members in the school.
3. Fair majority of respondents agreed that the administrative paperwork was burdensome for the teachers.
4. Majority of the respondents agreed that sufficient time was given to the teachers to prepare reports.
5. High majority of the teachers were in agreement that teachers cooperated with each other to solve the issues/problems of the school.
6. It was noticed that significant majority of teachers agreed with the viewpoint that teacher’s job emoluments provided them a satisfactory standard of living.

7. Highly significant majority of the respondents agreed that teachers liked teaching as a profession.

8. Highly significant majority of respondents agreed with the viewpoint that the teachers worked with team spirit in the school.

9. Highly significant majority of the respondents were in agreement with the statement that teaching job did enhance their reputation and social status.

10. Highly significant majority of the teacher respondents agreed that their job provided opportunity to grow and learn academically.

11. High majority of the respondents agreed that their suggestions were valued in the meetings.

12. Significant majority of respondents were in agreement with the viewpoint that their salary was commensurate with the work they performed.

13. Highly significant majority of the teachers agreed with the statement that teachers were satisfied with the provisions of post retirement benefits.

14. Significant majority of the respondents agreed with the viewpoint that teaching aids were available in the school.

15. Significant majority of the teachers agreed that teachers were oriented as how to use teaching aids.

16. High majority of the respondents were in agreement with the view that teacher-pupil ratio in their class was according to the laid down norms.

17. From the analysis, it was observed that the high majority of the teachers agreed with the viewpoint that the strength of the teaching staff was as per the sanctioned posts.

18. High majority of the respondents agreed that the common rooms were available for the teaching staff to sit in free periods.

19. Significant majority of the teachers agreed that extra work and office work diverted the teachers from class teaching.
20. High majority of the respondents agreed with the poser that in the absence of other teachers they had to take their classes.

21. Majority of respondents agreed that frequent transfers led to frustration among teachers.

22. Highly significant majority of the teacher respondents agreed with the view that principal helped teachers within the rules.

23. Significant majority of the respondents were in agreement with the statement that teachers talked freely and frankly with the principal on any issue or problems related to school.

24. Fair majority of the respondents agreed that principal was always keen to work for the welfare of the teachers.

25. From the analysis, it was noticed that highly significant majority of the teachers were in agreement with the issue that principal maintained cordial environment during interaction with colleagues.

26. High majority of the respondents agreed that the principal of their institution remained impartial while attending the day to day matters.

27. Highly significant majority of the respondents agreed with the view that principals attended teacher’s problems and listened their suggestions with patience.

28. Highly significant majority of the teachers agreed with the view that principal planned and decided school matters after consulting his colleagues.

29. Significant majority of respondents agreed with the viewpoint that principal remained formal in his interaction with the teachers.

30. Majority of the respondents were in agreement with the assertion that their principal stayed in the school after school timings to help teachers in completing their work.

31. Highly significant majority of the respondents agreed that they were appreciated by the principal for the good performance of their work.

32. Majority of the respondents disagreed with the assertion that as a teacher they sought special favour from the principal.
33. Highly significant majority of the respondents agreed that principal motivated teachers to apply new methods and techniques while teaching.

34. From the analysis, it was noticed that significant majority of the respondents were in agreement with the statement that principals gave complete freedom to the colleagues to express their views fearlessly.

35. Highly significant majority of the respondents agreed that principal took note of complaints lodged to him by the staff.

36. Highly significant majority of the respondents agreed that teachers cooperated with principal in the functioning of the school.

37. Majority of respondents were in agreement with the viewpoint that principal tried to solve the teacher’s personal problems.

38. Significant majority of the respondents agreed that principal kept a direct contact with every teacher.

39. Highly significant majority of the respondents agreed with the viewpoint that principal informed the teachers about the scheduled inspections well in advance.

40. Highly significant majority of the teacher respondents agreed that principal shared the inspection reports with the teachers to enable them to improve.

41. High majority of the respondents agreed with the poser that principal ensured strict discipline in all situations.

42. From the analysis, it was found that highly significant majority of the teachers agreed that principals shared new ideas with the teachers.

**Major findings of the IVth chapter on Satisfaction Level among Students towards Infrastructural facilities and Relations with Teachers**

1. Highly significant majority of the respondents agreed with the view that teachers were always ready to solve problems of the students concerning their studies.

2. Highly noticeable proportion of respondents agreed that teachers spent time after the school timings with students who had individual problems.
3. Highly significant majority of students were in agreement that attendance was taken regularly by the teachers in the class.

4. Highly significant majority of the respondents agreed with the statement that teachers had used examples during their lectures.

5. Highly significant majority of the respondents agreed that teachers had given assignments to the students to assess them.

6. Highly significant majority of the students agreed with the viewpoint that teachers were polite in their behaviour with the students.

7. Significant majority of the students were in agreement with the view that teachers used blackboard in the class rooms teaching.

8. Highly significant majority of students disagreed that extra classes were organized in the school for the weak students.

9. High majority of the students disagreed that teachers finished the syllabus before the end of the session.

10. High majority of students disagreed with the viewpoint that the teachers came to the class on time.

11. High majority of the students agreed that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

12. Highly significant majority of respondents agreed with the viewpoint that teachers motivated them to use library.

13. Fair majority of the respondents disagreed with the statement that teachers gave demonstrations to the students before conducting their practical.

14. High majority of the students agreed that they were allowed to raise the questions in the classroom.

15. Highly significant majority of the respondents were in agreement with the view that the teacher summarized the lecture at the close of topic.

16. Highly significant majority of respondents agreed with the statement that the teachers informed the parents about the weaknesses of the students.

17. Majority of the student respondents were in agreement with the viewpoint that the school had sufficient number of classrooms.
18. Significant majority of the student respondents agreed with the view point that proper benches were available in the school.
19. Fair majority of the student respondents disagreed with the statement that water cooler facility was available in the school.
20. Majority of the respondents were in agreement that their school had a proper playground.
21. Significant majority of the respondents disagreed with the viewpoint that the school had good location.
22. Fair majority of the student respondents disagreed with the assertion that the school provided canteen facility for students and teachers.
23. High majority of the student respondents disagreed with the statement that toilets in the school were well maintained.
24. Highly significant majority of the students agreed that the school had a proper staff room for the teachers.
25. High majority of the respondents agreed with the view that the school had well equipped library for the students.
26. Majority of respondents were in agreement that the school added new books in the library time to time.
27. Majority of respondents agreed that the library was equipped with magazines, newspapers and journals.
28. Highly significant majority of the students disagreed with the view point that the school had well equipped science laboratory.
29. Significant majority of the student respondents agreed with the statement that the school had computers lab for the students.
30. Fair majority of the student respondents agreed that the computers were in working condition in the school.
31. Majority of respondents were in agreement with the statement that the school gave the financial assistance to the poor students.
32. Significant majority of the student respondents agreed with the aspect that the school building was in a good condition.
Major findings of the V\textsuperscript{th} chapter on Role and functioning of Parent Teacher Association

1. Fair majority of the respondents \underline{agreed} that the school authorities informed the parents about the existence of the PTA in the school.

2. Significant majority of the respondents were in \underline{agreement} that the PTA was functioning properly in the school where their wards were studying.

3. Significant majority of the members \underline{agreed} with the viewpoint PTA was a bridge between parents and school officials.

4. High majority of the members \underline{agreed} with the statement that PTA meetings were held as per the laid down norms in the schools.

5. Significant majority of the respondents were in \underline{agreement} with the viewpoint that they were informed before time about the meetings of the PTA.

6. High majority of the respondents \underline{agreed} that they were satisfied with the information method about the meetings of the school.

7. Highly significant majority of the respondents \underline{agreed} with the view that PTA meetings helped in solving problems related to the secondary education.

8. Highly significant majority of members were in \underline{agreement} with the aspect that PTA facilitated better interaction between the school authorities and parents of the school children.

9. Highly significant majority of the respondents \underline{agreed} that PTA provided for interaction between the parents and teachers.

