DISCUSSION OF RESULTS
(A) SELF-CONCEPT OF TEACHERS

The present investigation has brought into light some interesting facts. It has been observed that non-Harijan teachers have more positive self-concept than Harijan and total teachers both. Moreover, total teachers are better than Harijan teachers on self-concept. Furthermore, non-Harijan teachers are found superior to Harijan teachers on each of the eight factors of self-concept viz., appearance and grooming, intellect, temperament, leadership, aspiration, mental health and anxiety, socio-economic status and character. It is assumed that this may be due to psychological factors and development of certain personality traits in the sampled non-Harijan teacher group, such as their firm conviction in own self-identity, abstract thinking and the desire to be self-sufficient, certain educational, societal, economic and familiar factors may also be acting as determinants. Non-Harijan group is comparatively highly educated and relatively more free to cultivate the power of independent thinking, judgement and decision making. Hence they are likely to overestimate themselves; whereas, because of the need for a multi-dimensional familiar adjustment, the self-concept of Harijan group is likely to be modified due to the need for effecting adaptations in consonance with the changed and changing
social and family needs. The requisite changes may often be deterrent to the development and stability of positive self-concept. Mead (1934) has rightly remarked that "the self is something which has a development, it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relation to that process as a whole and to other individuals within that process". These may be some contributory causes for low self-concept among Harijan teacher group as borne out by this research.

There are evident sex differences in self-concept of teachers. Harijan male and female teachers differ significantly on the basis of self-concept. It makes clear that Harijan female teachers have more positive self-concept than Harijan male teachers. The mean score of Harijan female group is higher than that of Harijan male group on self-concept. It can therefore, be concluded that sex is perhaps a determinant of the nature and extent of self-concept. This finding is substantiated and supported by the study of Rai (1983). Moreover, Harijan female teachers have more intellectual power and better temperament as compared to Harijan male teachers. Appearance and grooming, mental health and anxiety, and character also they are found superior to Harijan male teachers. Harijan male teachers
are better on three dimensions of self-concept viz. leadership, socio-economic status and aspiration.

In case of sampled non-Harijan teacher group, no significant difference is found between male and female teachers on self-concept. The finding is supported by the studies of Sharma (1981), Trivedi (1981) and Chaddha (1988). In different areas of self-concept, non-Harijan female teachers are found to be better than non-Harijan male teachers in socio-economic status, appearance and grooming. It is surmised that non-Harijan female teachers belong to better socio-economic and cultural level. Perhaps they are conscious of their physical appearance and take more interest in dressing themselves new way. Generally, it is seen that in comparison to male counterparts, female teachers more attracted to wear various types of new dresses and show anxiety and care for their physical appearance.

A critical observation of non-Harijan male and Harijan male teachers establishes the fact that both groups differ significantly with respect to their self-concept. Besides this, non-Harijan male teachers have more positive self-concept than both Harijan male and female teachers on self-concept. Similarly, non-Harijan male teachers have also higher mean scores on various dimensions of self-concept.
viz. appearance and grooming, intellect, temperament, leadership, aspirations, mental health and anxiety, socio-economic status and character. In brief, it can be observed that Harijan male teachers have low self-concept in comparison to non-Harijan male teachers.

The non-Harijan female teachers are superior to both Harijan female and Harijan male teachers with respect to their self-concept, as well as in each of the eight areas of self-concept. To be short, non-Harijan female teachers have higher positive self-concept in comparison to Harijan female and Harijan male teachers. As regards, Harijan and non-Harijan teacher groups, the factors responsible for the variation in self-concept may be the psychological factors, socio-economic status, the level of education, and environment of the teachers. The geographic location, family status and social awareness of the teachers combined with changing trends in society may also cause these differences. Some or all these factors may operate to explain differences in self-concept among Harijan and non-Harijan teacher groups, male and female. Adler (1931), Snygg and Combs (1949), Rogers and Dymond (1954) and McCandless (196 ) have clarified that an individual behaves in a particular situation in keeping with his self-concept and that self-concept of an individual dictates his response in any setting. Adler
(1931) has also observed how the feelings of inferiority (components of self-concept) affect an individual's behaviour and his attitudes towards the society and situation in the family.

A critical examination of Harijan and non-Harijan teachers with respect to high and low self-concept reveals that Harijan and non-Harijan teachers differ significantly with respect to high self-concept. This observation, indicates that non-Harijan teachers are found to be better as compared to Harijan teachers on high self-concept. Likewise, non-Harijan teachers are also found to be more good in comparison to Harijan teachers on low self-concept. It can be inferred that non-Harijan teachers are better than Harijan teachers on self-concept. It is surmised that this may be due to the influence better home environment, educational opportunities, high educational and professional qualifications, knowledge about emerging social changes and new values and certain psychological factors like aptitude, mental health and adjustment among non-Harijan teachers. Ross (1973) has rightly reiterated that self-concept as an individual's total appraisal of his appearance, background and origin, abilities and resources, attitudes and feelings, culminates as a directing force of behaviour.
It has been observed that Harijan female teachers are better in comparison to Harijan male teachers on high self-concept. While non-Harijan male teachers are superior to Harijan male teachers with respect to high self-concept. Similarly, non-Harijan female teachers are better than Harijan female and male teachers on high self-concept. There are no significant differences between non-Harijan male and female teachers, Harijan female and non-Harijan male teachers on high self-concept. It can be said that these sub-group are similar to each other on high self-concept. Therefore, it necessitates further exploration into the high self-concept of non-Harijan male and non-Harijan female, Harijan female and non-Harijan male teachers.

Further, sex-wise comparison of different sub-groups with respect to low self-concept clarifies that there is no significant difference between non-Harijan male and female teachers. The various sub-groups viz. (i) Harijan male and female teachers (ii), non-Harijan male and Harijan male teachers, (iii) non-Harijan female and Harijan female teachers, (iv) Harijan female and non-Harijan male teachers and (v) Harijan male and non-Harijan female teachers differ significantly on low self-concept. This difference may be the result of certain psychological factors and demographic variables like the level of education, socio-economic factors,
family background, atmosphere of location where residence is situated and cultural level. These factors to a great extent decide and determine the self-concept of a teacher. Bodwin (1959) has observed that the behaviour is regulated by self components which depend on the organizational and value systems of those groups with which the person identifies himself as a part. All cultures with any change of time and circumstances present different stages in the development of mankind requiring changes in the self-concept. Undoubtedly, a variety of factors and forces shape and sharpen the self-concept of working teachers. Systematic and scientific research alone may unravel the mystery of the true structure of the self-concept of teachers.

