CHAPTER V: FINDINGS, CONCLUSIONS AND SUGGESTIONS

- MAJOR FINDINGS OF THE STUDY
- LIMITATIONS OF THE STUDY
- SOME BROAD CONCLUSIONS
- IMPLICATIONS AND USEFULNESS OF THE STUDY
- SUGGESTIONS FOR FURTHER RESEARCH
MAJOR FINDINGS OF THE STUDY

To be precise, a large number of revealing and interesting findings have emerged from this study. However only some major findings have been given here to put into sharp focus the thrust of the present investigation.

A comparative study of four groups of teachers viz. (i) Harijan and non-Harijan, (ii) male and female has been made. Further on, other sub-groups namely high and low teachers with respect to (1) self-concept, (2) job satisfaction and (3) personality characteristics and the various aspects of the three variables have also been studied. Some major findings of the study have been summarized here:

(A) **Self-Concept of Teachers**

The major findings on self-concept and its various areas of different groups of teachers are as follows:

1. There is significant difference between total self-concept of Harijan and non-Harijan teachers. Thus non-Harijan teachers have more positive self-concept than Harijan teachers due to higher mean score on total self-concept.
2. The total teachers have more positive self-concept than Harijan teachers as the differences in mean scores of the total teachers and Harijan teachers are significant on total self-concept.

3. The mean difference between total self-concept of non-Harijan teachers and total teachers is significant. Non-Harijan teachers are found superior to total teachers on total self-concept.

4. Harijan male and Harijan female teachers differ significantly on total self-concept. Harijan female teachers are better than Harijan male teachers on total self-concept.

5. Non-Harijan male and Non-Harijan female teachers seem to be equal on total self-concept as the mean difference between both groups is not significant.

6. Self-concept of different groups of teachers viz.
   (i) Non-Harijan male and Harijan male teachers,
   (ii) Non-Harijan female and Harijan female teachers,
   (iii) Non-Harijan male and Harijan female teachers, and (iv) Non-Harijan female and Harijan male teachers differ significantly from one another with respect to their total self-concept.

7. The mean differences in the self-concept of various
factors like I, T, L, A and MHA of Harijan and non-Harijan teachers are significant. However, Harijan and non-Harijan teachers differ significantly from each other in respect of two other factors SES and C.

8. Harijan male and Harijan female teachers are found to be similar in factors AG, L, A, MHA, SES and C as the mean differences in above factors are not significant. Both groups are found to be different on the other two factors I and T.

9. There are no significant differences on various factors of self-concept, namely AG, I, T, A, MHA and G of non-Harijan male and non-Harijan female teachers. However, both groups differ significantly with respect of one factor SES. The difference between the mean score of factor L of non-Harijan male and female teachers is significant. Non-Harijan male teachers are found to be more good than non-Harijan female teachers on factor L, while non-Harijan female teachers are proved superior to non-Harijan male teachers on other factor SES.

10. Non-Harijan male and Harijan male teachers differ significantly from each other with respect of different factors like I, T, L, A and MHA. There are no significant differences in factors AG and SES. However, the mean difference in factor C of non-
Harijan male and Harijan male teachers is significant.

11. There are significant differences in factors I, L, A, SES and C of non-Harijan female and Harijan female teachers. However, non-Harijan female and Harijan female teachers also differ significantly from each other with respect of two other factors, namely AG and MHA.

12. Non-Harijan male and Harijan female teachers differ significantly from each other with respect of four factors viz. I, L, A and MHA. No significant differences are found in factors AG, T, SES and C.

13. There are significant differences in different factors of self-concept like I, T, A, MHA, SES and C of non-Harijan female and Harijan male teachers. Both groups also differ significantly from each other with respect of two other factors AG and L. Therefore, non-Harijan female teachers are found superior to Harijan male teachers in each of the eight factors of self-concept.

14. High self-concept non-Harijan teachers are proved superior to high self-concept Harijan teachers as the mean difference in high self-concept of Harijan and non-Harijan teachers is significant.

16. There are significant differences between high self-concept of different sub-groups viz. (i) Harijan male and Harijan female teachers, (ii) non-Harijan male and Harijan male teachers, (iii) non-Harijan female and Harijan female teachers, (iv) Harijan male and non-Harijan female teachers. No significant differences are found between the mean scores of two sub-groups like (i) non-Harijan male and non-Harijan female teachers and (ii) Harijan female and non-Harijan male teachers.

17. Harijan and non-Harijan teachers divided in different sub-groups, namely (i) Harijan male and Harijan female teachers, (ii) non-Harijan male and Harijan male teachers, (iii) non-Harijan female and Harijan female teachers, (iv) Harijan male and non-Harijan female teachers and (v) Harijan female and non-Harijan male teachers do differ significantly on low self-concept. However, non-Harijan male and non-Harijan female teachers do not differ significantly with respect to their low self-concept.

18. On account of the application of analysis of variance
in relation to the group and sex, the F ratio for the variable A (group) and B (sex) are not found to be significant with respect of total self-concept. Further on, the interaction effect between group and sex is found. *significant*.

