CHAPTER - V
SUMMARY AND CONCLUSIONS

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5.1. **Summary:**

A high quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education in India. One step in developing a high quality faculty understands the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance. Often it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Because faculty are both the largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

A number of external and internal forces act upon a teacher and influence his/her behaviour in implementing the education policy of a nation. There is a dire need to identify the conditions necessary to influence the teacher in their working situations.
Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education.

Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

Theoretical aspects of job satisfaction shows that there are many factors which influence the level of job satisfaction. From the review of related literature it was found that comparatively very less work has been done to find the relationship between job satisfaction and factors like sex, teaching experience and scale of pay.

Every individual has certain needs and motives which he wants to fulfill. Any job, which fulfills these needs and motives, gives him satisfaction. It is probably the major aim of every worker to get pleasure in job, which enhances production and mental satisfaction. The satisfaction which people experience in their jobs is in large part the consequence of the extent to which various aspects of their work situations tend to be relevant to their job related values systems as every individual has special abilities, aptitudes, inherited capacities, interests and aspirations. Those jobs, which provide the worker a chance to fulfill his interests and aptitudes, give him satisfaction and pleasure. Natural interest in job of his satisfaction motivates him for efficient and qualitative performance.
Teaching profession as such has an important, noble place in the society. Wholehearted participation of the organization is primary necessity for the success of educational system. Teacher's job satisfaction is a pivotal link in the chain of education reform. Teacher's satisfaction influences job performance, attention and ultimately student performance.

The teacher is one on whom a sensitive, sophisticated, and delicate responsibility of moulding a prospective citizen is bestowed. In undertaking such a responsibility of preparing future of pupils, who shapes and sharpen younger generation, a teacher should inevitably possess, among other qualities, job satisfaction. It shows that a worker or a teacher is likely to be more effective in his work if he is satisfied in the job. Job satisfaction of teacher is, therefore, an important factor in making the profession more functional and effective.

**Job Satisfaction :**

According to Pramod Kumar and Mutha (1975) "Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employers and other fringe benefits". Job satisfaction may be defined as an attitude, which a result from balancing and summation of many specific likes and dislikes experienced in connection with the job.

According to Dixit (1993) "Job satisfaction is the result of various attitudes of an employee towards his job". These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits.
Occupational Stress:

In common, the term “Stress” and “Strain” are used synonymously in a non-scientific manner. But what really stress refers to and what does it mean in the real sense? Derived from the Latin word “Stringere”, stress was popularly used in the seventeenth century to mean hardship, strain, adversity or affliction. In eighteen and nineteenth centuries, it was used to denote force, pressure, strain or strong effort with reference to an object or person.

“A condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment”.

The experience by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger and depression.

Locus of Control:

According to social learning theory, the potential for any given behavior to occur is a function of the individual’s expectancy that the behavior will be effective in securing a desired end or reinforcement. In a particular situation, a class room for example, the probability that a person will make an effort to test, is directly related to the degree to which the person believes or assumes there is a contingency between effort of one’s own part and such rewards as the teacher’s approval, good grades, and so on (Lefcourt, 1966).

Individual ability, teaching performance, hard work among teachers must be identified for better locus of control. Locus of control is one of the important factors, which affects the job satisfaction.
Locus of control has impact on job satisfaction. The rationale for relationship of locus of control and performance usually follows the arguments that individuals who attribute responsibility for their performance to themselves, tend to assume that they can cause certain changes in their environment, which in turn leads to an increase in their motivation. Anderson et. al. (1976) have demonstrated this relationship in a stress setting. This line of research seems to suggest that the locus of control laid its impact on performance through its action with decision or activity patterns. Anderson (1976) showed the results of his study indicate that internal locus of control orientation is a pre-requisite of success for entrepreneurs and will be an important moderator of success of achievement and other types of professional training.

The term Locus of control refers to the perceived causality of behavioural outcomes. At one end behavioural outcomes that originate internally within the individual, where he thinks he himself is responsible for his own behaviour. At the other extreme the individual sees others or luck or circumstances beyond his control as responsible for his behaviour, that is to say, factors occurring externally or outside of the individual. It is the effect and importance of various internal and external factors in the learner’s opinion that control, govern or reinforce the behaviour of an aspirant in the pursuit of this goal.