(3) JOB SATISFACTION OF TEACHERS

A comparison of different groups like (i) Harijan and non-Harijan, (ii) Harijan and total teachers and (iii) non-Harijan and total teachers makes evident that there is not significant difference between job satisfaction of Harijan and non-Harijan teachers. Similarly, Harijan teachers and total teachers do not differ significantly with respect to their job satisfaction. While, there is significant difference in the job satisfaction of non-Harijan teachers and total teachers. It indicates that total teachers are
more satisfied with their job than non-Harijan teachers. In the same way, the mean score of job satisfaction of Harijan teachers is higher than that of non-Harijan teachers. It makes clear that the teacher who are Harijan or scheduled case are more satisfied with their job than those who higher in caste hierarchy. This finding is supported by the study of Silvester (1976) who found that black teachers demonstrated consistently higher level of job satisfaction than white teachers.

Further, the group-wise comparison of teachers in different areas of job satisfaction clarifies that Harijan and non-Harijan teachers have scored almost similarly on various areas of job-satisfaction, namely interesting job, chance for progress, use of ability, authority, co-workers chance to be creative, social status, variety in work, working conditions, recreation, moral values and identification with institution. Both groups are found to be different on three areas of job satisfaction like independence, security and supervisor. Harijan teachers appear to be more satisfied with principal's administration, financial facilities and environment of the institutions. Whereas, non-Harijan teachers feel more independent and free to do personal work during free time in the school and participate in the activities of social and cultural organizations.
The sex-wise comparison of Harijan male and female teachers confirms that no significant difference exists between Harijan male and female teachers. With respect to job-satisfaction. They are equal one another on job-satisfaction. Anand (1971) and Verma (1971) also found that the difference in job satisfaction of men and women teachers was not significant.

Further, the mean differences between male and female teachers in various dimensions of job satisfaction show that no significant differences exist between Harijan male and female teachers in the different areas of job satisfaction like chance for progress, use of ability, authority, co-workers, chance to be creative, social status, security, working conditions, recreation, moral values and identification with the institution. Both groups are found to be different on interesting job, independence, supervisor, variety in work and working conditions. It denotes that Harijan male teachers are more interested in their job and they feel free and independent in different activities like personal, social and cultural. On the other hand, Harijan female teachers seem to be well adjusted with the principal of that institution and they show much interest in different types of activities - curricular and co-curricular as well as using innovative methods such as use of audio-visual aids to make teaching effective.
Likewise, non-Harijan male and female teachers do not differ significantly on job satisfaction. Both groups are similar on job satisfaction. Mantia (1970) also observed that sex did not have a significant relationship to job satisfaction of teachers.

A study of various areas of job satisfaction of non-Harijan male and female teachers brings out the fact that non-Harijan male teachers are more interested in their job and they feel that teaching is a respectable and honourable job in the society and their teaching potentials are fully utilized in teaching. Whereas, non-Harijan female teachers have more progressive and critical views towards their job, their adjustment is good with the principal of that institution where they are serving and they also like to participate in different curricular, co-curricular activities, creative work, and in using new innovative methods to make teaching effective. Besides, they also realize the need and importance of moral values in teaching as a subject to develop the personality of students.

In the same way, a critical examination of non-Harijan male and Harijan male teachers with respect to job satisfaction clarifies that no significant difference exists between non-Harijan male and Harijan male teachers.
on job satisfaction. It clearly shows that non-Harijan male and Harijan male teachers are equal one another on job satisfaction. It is presumed that educational facilities, opportunities, environment of the institution and geographic location and atmosphere equally influence non-Harijan male and Harijan male teachers.

On different dimensions of job satisfaction, it is found that Harijan male teachers are optimistic towards their future progress in the job. They are satisfied with the financial facilities and principal's administration. They have also more interest in different types of educational programmes and experiments and various new strategies of teaching to make the subject effective and interesting. They also accept the importance of moral values in the school as a subject. However, Harijan male and non-Harijan male teachers are not found to differ on other factors like interest in job, authority, independence, social status, working conditions, recreation and identification with the institution. This evidently indicates that both groups make the best use of opportunities, facilities available and are not affected by other factors like social-economic background, family status and education.

Moreover, a comparison of non-Harijan female and Harijan female teachers makes evident that both groups differ
significantly on job satisfaction. The Harijan female teachers are perhaps more satisfied than non-Harijan female teachers with respect to the job satisfaction perhaps due to the better environment, available educational facilities and opportunities, low workload and high normative expectations.

Further, on different areas of job satisfaction non-Harijan female and Harijan female teachers are similar on ten areas of job satisfaction except the five areas like authority, independence, supervisor, moral values and identification with the institution. Non-Harijan female teachers are better than Harijan female teachers on two areas that is independence and moral values. While Harijan female teachers are better on other three areas, namely authority, supervisor and identification with the institution.

The sex-wise comparison of non-Harijan male and Harijan female teachers with respect to job satisfaction reveals that there is significant difference between job-satisfaction of non-Harijan male and Harijan female teachers. This denotes that Harijan female teachers appear to be more satisfied with their job than non-Harijan male teachers. Lavingia (1974), Bernard and Kubandaivel (1976), Reddy and Reddy (1980), Khatoon and Verma (1983) had also come to some conclusion in their studies on teachers. They observed
that women teachers were more satisfied than the men teachers.

On different areas of job satisfaction, non-Harijan male teachers are superior to Harijan female teachers on three areas, namely interesting job, co-workers and independence. While Harijan female teachers are better than non-Harijan male teachers on five areas of job satisfaction viz., chance for progress, security, supervisor, variety in work and working conditions.

The sex-wise comparison of non-Harijan female and Harijan male teachers on job satisfaction shows that there is no significant difference between job satisfaction of non-Harijan female and Harijan male teachers. This indicates that both groups have scored equally on job satisfaction. Thus, job satisfaction is evidently not influenced by sex. This finding is supported by the studies of Lacy (1969), Ritter, Jr. (1975) and Simons (1973) who have found that job satisfaction is not affected by sex.