(B) **Job Satisfaction of Teachers**

Some major findings on job satisfaction of Harijan and non-Harijan teachers are:

1. There is no significant difference in the total job satisfaction of Harijan and non-Harijan teachers.

2. Harijan teachers and total teachers do not differ significantly with respect to their total job satisfaction.

3. There is significant difference in the total job-satisfaction of non-Harijan teachers and total teachers. Total teachers are found to be more satisfied with their job than non-Harijan teachers.

4. Harijan male and Harijan female teachers do not differ significantly with respect to their total job satisfaction.
5. There is no significant difference between non-Harijan male and non-Harijan female teachers with respect to their total job satisfaction.

6. The mean difference between total job satisfaction of non-Harijan male and Harijan male teachers is not significant.

7. Non-Harijan female and Harijan female teachers differ significantly from each other with respect to their total job satisfaction. Harijan female teachers seem to be more satisfied with their job than non-Harijan female teachers.

8. There is significant difference in total job satisfaction of non-Harijan male and Harijan female teachers. Harijan female teachers are found to be more satisfied with their job than non-Harijan male teachers.

9. Non-Harijan female and Harijan male teachers do not differ significantly on total job satisfaction.

10. The mean difference in factor S of Harijan and non-Harijan teachers is significant. Harijan and non-Harijan teachers also differ significantly from each other with respect of other two factors I and S. There are no significant differences in other
various factors of job satisfaction like JI, CP, UA, A, CW, CC, SS, VW, WC, R, MV and II.

11. There are no significant differences in factors CP, UA, A, CW, CC, SS, S, R, MV and II of Harijan male and Harijan female teachers. The mean differences between Harijan male and Harijan female teachers in factors I, S and VW are significant. Whereas, Harijan male and Harijan female teachers also differ significantly at 0.05 level from each other in respect of other two factors of job satisfaction like JI and WC.

12. The mean differences in four factors of job satisfaction, namely JI, CP, S and VW are significant. No significant differences are found in factors A, I, WC and R of non-Harijan male and non-Harijan female teachers. Besides this, non-Harijan male and non-Harijan female teachers differ significantly from each other with respect of other factors, namely UA, CC, SS, S, MV and II.

13. There are no significant differences in factors JI, A, I, SS, WC, R and II of non-Harijan male and Harijan male teachers. The mean differences in different factors of job satisfaction like CP, S, S and VW are significant. However, non-Harijan male
and Harijan male teachers differ significantly in factors UA, CC and MV.

14. There are no significant differences in factors JI, CP, UA, CW, CC, SS, S, VW, WC and R of non-Harijan female and Harijan female teachers. There are significant differences on factors A, I and S of non-Harijan female teachers and Harijan female at 0.01 level. Moreover, non-Harijan female teachers and Harijan female teachers differ significantly from each other with respect of other two factors viz. MV and II.

15. Non-Harijan male and Harijan female teachers do not differ significantly in various factors of job-satisfaction, namely UA, A, CC, SS, R, MV and II. There are significant differences between the mean scores of non-Harijan male and Harijan female teachers in factors JI, CP, CW, S and VW. The mean differences in factors I, S and WC are also significant.

16. Non-Harijan female and Harijan male teachers are found to be equal in different factors of job satisfaction like CP, UA, A, CW, CC, I, SS, S, S, WC, R, MV and II except in other factors JI, VW and II. Both groups are found to be different in
factors J1, Vw and I.

17. High job satisfied Harijan and non-Harijan teachers seem to be equal on high job satisfaction as the difference in mean scores of both groups is not significant.

18. There is significant difference between low job satisfied Harijan and non-Harijan teachers. Low job satisfied Harijan teachers are found superior to low job satisfied non-Harijan teachers.

19. There are significant differences between high job satisfaction of different sub-groups, namely (i) Harijan male and Harijan female teachers, (ii) non-Harijan male and non-Harijan female teachers, (iii) non-Harijan male and Harijan male teachers, (iv) non-Harijan female and Harijan female teachers. No significant differences are found between two groups viz. (i) Harijan male and non-Harijan female teachers, and (ii) Harijan female and non-Harijan male teachers on high job satisfaction.

20. Low job satisfaction of 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. There
are no significant differences between other three 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 with respect to their low job satisfaction.

Mean differences regarding the two variables like (i) group and (ii) sex on total job satisfaction of teachers and the interaction effect between two variables were examined on the basis of analysis of variance. The F value for variable A (Harijan and non-Harijan) is found to be significant at 0.05 level on job satisfaction. While the F value for variable B (male and female) is not found to be significant at both the level of significance. The interaction effect between group and sex is not significant with respect to job satisfaction.

(C) **Personality Characteristics of Teachers**

The major findings regarding personality characteristics of different groups of teachers viz. (i) Harijan and non-Harijan (ii) male and female and its sub-groups high and low teachers are as follows:

1. There are significant differences in various factors
of personality viz. A, B, C, F, H, L, M, N, O, Q₁, Q₂, Q₃ and Q₄ of Harijan and non-Harijan teachers. Both groups do not differ significantly on other factors like E, G and I. Thus, non-Harijan teachers are found superior to Harijan teachers in factors A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. Whereas, Harijan teachers seem to be better on other two factors N and O.