10. Significant majority of the members \underline{agreed} with the statement that PTA meetings were organised according to the laid down agenda.

11. Significant majority of the members were in \underline{agreement} that viewpoint of the respondents was given due consideration in the PTA meetings.

12. Highly significant majority of the respondents \underline{agreed} with the viewpoint that PTA promoted open communication and understanding between parents and teaching staff of the school.

13. High majority of the respondents \underline{agreed} that PTA ensured better performance of the school children.
14. Highly significant majority of members were in agreement with the statement that PTA was a forum for collaborative effort of parents and teachers towards quality education.

15. Significant majority of the respondents agreed with the view that PTA brought out interactive strategies for quality improvement in school education.

16. Highly significant majority of members agreed that PTA acted as a platform to communicate ideas or suggestions to the faculty and staff of the school.

17. Significant majority of respondents agreed with the assertion that existence of PTA contributed significantly towards the betterment of the secondary education.

18. Fair majority of the respondents were in agreement with the viewpoint that regular election of PTA facilitated democratic functioning of the school.

19. Significant majority of the respondents agreed that the school management involved them through PTA in the decision making process of the school.

20. Fair majority of respondents agreed with the statement that the school management considered the suggestion forwarded by PTA.

21. The responses of the respondents were divided on the viewpoint that PTA was functional body.

22. Highly noticeable proportion of the members disagreed with the assertion that PTA was ineffective due to the indifferent attitude of the teachers towards association.

23. No clear trend was available regarding the viewpoint that PTA did not interfere with the functioning of the school.

24. High majority of the respondents agreed with the view that PTA reviewed the attendance of the students of the school.

25. Highly significant majority of respondents agreed with the statement that PTA informed the parents about the weaknesses of their wards.

Criteria for the Hypothesis Testing

The findings which were in the favour of hypothesis are marked as ✔ and which were against are marked as ☒ and neutral findings are marked as =. The results
are compiled on the basis of the Favourable counts of ☑ and disfavourable counts ☐. In the end all the Favourable ☑, disfavourable ☐ and neural counts = are counted separately and if Favourable counts ☑ are more than the disfavourable counts ☐ then the hypothesis is accepted, on the other hand when the disfavourable counts ☐ are more than the Favourable counts ☑ then the hypothesis is rejected. When the disfavourable counts ☐ and Favourable counts ☑ are not either way the hypothesis is partially accepted. The Neutral counts = are not considered either way, hence are not counted for or against the hypothesis.

TESTING OF HYPOTHESES

Hypothesis No. 1: The infrastructure and facilities are adequately available with secondary schools at the district level as per the norms of the state.

☑ All the posts of the teachers were not filled up as against the sanctioned posts.
☑ All the selected secondary schools were housed in concrete building.
☑ All the selected schools had boundary walls for maintaining the learning environment in the schools.
☑ The floors of all the selected schools were cemented.
☑ The ventilation and natural light was satisfactory in all the selected schools.
☑ All the selected schools had provision of blackboards/whiteboards for making the teaching interesting and efficient.
☑ All the selected schools provided chairs and tables to the teachers in the classroom.
☑ Majority of the selected schools had adequate number of classrooms for the students.
☑ Majority of the selected schools had adequate number of benches for the students.
☑ All the selected schools were equipped with adequate number of electric fans in the classrooms and other places.
☑ There were majority of the selected schools providing computer learning facilities to the students for acquiring knowledge of computer.
☑ Majority of the selected schools had library facilities for the students.

☑ Majority of the selected schools had provided laboratory facilities to the students.

☑ The parking facility for the vehicles was available in majority of the selected schools.

☒ There were only some selected schools which provided canteen facilities.

☒ Recreational room facility was available in some of the selected schools for the students as well as teachers.

☑ All the schools had drinking water facility.

☒ The water cooler facility was available in some of the selected schools.

☑ All the selected schools had separate toilets for the boys and girls.

☑ The first aid kid was available in the majority of the selected schools for the students.

☑ All the schools had bell in the selected schools.

☑ Majority of the selected schools had the provision of common room for the teachers.

☑ In majority of the selected schools, there were separate rooms for the office work.

☑ There were majority of selected schools which had playgrounds for the sports activities.

☒ All the selected schools were promoting only some selected games for the students.

☒ NCC and NSS were available only in some of the selected schools for the students.

From the above analysis, it can be seen that there were twenty favourable responses ☑, and six unfavourable responses ☒ and none neutral = response to the hypotheses that the infrastructure and facilities are adequately available with secondary schools at the district level, therefore, the hypothesis got higher proportion of favourable responses hence, it stands accepted.
Hypothesis No. 2: The teachers providing secondary education have higher satisfaction level with environment of the organisation.

☑ The majority of the respondents were in agreement with the view that the school environment was conducive to work.
☑ The majority of the teachers agreed that the teachers shared their personal problems with other faculty members in the school.
☒ The majority of respondents agreed that the administrative paperwork was burdensome for the teachers.
☑ The majority of the respondents agreed that sufficient time was given to the teachers to prepare reports.
☑ The majority of the teachers were in agreement that teachers cooperated with each other to solve the issues/problems of the school.
☑ The majority of teachers agreed with the viewpoint that teacher’s job emoluments provided them a satisfactory standard of living.
☑ The majority of the respondents agreed that teachers liked teaching as a profession.
☑ The majority of respondents agreed with the viewpoint that the teachers worked with team spirit in the school.
☑ The majority of the respondents were in agreement with the statement that teaching job did enhance their reputation and social status.
☑ The majority of the teacher respondents agreed that their job provided opportunity to grow and learn academically.
☑ The majority of the respondents agreed that their suggestions were valued in the meetings.
☑ The majority of respondents were in agreement with the viewpoint that their salary commensurated with the work they performed.
☑ The majority of the teachers agreed with the statement that teachers were satisfied with the provisions of post retirement benefits.
☑ The majority of the respondents agreed with the viewpoint that teaching aids were available in the school.
☑ The majority of the teachers agreed that teachers were oriented as how to use teaching aids.

☑ The majority of the respondents were in agreement with the view that teacher-pupil ratio in their class was according to the laid down norms.

☑ The majority of the respondents agreed that the common rooms were available for the teaching staff to sit in free periods.

☑ The majority of the teachers agreed that extra work and office work diverted the teachers from class teaching.

☑ The majority of the respondents agreed with the poser that in the absence of other teachers they had to take their classes.

☑ The majority of respondents agreed that frequent transfers led to frustration among teachers.

From the above analysis, it can be noticed that there were sixteen favourable responses ☑, and four unfavourable responses ☒ and none neutral = response to the hypotheses that the teachers providing secondary education have higher satisfaction level with environment of the organisation, therefore, the hypothesis got higher proportion of favourable responses hence, it stands accepted.

Effects of Variable: Gender

EFFECTS OF GENDER ON TEACHERS SATISFACTION LEVEL

STATEMENT (2a): The level of satisfaction among male teachers providing secondary education in terms of organisational environment is high in comparison to female teachers.

☑ Higher proportions of male teachers were in agreement with the statement than female teachers that the school environment was conducive to work.

☒ Higher proportions of female teachers agreed with the statement than male teachers that they shared their personal problems with other faculty members in the school.

☑ Higher proportions of male teachers agreed with the statement than female teachers that the administrative paperwork was burdensome for the teachers.
Higher proportions of female teachers agreed with the statement than male teachers that sufficient time was given to the teachers to prepare reports.

Higher proportions of male teachers were in agreement with the statement than the female teachers that they cooperated with each other to solve the issues/problems of the school.

Higher proportions of female teachers agreed with the statement than male teachers that their job emoluments provided them a satisfactory standard of living.

The responses were equal in proportion to the statement that teachers liked teaching as a profession.

Higher proportions of male teachers agreed with the statement than female teachers that the teachers worked with team spirit in the school.

Higher proportions of female teachers were in agreement with the statement than male teachers that teaching job did enhance their reputation and social status.