The sex-wise comparison of non-Harijan female and Harijan male teachers in different areas of job satisfaction, namely interesting job and variety in work. While Harijan male teachers are found to be better than non-Harijan female teachers in one area of job satisfaction that is
Identification with the institution. Both groups seem to be equal in all other areas of job satisfaction, such as chance for progress, use of ability, authority, co-workers, chance to be creative, independence, social status, security, supervisor, working conditions, recreation, moral values and identification with the institution. It can be inferred that perhaps the both groups have favourable feelings towards their teaching job and they are equally affected by available opportunities, better environment and educational facilities. Brown et al. (1972) have also remarked that a job satisfaction as the favourable feeling or psychological conditions of a person towards his job situation.

A comparison of high job satisfied Harijan and non-Harijan teachers brings out the fact that no significant difference is found in the two groups on job satisfaction. It means that both groups are found to be high job satisfied. This clearly indicates that the geographic location and atmosphere, facilities, financial assistance and environment of the institution equally differentiate Harijan and non-Harijan teachers.

Contrary to this, there is significant difference between low job satisfied Harijan and non-Harijan teachers. This observation reveals that low job satisfied Harijan
teachers are superior to low job satisfied non-Harijan teachers. This is perhaps due to influence of socio-economic status, education, interest in teaching, type of institution, opportunities, available facilities and favourable feeling towards the job situation. Anjaneyubu (1974) also observed that poor economic and social status were the causes of dissatisfaction. In government institutions, rigid rules, orthodox service conditions, frequent transfers and lack of parental cooperation were the causes of dissatisfaction of teachers. Likewise, in local body schools, interference of the politicians in the day to day functioning of schools, lack of proper accommodation and equipments, and in private schools job security and favouritism were the cause of dissatisfaction of teachers.

The sex-wise comparison of different sub-groups on job satisfaction reveals that there are significant differences in high job satisfied various sub-groups viz. (i) Harijan male and female teachers, (ii) non-Harijan male and female teachers, (iii) non-Harijan male and Harijan male teachers, and (iv) non-Harijan female and Harijan female teachers. Besides this, other two sub-groups like (i) Harijan male and non-Harijan female teachers, and (ii) Harijan female and non-Harijan male teachers do not differ significantly on high job satisfaction. The high job
satisfied Harijan female teachers have been found superior to high job satisfied non-Harijan female teachers. They are also better than high job satisfied non-Harijan male and non-Harijan female teachers. Whereas, high job satisfied non-Harijan male teachers are better than high job satisfied non-Harijan female teachers. Similarly, they are better than high job satisfied Harijan male teachers.

Further on, sex-wise comparison of various low job satisfied sub-groups clarifies that there are no significant differences between three sub-groups, namely (i) Harijan male and Harijan female teachers (ii) non-Harijan female and Harijan female teachers, and (iii) Harijan male and non-Harijan female teachers. These low job satisfied sub-groups appear to be equal with each other. On the other hand, low job satisfied different sub-groups like (i) non-Harijan male and non-Harijan female teachers, (ii) non-Harijan male and Harijan male teachers, and (iii) Harijan female and non-Harijan male teachers are found to be significant. Therefore, it may be inferred that low job satisfied non-Harijan female teachers are found superior to low job satisfied Harijan female teachers. Contrary to this, low job satisfied Harijan male teachers seem to be better than low job satisfied non-Harijan male teachers. Similarly, low job satisfied Harijan female teachers are better than low job satisfied non-Harijan male teachers.
It is surmised that the observed differences are perhaps due to various psychological conditions and influences of different factors such as opportunities, environment of the institution, type of the institution, financial assistance, accommodation and equipments. Hafen (1971) gave many causes of job satisfaction such as salary, academic rank, reasons for entering the field of teaching, professional designation, length of time in present position, sex, geographic location, student body size, population size of the community and type of the institution. Mann (1971) reported that variables such as low workload; high normative expectations, few teachers disrespectful of students; a flexible principal with whom there is low tension; and high teacher influence contribute to satisfaction of teachers.

(C) **PERSONALITY Profiles of Teachers**

A comparison of personality profiles of Harijan and non-Harijan teachers reveals that non-Harijan teachers are, to a large extent normally reserved, intelligent, slightly emotionally less stable, moderate enthusiastic, normally restrained, moderate sensitive, normally practical, moderate experimenting and critical minded, moderate self-sufficient, normally disciplined, tensed and frustrated. On the other hand, Harijan teachers seem to be more reserved,
normally intelligent, affected by feelings, normally sober and serious, shy, dependent, conventional, conservative, normally group dependent, undisciplined and normally relaxed. Besides this, both groups are found to be in average position on factors E, L, N and O. Generally Harijan teachers are found to be almost in low direction on factors A, C, G, H, M, Q₁ and Q₃. While non-Harijan teachers are found in average position on factors B, E, F, I, L, N, O, Q₁ and Q₂. This observation is supported by Cattell et al. (1970) where in he has summarised several researches on 16 PF teacher profiles. The difference between both groups like Harijan and non-Harijan teachers may be because of the certain societal, economic and cultural factors.

The sex-wise comparison of Harijan and non-Harijan teachers on different personality factors (16 PF) shows that Harijan male teachers differ from Harijan female teachers on factors B, I, Q₂ and Q₄. On factor L, Harijan female teachers differ from Harijan male teachers. Both groups are found to be in reverse direction on factors A, C, F, H, M and Q₃ and they are in average position on factors E, G, N and O. It indicates that both groups seem to be more reserved, emotionally less stable, moderate assertive, low enthusiastic, moderate conscientious, have inferiority
sileings, not imaginative, moderate shrewd and apprehensive
and have low self-concept.

The personality profiles of non-Harijan male and
non-Harijan female teachers make clear that non-Harijan
male and female teachers score and stand similar on factors
A, B, C, E, H, N, O and Q₂. It shows that they are normally
reserved, moderate intelligent, slightly affected by feelings,
moderate submissive and spontaneous, moderate imaginative
and shrewd, moderate apprehensive and self-sufficient. Non
Harijan female teachers are found better in comparison to
non-Harijan male teachers on factors G, L, Q₁ and Q₃. While
non-Harijan male teachers appear to be better than non-
Harijan female teachers on other three factors F, I and Q₄.
This indicates that non-Harijan female teachers are found
moderately conscientious, suspicious, critical and analytical
minded and disciplined. Besides this, non-Harijan male
teachers are moderately cheerful, sensitive and tensed.

