CHAPTER V

SUMMARY AND CONCLUSIONS
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This chapter is the concluding part of the investigation report. It gives a brief summary of the study starting with introduction, objectives, hypothesis, restatement of the problem, methodology, major findings, discussion and conclusions and implications. The suggestions are offered for further research at the finale.

5.1 Summary

Job satisfaction is of great significance for efficient and profitable functioning of any organization. Satisfied workers are the greatest assets of any organization whereas dissatisfied workers the biggest liability. In fact, no organization can successfully achieve its goals unless and until those who constitute the organization are satisfied in their jobs. It is believed that workers dissatisfied with their jobs may be militant in their attitude towards the management.

Satisfaction refers to the way one feels about events, people and things. According to latest definition of job satisfaction, “Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and
towards life in general”. It means job satisfaction has many inter-related factors viz. working conditions, job security, group structure, compensation, and supervision etc. It is also a function of an individual’s level of aspiration. From this it follows that a worker with a high level of aspiration is likely to be less happy whereas another with a moderate level of aspiration can derive more happiness from the same job and that dissatisfaction increases the gap between aspiration and its attainment increases.

Job satisfaction is a must on the part of every profession, especially among the teaching profession. As generally known that, “Teachers are branded as builders of nation, whereas teacher educators, who educate these teachers have much more importance for their role to play.” The teachers are to be trained by the teacher educators is very much important. The teachers who teach at Pre-primary, Secondary school are satisfied in their job, if they cannot teach effectively and they will not be able to give proper training to the individuals, who are to be prepared professionally for teaching profession. A dissatisfied Secondary school teachers become a nuclear of problems in the whole system of education, unless the Secondary school teachers are helped to derive satisfaction in their jobs, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation, a vital phenomenon for Secondary school as it is for any other organization.
Therefore it becomes very much necessary to study the level of job satisfaction among Secondary school teachers in relation to their personality factors and other personal demographic variables.

The importance of job satisfaction is a universally known phenomenon. In a rapidly known developing society, its significance need not be over emphasized because it is important to teachers and to the community at large. Number of investigations showed that when a man is satisfied with his work the employer profits and the nation prospers (Arora, 1988: Anand, 1985).

Understanding the job satisfaction is undoubtedly a vital phenomenon for Secondary schools as it is for any organization. Studies conducted in this area have not yielded conclusive results and the researcher did not find any studies on relationship achievement motivation, locus of control and job involvement and job satisfaction in the field of education. It appeared that there is a research gap so far as the relationship of these variables are concerned hence a study where in relationship between job satisfaction, and achievement motivation, locus of control and job involvement may yield a meaningful results.

Keeping in view the need and importance of the study, the problem undertaken for the study was “Job Involvement, Locus of Control and Achievement Motivation of Secondary School Teachers in Relation to Their Job Satisfaction”
Review of the related literature was carried out on Job Satisfaction in relation to Job Involvement, Locus of Control and Achievement Motivation of teachers.

The investigation was carried out with the following objectives:

(i) To explore the relationships of job involvement, locus of control and achievement motivation in relation to job satisfaction of Secondary school teachers.

(ii) To determine the influence of job involvement on job satisfaction of Secondary school teachers.

(iii) To measure the influence of locus of control on job satisfaction of Secondary school teachers.

(iv) To ascertain the influence of achievement motivation on job satisfaction of Secondary school teachers.

(v) To assess the interaction of
   a. Achievement Motivation and locus of control
   b. Achievement Motivation and job involvement
   c. Locus of control and job involvement
   d. Achievement Motivation, locus of control, job involvement and
   e. Job satisfaction of Secondary school teachers
The following hypotheses were formulated to study the current problem;

1. Male and Female teachers of Secondary Schools do not differ significantly with respect to their Job Involvement.

2. Male and Female teachers of Secondary Schools do not differ significantly with respect to Locus of Control and its dimensions i.e.
   1. Powerful Others,
   2. Chance Control,
   3. Individual Difference

3. Male and Female teachers of Secondary Schools do not differ significantly with respect to Achievement Motivation and its dimensions i.e.
   1. Long term Involvement,
   2. Unique Accomplishment,
   3. Standard of Excellence,
   4. Desire to Excel

4. Male and Female teachers of Secondary schools do not differ significantly with respect to Job Satisfaction and its dimensions i.e.
   1. Satisfaction with Work
   2. Satisfaction with Salary, Security and Promotion Policies
   3. Satisfaction with Institutional Plans and Policies
   4. Satisfaction with Authority including Management
5. Urban and Rural School teachers of Secondary Schools do not differ significantly with respect to their Job Involvement.