Responses were equal in proportion to the statement that their job provided opportunity to grow and learn academically.

Higher proportions of female teachers agreed with the statement than male teachers that their suggestions were valued in the meetings.

Higher proportions of female teachers were in agreement with the statement than male teachers that their salary was commensurate with the work they performed.

Higher proportions of male teachers agreed with the statement than female teachers that teachers were satisfied with the provisions of post retirement benefits.

Responses were equal in proportion to the statement that teaching aids were available in the school.

Responses were equal in proportion to the statement that teachers were oriented as how to use teaching aids.
Higher proportions of female teachers were in agreement with the statement than male teachers that teacher-pupil ratio in their class was according to the laid down norms.

Higher proportions of female teachers agreed with the statement than male teachers that the common rooms were available for the teaching staff to sit in free periods.

Higher proportions of male teachers agreed with the statement than female teachers that extra work and office work diverted the teachers from class teaching.

Higher proportions of male teachers agreed with the statement than female teachers that in the absence of other teachers they had to take their classes.

Higher proportions of male teachers agreed with the statement than female teachers that frequent transfers led to frustration among teachers.

From the above analysis, it can be noticed that there were eight favourable responses ☑, and eight unfavourable responses ☒ and four neutral = responses to the statement that the level of satisfaction among male teachers providing secondary education in terms of organisational environment is high in comparison to female teachers, therefore, no clear trend emerged hence, it stands partially accepted.

Effects of Variable: Age

EFFECTS OF AGE ON TEACHERS SATISFACTION LEVEL

STATEMENT (2b): Higher the age of the teachers higher is the satisfaction level in terms of organisational environment.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that the school environment was conducive to work.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that they shared their personal problems with other faculty members in the school.
Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that the administrative paperwork was burdensome for the teachers.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that sufficient time was given to the teachers to prepare reports.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that they cooperated with each other to solve the issues/problems of the school.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that their job emoluments provided them a satisfactory standard of living.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that teachers liked teaching as a profession.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that the teachers worked with team spirit in the school.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that teaching job did enhance their reputation and social status.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that their job provided opportunity to grow and learn academically.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that their suggestions were valued in the meetings.

Responses were equal in proportion to the statement that their salary was commensurate with the work they performed.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that teachers were satisfied with the provisions of post retirement benefits.
Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age young in age that teaching aids were available in the school.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that teachers were oriented as how to use teaching aids.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that teacher-pupil ratio in their class was according to the laid down norms.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that the common rooms were available for the teaching staff to sit in free periods.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that extra work and office work diverted the teachers from class teaching.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that in the absence of other teachers they had to take their classes.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that frequent transfers led to frustration among teachers.

From the above analysis, it can be noticed that there were fourteen favourable responses ☑, and five unfavourable responses ❌ and one neutral = response to the statement that higher the age of the teachers higher is the satisfaction level in terms of organisational environment, therefore, the statement got higher proportion of the favourable responses hence, it stands accepted.
Effects of Variable: Caste

EFFECTS OF CASTE ON TEACHERS SATISFACTION LEVEL

STATEMENT (2c): General category teachers are more satisfied than other categories in terms of organisational environment.

☑ Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that the school environment was conducive to work.

☑ Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that they shared their personal problems with other faculty members in the school.

☑ Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that the administrative paperwork was burdensome for the teachers.

☑ Higher proportions of the OBC teachers were in agreement with the statement than general category teachers that sufficient time was given to the teachers to prepare reports.

☑ Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that they cooperated with each other to solve the issues/problems of the school.

☑ Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that their job emoluments provided them a satisfactory standard of living.

☑ Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that teachers liked teaching as a profession.

☑ Higher proportions of the SC teachers agreed with the statement than general category teachers that the teachers worked with team spirit in the school.

☑ Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that teaching job did enhance their reputation and social status.
Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that their job provided opportunity to grow and learn academically.

Higher proportions of the SC teachers agreed with the statement than general category teachers that their suggestions were valued in the meetings.

Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that their salary was commensurate with the work they performed.

Higher proportions of the SC teachers were in agreement with the statement than general category teachers that teachers were satisfied with the provisions of post retirement benefits.

Higher proportions of the SC teachers agreed with the statement than general category teachers that teaching aids were available in the school.

Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that teachers were oriented as how to use teaching aids.

Higher proportions of the SC teachers were in agreement with the statement than general category teachers that teacher-pupil ratio in their class was according to the laid down norms.

Higher proportions of the SC teachers were in agreement with the statement than general category teachers that the common rooms were available for the teaching staff to sit in free periods.

Higher proportions of the SC and OBC teachers were in agreement with the statement than general category teachers that extra work and office work diverted the teachers from class teaching.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that in the absence of other teachers they had to take their classes.

Higher proportions of the SC teachers were in agreement with the statement than general category teachers that frequent transfers led to frustration among teachers.
From the above analysis, it can be seen that there were three favourable responses ☑, and seventeen unfavourable responses ☐ and none neutral = = response to the statement that general category teachers are more satisfied than other categories in terms of organisational environment, therefore, the statement got more of unfavourable responses hence, it stands rejected.

Effects of Variable: Educational Qualification

EFFECTS OF EDUCATIONAL QUALIFICATION ON TEACHERS SATISFACTION VARIABLE

STATEMENT (2d): Higher the qualification of the teachers higher is the satisfaction level in terms of organisational environment.

☑ Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that the school environment was conducive to work.

☑ Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that they shared their personal problems with other faculty members in the school.

☑ Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that the administrative paperwork was burdensome for the teachers.

☑ Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that sufficient time was given to the teachers to prepare reports.

☑ Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that they cooperated with each other to solve the issues/problems of the school.

☑ Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that their job emoluments provided them a satisfactory standard of living.
Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that teachers liked teaching as a profession.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that the teachers worked with team spirit in the school.

Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that teaching job did enhance their reputation and social status.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that their job provided opportunity to grow and learn academically.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that their suggestions were valued in the meetings.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that their salary was commensurate with the work they performed.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that teachers were satisfied with the provisions of post retirement benefits.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that teaching aids were available in the school.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that teachers were oriented as how to use teaching aids.

Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that teacher-pupil ratio in their class was according to the laid down norms.
Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that the common rooms were available for the teaching staff to sit in free periods.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that extra work and office work diverted the teachers from class teaching.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that in the absence of other teachers they had to take their classes.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that frequent transfers led to frustration among teachers.

From the above analysis, it can be seen that all the responses were favourable to the statement that higher the qualification of the teachers higher is the job satisfaction in terms of organisational environment, therefore, the statement got favourable support from the responses hence, it stands accepted.

Effects of Variable: Designation

EFFECTS OF DESIGNATION ON TEACHERS SATISFACTION LEVEL

STATEMENT (2e): Higher the designation of the teachers higher is the satisfaction level in terms of organisational environment.

Higher proportions of the teachers with lower designation were in agreement with the statement than teachers with higher designation that the school environment was conducive to work.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that they shared their personal problems with other faculty members in the school.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that the administrative paperwork was burdensome for the teachers.
Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that sufficient time was given to the teachers to prepare reports.

Higher proportions of the teachers with lower designation were in agreement with the statement than teachers with higher designation that they cooperated with each other to solve the issues/problems of the school.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that their job emoluments provided them a satisfactory standard of living.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that teachers liked teaching as a profession.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that the teachers worked with team spirit in the school.

Higher proportions of the teachers with lower designation were in agreement with the statement than teachers with higher designation that teaching job did enhance their reputation and social status.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that their job provided opportunity to grow and learn academically.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that their suggestions were valued in the meetings.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that their salary was commensurate with the work they performed.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that teachers were satisfied with the provisions of post retirement benefits.
Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that teaching aids were available in the school.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that teachers were oriented as how to use teaching aids.

Higher proportions of the teachers with lower designation were in agreement with the statement than teachers with higher designation that teacher-pupil ratio in their class was according to the laid down norms.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that the common rooms were available for the teaching staff to sit in free periods.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that extra work and office work diverted the teachers from class teaching.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that in the absence of other teachers they had to take their classes.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that frequent transfers led to frustration among teachers.