2. The differences in the mean scores of factors A, B, C, F, H, O and Q₂ of Harijan male and Harijan female teachers are significant. Whereas, Harijan male and female teachers also differ significantly on other two factors Q₁ and Q₃. No significant differences are found in other personality factors like B, E, G, I, L, M, N and Q₄. Therefore, Harijan male teachers are found better than Harijan female teachers on factors C, O and Q₂, while Harijan female teachers are proved superior to Harijan male teachers on factors A, F, H, Q₁ and Q₃.

3. Non-Harijan male and non-Harijan female teachers are found to be similar on different factors of personality viz. A, B, F, G, I, N, Q₁, Q₂ and Q₃. There are significant differences in factors H, L, M, Q₁ and Q₄ at 0.01 level. The non-Harijan male
and female teachers also differ significantly from each other with respect to other two factors like C and E.

4. Non-Harijan male and Harijan male teachers are found to be different on factors A, B, C, F, H, I, L, M, N, O, Q₁, Q₂, Q₃ and Q₄. No significant differences are found between non-Harijan male and Harijan male teachers in respect of only two factors like E and G. Hence non-Harijan male teachers are proved better than Harijan male teachers on factors A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. Whereas Harijan male teachers are better than non-Harijan male teachers on factors E, G, I, N and O.

5. There are significant differences in factors C, F, H, I, M, Q₁, Q₂, Q₃ and Q₄ of non-Harijan female teachers and Harijan female teachers. Both groups also differ significantly on factor B. No significant differences are found between non-Harijan female and Harijan female teachers with respect of other factors like A, E, G, L, N and O.

6. Non-Harijan male and Harijan female teachers are found to be different on factors A, B, C, F, H, I, L, M, Q₁, Q₂, Q₃ and Q₄. There are no significant differences in factors E, G, N and O. Non-Harijan
male teachers are proved superior to Harijan
female teachers on different factors of personality
viz. A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄. While
Harijan female teachers are found to be better
in factor I.

7. Non-Harijan female and Harijan male teachers do not
differ significantly on factors G, L and O. There
are significant differences on factors A, C, F, H,
I, M, N, Q₁, Q₂, Q₃ and Q₄ at 0.01 level. Both
groups also differ significantly each other in
respect of other factor E. Thus non-Harijan female
teachers are found superior to Harijan male teachers
on factors A, C, F, H, M, Q₁, Q₂, Q₃ and Q₄. Where-
as, Harijan male teachers are proved better than
non-Harijan female teachers on factors I, N and E.

8. High self-concept Harijan male and Harijan female
teachers are seemed to be equal on factors B, C,
E, F, G, H, I, M, N and Q₃. Both groups differ
significantly on factors O and Q₄ at 0.01 level as well
as in factors A and Q₁ at 0.05 level. It makes
clear that high self-concept Harijan male teachers
are better than high self-concept Harijan female
teachers on factors O and Q₄. On the other hand,
high self-concept Harijan female teachers seem
9. There are significant differences between high self-concept non-Harijan male and non-Harijan female teachers in factors E, M and Q, at 0.01 level. The differences in mean scores of high self-concept non-Harijan male and non-Harijan female teachers are significant at 0.05 level from each other in respect of other two factors L and Q. No significant differences are found in factors A, B, C, F, G, H, I, N, Q and Q.

10. High self-concept non-Harijan male and Harijan male teachers are found to be different on factors A, B, C, F, H, I, L, M, N, G, Q, Q, Q and Q. There are no significant differences in factors E and G of high self-concept non-Harijan male and Harijan male teachers.

11. There are no significant differences in factors A; E, G, L and O of high self-concept non-Harijan female and Harijan female teachers. The mean differences in factors C, H, I, M, N, Q, Q, Q and Q are significant at 0.01 level. However, high self-concept non-Harijan female and Harijan female teachers differ significantly from each other on other two personality factors B and F. Therefore, High
self-concept non-Harijan female teachers are found superior to high self-concept Harijan female teachers on factors B, C, H, F, M, Q₁, Q₂, Q₃ and Q₄. While high self-concept Harijan female teachers are apparently better than high self-concept non-Harijan female teachers on other two factors I and M.

12. No significant differences are found in factors B, E and G of high self-concept Harijan male and non-Harijan female teachers. The differences in mean scores of various personality factors like A, C, F, H, I, M, Q₁, Q₂, Q₃ and Q₄ are significant. However, high self-concept Harijan male and non-Harijan female teachers differ significantly from each other with respect of other three factors, namely L, N and O. This clearly indicates that high self-concept non-Harijan female teachers are superior to high self-concept Harijan male teachers on factors A, C, G, H, M, Q₁, Q₂, Q₃ and Q₄. Whereas Harijan male teachers are apparently better than non-Harijan female teachers on factors I, N and O.

13. High self-concept Harijan female and non-Harijan male teachers are found to be different on factors A, B, C, F, H, I, L, M, N, Q₁, Q₂, Q₃ and Q₄. Both groups do not differ significantly on factors E,
G and O. It is evident that high self-concept non-Harijan male teachers are superior to high self-concept Harijan female teachers on factors $A, B, C, F, H, L, M, Q_1, Q_3$ and $Q_4$. Moreover, high self-concept Harijan female teachers seem to be better on factors I and F.