Job Involvement:

Closely related to achievement motivation and job satisfaction is job involvement—the intensity of a person’s psychological identification with the job. Usually, the higher one’s identification or involvement with a job, the greater is the job satisfaction. Job involvement depends on personal characteristics and on the nature of the job tasks.
According to Lodhal and Kejner (1965) “Job involvement is the extent to which an individual’s self-esteem is affected by his performance at work”. ‘It is the degree of which an individual’s self-esteem is affected by his performance at work’. It is the degree of which an individual identifies psychologically with his job’ (Lawler and Hall, 1970).

5.2 *Statement of the Problem:*

The problem taken up for the present investigation is as follows, “Interaction Effect of Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU College Teachers”.

5.3 *Objectives of the Study:*

The following are the main objectives of the study:

(iv) To study the relationships of Occupational stress, Locus of Control and Job Involvement, in relation to Job Satisfaction of PU college teachers.

(v) To determine the influence of Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU college teachers.

(vi) To study the interaction effect of,
   a. Occupational Stress and Job Involvement
   b. Occupational Stress and Locus of Control
   c. Job Involvement and Locus of Control
   d. Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU College Teachers
5.4 Variables of the study:

Independent Variables:

4. Occupational Stress
5. Locus of Control and its dimensions
   a. Powerful Others
   b. Chance Control and
   c. Individual control and

6. Job Involvement

Dependent Variable:

'Job Satisfaction' was considered as dependent variable in the present study.

Moderate Variables of the study are:

- Gender (Male/ Female)
- Locality (Rural/ Urban)
- Type of Management (Government, Aided and Unaided)
- Discipline (Arts, Commerce and Science)
- Age, 3 categories 22-30 yrs – (lower age group), 31-40 yrs – (middle age group) and above 40 yrs – (Higher age group).
- Teaching experience – 3 categories: Less than 10 yrs – (less experienced), 10 - 20 yrs – (average experienced) and above 20 yrs – (High experienced)
- Marital status (Married and Unmarried)
- Type of Family (Nuclear / Joint)
5.5 Research Hypotheses:

The following null hypotheses were formulated to study the current problem.

1. Male and Female teachers of Pre-University Colleges do not differ significantly with respect to their job satisfaction.

2. Rural and urban Pre-University College teachers do not differ significantly with respect to their job satisfaction.

3. Government, Aided and unaided Pre-University College teachers do not differ significantly with respect to their job satisfaction.

4. Arts, Science and Commerce Pre-University College teachers do not differ significantly with respect to their job satisfaction.

5. Teachers of Pre-University College with 22-30 years, 31-40 years and above 40 years of age do not differ significantly with respect to their job satisfaction.

6. Teachers Pre-University College with Less than 10 years, 11-20 years and above 20 years of teaching experience do not differ significantly with respect to their job satisfaction.

7. Married and unmarried teachers of Pre-University Colleges do not differ significantly with respect to their job satisfaction.

8. Teachers of Pre-University Colleges belonging to nuclear and joint family do not differ significantly with respect to their job satisfaction.

9. Teachers of Pre-University Colleges with low and high occupational stress do not differ significantly with respect to their job satisfaction.

10. Teachers of Pre-University Colleges with low and high locus of control do not differ significantly with respect to their job satisfaction.

11. Teachers of Pre-University Colleges with low and high powerful others do not differ significantly with respect to their job satisfaction.

12. Teachers of Pre-University Colleges with low and high chance control do not differ significantly with respect to their job satisfaction.
13. Teachers of Pre-University Colleges with low and high individual control do not differ significantly with respect to their job satisfaction.

14. Teachers of Pre-University Colleges with low and high job involvement do not differ significantly with respect to their job satisfaction.

15. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College teachers.

16. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College male teachers.

17. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College female teachers.

18. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of rural Pre-University College teachers.

19. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of urban Pre-University College teachers.

20. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of government Pre-University College teachers.

21. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of aided Pre-University College teachers.

22. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of unaided Pre-University College teachers.
23. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College arts faculty teachers.

24. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College science faculty teachers.

25. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College commerce faculty teachers.

26. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of 21-30 years of aged Pre-University College teachers.

27. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of 31-40 years of aged Pre-University College teachers.

28. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of less than 10 years of teaching experienced teachers of Pre-University College.

29. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of 10-20 years of teaching experienced teachers of Pre-University College.

30. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of above 20 years of teaching experienced teachers of Pre-University College.
31. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College married teachers.

32. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College unmarried teachers.

33. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College teachers belonging to nuclear family.

34. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of Pre-University College teachers belonging to joint family.

35. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College teachers (total).

36. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College male teachers.

37. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College female teachers.

38. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of rural Pre-University College teachers.

39. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of urban Pre-University College teachers.
40. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of government Pre-University College teachers.

41. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of aided Pre-University College teachers.

42. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of unaided Pre-University College teachers.

43. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College arts faculty teachers.

44. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College science faculty teachers.

45. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College commerce faculty teachers.

46. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of 21-30 years of aged teachers of Pre-University Colleges.

47. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of 31-40 years of aged teachers of Pre-University Colleges.

48. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of above 40 years of aged teachers of Pre-University Colleges.

49. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-
University College teachers with less than 10 years of teaching experience.

50. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College teachers with 10-20 years of teaching experience.

51. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College teachers with above 20 years of teaching experience.

52. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College married teachers.

53. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College unmarried teachers.

54. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College teachers lives in nuclear family.

55. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College teachers lives in joint family.

56. Occupational stress, Locus of control and Job involvement factors are would not be significant predictors of job satisfaction of Pre-University College teachers.

57. Occupational stress, Locus of control and Job involvement factors are would not be significant predictors of job satisfaction of Pre-University College male teachers.

58. Occupational stress, Locus of control and Job involvement factors are would not be significant predictors of job satisfaction of Pre-University College female teachers.
59. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of Rural Pre-
University College teachers.
60. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of Urban Pre-
University College teachers.
61. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of government
Pre-University College teachers.
62. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of aided Pre-
University College teachers.
63. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of unaided Pre-
University College teachers.
64. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of Pre-University
College arts faculty teachers.
65. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of Pre-University
College science faculty teachers.
66. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of Pre-University
College commerce faculty teachers.
67. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of less than 10
years of experienced teachers of Pre-University Colleges.
68. Occupational stress, Locus of control and Job involvement factors are
would not be significant predictors of job satisfaction of 10-20 years of
experienced teachers of Pre-University Colleges.
69. Occupational stress, Locus of control and Job involvement factors are would not be significant predictors of job satisfaction of above 20 years of experienced teachers of Pre-University Colleges.

70. There is no significant direct and indirect effect of occupational stress, locus of control and job involvement on job satisfaction of Pre-University College teachers (total).

5.6 Sample:

The teachers who are working in PU Colleges of Shimoga district in the academic year 2008-2009 constitutes the population of the study.

Stratified random technique was used to select the PU colleges from Shimoga district. There are 7 Taluks in Shimoga district. The total colleges existing in Shimoga district are 104, out of which 50 - Government, 37 - Unaided and 17 - Aided colleges, 73 colleges were selected (covers 70% of the total colleges) in the ratio 3:2:1 respectively. The total number of teachers working in PU Colleges in Shimoga district are 760 out of which 400 teachers were selected by simple random technique from the Arts, Science and Commerce disciplines in the ratio 5:2:1 respectively.

5.7 Tools Used for Collection of Data:

The researcher has used the following tools for collection of relevant and required data for the study,

1. Job Satisfaction Scale for Teachers developed by Saxena (1994)
2. Levenson’s Locus of Control Scale developed by Sanjay Vohra (1992) which is based on tool constructed by Hall and his associates (1980)
3. Job Involvement Inventory constructed by Lodahl and Kejner (1965) revalidated by Kulsum (1985) to measure Job Involvement of teachers
4. Occupational Stress Inventory developed by the researcher
5.8 *Statistical Techniques used to analyse the data:*

The following statistical techniques were used in the analysis of the data.

i. Descriptive Analysis

ii. Differential Analysis

iii. Correlation Analysis

iv. Regression Analysis

v. Path Analysis

5.9 *Findings of the Study:*

a) *Findings of Descriptive Analysis:*

1. Female teachers have higher job satisfaction than male teachers of Pre-University colleges.

2. Rural college teachers have higher job satisfaction than urban teachers of P.U Colleges.

3. Govt college teachers have higher job satisfaction than aided college teachers followed by the unaided college teachers of P.U College.

4. Arts discipline teachers have higher job satisfaction than science teachers followed by commerce teachers of P.U Colleges.

5. Pre-University college teachers with 31-40 years of age have higher job satisfaction than P.U College teachers with above 40 years of age, followed by teachers with 22-30 years of age.