From the above analysis, it can be noticed that there were eight favourable responses ☑, and twelve unfavourable responses ✗ and none neutral response to the statement that higher the designation of the teachers higher is the job satisfaction in terms of organisational environment, therefore, the statement got more of unfavourable responses thus, it stands rejected.

Hypothesis No. 3: The teachers providing secondary education have satisfactory relations with Principal.

The majority of the teacher respondents agreed with the view that principal helped teachers within the rules.
The majority of the respondents were in agreement with the statement that teachers talked freely and frankly with the principal on any issue or problems related to school.

The majority of the respondents agreed that principal was always keen to work for the welfare of the teachers.

The majority of the teachers were in agreement with the issue that principal maintained cordial environment during interaction with colleagues.

The majority of the respondents agreed that the principal of their institution remained impartial while attending the day to day matters.

The majority of the respondents agreed with the view that principals attended teacher’s problems and listened their suggestions with patience.

The majority of the teachers agreed with the view that principal planned and decided school matters after consulting his colleagues.

The majority of respondents agreed with the viewpoint that principal remained formal in his interaction with the teachers.

The majority of the respondents were in agreement with the assertion that their principal stayed in the school after school timings to help teachers in completing their work.

The majority of the respondents agreed that they were appreciated by the principal for the good performance of their work.

The majority of the respondents agreed that principal motivated teachers to apply new methods and techniques while teaching.

The majority of the respondents disagreed with the assertion that as a teacher they sought special favour from the principal.

The majority of the respondents were in agreement with the statement that principals gave complete freedom to the colleagues to express their views fearlessly.

The majority of the respondents agreed that principal took note of complaints lodged to him by the staff.
☑ The majority of the respondents agreed that teachers cooperated with principal in the functioning of the school.

☑ The majority of respondents were in agreement with the viewpoint that principal tried to solve the teacher’s personal problems.

☑ The majority of the respondents agreed that principal kept a direct contact with every teacher.

☑ The majority of the respondents agreed with the viewpoint that principal informed the teachers about the scheduled inspections well in advance.

☑ The majority of the teacher respondents agreed that principal shared the inspection reports with the teachers to enable them to improve.

☑ The majority of the respondents agreed with the poser that principal ensured strict discipline in all situations.

☑ The majority of the teachers agreed that principals shared new ideas with the teachers.

From the above analysis, it can be noticed that there were twenty one favourable responses ☑, and Zero unfavourable response ☒ and none neutral response to the hypotheses that the teachers providing secondary education have satisfactory relations with the Principal of their school therefore, the hypothesis got strong support hence, it stands accepted.

Effects of Variable: Gender

EFFECTS OF GENDER ON TEACHERS SATISFACTION LEVEL

STATEMENT (3a): The level of satisfaction among male teachers providing secondary education in terms of relationship with Principal is high in comparison to female teachers.

☑ Higher proportions of female teachers agreed with the statement than male teachers that principal helped teachers within the rules.

☑ Higher proportions of female teachers were in agreement with the statement than male teachers that they talked freely and frankly with the principal on any issue or problems related to school.
Higher proportions of male teachers agreed with the statement than female teachers that principal was always keen to work for the welfare of the teachers.

Higher proportions of female teachers were in agreement with the statement than male teachers that principal maintained cordial environment during interaction with colleagues.

Higher proportions of male teachers agreed with the statement than female teachers that the principal of their institution remained impartial while attending the day to day matters.

Higher proportions of female teachers agreed with the statement than male teachers that principals attended teacher’s problems and listened their suggestions with patience.

Higher proportions of female teachers agreed with the statement than male teachers that principal planned and decided school matters after consulting his colleagues.

Responses were equal in proportion to the statement that principal remained formal in his interaction with the teachers.

Higher proportions of male teachers were in agreement with the statement than female teachers that the principal stayed in the school after school timings to help teachers in completing their work.

Higher proportions of female teachers agreed with the statement than male teachers that they were appreciated by the principal for the good performance of their work.

Higher proportions of male teachers disagreed with the statement than female teachers that as a teacher they sought special favour from the principal.

Higher proportions of male teachers agreed with the statement than female teachers that principal motivated teachers to apply new methods and techniques while teaching.

Higher proportions of female teachers were in agreement with the statement than male teachers that principals gave complete freedom to the colleagues to express their views fearlessly.
Higher proportions of female teachers agreed with the statement than male teachers that principal took note of complaints lodged to him by the staff.

Higher proportions of female teachers agreed with the statement than male teachers that teachers cooperated with principal in the functioning of the school.

Higher proportions of female teachers were in agreement with the statement than male teachers that principal tried to solve the teacher’s personal problems.

Higher proportions of female teachers agreed with the statement than male teachers that principal kept a direct contact with every teacher.

Higher proportions of male teachers agreed with the statement than female teachers that principal informed the teachers about the scheduled inspections well in advance.

Higher proportions of female teachers agreed with the statement than male teachers that principal shared the inspection reports with the teachers to enable them to improve.

Higher proportions of male teachers agreed with the statement than female teachers that principal ensured strict discipline in all situations.

Higher proportions of male teachers agreed with the statement than female teachers that principals shared new ideas with the teachers.

From the above analysis, it can be seen that there were eight favourable responses ☑, and twelve unfavourable responses ✗ and one neutral = response to the statement that the level of satisfaction among male teachers providing secondary education in terms of relationship with Principal is high in comparison to female teachers, therefore, the statement got unfavourable support hence, it stands rejected.
Effects of Variable: Age

EFFECTS OF AGE ON TEACHERS SATISFACTION LEVEL

STATEMENT (3b): Higher the age of the teachers higher is the satisfaction level in terms of relationship with Principal.

☑ Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal helped teachers within the rules.

☑ Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that they talked freely and frankly with the principal on any issue or problems related to school.

☑ Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal was always keen to work for the welfare of the teachers.

☑ Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that principal maintained cordial environment during interaction with colleagues.

☑ Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that the principal of their institution remained impartial while attending the day to day matters.

☑ Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principals attended teacher’s problems and listened their suggestions with patience.

☑ Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal planned and decided school matters after consulting his colleagues.

☒ Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that principal remained formal in his interaction with the teachers.

= Responses were equal in proportion to the statement that the principal stayed in the school after school timings to help teachers completing their work.
Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that they were appreciated by the principal for the good performance of their work.

Higher proportions of the teachers’ younger in age disagreed with the statement than teachers’ higher in age that as a teacher they sought special favour from the principal.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal motivated teachers to apply new methods and techniques while teaching.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that principals gave complete freedom to the colleagues to express their views fearlessly.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that principal took note of complaints lodged to him by the staff.

Responses were equal in proportion to the statement that teachers cooperated with principal in the functioning of the school.

Higher proportions of the teachers’ higher in age were in agreement with the statement than teachers’ younger in age that principal tried to solve the teacher’s personal problems.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal kept a direct contact with every teacher.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that principal informed the teachers about the scheduled inspections well in advance.

Higher proportions of the teachers’ younger in age agreed with the statement than teachers’ higher in age that principal shared the inspection reports with the teachers to enable them to improve.
Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principal ensured strict discipline in all situations.

Higher proportions of the teachers’ higher in age agreed with the statement than teachers’ younger in age that principals shared new ideas with the teachers.

From the above analysis, it can be seen that there were fourteen favourable responses ✔, and five unfavourable responses ✗ and two neutral = responses to the statement that higher the age of the teachers higher is the satisfaction level in terms of relationship with Principal, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Caste

EFFECTS OF CASTE ON TEACHERS SATISFACTION LEVEL

STATEMENT (3c): General category teachers are more satisfied than other categories in terms of relationship with Principal.

Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that principal helped teachers within the rules.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that they talked freely and frankly with the principal on any issue or problems related to school.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal was always keen to work for the welfare of the teachers.

Higher proportions of the SC teachers agreed with the statement than general category teachers that principal maintained cordial environment during interaction with colleagues.