The mean-differences between non-Harijan male and
Harijan male teachers on 16 PF bring out the fact that non-
Harijan male teachers are found superior to Harijan male
teachers on factors A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄.
On the other hand, Harijan male teachers are normally
reserved, intelligent, slightly less mature, moderate
cheerful and venturesome, moderately suspicious and imaginative, not more conservative, moderately, self-sufficient and excitable in comparison to Harijan male teachers.

The non-Harijan and Harijan female teachers when compared on personality factors (16 PF) show that non-Harijan female teachers are found superior to Harijan female teachers on factors A, B, C, F, G, H, M, O, Q₅, Q₂, Q₃ and Q₄. While Harijan female teachers are found better on only three factors E, I and N. This clearly indicates that non-Harijan female teachers are found normally reserved, intelligent, slightly affected by feelings, normally sober and not much enthusiastic, moderate spontaneous, not more practical, critical and analytical, independent, disciplined and slightly relaxed. On the other hand, Harijan female teachers appear to be more reserved, slightly intelligent, emotionally less stable, prudent and serious, restrained and shy, tough minded, more conventional, normally traditional, have low self-concept, relaxed and unfrustrated.

Similarly, non-Harijan male teachers are found superior to Harijan female teachers on different personality factors viz. A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. While Harijan female teachers are found better than non-Harijan male teachers on factor I. Likewise, non-Harijan female
teachers seem to be better than Harijan male teachers on factors A, C, F, H, M, Q_1, Q_2, Q_3 and Q_4. Similarly, Harijan male teachers are found better than non-Harijan female teachers on factors I, N and E. Both groups are found in average position on some personality factors like B, E, G, N and O.

It can be assumed that sex is a potent determinant of differences on various personality factors (16 PF). Pandey (1983) and Chachra (1986) had also come to the same conclusion in their studies on student-teachers that sex-difference is evident on different personality factors.

A comparison of personality profiles of high self-concept Harijan and non-Harijan teachers reveals that high self-concept non-Harijan teachers are found in average position on various factors of personality, namely B, E, F, I, L, N, O, Q_1 and Q_2. While high self-concept Harijan teachers are found in average position on only three factors like E, N and O. Besides this, high self-concept non-Harijan teachers are found better than high self-concept Harijan teachers on factors A, B, C, F, H, L, M, Q_1, Q_2, Q_3 and Q_4. This clearly points out that high self-concept non-Harijan teachers are found slightly reserved, intelligent, slightly emotionally less stable, moderate cheerful and
active, normally restrained, moderate free thinking and
critical minded, moderate independent, uncontrolled, tensed
and frustrated. On the other hand, high self-concept
Harijan teachers seem to be more reserved and detached,
slightly intelligent, emotionally less stable, serious,
shy, dependent, more conventional, conservative and more
traditional, not self-sufficient, maladjusted and normally
relaxed. On factors I, N and O, high self-concept Harijan
teachers are found better in comparison to high self-
concept non-Harijan teachers, as they are found tender min-
ded, shrewd and depressive.

The mean differences of low self-concept Harijan
and non-Harijan teachers on 16 personality factors estab-
lishes the fact that low self-concept non-Harijan teachers
are superior to low self-concept Harijan teachers on factors
C, F, H, M, Q₁, Q₂, Q₃ and Q₄. Whereas, low self-concept
Harijan teachers are better on factors B, E, I and N.
In addition, low self-concept Harijan teachers are found
low on factors C, F, G, H, M, Q₁ and Q₃. Contrary to this,
the non-Harijan teachers are found on only two factors G
and Q₃. They score average on factors B, E, F, I, L, N, O
and Q₁.

It can be said that personality is surely a forceful
determinant of human behaviour. The self-concept is an
important concept around which many aspects of personality are organized. Without an integrating concept, it is perhaps impossible to account for the consistency of the person and the day-to-day continuity of this consistency in his social and other relations (Sheriff, 1957). Smith (1971) observed that teaching style is personal and somewhat unique for each individual. The self-concept influences behaviour directly or indirectly and an individual behaves as is dictated by his self-concept in a particular situation. Therefore, the self-concept reflects the whole personality of the individual and it is a central and relatively permanent organization which gave consistency to the entire personality (Lewin, 1935).

The sex-wise comparison of personality profiles of different sub-groups along with their self-concept indicates that no significant differences are found between high self-concept Harijan male and Harijan female teachers in factors B, C, E, G, H, I, M, N and Q3. There are significant in factors O and Q4 at 0.01 level. On factors A and Q1, they also differ significantly at 0.05 level. Both groups are found in low direction on factors A, C, F, H, M and Q3. On factor N, high self-concept Harijan female are found high, while high self-concept Harijan male teachers are in average position.
Similarly, high self-concept non-Harijan male and non-Harijan female teachers on different personality factors do not differ significantly on factors A, B, C, F, G, H, I, N, Q_2 and Q_3. There are significant differences on factors E, M and Q_4. They differ significantly on factors L and Q_1. Both groups are found in average position on factors E, G, N, O and Q_2. On factor Q_1, high self-concept non-Harijan female teachers are found high.

Moreover, the personality profiles of non-Harijan male and Harijan male teachers makes evident that high self-concept non-Harijan male teachers are found superior to Harijan male teachers on factors A, B, C, F, H, L, M, Q_1, Q_2, Q_3 and Q_4. It indicates that high self-concept non-Harijan male teachers are found to be normally reserved and intelligent, normally calm and mature, moderate self-opinionated and unconventional, moderate analytical and free thinking, moderate self-sufficient, uncontrolled, excitable and restless. On the other hand, high self-concept Harijan male teachers are better than high self-concept non-Harijan male teachers on factors I, N and O. On factor N, Harijan male teachers are found high, while non-Harijan male teachers are found to be average.