6. Urban and Rural school teachers of Secondary Schools do not differ significantly with respect to Locus of Control and its dimensions i.e.
   1. Powerful Others,
   2. Chance Control,
   3. Individual Difference

7. Urban and Rural school teachers of Secondary schools do not differ significantly with respect to Achievement Motivation and its dimensions i.e.
   1. Long term Involvement,
   2. Unique accomplishment,
   3. Standard of Excellence,
   4. Desire to Excel

8. Urban and Rural school teachers of Secondary schools do not differ significantly with respect to Job Satisfaction and its dimensions i.e.
   1. Satisfaction with Work
   2. Satisfaction with Salary, Security and Promotion Policies
   3. Satisfaction with Institutional Plans and Policies
   4. Satisfaction with Authority including Management
9. Teachers of Secondary schools with high and low Job Involvement do not differ significantly with respect to Locus of Control and its dimensions i.e.

1. Powerful Others,
2. Chance Control,
3. Individual Difference

10. Teachers of Secondary schools with high and low Job Involvement do not differ significantly with respect to Achievement Motivation and its dimensions i.e.

1. Long term Involvement,
2. Unique accomplishment,
3. Standard of Excellence,
4. Desire to Excel

11. Teachers of Secondary schools with high and low Job Involvement do not differ significantly with respect to Job Satisfaction and its dimensions i.e.

1. Satisfaction with Work
2. Satisfaction with Salary, Security and Promotion Policies
3. Satisfaction with Institutional Plans and Policies
4. Satisfaction with Authority including Management

12. Teachers of Secondary schools with internal and external Locus of Control do not differ significantly with respect to their Locus of Control.
13. Teachers of Secondary schools with internal and external Locus of Control do not differ significantly with respect to Achievement Motivation and its dimensions i.e.

1. Powerful Others,
2. Chance Control,
3. Individual Difference

14. Teachers of Secondary schools with internal and external Locus of Control do not differ significantly with respect to Job Satisfaction and its dimensions i.e.

1. Satisfaction with Work
2. Satisfaction with Salary, Security and Promotion Policies
3. Satisfaction with Institutional Plans and Policies
4. Satisfaction with Authority including Management

15. Teachers of Secondary schools with high and low Achievement Motivation do not differ significantly with respect to their Job Involvement.

16. Teachers of Secondary schools with high and low Achievement Motivation do not differ significantly with respect to Locus of Control and its dimensions i.e.

1. Powerful Others,
2. Chance Control,
3. Individual Difference
17. Teachers of Secondary schools with high and low Achievement Motivation do not differ significantly with respect to Job Satisfaction and its dimensions i.e.

1. Satisfaction with Work
2. Satisfaction with Salary, Security and Promotion Policies
3. Satisfaction with Institutional Plans and Policies
4. Satisfaction with Authority including Management

18. There is no significant interaction effect of Gender (Male and Female), Location (Urban and Rural) and Job Involvement (High and Low) on Job Satisfaction of Secondary school teachers

19. There is no significant interaction effect of Gender (Male and Female), Location (Urban and Rural) and Locus of Control (Internal and external) on Job Satisfaction of Secondary school teachers

20. There is no significant interaction effect of Gender (Male and Female), Location (Urban and Rural) and Achievement Motivation (High and Low) on Job Satisfaction of Secondary school teachers

21. There is no significant interaction effect of Location (Urban and Rural), Job Involvement (High and Low) and Locus of Control (Internal and external) on Job Satisfaction of Secondary school teachers
22. There is no significant interaction effect of Location (Urban and Rural), Job Involvement (High and Low) and Achievement Motivation (High and Low) on Job Satisfaction of Secondary school teachers.

23. There is no significant interaction effect of Job Involvement (High and Low), Locus of Control (Internal and external) and Achievement Motivation (High and Low) on Job Satisfaction of Secondary school teachers.

24. There is no significant relationship between Job Satisfaction and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Job Involvement of Secondary school teachers.

25. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Locus of Control and its dimensions (i.e. Powerful Others, Chance Control and Individual Difference) of Secondary school teachers.

26. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and
Satisfaction with Authority including Management) and Achievement Motivation and its dimensions (i.e. Long term Involvement, Unique accomplishment, Standard of Excellence and Desire to Excel) of Secondary school teachers.

27. There is no significant relationship between Job Satisfaction and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Job Involvement of Secondary school teachers.

28. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Locus of Control and its dimensions (i.e. Powerful Others, Chance Control and Individual Difference) of Secondary school teachers.

29. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Achievement Motivation and its dimensions (i.e. Long term Involvement, Unique
accomplishment, Standard of Excellence and Desire to Excel) of Secondary school male teachers.

30. There is no significant relationship between Job Satisfaction and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Job Involvement of Secondary school female teachers.

31. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Locus of Control and its dimensions (i.e. Powerful Others, Chance Control and Individual Difference) of Secondary school female teachers.

32. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Achievement Motivation and its dimensions (i.e. Long term Involvement, Unique accomplishment, Standard of Excellence and Desire to Excel) of Secondary school female teachers.
33. There is no significant relationship between Job Satisfaction and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Job Involvement of urban Secondary school teachers.

34. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Locus of Control and its dimensions (i.e. Powerful Others, Chance Control and Individual Difference) of urban Secondary school teachers.

35. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Achievement Motivation and its dimensions (i.e. Long term Involvement, Unique accomplishment, Standard of Excellence and Desire to Excel) of urban Secondary school teachers.

36. There is no significant relationship between Job Satisfaction and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security
and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Job Involvement of rural Secondary school teachers.

37. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Locus of Control and its dimensions (i.e. Powerful Others, Chance Control and Individual Difference) of rural Secondary school teachers.

38. There is no significant relationship between Job Satisfactions and its dimensions (i.e. Satisfaction with Work, Satisfaction with Salary, Security and Promotion Policies, Satisfaction with Institutional Plans and Policies and Satisfaction with Authority including Management) and Achievement Motivation and its dimensions (i.e. Long term Involvement, Unique accomplishment, Standard of Excellence and Desire to Excel) of rural Secondary school teachers.

39. Job Involvement, Locus of Control and Achievement Motivation factors are would not be significant predictors of Job Satisfaction of Secondary school teachers.
40. Job Involvement, Locus of Control and Achievement Motivation factors are would not be significant predictors of Job Satisfaction of Secondary school male teachers.

41. Job Involvement, Locus of Control and Achievement Motivation factors are would not be significant predictors of Job Satisfaction of Secondary school female teachers.

42. Job Involvement, Locus of Control and Achievement Motivation factors are would not be significant predictors of Job Satisfaction of urban Secondary school teachers.

43. Job Involvement, Locus of Control and Achievement Motivation factors are would not be significant predictors of Job Satisfaction of rural Secondary school teachers.

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

1. Job Satisfaction Inventory developed by Pramod Kumar and Mutha (1975)
2. Job Involvement Inventory constructed by Lodahl and Kejner (1965) revalidated by Kulsum (1985) to measure Job Involvement of teachers
3. Levenson’s Locus of Control Scale developed by Hall and his associates (1980) revalidated by the researcher to measure Locus of Control of teachers
4. Achievement Motivation Scale developed by the researcher with the help of the research guide

The total sample selected for the study comprises of 600 Secondary school teachers (300 male and 300 female teachers) from different Secondary schools of Dharwad district. The researcher has used stratified random sampling technique to select schools for the study and these schools consisted of different types of management namely Government, Private Aided and Private Unaided, Rural and Urban Secondary schools. Simple random method of sampling was adopted to collect the data.

Statistical tools and multiple classified Analysis of Variable (ANOVA) with unequal ns' were used to compare groups among independent variables and also to determine the interaction effects of all the independent variable on the dependent variable through 2x2x2 Factorial Design.
5.2 Findings

I. Differential Statistics

1. The female teachers had higher Job Involvement than the male teachers of Secondary schools.

2. The male teachers had higher Achievement Motivation than the female teachers of Secondary schools.

3. The male teachers had higher long-term involvement than the female teachers of Secondary schools.

4. The male teachers had higher desire to excel than the female teachers of Secondary schools.

5. The male teachers had higher Job Satisfaction than the female teachers of Secondary schools.

6. The male teachers had higher Satisfaction with Salary, Security and Promotion Policies than the female teachers of Secondary schools.

7. The male teachers had higher Satisfaction with Institutional Plans and Policies than the female teachers of Secondary schools.

8. The male teachers had higher Satisfaction with Authority including Management than the female teachers of Secondary schools.

9. The rural school teachers had higher Job Involvement than the urban school teachers of Secondary schools.
10. The urban school teachers had higher Achievement Motivation than the rural school teachers of Secondary schools.