Higher proportions of the SC teachers agreed with the statement than general category teachers that the principal of their institution remained impartial while attending the day to day matters.
Higher proportions of the SC teachers agreed with the statement than general category teachers that principals attended teacher’s problems and listened their suggestions with patience.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal planned and decided school matters after consulting his colleagues.

Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that principal remained formal in his interaction with the teachers.

Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that the principal stayed in the school after school timings to help teachers completing their work.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that they were appreciated by the principal for the good performance of their work.

Higher proportions of the SC and OBC teachers disagreed with the statement than general category teachers that as a teacher they sought special favour from the principal.

Higher proportions of the SC teachers agreed with the statement than general category teachers that principal motivated teachers to apply new methods and techniques while teaching.

Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that principals gave complete freedom to the colleagues to express their views fearlessly.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal took note of complaints lodged to him by the staff.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that teachers cooperated with principal in the functioning of the school.
Higher proportions of the general category teachers agreed with the statement than SC and OBC teachers that principal tried to solve the teacher’s personal problems.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal kept a direct contact with every teacher.

Higher proportions of the SC teachers agreed with the statement than general category teachers that principal informed the teachers about the scheduled inspections well in advance.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal shared the inspection reports with the teachers to enable them to improve.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principal ensured strict discipline in all situations.

Higher proportions of the SC and OBC teachers agreed with the statement than general category teachers that principals shared new ideas with the teachers.

From the above analysis, it can be seen that there were five favourable responses ☑, and sixteen unfavourable responses ☒ and none neutral = responses to the statement that general category teachers are more satisfied than other categories in terms of relationship with Principal, therefore, the statement got unfavourable support hence, it stands rejected.

Effects of Variable: Educational Qualification

EFFECTS OF EDUCATIONAL QUALIFICATION ON TEACHERS SATISFACTION LEVEL

STATEMENT (3d): Higher the qualification of the teachers higher is the satisfaction level in terms of relationship with Principal.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal helped teachers within the rules.
Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that they talked freely and frankly with the principal on any issue or problems related to school.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal was always keen to work for the welfare of the teachers.

Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that principal maintained cordial environment during interaction with colleagues.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that the principal of their institution remained impartial while attending the day to day matters.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principals attended teacher’s problems and listened their suggestions with patience.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal planned and decided school matters after consulting his colleagues.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal remained formal in his interaction with the teachers.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that the principal stayed in the school after school timings to help teachers completing their work.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that they were appreciated by the principal for the good performance of their work.

Higher proportions of the teachers with lower qualifications disagreed with the statement than teachers with higher qualifications that as a teacher they sought special favour from the principal.
Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal motivated teachers to apply new methods and techniques while teaching.

Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that principals gave complete freedom to the colleagues to express their views fearlessly.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal took note of complaints lodged to him by the staff.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that teachers cooperated with principal in the functioning of the school.

Higher proportions of the teachers with higher qualifications were in agreement with the statement than teachers with lower qualifications that principal tried to solve the teacher’s personal problems.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal kept a direct contact with every teacher.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal informed the teachers about the scheduled inspections well in advance.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal shared the inspection reports with the teachers to enable them to improve.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principal ensured strict discipline in all situations.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower qualifications that principals shared new ideas with the teachers.
From the above analysis, it can be seen that there were twenty favourable responses ☑, and one unfavourable response ☒ and none neutral = response to the statement that higher the qualifications of the teachers higher is the satisfaction level in terms of relationship with Principal, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Designation

EFFECTS OF DESIGNATION ON TEACHERS SATISFACTION LEVEL

STATEMENT (3e) Higher the designation of the teachers higher is the satisfaction level in terms of relationship with principal.

= The teachers had mixed responses to the statement that principal helped teachers within the rules.

☑ Higher proportions of the teachers with lower designation were in agreement with the statement that they talked freely and frankly with the principal on any issue or problems related to school.

☑ Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that principal was always keen to work for the welfare of the teachers.

☑ Higher proportions of the teachers with lower designation were in agreement with the statement than teachers with higher designation that principal maintained cordial environment during interaction with colleagues.

☑ Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that the principal of their institution remained impartial while attending the day to day matters.

☑ Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that principals attended teacher’s problems and listened their suggestions with patience.

☒ Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that principal planned and decided school matters after consulting his colleagues.
Higher proportions of the teachers with lower designation agreed with the statement that principal remained formal in his interaction with the teachers.

Higher proportions of the teachers with lower designation agreed with the statement that the principal stayed in the school after school timings to help teachers completing their work.

Higher proportions of the teachers with higher designation agreed with the statement that they were appreciated by the principal for the good performance of their work.

Higher proportions of the teachers with lower designation disagreed with the statement that as a teacher they sought special favour from the principal.

Higher proportions of the teachers with higher designation agreed with the statement that principal motivated teachers to apply new methods and techniques while teaching.

Higher proportions of the teachers with lower designation were in agreement with the statement that principals gave complete freedom to the colleagues to express their views fearlessly.

Higher proportions of the teachers with lower designation agreed with the statement that principal took note of complaints lodged to him by the staff.

Higher proportions of the teachers with higher designation agreed with the statement that teachers cooperated with principal in the functioning of the school.

Higher proportions of the teachers with lower designation were in agreement with the statement that principal tried to solve the teacher’s personal problems.

Higher proportions of the teachers with lower designation agreed with the statement that principal kept a direct contact with every teacher.
Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that principal informed the teachers about the scheduled inspections well in advance.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that principal shared the inspection reports with the teachers to enable them to improve.

Higher proportions of the teachers with lower designation agreed with the statement than teachers with higher designation that principal ensured strict discipline in all situations.

Higher proportions of the teachers with higher designation agreed with the statement than teachers with lower designation that principals shared new ideas with the teachers.

From the above analysis, it can be noticed that there were six favourable responses ☑, and fourteen unfavourable responses ☓ and one neutral = response to the statement that higher the designation of the teachers higher is the job satisfaction in terms of relationship with principal, therefore, the statement got unfavourable support hence, it stands rejected.

Hypothesis No. 4: Level of satisfaction of the students of secondary classes is high in terms of infrastructural facilities.

☑ The majority of the respondents agreed with the view that teachers were always ready to solve problems of the students concerning their studies.

☑ The majority of the respondents agreed that teachers spent time after the school timings with students who had individual problems.

☑ The majority of the respondents were in agreement that attendance was taken regularly by the teachers in the class.

☑ The majority of the respondents agreed with the statement that teachers had used examples during their lectures.

☑ The majority of the respondents agreed that teachers had given assignments to the students to assess them.
The majority of the respondents agreed with the viewpoint that teachers were polite in their behaviour with the students.

The majority of the respondents were in agreement with the view that teachers used blackboard in the class rooms teaching.

The majority of the respondents disagreed that extra classes were organized in the school for the weak students.

The majority of the respondents disagreed that teachers finished the syllabus before the end of the session.

The majority of the respondents disagreed with the viewpoint that the teachers came to the class on time.

The majority of the respondents agreed that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

The majority of the respondents agreed with the viewpoint that teachers motivated them to use library.

The majority of the respondents disagreed with the statement that teachers gave demonstrations to the students before conducting their practical.

The majority of the respondents agreed that they were allowed to raise the questions in the classroom.

The majority of the respondents were in agreement with the view that the teacher summarized the lecture at the close of topic.

The majority of the respondents agreed with the statement that the teachers informed the parents about the weaknesses of the students.

From the above analysis, it can be seen that there were twelve favourable responses √, and four unfavourable responses ✗ and none neutral = response to the hypothesis that level of satisfaction of the students of secondary classes is high in terms of relationship with teachers, therefore, the hypothesis got favourable support hence, it stands accepted.
Effects of Variable: Age

EFFECTS OF AGE ON STUDENTS SATISFACTION LEVEL

STATEMENT (4a): Higher the age of the student higher is the satisfaction in terms of relationship with teachers.

☑️ Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers were always ready to solve problems of the students concerning their studies.