14. The mean differences in factors $E, F, H$ and $N$ of low self-concept Harijan male and Harijan female teachers are significant at 0.01 level. However, low self-concept Harijan male and female teachers also differ significantly from each other in respect of other three factors $C, L$ and $M$. There are no significant differences in factors $A, B, G, I, O, Q_1, Q_2, Q_3$ and $Q_4$.

15. No significant differences are found in factors $A, B, C, E, F, I, L, M, N, O, Q_1, Q_2, Q_3$ and $Q_4$ of low self-concept non-Harijan male and non-Harijan female teachers. There is significant difference between non-Harijan male and female teachers with respect of only one factor $G$ at 0.01 level. Besides this, both groups also differ significantly on factor $H$. Thus low self-concept non-Harijan male and female teachers are found to be similar on all factors $A, B, C, E, F, I, L, M, N, O, Q_1, Q_2, Q_3$. 
and \( Q_4 \) except only two factors \( G \) and \( H \).

16. Low self-concept non-Harijan male and Harijan male teachers do not differ significantly in factors \( A, B, E, G, I \) and \( O \). There are significant differences on factors \( C, F, H, L, M, N, Q_1, Q_2, Q_3 \) and \( Q_4 \) at 0.01 level. Both groups also differ significantly with respect of other factor \( E \). Thus low self-concept non-Harijan male teachers seem to be better than low self-concept Harijan male teachers on factors \( C, F, H, L, M, Q_1, Q_2, Q_3 \) and \( Q_4 \). Whereas low self-concept Harijan male teachers are superior on only two factors \( E \) and \( N \).

17. Low self-concept non-Harijan female and Harijan female teachers are found to be different on factors \( C, H, Q_1, Q_2, Q_3 \) and \( Q_4 \). On the other hand, both groups appear to be equal on other personality factors like \( A, B, E, F, G, I, L, M, N \) and \( O \).

18. There are significant differences in factors \( B, C, E, F, H, M, N, Q_1, Q_2, Q_3 \) and \( Q_4 \) at 0.01 level. However, low self-concept non-Harijan female and Harijan male teachers also differ significantly at 0.05 level with respect of other factor \( L \). No significant differences are found in factors \( A, G, \)
I and 0. This denotes that low self-concept non-Harijan female teachers are proved superior to Harijan male teachers on factors B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄, while low self-concept Harijan male teachers are found better on other two factors E and N.

19. The mean differences in various factors of personality, namely C, H, Q₁, Q₂, Q₃ and Q₄ of low self-concept Harijan female and non-Harijan male teachers are significant. Both groups also differ significantly from each other with respect of one factor F. There are no significant differences in factors A, B, E, G, I, L, M, N and O. Therefore, low self-concept non-Harijan male teachers are superior to low self-concept Harijan female teachers on factors C, H, Q₁, Q₂, Q₃ and Q₄.

20. There are no significant differences in factors A, B, E, F, G, H, L, M, N, Q₁, Q₂, Q₃ and Q₄ of high job satisfied Harijan male and Harijan female teachers. There is significant difference in factor I. Both groups also differ significantly on factor C

21. High job satisfied non-Harijan male and non-Harijan female teachers are found to be similar
on different factors of personality viz., C, E, F, G, H, I, N, O, Q₁, Q₂ and Q₃. There is significant difference in factor Q₄ at 0.01 level. Besides this, both groups differ significantly from each other with respect of other two factors A and B. High job satisfied non-Harijan male teachers are found superior to high job satisfied non-Harijan female teachers on factors A, B and Q₄.

22. High job satisfied non-Harijan male and Harijan male teachers are found to be different on factors A, B, C, F, H, L, M, N, Q₁, Q₂ and Q₃. There are no significant differences in factors E and G. Both groups also differ significantly at 0.05 level with respect of other three factors I, O and Q₄. This clearly indicates that high job satisfied non-Harijan male teachers are better than high job satisfied Harijan male teachers on factors A, B, C, F, H, L, M, Q₁, Q₂, Q₃ and Q₄.

23. There are no significant differences in factors A, B, E, G, L, M and N of high job satisfied non-Harijan female and Harijan female teachers. The differences between mean scores of various personality factors, namely C, F, H, I, O, Q₁, Q₂, Q₃ and Q₄ are significant. High job satisfied
non-Harijan female teachers are superior to high job satisfied Harijan female teachers on factors C, F, H, O, Q, Q, Q, Q, Q, Q, and Q. While high job satisfied Harijan female teachers are found better than high job satisfied non-Harijan female teachers on factor I.

24. High job satisfied Harijan male and non-Harijan female teachers differ significantly on factors C, F, H, M, N, Q, Q, Q, and Q at 0.01 level. The mean difference between high job satisfied Harijan male and non-Harijan female teachers with respect of factor A is significant. No significant differences are found in factors B, E, G, I, L and O of high job satisfied Harijan male and non-Harijan female teachers.

25. There are significant differences in factors A, B, C, F, H, I, M, Q, Q, Q, and Q of high job satisfied Harijan female and non-Harijan male teachers. High job satisfied Harijan female and non-Harijan male teachers also differ significantly from each other with respect of other factor L. It makes evident that high job satisfied non-Harijan male teachers are superior to high job satisfied Harijan female teachers on factors A, B, C, F, H, L, M, Q, Q, Q, and Q.
26. Low job satisfied Harijan male and Harijan female teachers are found to be similar on factors B, C, E, F, G, I, L, N, Q₁, Q₂ and Q₄. There is significant difference in factor Q₃ at 0.01 level. However, low job satisfied Harijan male and Harijan female teachers also differ significantly from each other on factors A, H, M and O at 0.05 level. Low job satisfied Harijan female teachers are proved better than low job satisfied Harijan male teachers on factors A, H, M and Q₃. Whereas, low job satisfied Harijan male teachers are found superior on factor O.