Likewise, the personality profiles of high self-concept non-Harijan female and Harijan female teachers show
that high self-concept Harijan female teachers are found to be almost low on various personality factors like A, B, C, F, H, M, Q₂, Q₃ and Q₄. The high self-concept Harijan female teachers are found to be more reserved, low intelligent, emotionally less stable, sober, shy and withdrawing, more conventional, not self-sufficient, have low self-concept, relaxed and unfrustrated than high self-concept non-Harijan female teachers. Both groups are found average on factors E, G and O. High self-concept Harijan female teachers are found to be high on factor N, while high self-concept non-Harijan female teachers are found high on factor Q₁. Generally, high self-concept non-Harijan female teachers are found to be almost below average (slightly deviant) and average position on factors A, B, C, E, F, G, H, I, M, N, O, Q₂, Q₃ and Q₄. This observation makes clear that they appear to be slightly detached, intelligent, slightly affected by feelings, moderate assertive and aggressive, normally sober, moderate conscientious and venturesome, slightly tough-minded and careful, moderate shrewd and depressive, moderate resourceful and have control of their emotions and general behaviour and normally relaxed and unfrustrated.

The sex-wise comparison of comparing two groups like (i) high self-concept Harijan male and non-Harijan female
teachers, and (ii) high self-concept Harijan female and non-Harijan male teachers on different personality factors reveals that high self-concept Harijan male teachers are found to be almost low on various personality factors, namely A, C, E, F, H, M, Q₁ and Q₃. On the other hand, high self-concept non-Harijan female teachers are found in average position on factors B, E, G, H, N, O, Q₂ and Q₃.

Similarly, high self-concept Harijan female teachers are found to be almost low on different personality factors like A, B, C, F, H, M, Q₂, Q₃ and Q₄. Whereas, high self-concept non-Harijan male teachers are found to be almost in average position on factors E, F, I, L, M, N, O, Q₁ and Q₂. On factor N, high self-concept Harijan female teachers are found high.

It can be presumed that the lower placement of high self-concept Harijan male and female teachers with regard to various personality characteristics may be because of the fact that most of Harijan male and female teachers belong to rural areas and have traditional background. Thus many of them may not be aware of the changing modern trends in society, and, therefore, lack in general knowledge. Also they may not be optimistic and imagine a bleak future for themselves. Thus it may not be surprising to find them at the low ebb in life and personality.
The personality profiles of different groups with low self-concept on personality that Harijan female teachers are found superior to low self-concept Harijan male teachers on factors A, B, F, G, H, I, L, M, Q₁, Q₃ and Q₄ because low self-concept Harijan female teachers have higher mean scores than low self-concept Harijan male teachers on factors, such as the low self-concept Harijan male teachers are found to be almost low on factors C, F, G, H, M, Q₁, Q₃ and Q₄.

The sex-wise comparison of low self-concept non-Harijan male and female teachers on 16 personality factors brings out the fact that no significant differences are found on factors A, B, C, E, F, I, L, M, N, O, Q₁, Q₂, Q₃ and Q₄. It may be inferred that both groups are equal to each other on these factors. The low self-concept non-Harijan male and female teachers are found average on factors E, F, H, N and O. On factor L, low self-concept non-Harijan female teachers are found high, while low self-concept Harijan male teachers are found in average position on this factor.

The personality profiles of the compared two groups (i) low self-concept non-Harijan male and Harijan male teachers and (ii) non-Harijan female and Harijan female teachers shows that low self-concept Harijan male teachers
are found almost low on factors C, F, G, H, M, Q₁, Q₃ and Q₄. While low self-concept non-Harijan male teachers are found average on factors B, E, F, H, I, L, N, O, Q₁ and Q₂. It indicates that low self-concept Harijan male teachers are found emotionally less stable, low enthusiastic, expedient, shy and restrained, careful, conservative, undisciplined, relaxed and unfrustrated than low self-concept non-Harijan male teachers.

Likewise, low self-concept non-Harijan female teachers are found better than low self-concept Harijan female teachers on factors A, B, C, F, H, M, N, Q₁, Q₂, Q₃ and Q₄. It makes clear that low self-concept non-Harijan female teachers appear to be normally reserved, intelligent, slightly calm and stable, moderate happy-go-lucky and socially bold, normally practical, experimenting and critical, resourceful, moderate controlled and excitable. Low self-concept Harijan female teachers are found low on factors C, M, Q₃ and Q₄. While on factor L, both groups are found high.

Moreover, a comparison of low self-concept non-Harijan female and Harijan male teachers reveals that there are significant differences on factors B, C, E, F, H, M, N, Q₁, Q₃ and Q₄ at 0.01 level. Low self-concept Harijan male and non-Harijan female teachers also differ significantly.
Low self-concept Harijan male teachers are found to be almost low on factors C, F, G, H, M, Q_1, Q_3 and Q_4. On the other hand, non-Harijan female teachers are found in average position on factors E, F, H, N, O, Q_3 and Q_4.

Similarly, low self-concept Harijan male and non-Harijan male teachers differ significantly on factors C, H, Q_1, Q_2, Q_3 and Q_4 at 0.01 level. There are also significant differences on factor F. Both groups are in average position on four factors, namely E, I, N and O. On factor L, low self-concept Harijan female teachers are high, while low self-concept non-Harijan male teachers are found average on this factor.

A comparison of personality profiles of high job-satisfied Harijan and non-Harijan teachers differ significantly on factors A, B, C, F, H, I, L, M, N, Q_1, Q_2, Q_3 and Q_4. No significant differences are found on factors E, G and O. Both groups are found in average position on factors E, L and O. High job satisfied Harijan teachers are found low on factors A, C, F, H, M, Q_1 and Q_3. While non-Harijan teachers are found low on only one factor G. This denotes that high job satisfied Harijan teachers seem to be more reserved, less mature, prudent and low active, shy, practical, more conservative and have low self-concept
than high job satisfied non-Harijan teachers.

Similarly, low job satisfied non-Harijan teachers are found superior to low job satisfied Harijan teachers on factors A, B, C, F, H, M, Q1, Q2, Q3 and Q4. Both groups are found in average position on factors E, L and O. Whereas, low job satisfied Harijan teachers are found low on factors A, C, H, M, Q1 and Q3. While low job satisfied non-Harijan teachers are found in average position on factors B, E, F, I, L, O, Q1, Q2, Q3 and Q4. There may be differences due to different human needs, interest in job, environment of the institution and available educational facilities. Blai (1964) has also supported that job satisfaction varies with the extent to which human needs are satisfied by the occupation. Argyle (1972) has also pointed out that job satisfaction is greatly affected by individual interests.