6. Pre-University college teachers with 10-20 years of teaching experience have higher job satisfaction than Pre-university college teachers with above 20 years of teaching experience followed by teachers with less than 10 years of Teaching experience.
7. Married teachers of P.U colleges have higher job satisfaction than unmarried teachers.

8. Teachers with low occupational stress have higher job satisfaction than Pre-University college teachers with high occupational stress.

9. Pre-University college teachers with low locus of control have higher job satisfaction than teacher with high locus of control.

10. Pre-University college teachers with high job involvement have higher job satisfaction than teachers with low job involvement.

b) Findings of Differential Analysis:

1. The Female teachers have higher Job Satisfaction than the Male teachers of Pre-University Colleges.

2. The Government Pre-University College teachers have higher Job Satisfaction as compared to Aided Pre-University College teachers.

3. The Government Pre-University College teachers have higher Job Satisfaction as compared to Unaided Pre-University College teachers.

4. The Aided Pre-University College teachers have higher Job Satisfaction as compared to Unaided Pre-University College teachers.

5. The Arts Pre-University College teachers have higher Job Satisfaction as compared to Commerce Pre-University College teachers.

6. The teachers of Pre-University College with 31-40 years of age have higher Job Satisfaction as compared to Pre-University College teachers with 22-30 years of age.

7. The teachers of Pre-University College with above 40 years of age have higher Job Satisfaction as compared to Pre-University College teachers with 22-30 years of age.
8. The teachers of Pre-University College with 11-20 years of Teaching Experience have higher Job Satisfaction as compared to teachers of Pre-University College with Less than 10 years of Teaching Experience.

9. The teachers of Pre-University College with above 20 years of Teaching Experience have higher Job Satisfaction as compared to Pre-University College teachers with 11-20 years of Teaching Experience.

10. The teachers of Pre-University College with 11-20 years of Teaching Experience have higher Job Satisfaction as compared to teachers of Pre-University College with above 20 years of Teaching Experience.

11. The Married teachers have higher Job Satisfaction than the Unmarried teachers of Pre-University Colleges.

12. The teachers of Pre-University Colleges belonging to Nuclear family have higher Job Satisfaction than the teachers belonging to Joint family.

13. The teachers with low Occupational Stress have higher Job Satisfaction than the teachers with high Occupational Stress.

14. The teachers with low Locus of Control (internal) have higher Job Satisfaction than the teachers with high Locus of Control (external).

15. The teachers with low Powerful Others (internal) have higher Job Satisfaction than the teachers with high Powerful Others (external).

16. The teachers with low Chance Control (internal) have higher Job Satisfaction than the teachers with high chance control (external).

17. The teachers with low Individual Control (internal) have higher Job Satisfaction than the teachers with high individual control (external).
Differential analysis in the independent variables on Job Satisfaction
(Analysis of variance with 3-way Interactions)

1. The interaction effect of pre university college teachers with low Occupational Stress & low Locus of Control and pre university college teachers with high Occupational Stress & low Locus of Control is found to be significant.

2. The interaction effect of pre university college teachers with low Occupational Stress & low Locus of Control and pre university college teachers with high Occupational Stress & high Locus of Control is found to be significant.

3. The interaction effect of pre university college teachers with low Occupational Stress & high Locus of Control and pre university college teachers with high Occupational Stress & high Locus of Control is found to be significant.

4. The interaction effect of pre university college teachers with high Occupational Stress & low Locus of Control and pre university college teachers with high Occupational Stress & high Locus of Control is found to be significant.

5. The interaction effect of pre university college Male teachers with low Occupational Stress & low Locus of Control and pre university college Male teachers with high Occupational Stress & high Locus of Control is found to be significant.

6. The interaction effect of pre university college Male teachers with low Occupational Stress & high Locus of Control and pre university college Male teachers with high Occupational Stress & high Locus of Control is found to be significant.

7. The interaction effect of pre university college Male teachers with high Occupational Stress & low Locus of Control and pre university
college Male teachers with high Occupational Stress & high Locus of Control is found to be significant.

8. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with low Locus of Control & high Job Involvement is found to be significant.

9. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with high Locus of Control & low Job Involvement is found to be significant.

10. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant.

11. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & high Locus of Control is found to be significant.

12. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & high Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant.

13. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & high Locus of Control and Urban Pre-University College teachers with high Occupational Stress & high Locus of Control is found to be significant.