☑️ Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers spent time after the school timings with students who had individual problems.

☑️ Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that attendance was taken regularly by the teachers in the class.

☑️ Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers had used examples during their lectures.

☑️ Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers had given assignments to the students to assess them.

☑️ Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers were polite in their behaviour with the students.

☑️ Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that teachers used blackboard in the class rooms teaching.

☒ Higher proportions of students’ younger in age disagreed with the statement than students higher in age that extra classes were organized in the school for the weak students.

☑️ Higher proportions of students’ higher in age disagreed with the statement than students younger in age that teachers finished the syllabus before the end of the session.

☑️ Higher proportions of students’ higher in age disagreed with the statement than students younger in age that the teachers came to the class on time.
Higher proportions of students’ higher in age agreed with the statement than students younger in age that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that teachers motivated them to use library.

Higher proportions of students’ higher in age disagreed with the statement than students younger in age that teachers gave demonstrations to the students before conducting their practical.

Higher proportions of students’ younger in age agreed with the statement than students higher in age that they were allowed to raise the questions in the classroom.

Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that the teacher summarized the lecture at the close of topic.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the teachers informed the parents about the weaknesses of the students.

From the above analysis, it can be seen that there were fourteen favourable responses ☑, and two unfavourable responses ☒ and none neutral = response to the statement that higher the age of the student higher is the satisfaction in terms of relationship with teachers, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Gender

EFFECTS OF GENDER ON STUDENTS SATISFACTION LEVEL

STATEMENT (4b): The level of satisfaction among male students is high in terms of relationship with teachers.

Higher proportions of male students agreed with the statement than female students that teachers were always ready to solve problems of the students concerning their studies.
Higher proportions of female students agreed with the statement than male students that teachers spent time after the school timings with students who had individual problems.

The students had mixed responses to the statement that attendance was taken regularly by the teachers in the class.

The students had mixed responses to the statement that teachers had used examples during their lectures.

Higher proportions of female students agreed with the statement than male students that teachers had given assignments to the students to assess them.

Responses of the students were equal in proportion to the statement that teachers were polite in their behaviour with the students.

Higher proportions of male students were in agreement with the statement than female students that teachers used blackboard in the class rooms teaching.

Higher proportions of male students disagreed with the statement than female students that extra classes were organized in the school for the weak students.

Higher proportions of male students disagreed with the statement than female students that teachers finished the syllabus before the end of the session.

Higher proportions of male students disagreed with the statement than female students that the teachers came to the class on time.

The students had mixed responses to the statement that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

Higher proportions of male students agreed with the statement than female students that teachers motivated them to use library.

Higher proportions of male students disagreed with the statement than female students that teachers gave demonstrations to the students before conducting their practical.

Higher proportions of male students agreed with the statement than female students that they were allowed to raise the questions in the classroom.
The students had mixed responses to the statement that the teacher summarized the lecture at the close of topic.

Higher proportions of male students agreed with the statement than female students that the teachers informed the parents about the weaknesses of the students.

From the above analysis, it can be seen that there were nine favourable responses ☑️, and two unfavourable responses ❌ and five neutral = responses to the statement that the level of satisfaction among male students is high in terms of relationship with teachers, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Class

EFFECTS OF CLASS ON STUDENTS SATISFACTION LEVEL

STATEMENT (4c): Higher the class of the students higher is the satisfaction in terms of relationship with teachers

Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers were always ready to solve problems of the students concerning their studies.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers spent time after the school timings with students who had individual problems.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that attendance was taken regularly by the teachers in the class.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers had used examples during their lectures.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers had given assignments to the students to assess them.
Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers were polite in their behaviour with the students.

Higher proportions of students of higher classes agreement with the statement than students of junior classes that teachers used blackboard in the class rooms teaching.

Higher proportions of students of junior classes disagreed with the statement than students of higher classes that extra classes were organized in the school for the weak students.

Higher proportions of students of higher classes disagreed with the statement than students of junior classes that teachers finished the syllabus before the end of the session.

Higher proportions of students of higher classes disagreed with the statement than students of junior classes that the teachers came to the class on time.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that teachers motivated them to use library.

Higher proportions of students of higher classes disagreed with the statement than students of junior classes that teachers gave demonstrations to the students before conducting their practical.

Higher proportions of students of junior classes agreed with the statement than students of higher classes that they were allowed to raise the questions in the classroom.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the teacher summarized the lecture at the close of topic.

The students had mixed responses to the statement that the teachers informed the parents about the weaknesses of the students.
From the above analysis, it can be noticed that there were thirteen favourable responses ☑, and two unfavourable responses ☒ and one neutral = response to the statement that higher the class of the students higher is the satisfaction in terms of relationship with teachers, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Caste

EFFECTS OF CASTE ON STUDENTS SATISFACTION LEVEL

STATEMENT (4d): General category students are more satisfied than other categories in terms of relationship with teachers

☑ Higher proportions of general category students agreed with the statement than SC and OBC students that teachers were always ready to solve problems of the students concerning their studies.

☒ Higher proportions of SC and OBC students agreed with the statement than general category students that teachers spent time after the school timings with students who had individual problems.

☑ Higher proportions of general category students agreed with the statement than SC and OBC students that attendance was taken regularly by the teachers in the class.

☑ Higher proportions of general category students agreed with the statement than SC and OBC students that teachers had used examples during their lectures.

☒ Higher proportions of SC students agreed with the statement than general category students that teachers had given assignments to the students to assess them.

☑ Higher proportions of general category students agreed with the statement than SC and OBC students that teachers were polite in their behaviour with the students.

☒ Higher proportions of SC and OBC students agreement with the statement than general category students that teachers used blackboard in the class rooms teaching.
Higher proportions of general category students disagreed with the statement than SC and OBC students that extra classes were organized in the school for the weak students.

Higher proportions of SC and OBC students disagreed with the statement than general category students that teachers finished the syllabus before the end of the session.

Higher proportions of general category students disagreed with the statement than SC and OBC students that the teachers came to the class on time.

Higher proportions of SC and OBC students agreed with the statement than general category students that audio-video material like: television, radio, charts and tapes were used by the teachers in the classrooms.

Higher proportions of general category students agreed with the statement than SC and OBC students that teachers motivated them to use library.

Higher proportions of general category students disagreed with the statement than SC and OBC students that teachers gave demonstrations to the students before conducting their practical.

Higher proportions of SC students agreed with the statement than general category students that they were allowed to raise the questions in the classroom.

Higher proportions of general category students agreed with the statement than SC and OBC students that the teacher summarized the lecture at the close of topic.

Higher proportions of OBC students agreed with the statement than general category students that the teachers informed the parents about the weaknesses of the students.

From the above analysis, it can be noticed that there were nine favourable responses ☑, and seven unfavourable responses ☘ and none neutral = response to the statement that general category students are more satisfied than other categories in terms of relationship with teachers, therefore, the statement got favourable support hence, it stands accepted.
Hypothesis No. 5: Level of satisfaction of the students of secondary classes is high in terms of infrastructural facilities.

- The majority of the respondents were in agreement with the viewpoint that the school had sufficient number of classrooms.
- The majority of the respondents agreed with the viewpoint that proper benches were available in the school.
- The majority of the respondents disagreed with the statement that water cooler facility was available in the school.
- The majority of the respondents were in agreement that their school had a proper playground.
- The majority of the respondents disagreed with the viewpoint that the school had good location.
- The majority of the respondents disagreed with the assertion that the school provided canteen facility for students and teachers.
- The majority of the respondents disagreed with the statement that the toilets in the school were well maintained.
- The majority of the respondents agreed that the school had a proper staff room for the teachers.
- The majority of the respondents agreed with the view that the school had well equipped library for the students.
- The majority of the respondents were in agreement that the school added new books in the library time to time.
- The majority of the respondents agreed that the library was equipped with magazines, newspapers and journals.
- The majority of the respondents disagreed with the view point that the school had well equipped science laboratory.
- The majority of the respondents agreed with the statement that the school had computers lab for the students.
- The majority of the respondents agreed that the computers were in working condition in the school.
The majority of the respondents were in agreement with the statement that the school gave the financial assistance to the poor students.