27. The mean differences in personality factors like E, H and Q₃ are significant at 0.01 level. Low job satisfied non-Harijan male and non-Harijan female teachers also differ significantly on factors M and O at 0.05 level. There are no significant differences in factors A, B, C, F, G, I, L, N, Q₁, Q₂ and Q₃ of low job satisfied non-Harijan male and female teachers. Thus low job satisfied non-Harijan male teachers are better than low job satisfied non-Harijan female teachers on factors E, H, M and Q₃. Whereas, low job satisfied non-Harijan female teachers are found superior on factor O.
28. Low job satisfied non-Harijan male and Harijan male teachers seem to be equal on factors A, B, C, F, G, I, L, N, Q₁, Q₂ and Q₄. The mean differences on factors E, H and M of low job satisfied non-Harijan male and Harijan male teachers are significant. There are also significant differences in factors O and Q₃. Low job satisfied non-Harijan male teachers are superior to low job satisfied Harijan male teachers on factors E, H, M and Q₃. While low job satisfied Harijan male teachers seem to be better on factor O.

29. There are significant differences in factors C, H, Q₁, Q₂ and Q₄ of low job satisfied non-Harijan female and Harijan female teachers. Whereas, low satisfied non-Harijan female and Harijan female teachers also differ significantly at 0.05 level from each other with respect of other factor Q₃. It shows that low job satisfied non-Harijan female teachers are superior to low job satisfied Harijan female teachers on factors C, H, Q₁, Q₂ and Q₃. Besides this, low job satisfied Harijan female teachers appear to be better on factor Q₄.

30. Low job satisfied Harijan male and non-Harijan female teachers are different on factors A, B, C,
F, H, M, Q₁, Q₂, Q₃ and Q₄. Both groups appear to be some on factors E, G, I, L, N and O. It indicates that low job satisfied non-Harijan female teachers are superior to low job satisfied Harijan male teachers on factors A, B, C, F, H, M, Q₁, Q₂, Q₃ and Q₄.

31. Low job satisfied Harijan female and non-Harijan male teachers do not differ significantly on factors A, B, E, G, I, L, N and O. There are significant differences in factors C, H, M, Q₁, Q₂, Q₃ and Q₄. They also differ significantly on factor F. It clarifies that low job satisfied non-Harijan male teachers seem to be better than low job satisfied Harijan female teachers with respect of different personality factors like C, F, H, M, Q₁, Q₂, Q₃ and Q₄.

32. Mean differences with respect of two variables viz. (i) group and (ii) sex on different personality factors of teachers and the interaction effect between two variables (group and sex) were observed on the basis of analysis of variance. The F values for the variable A (Harijan and non-Harijan) are found to be significant with respect of different factors A, F, H, L, M and O. However, F values
for the variable B (male and female teachers of different groups) are found to be significant (\( F \) factors \( Q_1 \) and \( Q_3 \). On the other hand, \( F \) values for the variable A (Harijan and non-Harijan) are not found to be significant at 0.05 level on factors \( B, C, E, G, I, N, Q_1, Q_2, Q_3 \) and \( Q_4 \). Likewise \( F \) values for the variable B (male and female teachers of different groups) are not found to be significant on other personality factors viz. \( A, B, F, G, H, I, L, M, N, O, Q_2 \) and \( Q_4 \).

The interaction effect between group and sex on different personality factors (16 PF) is found to be significant and it differentiates different groups on factors, namely \( A, B, C, F, H, I, L, M, N, O, Q_1, Q_2, Q_3 \) and \( Q_4 \). These groups do not differ significantly on other personality factors like \( E \) and \( G \).

**Relationship Among the Variables**

The relationship between different variables like self-concept, job satisfaction and personality characteristics studied in the present investigation was determined by correlation coefficients (Pearson 'r'). The findings are:

1. There is significant relationship between self-concept
and job satisfaction of total teachers.

2. The self-concept and job satisfaction are highly correlated with each other in case of non-Harijan teachers.

3. The relationship between self-concept and job satisfaction of Harijan teachers is not significant.

4. The relationship between these two variables is significant in the groups of non-Harijan male and non-Harijan female teachers.

5. The variables (self-concept and job satisfaction) are not found to be associated significantly with each other in case of Harijan male and Harijan female teachers.

6. The relationships between self-concept and each of the personality factors like C, E, G, N, O, Q₃ and Q₄ of Harijan male teachers are found to be positive and significant and other two factors viz. A, and M negatively correlated. There are no significant relationships between self-concept and other seven personality factors, namely B, F, H, I, L, Q₁ and Q₂.

7. The self-concept and different factors of personality G, M, N and O of Harijan female teachers are
found to be associated with each other significant. No significant relationships exist between self-concept and other factors A, E, F, I, L, O₁ and O₃ of Harijan female teachers. However, there is significant but negative correlation between self-concept and factor O₄.