14. The interaction effect of Urban Pre-University College teachers with high Occupational Stress & low Locus of Control and Urban Pre-
University College teachers with high Occupational Stress & high Locus of Control is found to be significant.

15. The interaction effect of Aided Pre-University College teachers with low Occupational Stress & low Job Involvement and Aided Pre-University College teachers with low Occupational Stress & high Job Involvement is found to be significant.

16. The interaction effect of Aided Pre-University College teachers with low Occupational Stress & low Job Involvement and Aided Pre-University College teachers with high Occupational Stress & low Job Involvement is found to be significant.

17. The interaction effect of Aided Pre-University College teachers with low Occupational Stress & high Job Involvement and Aided Pre-University College teachers with high Occupational Stress & high Job Involvement is found to be significant.

18. The interaction effect of Pre-University College Arts faculty teachers with low Locus of Control & low Job Involvement and Pre-University College Arts faculty teachers with high Locus of Control & low Job Involvement is found to be significant.

19. The interaction effect of Pre-University College Arts faculty teachers with low Locus of Control & high Job Involvement and Pre-University College Arts faculty teachers with high Locus of Control & low Job Involvement is found to be significant.

20. The interaction effect of Pre-University College Arts faculty teachers with high Locus of Control & low Job Involvement and Pre-University College Arts faculty teachers with high Locus of Control & high Job Involvement is found to be significant.

21. The interaction effect of 21-30 years of aged Pre-University College teachers with low Occupational Stress & low Job Involvement and
21-30 years of aged Pre-University College teachers with low Occupational Stress & high Job Involvement is found to be significant.

22. The interaction effect of 21-30 years of aged Pre-University College teachers with low Occupational Stress & high Job Involvement and 21-30 years of aged Pre-University College teachers with high Occupational Stress & low Job Involvement is found to be significant.

23. The interaction effect of 21-30 years of aged Pre-University College teachers with low Occupational Stress & high Job Involvement and 21-30 years of aged Pre-University College teachers with high Occupational Stress & high Job Involvement is found to be significant.

24. The interaction effect of 21-30 years of aged Pre-University College teachers with high Occupational Stress & low Job Involvement and 21-30 years of aged Pre-University College teachers with high Occupational Stress & high Job Involvement is found to be significant.

25. The interaction effect of 31-40 years of aged Pre-University College teachers with low Occupational Stress & low Locus of Control and 31-40 years of aged Pre-University College teachers with high Occupational Stress & high Locus of Control is found to be significant.

26. The interaction effect of above 20 years of Teaching Experienced teachers of Pre-University College with low Occupational Stress & low Locus of Control and above 20 years of Teaching Experienced teachers of Pre-University College with high Occupational Stress & high Locus of Control is found to be significant.
27. The interaction effect of above 20 years of Teaching Experienced teachers of Pre-University College with low Occupational Stress & high Locus of Control and above 20 years of Teaching Experienced teachers of Pre-University College with high Occupational Stress & high Locus of Control is found to be significant.

28. The interaction effect of above 20 years of Teaching Experienced teachers of Pre-University College with high Occupational Stress & low Locus of Control and above 20 years of Teaching Experienced teachers of Pre-University College with high Occupational Stress & high Locus of Control is found to be significant.

29. The interaction effect of Pre-University College Married teachers with low Occupational Stress & low Job Involvement and Pre-University College Married teachers with low Occupational Stress & high Job Involvement is found to be significant.

30. The interaction effect of Pre-University College Married teachers with low Occupational Stress & high Job Involvement and Pre-University College Married teachers with low Occupational Stress & high Job Involvement is found to be significant.

31. The interaction effect of Pre-University College Married teachers with low Occupational Stress & high Job Involvement and Pre-University College Married teachers with high Occupational Stress & high Job Involvement is found to be significant.

32. The interaction effect of Pre-University College Unmarried teachers with low Occupational Stress & low Locus of Control and Pre-University College Unmarried teachers with high Occupational Stress & high Locus of Control is found to be significant at 0.05% level of significance.
33. The interaction effect of Pre-University College Unmarried teachers with low Occupational Stress & high Locus of Control and Pre-University College Unmarried teachers with high Occupational Stress & low Locus of Control is found to be significant.

34. The interaction effect of Pre-University College Unmarried teachers with low Occupational Stress & high Locus of Control and Pre-University College Unmarried teachers with high Occupational Stress & high Locus of Control is found to be significant.