11. The urban school teachers had higher long-term involvement than the rural school teachers of Secondary schools.

12. The urban school teachers had higher Unique Accomplishment than the rural school teachers of Secondary schools.

13. The urban school teachers had higher Job Satisfaction than the rural school teachers of Secondary schools.

14. The urban school teachers had higher Satisfaction with Salary, Security and Promotion Policies than the rural school teachers of Secondary schools.

15. The urban school teachers had higher Satisfaction with Institutional Plans and Policies than the rural school teachers of Secondary schools.

16. The urban school teachers had higher Satisfaction with Authority including Management than the rural school teachers of Secondary schools.

17. The high Job Involvement teachers had higher Achievement Motivation than the low Job Involvement teachers of Secondary schools.

18. The high Job Involvement teachers had higher long-term involvement than the low Job Involvement teachers of Secondary schools.

19. The high Job Involvement teachers had higher Unique Accomplishment than the low Job Involvement teachers of Secondary schools.
20. The internal Locus of Control teachers of Secondary schools had higher Job Involvement than the external Locus of Control.

21. The internal Locus of Control of teachers of Secondary schools had higher Job Satisfaction than the external Locus of Control.

22. The internal Locus of Control of teachers of Secondary schools had higher Satisfaction with Salary, Security and Promotion Policies than the external Locus of Control.

23. The internal Locus of Control of teachers of Secondary schools had higher Satisfaction with Institutional Plans and Policies than the external Locus of Control.

24. The teachers with high Achievement Motivation had higher Locus of Control than the teachers with low Achievement Motivation.

25. The teachers with high Achievement Motivation had higher Job Satisfaction than the teachers with low Achievement Motivation of Secondary schools.

26. The teachers with high Achievement Motivation had higher Satisfaction with Work than the teachers with low Achievement Motivation of Secondary schools.

27. The teachers with high Achievement Motivation had higher Satisfaction with Salary, Security and Promotion Policies than the teachers with low Achievement Motivation of Secondary schools.
28. The teachers with high Achievement Motivation had higher Satisfaction with Institutional Plans and Policies than the teachers with low Achievement Motivation of Secondary schools.

29. The teachers with high Achievement Motivation had higher Satisfaction with Authority including Management than the teachers with low Achievement Motivation of Secondary schools.

II Analysis of Variance with 3-Way Interactions

1. The male and female teachers of teachers of Secondary school had different Job Satisfaction.

2. The urban and rural school teachers of Secondary school had different Job Satisfaction.

3. The male and female teachers of teachers of Secondary school had different Job Satisfaction.

4. The urban and rural school teachers of Secondary school had different Job Satisfaction.

5. The male and female teachers of teachers of Secondary school had different Job Satisfaction.

6. The urban and rural school teachers of Secondary school had different Job Satisfaction.
7. The urban school and rural school teachers of Secondary schools had different Job Satisfaction.

8. The teachers with internal and external Locus of Control had similar Job Satisfaction.

9. The urban school and rural school teachers of Secondary schools had different Job Satisfaction.

10. The teachers with high Job Involvement and low Job Involvement had different Job Satisfaction of Secondary schools.

11. The Job Involvement and Achievement Motivation of Secondary schools had different Job Satisfaction.

12. The Job Involvement and Achievement Motivation of Secondary schools had different Job Satisfaction.

13. The teachers with Internal Locus of Control and external Locus of Control had different Job Satisfaction of Secondary schools.

14. The teachers with Job Involvement (High and Low) and Achievement Motivation (high and low) had different Job Satisfaction of Secondary schools.
III Correlation Analysis

1. Job Involvement increases the Job Satisfaction of Secondary school teachers.


4. Job Involvement increases the Satisfaction with Authority including Management of Secondary school teachers.

5. Locus of Control and its dimensions like Powerful Others and chance control increases the Job Satisfaction of Secondary school teachers.


10. Achievement Motivation and its dimensions increase the Job Satisfaction of Secondary school teachers.

11. Achievement Motivation increases the Satisfaction with Work of Secondary school teachers.


14. All the dimensions of Achievement Motivation increase the Satisfaction with Authority including Management of Secondary school teachers.

15. Job Involvement increases the Job Satisfaction of Secondary school male teachers.

16. Job Involvement increases the satisfaction with work of Secondary school male teachers.

17. Locus of Control and its dimensions like Powerful Others and chance control increases the Job Satisfaction of Secondary school male teachers.

18. Individual Difference decreases the Job Satisfaction of Secondary school male teachers.


22. Achievement Motivation and its dimensions increase the Job Satisfaction of Secondary school male teachers.

23. Achievement Motivation increases the Satisfaction with Work of Secondary school male teachers.


26. Achievement Motivation and its dimension Unique Accomplishment increase the Satisfaction with Authority including Management of Secondary school male teachers.
27. Job Involvement increases the Job Satisfaction of Secondary school female teachers.