8. The coefficients of correlation between self-concept and factors L, M and O₄ are positively significant in case of non-Harijan male teachers. There is significant but negative relationship between self-concept and factor O₃. The relationships between self-concept and other personality factors G and H are also found to be negative and significant. No significant relationships are found between self-concept and each of the personality factors like A, B, C, E, F, I, N, O, O₁ and O₂ of non-Harijan male teachers.

9. The self-concept and each of the personality factors viz. C, L, N, O₁ and O₄ are found to be related significantly with each other in case of non-Harijan female teachers. There are also positive and significant relationships between self-concept and other personality factors like F, G, and O. No significant relationships are found between self-
concept and other personality factors, namely A, B, E, H, I, M, Q_2 and Q_3.

10. The job satisfaction and four factors of personality A, O, Q_3 and Q_4 are positively correlated with each other in case of Harijan male teachers. The 'r' value is negatively significant at 0.05 level with respect of other factor L. There are no significant relationships between job satisfaction and each of various personality factors viz. B, C, E, F, G, H, I, M, N, Q_1 and Q_2 of Harijan male teachers.

11. The relationships between job satisfaction and each of the factors like C, G, H, Q_1 and Q_3 are found to be negatively significant correlated in case of Harijan female teachers. The coefficients of correlation between job satisfaction and factor I of Harijan female teachers is found to be significant. There are no significant relationships between job satisfaction and other personality factors like A, B, E, F, M, N, O, Q_2 and Q_4. There is significant negative relationship between factor L and job satisfaction. The job satisfaction is negative and high but correlated with the factors G and Q_1.

12. The job satisfaction and personality factors like A, M and Q_4 are related significantly in case of
mon-Harijan male teachers. There is low but positive and significant correlation between job-satisfaction and factor L. There are no significant relationships between job satisfaction and other personality factors viz., B, C, E, F, G, H, I, N, O, Q₁, Q₂ and Q₃.

13. No significant relationships are found between job satisfaction and factors A, B, H, I, M, N, Q₁ and Q₄ of non-Harijan female teachers. There is positive and significant correlation between job satisfaction and personality factors C, E, F, G, L, Q₃ and Q₄ at 0.01 level. There is also positive significant relationship between job satisfaction and other factor O. The job satisfaction and factor C are highly correlated with each other.

LIMITATIONS OF THE STUDY

The present study is concerned with the investigation of the nature of self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers. The study is quite comprehensive though its scope has been narrowed down to make it manageable. It seems relevant to mention some of its major limitations. It has a variety of limitations. It is surmised that the present study
explores the pattern and nature of self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers in relation to sex. The following limitations of the study need a special mention:

1. To assess the self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers, only three tools were used in this study for the collection of data:

a. Teacher self-concept scale (TSCS) by Dr. Geeta Rai (1983) was used to measure self-concept.

b. Teachers job satisfaction inventory (TJSI) by Dr. M.N. Wali (1977) was used to measure job satisfaction.

c. Cattell's 16 PF Questionnaire (for adults form A) (Translated by S.D. Kapoor (1970) in Hindi) was used to measure sixteen personality factors.

These tools have been developed scientifically and systematically as well as also have been widely used in many researches. But these tools may not be appropriate or adequate in the present changing Indian conditions to assess the challenging roles and responsibilities of teachers. The constant up-dating and continuous revision of research instruments is needed for obtaining more dependable results. The
use of additional and recent instruments of known reliability and validity could have proved more academically meaningful and professionally rewarding.

2. The present study is based on a selected sample of 400 Harijan and Non-Harijan teachers of primary and middle levels consisting urban and rural areas of Sagar district. This sample though looks quite adequate yet it may not ensure randomness or representativeness of the population studied by a cautious the investigator. A strategy of sample selection could have increased the sample size and would have ensured its randomness, representativeness and adequacy.

3. The territorial jurisdiction of the present investigation was restricted to the Sagar district. It would have been better if Harijan and non-Harijan teachers working in the other districts of Bundelkhand Region of Madhya Pradesh would have been included in the sample. But it was not possible for the investigator to include other districts due to limited resources and non-availability of Harijan teachers.

4. The present study is mainly limited to the teachers self-concept, job satisfaction and personality
characteristics with regard to group (Harijan and non-Harijan), sex (male and female) and so on. Other biographical variables could be included in the present study so that number of sub-groups would have become adequate and meaningful.

5. For data analysis the researcher used and computed simple descriptive mean-difference statistics like means, standard deviations, standard error of means, mean-differences and 't'. The Analysis of Variance (ANOVA), the (r's) coefficients of correlations were also calculated. The study would have become more valuable if the use of regression equations to predict the job satisfaction of Harijan and non-Harijan teachers in different ways have been used by the investigator for analysis.

SOME BROAD CONCLUSIONS

The analysis of the existing situation was done to justify the need of undertaking such a study on Harijan and non-Harijan teachers. The present investigation attempted to answer of two questions: (i) How do Harijan and non-Harijan teachers differ on variables such as self-concept, job satisfaction and personality characteristics? and (ii) How far are the three variables—self-concept, job-satisfaction and personality characteristics of Harijan and
non-Harijan teachers related with each other?