The majority of the respondents agreed that the school building was in a good condition.

From the above analysis, it can be noticed that there were eleven favourable responses ☑, and five unfavourable responses ☒ and none neutral = response to the hypothesis that level of satisfaction of the students of secondary classes is high in terms of infrastructural facilities, therefore, the hypothesis got favourable support hence, it stands accepted.

Effects of Variable: Age

EFFECTS OF AGE ON STUDENTS SATISFACTION LEVEL

STATEMENT (5a): Higher the age of the students higher is the satisfaction in terms of infrastructural facilities.

☑ Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that the school had sufficient number of classrooms.

☑ Higher proportions of students’ higher in age agreed with the statement than students younger in age that proper benches were available in the school.

☒ Higher proportions of students’ younger in age disagreed with the statement than students higher in age that water cooler facility was available in the school.

= The students had mixed responses to the statement that the school had a proper playground.

☒ Higher proportions of students’ younger in age disagreed with the statement than students higher in age that the school had a good location.

☒ Higher proportions of students’ younger in age disagreed with the statement than students higher in age that the school provided canteen facility for students and teachers.
Higher proportions of students’ higher in age disagreed with the statement than students younger in age that the toilets in the school were well maintained.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the school had a proper staff room for the teachers.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the school had well equipped library for the students.

Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that the school added new books in the library time to time.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the library was equipped with magazines, newspapers and journals.

Higher proportions of students’ higher in age disagreed with the statement than students younger in age that the school had well equipped science laboratory.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the school had computers lab for the students.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the computers were in working condition in the school.

Higher proportions of students’ higher in age were in agreement with the statement than students younger in age that the school gave the financial assistance to the poor students.

Higher proportions of students’ higher in age agreed with the statement than students younger in age that the school building was in a good condition.

From the above analysis, it can be seen that there were twelve favourable responses ☑, and three unfavourable responses ☑ and one neutral = response to the statement that higher the age of the student higher is the satisfaction in terms
of infrastructural facilities, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Gender

EFFECTS OF GENDER ON STUDENTS SATISFACTION LEVEL

STATEMENT (5b): The level of satisfaction among male students is high in terms of infrastructural facilities.

☑ Higher proportions of male students were in agreement with the statement than female students that the school had sufficient number of classrooms.

☑ Higher proportions of male students agreed with the statement than female students that proper benches were available in the school.

☑ Higher proportions of male students disagreed with the statement than female students that water cooler facility was available in the school.

☑ Higher proportions of male students agreed with the statement than female students that their school had a proper playground.

☑ Higher proportions of male students disagreed with the statement than female students that the school had good location.

☑ Higher proportions of male students disagreed with the statement than female students that the school provided canteen facility for students and teachers.

☑ The students had mixed responses to the statement that the toilets in the school were well maintained.

☒ Higher proportions of female students agreed with the statement than male students that the school had a proper staff room for the teachers.

☒ Higher proportions of female students agreed with the statement than male students that the school had well equipped library for the students.

☒ Higher proportions of female students were in agreement with the statement than male students that the school added new books in the library time to time.

☒ The students had mixed responses to the statement that the library was equipped with magazines, newspapers and journals.
The students had mixed responses to the statement that the school had well equipped science laboratory.

Higher proportions of female students agreed with the statement than male students that the school had computers lab for the students.

Higher proportions of female students agreed with the statement than male students that the computers were in working condition in the school.

Higher proportions of female students were in agreement with the statement than male students that the school gave the financial assistance to the poor students.

Higher proportions of female students agreed with the statement than male students that the school building was in a good condition.

From the above analysis, it can be seen that there were six favourable responses ☑, and seven unfavourable responses ☒ and three neutral = responses to the statement that the level of satisfaction among male students is high in terms of infrastructural facilities, therefore, the statement got unfavourable support hence, it stands rejected.

Effects of Variable: Class

EFFECTS OF CLASS ON STUDENTS SATISFACTION LEVEL

STATEMENT (5c): Higher the class of the students higher is the satisfaction in terms of infrastructural facilities

☑ Higher proportions of students of higher classes were in agreement with the statement than students of junior classes that the school had sufficient number of classrooms.

☑ Higher proportions of students of higher classes agreed with the statement than students of junior classes that proper benches were available in the school.

☒ Higher proportions of students of junior classes disagreed with the statement than students of higher classes that water cooler facility was available in the school.
Higher proportions of students of higher classes agreed with the statement than students of junior classes that their school had a proper playground.

Higher proportions of students of junior classes disagreed with the statement than students of higher classes that the school had good location.

Higher proportions of students of junior classes disagreed with the statement than students of higher classes that the school provided canteen facility for students and teachers.

Higher proportions of students of higher classes disagreed with the statement than students of junior classes that the toilets in the school were well maintained.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the school had a proper staff room for the teachers.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the school had well equipped library for the students.

Higher proportions of students of higher classes were in agreement with the statement than students of junior classes that the school added new books in the library time to time.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the library was equipped with magazines, newspapers and journals.

Higher proportions of students of higher classes disagreed with the statement than students of junior classes that the school had well equipped science laboratory.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the school had computers lab for the students.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the computers were in working condition in the school.
Higher proportions of students of higher classes were in agreement with the statement than students of junior classes that the school gave the financial assistance to the poor students.

Higher proportions of students of higher classes agreed with the statement than students of junior classes that the school building was in a good condition.

From the above analysis, it can be noticed that there were thirteen favourable responses ☑, and three unfavourable responses ❌ and none neutral = response to the statement that higher the class of the students higher is the satisfaction in terms of infrastructural facilities, therefore, the statement got favourable support hence, it stands accepted.

Effects of Variable: Caste

EFFECTS OF CASTE ON STUDENTS SATISFACTION LEVEL

STATEMENT (5d): General category students are more satisfied than other categories in terms of infrastructural facilities.

Higher proportions of general category students were in agreement with the statement than SC and OBC students that the school had sufficient number of classrooms.

Higher proportions of general category students agreed with the statement than SC and OBC students that proper benches were available in the school.

Higher proportions of OBC students disagreed with the statement than general category students that water cooler facility was available in the school.

Higher proportions of SC students agreed with the statement than general category students that their school had a proper playground.

Higher proportions of general category students disagreed with the statement than SC and OBC students that the school had good location.

Higher proportions of SC and OBC students disagreed with the statement than general category students that the school provided canteen facility for students and teachers.
Higher proportions of general category students disagreed with the statement than SC and OBC students that the toilets in the school were well maintained.

Higher proportions of OBC students agreed with the statement than general category students that the school had a proper staff room for the teachers.

Higher proportions of OBC students agreed with the statement than general category students that the school had well equipped library for the students.

Higher proportions of SC and OBC students were in agreement with the statement than general category students that the school added new books in the library time to time.

Higher proportions of SC and OBC students agreed with the statement than general category students that the library was equipped with magazines, newspapers and journals.

Higher proportions of general category students disagreed with the statement than SC and OBC students that the school had well equipped science laboratory.

Higher proportions of SC and OBC students agreed with the statement than general category students that the school had computers lab for the students.

Higher proportions of OBC students agreed with the statement than general category students that the computers were in working condition in the school.

Higher proportions of SC and OBC students were in agreement with the statement than general category students that the school gave the financial assistance to the poor students.

Higher proportions of OBC students agreed with the statement than general category students that the school building was in a good condition.

From the above analysis, it can be seen that there were five favourable responses ☑, and eleven unfavourable responses ☒ and none = response to the statement that general category students are more satisfied than other categories in terms of infrastructural facilities therefore, the statement got unfavourable support hence, it stands rejected.
Hypothesis No. 6: The PTAs are playing an effective role in the cause of improving secondary education.

☑ Fair majority of the respondents agreed that the school authorities informed the parents about the existence of the PTA in the school.