35. The interaction effect of Pre-University College Unmarried teachers with high Occupational Stress & low Locus of Control and Pre-University College Unmarried teachers with high Occupational Stress & high Locus of Control is found to be significant.

36. The interaction effect of Pre-University College teachers belonging to Nuclear family with low Locus of Control & low Job Involvement and Pre-University College teachers belonging to Nuclear family with low Locus of Control & low Job Involvement is found to be significant.

37. The interaction effect of Pre-University College teachers belonging to Nuclear family with low Locus of Control & high Job Involvement and Pre-University College teachers belonging to Nuclear family with high Locus of Control & low Job Involvement is found to be significant.

38. The interaction effect of Pre-University College teachers belonging to Nuclear family with high Locus of Control & low Job Involvement and Pre-University College teachers belonging to Nuclear family with high Locus of Control & high Job Involvement is found to be significant.
39. The interaction effect of Pre-University College teachers belonging to Joint family with low Occupational Stress & low Locus of Control and Pre-University College teachers belonging to Joint family with high Occupational Stress & high Locus of Control is found to be significant.

40. The interaction effect of Pre-University College teachers belonging to Joint family with low Occupational Stress & high Locus of Control and Pre-University College teachers belonging to Joint family with high Occupational Stress & low Locus of Control is found to be significant.

41. The interaction effect of Pre-University College teachers belonging to Joint family with low Occupational Stress & high Locus of Control and Pre-University College teachers belonging to Joint family with high Occupational Stress & high Locus of Control is found to be significant.

42. The interaction effect of Pre-University College teachers belonging to Joint family with high Occupational Stress & low Locus of Control and Pre-University College teachers belonging to Joint family with high Occupational Stress & high Locus of Control is found to be significant.

c. Findings of Correlation Analysis:

1. Decrease in the Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Pre-University College teachers

2. Increase in Job Involvement increases the Job Satisfaction of Pre-University College teachers
3. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Male Pre-University College teachers.

4. Increase in Job Involvement increases the Job Satisfaction of Male Pre-University College teachers.

5. Decrease in Occupational Stress increases the Job Satisfaction of Pre-University College Female teachers.

6. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Rural Pre-University College teachers.

7. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Urban Pre-University College teachers.

8. Increase in Job Involvement increases the Job Satisfaction of Urban Pre-University College teachers.

9. Increase in Job Involvement increase the Job Satisfaction of Government Pre-University College teachers.

10. Increase in Job Involvement increases the Job Satisfaction of Aided Pre-University College teachers.

11. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Unaided Pre-University College teachers.
12. Increase in Job Involvement increases the Job Satisfaction of Unaided Pre-University College teachers.

13. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Pre-University College Arts faculty teachers.

14. Increase in Job Involvement increases the Job Satisfaction of Pre-University College Arts faculty teachers.

15. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Pre-University College Science faculty teachers.

16. Increase in Job Involvement increases the Job Satisfaction of Pre-University College Science faculty teachers.

17. Decrease in the Occupational Stress increases the Job Satisfaction of Pre-University College Commerce faculty teachers.

18. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of 21-30 years of aged teachers of Pre-University Colleges.

19. Increase in Job Involvement increases the Job Satisfaction of 21-30 years of aged teachers of Pre-University Colleges.

20. Decrease in the Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of 31-40 years of aged teachers of Pre-University Colleges.

21. Increase in Job Involvement increases the Job Satisfaction of 31-40 years of aged teachers of Pre-University Colleges.
22. Decrease in the variable Powerful Others increases the Job Satisfaction of above 40 years of aged teachers of Pre-University Colleges

23. Decrease in the variables Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases Job Satisfaction of Pre-University College teachers with less than 10 years of Teaching Experience

24. Increase in Job Involvement supports to increase with increase the Job Satisfaction of Pre-University College teachers with less than 10 years of Teaching Experience.

25. Decrease in Occupational Stress supports to increases the Job Satisfaction of Pre-University College teachers with 10-20 years of Teaching Experience

26. Increase in Job Involvement supports to increases with increase the Job Satisfaction of Pre-University College teachers with 10-20 years of Teaching Experience.

27. Decrease in the variables like Locus of Control, Powerful Others, Chance Control and Individual Control are supporting to increase the Job Satisfaction of Pre-University College teachers with above 20 years of Teaching Experience.

28. Increase in Job Involvement increases the Job Satisfaction of Pre-University College teachers with above 20 years of Teaching Experience.

29. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Pre-University College Married teachers.
30. Increase in Job Involvement increase the Job Satisfaction of Pre-University College Married teachers.

31. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Pre-University College Unmarried teachers.

32. Increase in Job Involvement increase the Job Satisfaction of Pre-University College Unmarried teachers.

33. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases Job Satisfaction of Pre-University College teachers lives in Nuclear family.

34. Increase in Job Involvement increase the Job Satisfaction of Pre-University College teachers lives in Nuclear family.

35. Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases Job Satisfaction of Pre-University College teachers lives in Joint family.

36. Increase in Job Involvement increase the Job Satisfaction of Pre-University College teachers lives in Joint family.

d) Findings of Multiple Regression analysis:

1. Occupational Stress (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Pre-University College teachers is Job Involvement (X3)
2. Job Involvement (X3) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Pre-University College Male teachers is Occupational Stress (X1)

3. Occupational Stress (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Pre-University College Female teachers is Locus of Control (X2)

4. Occupational Stress (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Rural Pre-University College teachers is Locus of Control (X2)

5. Job Involvement (X3) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Urban Pre-University College teachers is Occupational Stress (X1)

6. Job Involvement (X3) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Government Pre-University College teachers is Occupational Stress (X1)

7. Job Involvement (X3) contributes better than the remaining two potent predictors.

8. Locus of Control (X2) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Unaided Pre-University College teachers is Job Involvement (X3)
9. Occupational Stress (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Pre-University College Arts faculty teachers is Job Involvement (X3)

10. Locus of Control (X2) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Pre-University College Science faculty teachers is Job Involvement (X3)

11. Locus of Control (X2) contributes better than the remaining two potent predictors.

12. Occupational Stress (X1) contributes better than the remaining two potent predictors.

13. Job Involvement (X3) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of less than 10 years of experienced teachers of Pre-University Colleges is Occupational Stress (X1)

14. Locus of Control (X2) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of 10–20 years of experienced teachers of Pre-University Colleges is Occupational Stress (X1)

15. Locus of Control (X2) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of more than 20 years of experienced teachers of Pre-University Colleges is Job Involvement (X1)
e) **Findings of Path Analysis:**

1. Increase in Job Satisfaction of PU College teachers decreases occupational stress and vice-versa.

5.10 **Limitations of the study:**

i. The present study is limited to Shimoga District of Karnataka State.

ii. The study is restricted to Teachers of Government, Aided and Unaided PU colleges of Shimoga District.

iii. The present study was based on results of 400 PU college teachers of Shimoga District.

5.11 **Discussion and Conclusion:**

Job Satisfaction is the whole matrix of job factors that make a person to like his situation and be willing to head for it without distaste at the beginning of his workday. If a person is satisfied at his job, his mental health is intact, he/she produces more and of better quality. Investigation has shown that when man is satisfied with his work, the employer profits by great output, fewer quits and many other tangible and intangible results.

In a developing society such as India, Job Satisfaction of workers of all sorts needs to be assured. Unemployment and over employment should be avoided. It is the duty of the guidance worker to ensure maximum Job Satisfaction, which is mainly based on the principle. ‘Fit the right man at the right place’. For keeping the right man and the right job, counsellors need to be alert to factor responsible for Job Satisfaction in the working out predictable job choice with their pupils.
Teachers stress is a real phenomenon and is associated with problems of recruitment, health and retention of teachers. Research has shown that teacher stress is reliably associated with a number of variables, including those intrinsic to the job, individual’s cognitive vulnerability and systemic factors. There are however important gaps in our understanding of teacher stress, most notably regarding effective interventions. The current research base is not adequate to allow us to devise effective programmes to reduce teacher stress.

Another result that affect the Job Satisfaction is Locus of Control. People identified as having an internal Locus of Control believe that job performance and such-related rewards as pay and promotion are under their personal control-dependent on their own behaviours, abilities and efforts. People with an external Locus of Control believe that life events in and out of the work place are beyond their control dependent on such out side forces as luck, chance or whether boss likes them. The present study creates awareness of the end to pay attention towards Locus of Control, which contributes towards Job Satisfaction.