The findings of the study, the discussion of results highlighted and the limitations of the study prompt one to arrive at the following broad conclusions:

1. The non-Harijan teachers have more positive self-concept than Harijan teachers. They are also better in comparison to Harijan teachers on each of the eight factors of self-concept, namely appearance and grooming, intellect, temperament, leadership, aspiration, mental health and anxiety, socio-economic status and character.

2. The Harijan and non-Harijan teachers generally are satisfied with their job. Furthermore, Harijan and non-Harijan teachers both score similarly on other factors of job-satisfaction like 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 the institution. On the three areas of job-satisfaction viz. (i) independence, (ii) security and (iii) supervisor - these are evident differences. The Harijan teachers are more satisfied with principal's administration, financial facilities and environment of the
institutions. Whereas, the 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.

3. The personality profiles of teachers are identifiable and interesting. The non-Harijan teachers are, as a general rule reserved, intelligent, slightly emotional and less stable, moderately enthusiastic, normally restrained, sensitive, normally practical, moderately experimenting and critical minded, self-sufficient, normally disciplined, tensed and frustrated. On the other hand, the Harijan teachers are comparatively reserved, normally intelligent, affected by feelings, normally sober and serious, shy, dependent, conventional, conservative, normally group dependent, undisciplined and normally relaxed. Besides this, on other four factors like submissiveness vs dominance (E), trusting vs suspicious (L), forthright vs shrewd (N) and placid vs apprehensive (O), both the groups are in average position.

4. The interaction between groups based on caste (Harijan and non-Harijan) and sex (male and female) evidently influences the self-concept of teachers.

5. The interaction between groups based on caste (Harijan and non-Harijan) and sex (male and female)
does not seem to decide and determine the job- 
satisfaction of teachers in general.

5. The interaction between groups based on caste 
(Harijan and non-Harijan) and sex (male and female) 
obviously influences the different personality 
characteristics, namely reservedness vs outgoing-
ness (A), less intelligent vs more intelligent (B), 
emotionally less 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 shrewdness (N), placid vs apprehensive 
(O), conservative vs experimenting (Q₁), group 
dependentness vs self-sufficient (Q₂), undisciplined 
vs controlled (Q₃), and relaxed vs tensed (Q₄). The 
groups based on caste (Harijan and non-Harijan) 
and sex (male and female) are different on these 
aforementioned personality characteristics.

7. The self-concept and job-satisfaction are highly 
correlated with each other in case of non-Harijan 
teachers.

8. The different personality characteristics like lower 
ego strength vs higher ego strength (C), sub-
missiveness vs dominance (E), expedient vs
conscientious (G), practical vs. imaginative (M), forthright vs shrewd (N), placid vs apprehensive (O), undisciplined vs controlled (Q3) and relaxed vs frustrated (Q4) are related with the self-concept (positive and negative) based on caste and sex variables.

The differences in personality characteristics are discriminate when groups based on variables such as self-concept, caste, sex and job satisfaction are considered and compared.

9. Job satisfaction appears to be associated with variables such as personality characteristics, caste, sex and self-concept groups based on aforementioned variables are formed, and are considered for comparison.

Evidently, some personality characteristics appear to influence job satisfaction as association between them is quite high though it has not been conclusively established. Further empirical studies are needed for arriving at this hunch beyond any doubt or controversy.
IMPLICATIONS AND USEFULNESS OF THE STUDY

The education of teachers is one of the most important aspects of an educational system. It is being increasingly realised that the prevalent education and training of teachers, a responsibility of teacher education institutions, leaves much to be desired. "The challenge of education: A Policy Perspective" (1985) has pinpointed the weaknesses of teacher-preparation programmes and highlighted the need for upgrading the working teachers. The National Council for Teacher Education (NCTE) in 1990 has also emphasized the need to strengthen teacher-education at different levels.

As the teachers are the centre of the whole educational system, it is imperative that the teacher education programmes should reflect changes in policies and practices in such a way that the qualities of a teacher are inculcated and nurtured. They include his self-concept, personality, satisfaction with job, his knowledge and understanding and his own training required to teach his students effectively. The secondary school teachers of the present day India are often blamed that they are not sincere towards their job; so the standard of education is becoming low day by day and the problems of "student unrest and indiscipline have cropped-up. The cult of violence has now sway in educational
institutions of India. The main reason of dissatisfaction and frustration of teachers is that they are not well adjusted with their educational environment in which they live and spend their life. Most of the teachers who work in these institutions suffer from various personality and adjustment disorders and usually suffer from anxiety and frustration. The present teacher-education programmes do not do justice to the roles of the modern teachers that are varied and diversified. Moreover, these programmes do not pay attention on the psychological problems of teachers.

The present study has opened-up many new vistas for strengthening teacher preparation programmes. The present study is useful and meaningful for educational administrators and policy makers. This study is also of enormous importance and of vital concern to the educational policy-makers and educational planners. It is useful specially for the principals of the schools, teacher educators and various teacher training institutions which impart life-long learning for teachers and where pre-service and in-service education are inseparable. It has many implications for practice and theory of teacher-education. A few implications of this study for the concerned authorities and practitioners have been given here.
(A). For Educational Practitioners specially for the Principals of the School, Teacher Educators and Teacher Training Institutions.