☑ Significant majority of the respondents were in agreement that the PTA was functioning properly in the school where their wards were studying.

☑ Significant majority of the members agreed with the viewpoint PTA was a bridge between parents and school officials.

☑ High majority of the members agreed with the statement that PTA meetings were held as per the laid down norms in the schools.

☑ Significant majority of the respondents were in agreement with the viewpoint that they were informed before time about the meetings of the PTA.

☑ High majority of the respondents agreed that they were satisfied with the information method about the meetings of the school.

☑ Highly significant majority of the respondents agreed with the view that PTA meetings helped in solving problems related to the secondary education.

☑ Highly significant majority of members were in agreement with the statement that PTA facilitated better interaction between the school authorities and parents of the school children.

☑ Highly significant majority of the respondents agreed that PTA provided a social venue for the parents and teachers.

☑ Significant majority of the members agreed with the statement that PTA meetings were organised according to the laid down agenda.

☑ Significant majority of the members were in agreement that view point of the respondents was given due consideration in the PTA meetings.

☑ Highly significant majority of the respondents agreed with the viewpoint that PTA promoted open communication and understanding between parents and teaching staff of the school.

☑ High majority of the respondents agreed that PTA ensured better performance of the school children.
Highly significant majority of members were in agreement with the statement that PTA was a forum for collaborative effort of parents and teachers towards quality education.

Significant majority of the respondents agreed with the view that PTA brought out interactive strategies for quality improvement in school education.

Highly significant majority of members agreed that PTA acted as a platform to communicate ideas or suggestions to the faculty and staff of the school.

Significant majority of respondents agreed with the statement that existence of PTA contributed significantly towards the betterment of the secondary education.

Fair majority of the respondents were in agreement with the viewpoint that regular election of PTA facilitated democratic functioning of the school.

Significant majority of the respondents agreed that the school management involved them through PTA in the decision making process of the school.

Fair majority of respondents agreed with the statement that the school management considered the suggestion forwarded by PTA.

The responses of the respondents were divided on the viewpoint that PTA was functional body.

Highly noticeable proportion of the members disagreed with the assertion that PTA was ineffective due to the indifferent attitude of the teachers towards association.

Highly noticeable proportion of the members agreed with the viewpoint that PTA did not interfere with the functioning of the school.

High majority of the respondents agreed with the view that PTA reviewed the attendance of the students of the school.

Highly significant majority of respondents agreed with the statement that PTA informed the parents about the weaknesses of their wards.
From the above analysis, it can be seen that there were twenty four favourable responses ☑, and Zero unfavourable responses ☒ and one neutral = response to the hypothesis that the PTAs are playing an effective role in the cause of improving secondary education, therefore, the hypothesis got favourable support hence, it stands accepted.

Problems/Issue and Suggestions

Secondary education in the state of Haryana has not been given adequate attention as compared to the elementary education where large numbers of facilities were provided to the students for the quality education. So, there was a need to take effective steps to ensure greater participation of Government, teachers and parents in providing the secondary education.

Some of the major constraints were observed in the way of secondary education which can be discussed under these headings:

1. Inadequate infrastructural facilities in the schools

   The researcher found that infrastructural facilities were not adequately available in the secondary schools in the district Panchkula, Haryana. The basic facilities like: classrooms for students, staff rooms for teachers, office room, playground, sports material, water cooler, toilets, laboratories, libraries, NCC, NSS facilities were not sufficiently available in the schools. There were no funds available to buy new equipments or to take care of these facilities in the schools. As a result students, teachers and parents continued to complain to the schools for providing adequate facilities to the students.

   The infrastructural facilities were the basic requirements for bringing efficiency therefore these schools should be evaluated time to time by the authorities. They should be provided adequate infrastructure facilities by supplementing adequate funds to these schools and the principals should be delegated more discretionary financial powers so as to meet the physical requirements of the schools.

2. Lack of adequate manpower in the schools

   Shortage of staff in schools adversely affected the studies of the students. It was noticed by the researcher that the schools were facing the problem of shortage of teachers and non-teaching staff because substitute
persons were not provided by the education department timely especially against transferred or those who continued on a long leave. It was also observed that due to political considerations large number of posts remained vacant as against the sanctioned posts, it would result in stagnation and frustration among the teachers which could adversely affected the teaching learning process.

This inadequacy shifted the burden of the work on the teachers and non-teaching staff which reduced the administrative efficiency and showed down the smooth functioning of the schools. The concerned authorities should pay attention to this issue. They may increase the strength of teaching and non-teaching staff by filling the posts lying vacant. Principals should be given power to recruit on an ad hoc basis to avoid delays. Also manpower planning may be done in advance to overcome such administrative problems.

3. **Lack of proper supervision and inspection by the authority**

During the informal discussion with the authorities, the researcher found that supervision and inspection of schools were serious problems at the district level. They admitted that inspection of schools could not be done regularly because of the lack of proper inspection team in DEO’s office, scarcity of time and wide range of the district and unending meeting and enquiries etc. They did not find sufficient time to undertake supervisory visits of the schools. On the other hand, the school authorities admitted that school visits were done only for the sake of reports only.

Supervision and inspection are major elements of the effective administration so the basic facilities of all the government schools need to be inspected by the DEO on regular basis especially of the distant area schools to ensure the quality of secondary education. There is a need to devise an organisational structure that smoothen the functioning at each level in the delivery of secondary education.

4. **Lack of motivation, commitment and dedication to work**

The teachers covered under the study were the government employees and by virtue of this their job was secure, due to this reason they are working without any motivation.
The teachers of the secondary schools need to be encouraged to teach the students with more of commitment and dedication.

5. **Lack of coordination between the administrative agencies and the schools**

Secondary education was the responsibility of the DEO. It was observed by the researcher that there was lack of coordination at the DEO level and school level because of the vast area of administration and busy schedule in the meetings. So, it was not easy to coordinate all the activities of the schools under the jurisdiction.

There is a great need of coordination among these agencies to give right direction to education in the state.

6. **Parent Teacher Associations**

PTA helped in solving many school related problems and in overall development of the students. It brought together parents and teachers in agreeable activities. PTA helped in solving some problems of each school even if it was not in the position to solve all of them. The helpful approach of the parents and community should be maintained as it is necessary for the smooth functioning of the school.

Parents had little time to spare for their children though they were spending lot of money on them and sending to the best schools. Parents may come forward and provide physical aid to the government schools through PTA in whatever manner they can to improve their educational and infrastructure standards. PTA meeting can be arranged according to the convenience of the school and teachers to accommodate all the parents in one meeting.

7. **Lack of co-curricular activities in the schools**

Co-curricular activities were important part of the school curriculum. Co-curricular activities served as a sort of escape from the dull and dreary classroom teaching. They were made to capture the interest and attention of the pupils towards schools. Such activities were the tools and instruments for drawing out the potentialities of the child. It was observed by the researcher very rare activities were organised in the secondary schools of the district. Very little involvement of the schools teachers was noticed in these activities, they were not taking interest in that area.
It is suggested that the schools should take care of these activities. There should be adequate provisions with the schools to start co-curricular activities there in the schools.

8. *Inadequate focus and stress laid on Secondary Education*

Secondary education is a significant stage of school education which gives the job specific direction to a person and supplies the quality students to the colleges and universities but, even after 68 years of independence, the Government has not given appropriate attention to the secondary education as against elementary education.

It is suggested that Government should take steps for making secondary education compulsory for all and accordingly organisational development of schools should take place.

**Concluding Remark**

The present study has made a humble research effort to examine the state of secondary education in the district Panchkula, Haryana. The researcher investigated various aspects of secondary education yet the limitations of the research had their impact on this study as well, the field of secondary education is vast and this research effort may be just a drop in the huge ocean of knowledge. However, the researchers has made a sincere endeavour to cover the important aspects but, due to paucity of time any of the aspects might have been ignored and these issues can be taken up by other researchers in the future in this field.