The sex-wise comparison of personality profiles of different sub-groups in respect of high job satisfied teachers makes obvious that no significant differences are found between high job satisfied Harijan male and Harijan female teachers on factors A, B, E, F, G, H, L, M, N, Q1, Q2, Q3 and Q4. Both groups seem to score equally to each other on the aforementioned factors. They are found to be almost in low direction on factors A, C, F, H, M, Q2, Q3 and Q4.
On factor I, high job satisfied Harijan female teachers are found in high direction.

Similarly, high job satisfied non-Harijan male and non-Harijan female teachers do not differ significantly on factors C, E, F, G, H, I, N, O, Q₁, Q₂ and Q₃. There are significant differences on factor Q₄ at 0.01 level. They also differ significantly on other factor A and B. Both groups are found in average position on factors E, N, and Q₂. On factor Q₄, high job satisfied non-Harijan male teachers are found in high direction, while high job satisfied non-Harijan female teachers are found below average (slightly deviant towards low direction).

A comparison of high job satisfied non-Harijan male and Harijan male teachers on 16 personality factors makes evident that high job satisfied non-Harijan male teachers are found better than high job satisfied Harijan male teachers on factors A, B, C, F, H, L, M, Q₁, Q₃ and Q₄. High job satisfied Harijan male teachers are found in low direction on factors A, C, F, G, H, M, Q₁, Q₂, Q₃ and Q₄. Both groups are found in average position on factors E, L, N and O. This observation reveals that high job satisfied Harijan male teachers are found reserved and cool, normally intelligent, easily upset, serious, expedient, shy and
restrained, not imaginative, more conservative, group dependent, self-conflict, relaxed and torpid than high job-satisfied non-Harijan male teachers.

In the same way, high job satisfied non-Harijan female teachers appear to be better in comparison to high job-satisfied Harijan female teachers on factors A, B, C, F, H, M, O, Q₅, Q₂, Q₃ and Q₄. On the other hand, high job satisfied non-Harijan female teachers are found average on factors B, C, E, G, H, N, O, Q₂ and Q₃.

The sex-wise comparison of high job satisfied non-Harijan female and Harijan male teachers reveals that high job satisfied non-Harijan female teachers are superior to high job satisfied Harijan male teachers on different personality factors, namely A, C, F, H, M, Q₁, Q₂, Q₃ and Q₄. High job satisfied Harijan male teachers are found in low direction on factors A, C, F, G, H, M, Q₁, Q₂, Q₃ and Q₄. Both groups are found in average position on factors E, N and O. It indicates that high job satisfied non-Harijan female teachers are found normally reserved, moderate intelligent, moderate calm and mature, moderate assertive, slightly enthusiastic, moderate conscientious and venturesome, suspicious, experimenting and critical minded, moderate self-sufficient and socially precised,
normally relaxed and unfrustrated. While high job satisfied Harijan male teachers seem to be more reserved, slightly intelligent, easily upset, prudent and serious, have no responsibility, more shy and restrained, conventional, conservative, group dependent, uncontrolled and unfrustrated.

Likewise, high job satisfied non-Harijan male teachers are found better than high job satisfied Harijan female teachers on factors A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. While high job satisfied Harijan female teachers are found in low direction on factors A, B, C, F, H, M, Q₂, Q₃ and Q₄. On factor I, high job satisfied Harijan female teachers are found in high direction. On the other hand, high job satisfied non-Harijan male teachers appear to be almost in average position on factors E, F, I, L, M, N, O, Q₁ and Q₂.

Therefore, it can be concluded that personality determines the level of job satisfaction and in turn job satisfaction influence the personality of an individual. Vroom (1978) has pointed out that it is possible to explain the data on job satisfaction by looking at the nature of individual's personality. Sacco and Biasutti (1956) have also observed that psychological factors play a basic role in the determination of job-satisfaction.
The sex-wise comparison of low job satisfied different sub-groups of teachers on personality factors clarifies that no significant differences are found between low job satisfied Harijan male and Harijan female teachers on factors B, C, E, F, G, I, L, N, Q₁, Q₂ and Q₄. Both groups seem to be similar on these factors. The low job-satisfied Harijan male teachers are found to be in low direction on factors A, C, E, H, M, Q₁ and Q₃. On factor L, low job satisfied Harijan female teachers are found in high direction, while low job satisfied Harijan male teachers are in average position.

Similarly, low job satisfied non-Harijan male and non-Harijan female teachers do not differ significantly on various personality factors like A, B, C, F, G, I, L, N, Q₁, Q₂ and Q₃. It seems that both groups are found to be almost similar on the aforesaid factors. They are also found in average position on factors E, H, I, N, Q₂, Q₃ and Q₄.

A critical observation of low job satisfied non-Harijan male and Harijan male teachers on personality factors reveals that low job satisfied non-Harijan male teachers are better than low job satisfied Harijan male teachers on factors A, B, C, E, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. The low job satisfied Harijan male teachers are
in low direction on factors A, C, F, H, M, Q₁ and Q₃. Both groups are in average position on factors E, L, N and Q₄.

Likewise, low job satisfied non-Harijan female teachers are found better in comparison to low job satisfied Harijan female teachers on factors A, B, C, F, H, I, M, O, Q₁, Q₂, Q₃ and Q₄. On factor L, both groups are found in high direction. The low job satisfied Harijan female teachers are found in low direction on factors C, M, Q₂, Q₃ and Q₄. Both groups are found in average position on factors E, N and O.

There are significant differences between low job satisfied Harijan male and non-Harijan female teachers on factors A, B, C, F, H, M, Q₁, Q₂, Q₃ and Q₄. The low job satisfied non-Harijan female teachers are found superior to low job satisfied Harijan male teachers on factors A, B, C, F, H, M, Q₁, Q₂, Q₃ and Q₄. Likewise, low job satisfied Harijan male teachers are found to be almost in low direction on factors A, C, F, H, M, Q₁ and Q₃. It indicates that low job satisfied Harijan male teachers seem to be more reserved, emotionally less stable, sober and serious, shy, conventional, conservative and traditional and have low self-concept. While low job satisfied non-Harijan female teachers are found normally reserved, intelligent, slightly calm and mature, slightly enthusiastic, moderate venturesome,
normally practical, experimenting and critical, self-sufficient, moderate controlled and frustrated.