Teachers who show greater Job Involvement, whose sense of self identity is closely linked with their work- show higher motivation to teach than do teachers who are less involved. Psychologists have suggested that training opportunities may be wasted on teachers who display low Job Involvement and lack of career interest because their motivation to teach is likely to be low. Further, employees with low Job Involvement may be desirables for some teachers. The present findings suggest that Job Involvement of teachers is important to promote teachers Job Satisfaction.
5.12 Educational Implications and Recommendations:

On the basis of the findings of the study and the observations made by the investigator during the study, few recommendations, which may help in developing suitable programmes to improve Job Satisfaction of teachers have been offered.

- Teacher's work must be recognised without any favouritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the teachers work. A wage policy for teachers may be worked out at the national level by creating a professional cadre similar to that of medical and engineering.

- It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement in education. Status of teachers in society need to be recognised and has to be enhanced as they have vital role to play in bringing the desired changes among students.

- Minimum facilities must be provided to all the teachers irrespective of place or work and the type of management, in terms of position, service conditions and monetary benefits. They should be given complete freedom within the framework or curriculum to attain excellence.

- Teachers need to be regarded as the inevitable and integral part of the institution and should be given opportunities for participation in the management, and also in policy decisions.

- Maximum encouragement should be given to the teachers for professional growth and training. Some incentives for their additional qualifications either general or professional should be given.
• To maintain good standard, the management and heads of the institutions should create healthy and congenital climate in the PU Colleges and also keep good relations with teachers.

• Job Involvement of teachers were observed to be significant predictor of Job Satisfaction of teachers. With the increase in the Job Involvement, there was an increase in the Job Satisfaction of teachers. The person who is more involved may perceive fewer available alternatives; he may therefore, be inclined to participate more actively in the required activities of organization. Job Involvement is a moderator variable in the relationship between Job Satisfaction and their performance. Thus Job Involvement can be considered as an important major of organization effectiveness that may be, at least in part, influenced by Satisfaction. The major focus of this study was on the consequence of motivator of hygiene satisfactions for Job Involvement and supportive results of the study suggest the Government of Karnataka to take immediate steps to establish guidance services in every PU College.

• The study shows that better the Locus of Control, higher is the Job Satisfaction of teachers. Hence one might expect such factors to the important for higher educated group such as teachers. The administrators should pay attention to job context factors. It is necessary to create the conditions which will enable teachers use their minds, have the opportunity to accomplish something and to do work they consider useful and creative well as top have satisfying human relationships in their work.
• Teachers can cope by taking direct action to eliminate the causes of their stress or by adopting anesthetic measures to improve its effects. The general advice in the literature to teachers to help them cope with stress is to develop realistic, positive attitude and good physical health. In practice teachers have adopted a range of coping strategies: most tend to be palliative as by and large teachers feel they are unable to address the root causes of their occupational stress. Some strategies may be ineffective or dysfunctional. Some researchers suggest that programmes of behavioural theory or counselling services may help teachers cope with stress. But these are largely unevaluated, labour intensive and unlikely to become widely available. More recently, ‘time-out’ sabbaticals and counselling have become available to teachers. But again these are likely to be taken up by only a small percentage of teachers. More optimistically, some researchers suggest that the movement towards self-reflection helps protect teachers from stress.

• Correlations between locus of control and the criterion measures were not as high as expected. Teacher locus of control was thus a weaker predictor of the criterion measures than was responsibility. These constructs of responsibility and perceived teacher efficacy showed concurrent and convergent validity through the configuration of correlations of the attitude measures.

5.13 Suggestions for Further Research:

Based on the design for the present research, the findings that are arrived at and the limitations that are inevitable, certain suggestions are made for further research in the areas, which appear to be promising and fruitful for investigators to explore.
1. There is a need for similar study with a wider sample from all over the state of Karnataka and also outside states.

2. It will be worthwhile if the other variables like personal, professional and organizational characteristics could also be included for the investigation to find out their impact on Job Satisfaction of teachers.

3. A comparison may be made between teacher working in Secondary PU Colleges and Primary PU Colleges with regard to their Job Satisfaction.

4. Role of management in relation to Job Satisfaction could be evaluated

5. Since, teachers have to play different roles in the changing society, it is suggested to undertake a study involving the role analysis, role conflict of teachers in relation to Job Satisfaction as well as job performance

6. Management and administrators have to play vital roles in the system of education. It is therefore suggested to take up studies involving the leadership of the Heads of the institutions in relation to performance of teachers

7. It is also essential to conduct studies to understand different reaction of teachers towards Conducive conditions required to improve Job Satisfaction level.