The self-concept has emerged as an important factor in the measurement and prediction of school achievement as well as in the explanation of behaviour. It shows the way for the better adjustment with the environment. It helps the teacher educators, teachers and principals in various ways. By knowing the self-concept, a teacher can easily get adequate information about individuals and their feelings towards various aspects without asking students individually in the short time. Thus he can improve his method of teaching and his behaviour. He can also correct his mistakes in speech and in the disciplining of students.

The present educational theory and practice require constant revision and improvement in order to meet the needs of the group and to satisfy the interests of the clients. That is why problems arise for teachers to adjust and satisfy to school life and their teaching job. The large schools, oversize classes, untrained and sometimes inadequate teachers, too little understanding of students' psychology, absence of innovative teaching method - all these combine to develop a state of education chaos. From this, dissatisfaction among teachers towards their job arises.
For specialization any work, aptitude and continuous re-training is necessary. The teachers' job satisfaction play an important and significant role in their competency. If a teacher is satisfied with his job, he can be able to develop desirable attitudes, values, work, habits and adequate personal adjustment in his pupils.

The personality of a teacher is a significant variable in the classroom and it is more important in a school environment. The teaching process is an interaction between the personality of the teacher and the pupil. Any institution that attempt to move in the direction of making greater provision for the development of effective teaching will need to take into account the influence of teacher personality upon the over-all climate.

From the study of self-concept, job satisfaction and personality characteristics, the teacher training institutions can also be greatly benefitted by making it a point to assess these aspects of pre-service teachers (student-teachers) and in-service teachers both. These training institutions may provide such situations to the teachers in training period through which they may develop those characteristics which are useful in enhancing job satisfaction. This will ensure a supply of teachers who can enjoy high satisfaction in their job and, therefore,
will be most effective.

From the point of view of teacher selection, these variables are important, since they enable predictions to be made of which people will be most effective at teaching job as well as may be helpful to understand why people behave differently at work.

As the major focus of the present investigation is an the explanation of the self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers with respect to sex, all the information about these variables is directly useful to the principal of the schools, teacher educators and teacher training institutions to formulate the rules in the light of these findings.

(B) Implications for Educational Administrators/Policy Makers.

The educational administrators and policy makers should provide the needed environment and the relevant setting to facilitate the future teachers to become successful teachers in a modern and challenging society. The policy makers should be careful and cautious while preparing the courses of study for the student-teachers. They should prepare such a programme as to fulfil the objectives of academic preparation of student-teachers. The courses
should be job oriented and life-based. The educational administrators should adopt the policy of freedom and discipline as to prepare efficient and confident teachers. Teacher-preparation programmes will need a aspireful change to meet requirements of self-concept, job satisfaction and personality characteristics with respect of teachers.

After every five years, the programmes of teacher-preparation in the light of advances in the area of self-theory and personality theory, studies on teachers' job satisfaction should be renewed.

The tools for this renewal should be developed through seminars and workshops in which the evaluation experts and decision makers may be involved. The knowledge of relationship of self-concept, job satisfaction and personality characteristics of teachers may help in the attainment of the goals of teacher-education.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation was an attempt to explore the self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers. The critique of research shows that not even a single study has been undertaken yet in India to study the pattern of self-concept, nature of job satisfaction and personality profiles of
Harijan and non-Harijan teachers with respect to sex and caste. The present study has perhaps provided a lead for further research in this neglected area. Many other related variables need deep and cautious probing and analytical study. The following are some of the suggested problems, based on the findings of this study which need further investigation.

1. The study needs to be examined on a larger sample varied and widely scattered educational organizations for various strata, such as nursery, primary, middle, secondary schools and colleges and other educational institutions.

2. Standardized tools based on recent conceptualization for measuring and assessing self-concept, job satisfaction and personality characteristics may be developed, standardized and evaluated under Indian conditions.

3. Teachers teaching different subjects, namely science, literature, crafts, physical education, etc. may differ in their level of self-concept, job satisfaction and personality characteristics. This needs further investigation.

4. Certain background variable such as education, income,
religion, caste and socio-economic status should be included in the study of self-concept, job satisfaction and personality characteristics of Harijan and non-Harijan teachers.

5. Prediction of self-concept, job satisfaction and personality characteristics may be studied by applying stepwise multiple regression equations.

6. Impact of these variables on performance of pupil teachers (pre-service education) and working teachers (in-service education) both may be studied in different geographic locations and social situations.

7. Factors which increase job satisfaction of teachers need to be identified and strategies to promote their promotion may be explored.

8. Reasons should be identified to determine why Harijan teachers are satisfied with the job while they have low self-concept and personality.

9. Cross-cultural studies of these variables among teachers in India and some foreign countries especially of SAARC region may be attempted.

10. The change and modification in self-concept, job satisfaction and personality characteristics may be
studied over a period of time under different conditions.

11. Relationship may be determined between the afore-said variables and effectiveness of the teacher-education programmes in rural operation.

12. Studies should be conducted to explore the factors contributing to the job satisfaction in different levels (such as primary, middle, high, trained, untrained, T.G.T. and P.G.T.) of teachers as well as the principals and other school personnel such as administrative staff.

13. Rewards and values, self-actualization, locus of control and dogmatism should also be taken into account while studying teachers' perception of their job satisfaction.