Similarly, low job satisfied non-Harijan male teachers are found better than low job satisfied Harijan female teachers on factors A, B, C, E, F, H, M, Q1, Q2, Q3 and Q4. The low job satisfied non-Harijan male teachers are found to be almost in average position on factors B, E, F, H, I, L, N, Q1, Q2, Q3 and Q4. On factor L, low job satisfied Harijan female teachers are found in higher position than low job satisfied non-Harijan male teachers.

It can be inferred, therefore, from the above discussion that personality of an individual teachers may be a powerful predictor of his job satisfaction. Glimer (1966) has argued that getting satisfaction from work depends not only on the conditions of work but also on personality characteristics of the worker. Aggarwal (1979) has also found that personality influenced work satisfaction significantly. In brief, Blum (1956) has asserted a more comprehensive approach to the problem of job satisfaction requires that many additional factors physical, social, temperamental and personality be included for correct assessment of a teacher's job satisfaction.
INTERACTION AMONG DIFFERENT VARIABLES

The interaction between group and sex has been found significant with respect to self-concept. It clearly indicates that the interaction between group and sex influences the self-concept. The male and female teachers of different groups have been found to differ on self-concept. This finding has been supported by the studies of Sharma (1978) and Rai (1983) who found that sex is an important determinant of the nature and extent of self-concept. Hence, in the light of these findings it can be concluded that group (Harijan and non-Harijan teachers and sex (male and female teachers) variables play a significant role, in determining the self-concept of teachers. It is surmised that perhaps the certain psychological variables, institutional climate, organisational patterns and the peculiar environment may be responsible in determining the self-concept of Harijan and non-Harijan teachers.

Contrary to this, the interaction between group (Harijan and non-Harijan teachers) and sex (male and female teachers) has not been found significant on job satisfaction. This observation makes evident that group and sex do not affect the job satisfaction of teachers. The male and female teachers of different groups seem to score and stand the same way on job satisfaction. Therefore, it may be
inferred that group and sex variables do not play any significant role, in determining the job satisfaction of Harijan and non-Harijan teachers. It is presumed that better environment, educational facilities and available opportunities influence both the variables like group (Harijan and non-Harijan teachers) and sex (male and female teachers).

The personality factors, namely A, B, C, F, H, I, L, M, N, O, Q₁, Q₂, Q₃ and Q₄ are found significant in groups of Harijan and non-Harijan teachers like Harijan male and Harijan female, non-Harijan male and non-Harijan female teachers. These groups do not differ significantly on personality factors like E and G. It may be stated that perhaps group and sex are effective variables in determining the different personality profiles. The male and female teachers of different groups are found different on personality characteristics, viz. reservedness vs. outgoingness (A), less intelligent vs more intelligent (B), emotionally ess stable vs emotionally stable (C), soberness vs happy-go-lucky (F), shy vs venturesome (H), tough-minded vs tender-minded (I), trusting vs suspicious (L), practical vs imaginative (M), forthright vs shrewd (N), placid vs apprehensive (O), conservative vs experimenting (Q₁), group dependentness vs self-sufficient (Q₂).
undisciplined vs controlled ($Q_3$), and relaxed vs tensed ($Q_4$). The observed finding is supported by the study of Chachra (1986) who observed that male and female student-teachers of different groups were found to be differ significantly on different personality characteristics.

**RELATIONSHIP BETWEEN SELF-CONCEPT AND JOB SATISFACTION OF DIFFERENT GROUPS**

The relationship between self-concept and job satisfaction of the total sample of Harijan and non-Harijan teachers and of different groups makes evident that non-Harijan teachers are found to demonstrately high and positively significant. It denotes that self-concept and job satisfaction are correlated with each other. In case of non-Harijan teachers, Ansari and Ansari (1989) had also come to the conclusion that self-concept is highly correlated with job satisfaction. It can be conveniently and comfortably inferred that realistic self-concept can be a viable factor in taking a teacher towards job-satisfaction, while the total group of teachers has been found moderately positive and obviously significant. It establishes the fact that the two variables are positively related with each other in the case of the total teacher group and non-Harijan teacher group. The self-concept is neither
positively nor significantly correlated with job satisfaction in case of Harijan teachers. Thus job satisfaction and self-concept have not been found associated with each other in respect of Harijan teachers.

Further, the sex-wise relationship between self-concept and job satisfaction establishes the point that there exists low but positive significant correlation between self-concept and job satisfaction in case of the groups of non-Harijan male and non-Harijan female teachers. Furthermore, no significant relationship has been found between self-concept and job satisfaction of both the groups like Harijan male and Harijan female teachers. This observation clarifies that job satisfaction is related with self-concept in case of non-Harijan male and non-Harijan female teachers. This finding is supported by the result of the study of Schackmuth (1975) who found that the individual's level of work satisfaction was largely dependent upon the extent to which he possessed professional self-concept. While, in case of Harijan male and Harijan female teachers, self-concept and job satisfaction are not correlated with each other. Hopefully, in that group job satisfaction is not associated with self-concept. These interesting and imaginative results need further intensive probe and deeper cautious investigation for corroboration and confirmation.
RELATIONSHIP BETWEEN SELF-CONCEPT AND EACH OF THE PERSONALITY FACTORS (16 PF) OF DIFFERENT GROUPS

The interpretation of relationship between self-concept and each of the personality factors in relation to sex reveals that self-concept is positively associated with factors viz. C, E, G, N, O, Q_3 and Q_4 and three other factors like A and M negatively correlated. While self-concept has not been found correlated with other factors B, F, H, Q_1 and Q_2. This clearly indicates that self-concept is perhaps associated with the factors B, F, H, I, L, Q_1 and Q_2. Two factors Q_3 and Q_4 are found to be highly correlated with the self-concept. Besides this, other personality factors like C, E, G, N, O, Q_3 and Q_4 affect the self-concept of Harijan male teachers.

The coefficients of correlation between self-concept and each of the personality factors (16 PF) of Harijan female teachers show that self-concept is perhaps related to the variable by certain personality factors, namely B, C, G, H, M, N, O, Q_2 and Q_4. While other factors A, E, F, I, L and Q_1 are not correlated with the self-concept.

Moreover, in case of non-Harijan male teachers, no significant relationships are found between self-concept and each of the personality factors like A, B, C, E, F, I,
N, O, Q₁ and Q₂. Whereas, the self-concept is influenced by other factors G, H, L, M, Q₃ and Q₄ as positive and negative both forms.

Likewise, no significant relationships are found between self-concept and different personality factors, namely A, B, E, H, I, M, Q₂ and Q₃. It makes evident that these factors are not mutually associated with the self-concept. Other factors of personality viz. C, F, G, L, M, N, O, Q₁ and Q₄ positively affect the self-concept of non-Harijan female teachers.

The preceding discussion of relationship between self-concept and each of the factors of different sex-based groups, it can be surmised that the way in which human being behaves in different situations of life is, to a large extent the consequence of distinct organization of different traits of personality. The unique composition of the personality traits decides the behaviour of the human being. The self-concept influences behaviour directly or indirectly and an individual behaves as he is dictated by his self-concept in a particular situation. Rogers (1947) has reiterated this concern that self- has come to be accepted as a basic factor in the formation of personality and in the determination of behaviour, and personality functioning as well as personality change with the concept
of self as its central focus.

**RELATIONSHIP BETWEEN JOB SATISFACTION AND EACH OF THE PERSONALITY FACTORS (16 PF) OF DIFFERENT GROUPS**

The job satisfaction is not found to be significant and correlated with factors B, C, E, F, G, H, I, M, N, Q₁ and Q₂ in case of Harijan male teachers. The aforementioned factors are not associated with job satisfaction, while other personality factors A, L, O, Q₃ and Q₄ are associated with job satisfaction. They are perhaps associated with these factors. Likewise, no significant relationships are found between job satisfaction and other personality factors, namely A, B, E, F, M, N, O, Q₂ and Q₄. There is found significant but negative correlation between job satisfaction and other personality factors C, G, H, L, Q₁ and Q₃. Harijan female teachers have positive correlation between job satisfaction and factor I. This factor positively relates with job satisfaction while other factors G and Q₁ and found to be negatively correlated with job satisfaction.

The coefficients of correlation between job satisfaction and each of the personality factors for non-Harijan male teachers reveal that job satisfaction and
certain personality factors viz. A, L, M and Q₄ are mutually associated with each other in respect of non-Harijan male teachers. While job satisfaction is not associated with other factors like B, C, E, F, G, H, I, N, O, Q₁ and Q₂ and Q₃. Contrary to this, in case of non-Harijan female teachers, it is found that job satisfaction is positively associated with each of the eight personality factors, namely C, E, F, G, L, O, Q₃ and Q₄. Factor C is found to be highly correlated with job satisfaction in case of non-Harijan female teachers. This finding is supported by the study of Balasubramanian and Narayanan (1977). Thus, it is obvious that job-satisfaction is not related to personality factors A, B, H, I, M, N, Q₁ and Q₂, while other eight factors like C, E, F, G, L, O, Q₃ and Q₄ are associated with job satisfaction. These factors are perhaps mutually related job satisfaction in case of non-Harijan female teachers. This finding is supported by the results of the studies of Guha (1965), Mehdi (1971) and Sinha (1971). They reported that there may exist a relationship between personality and job satisfaction. To be precise, it can be inferred, from the foregoing discussion that the personality of a teacher is perhaps a powerful predictor of his job satisfaction.
FIG. 1
SELF-CONCEPT PATTERNS (TSCS) OF SAMPLED HARI-JAN & NON-HARI-JAN TEACHERS.
FIG: 2 SEX-DIFFERENCES IN SELF-CONCEPT PATTERNS (TSCS) OF SAMPLED HARIJAN & NON-HARIJAN TEACHERS.
FIG. 3  JOB SATISFACTION PATTERNS (TJSI) OF SAMPLED HARIJAN & NON-HARIJAN TEACHERS.
FIG: 4 SEX-DIFFERENCES IN JOB SATISFACTION PATTERNS OF SAMPLED HARIJAN AND NON-HARIJAN TEACHERS.
FIG. 5 PERSONALITY PROFILES OF SAMPLED HARIJAN AND NON-HARIJAN TEACHERS ON 16PF.
FIG: 6 PERSONALITY PROFILE (16PF) OF SAMPLED HARIJAN MALE & FEMALE TEACHERS.
FIG. 7 PERSONALITY PROFILES (16PF) OF SAMPLED NON-HARIJAN MALE & FEMALE TEACHERS.
FIG: 8 PERSONALITY PROFILES (16PF) OF SAMPLED NON-HARIJAN MALE & HARIJAN MALE TEACHERS.
FIG: 9 PERSONALITY PROFILES (16PF) OF SAMPLED NON-HARIJAN FEMALE & HARIJAN FEMALE TEACHERS.
FIG. 10 PERSONALITY PROFILES (16 PF) OF SAMPLED NON-HARIJAN MALE & HARIJAN FEMALE TEACHERS.
FIG: II PERSONALITY PROFILES (16PF) OF SAMPLED NON-HARIJAN FEMALE & HARIJAN MALE TEACHERS.
FIG. 12  PERSONALITY PROFILES (16 PF) OF HARIJAN & NON-HARIJAN TEACHERS OF HIGH SELF-CONCEPT.
FIG. 13 PERSONALITY PROFILES (16 PF) OF NON-HARIJAN & HARIJAN TEACHERS OF LOW SELF-CONCEPT.
FIG: 14  SEX-DIFFERENCES IN PERSONALITY PROFILES (16PF) OF HIGH SELF-CONCEPT HARIJAN & NON-HARIJAN TEACHERS.
FIG. 15  SEX-DIFFERENCES IN PERSONALITY PROFILES (16PF) OF LOW SELF-CONCEPT HARIJAN & NON-HARIJAN TEACHERS.
FIG. 16 PERSONALITY PROFILES OF (16PF) HIGH JOB SATISFIED HARIJAN & NON-HARIJAN TEACHERS.
FIG. 17 PERSONALITY PROFILES (16 PF) OF LOW JOB SATISFIED HARIJAN & NON-HARIJAN TEACHERS.
FIG. 18 SEX-DIFFERENCES IN PERSONALITY PROFILES OF HIGH JOB SATISFIED HARIJAN & NON-HARIJAN TEACHERS.
FIG. 19  SEX-DIFFERENCES IN PERSONALITY PROFILES OF LOW JOB SATISFIED HARIJAN & NON-HARIJAN TEACHERS.