30. Job Involvement increases the Satisfaction with Authority including Management of Secondary school female teachers.

31. Locus of Control and its dimensions like Powerful Others and chance control increases the Job Satisfaction of Secondary school female teachers.

32. Individual Difference decreases the Job Satisfaction of Secondary school female teachers.

33. Locus of Control and its dimension chance control increase the Satisfaction with Salary, Security and Promotion Policies of Secondary school female teachers.


37. Powerful Others increases the dimension of Job Satisfaction i.e. Satisfaction with Authority including Management.

38. Achievement Motivation and its dimensions increase the Job Satisfaction of Secondary school female teachers.


40. Achievement Motivation and its all dimensions increase the Satisfaction with Salary, Security and Promotion Policies of Secondary school female teachers.


42. All the dimensions of Achievement Motivation increase the Satisfaction with Authority including Management of Secondary school female teachers.

43. Job Involvement increases the satisfaction with work of urban Secondary school teachers.

44. Locus of Control and its dimensions like Powerful Others and chance control increases the Job Satisfaction of urban Secondary school teachers.

45. Individual Difference decreases the Job Satisfaction of urban Secondary school teachers
46. Individual Difference decreases the Satisfaction with Work of Urban Secondary school teachers

47. Locus of Control and its dimension chance control increase the Satisfaction with Salary, Security and Promotion Policies of urban Secondary school teachers.


49. Standard of Excellence increases the Satisfaction with Work of urban Secondary school teachers.

50. All these increase the Satisfaction with Salary, Security and Promotion Policies of Urban Secondary school teachers.


52. Job Involvement increases the Job Satisfaction of rural Secondary school teachers.


54. Locus of Control and its dimensions like Powerful Others and chance control increase the Job Satisfaction of rural Secondary school teachers.
55. Individual Difference decreases the Job Satisfaction of rural Secondary school teachers.

56. Chance Control increases the Satisfaction with Work of rural Secondary school teachers.

57. Locus of Control increases the Satisfaction with Salary, Security and Promotion Policies of rural Secondary school teachers.


60. The Powerful Others increases the Satisfaction with Authority including Management of rural Secondary school teachers.

61. Achievement Motivation and its dimensions increase the Job Satisfaction of rural Secondary school teachers.


63. These two dimensions of Achievement Motivation increase the Satisfaction with Salary, Security and Promotion Policies of rural Secondary school teachers.
64. Unique Accomplishment and standard of excellence increase the Satisfaction with Institutional Plans and Policies of rural Secondary school teachers.

65. These increases the Satisfaction with Authority including Management of rural Secondary school teachers.

IV Regression Analysis

Prediction of Job Satisfaction-contributing predictor variables

Job Involvement (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Secondary school teachers was Locus of Control (X2) as its percentage is 5.2845.

Multiple Linear Regressions of predictor variables of Job Satisfaction of Secondary school male teachers

Job Involvement (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Secondary school male teachers is Achievement Motivation (X3) as its percentage is 4.6526.
Multiple Linear Regressions of predictor variables of Job Satisfaction of Secondary school female teachers

Locus of Control (X2) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of Secondary school female teachers is Job Involvement (X1) as its percentage is 2.6523.

Multiple Linear Regressions of predictor variables of Job Satisfaction of urban Secondary school teachers

Achievement Motivation (X3) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of urban Secondary school teachers was Locus of Control (X2) as its percentage is 4.1174.

Multiple Linear Regressions of Predictor Variables of Job Satisfaction of Rural Secondary School Teachers

Job Involvement (X1) contributes better than the remaining two potent predictors. Next factor that contributes better for predicting the Job Satisfaction of rural Secondary school teachers was Locus of Control (X2) as its percentage is 3.3980.
5.3 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 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.

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.

Job Satisfaction also affects Achievement Motivation. Achievement Motivation is a characteristic of successful executives. They desire to accomplish some thing, to do a good job and to be the best teachers. People who have a high degree of the need for achievement derive great satisfaction from working to accomplish some goal and they are motivated to excel in whatever they undertake.

Herzberg’s theory focused attention on the importance internal job factors as motivating forces for employees. The motivator needs to stimulate employees to perform at their best and the foster a positive attitude towards the job.

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 Satisfaction of teachers is important to promote teachers Job Satisfaction.
5.4 Educational Implications and Recommendation

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 favoritism 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 school 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 school.

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 as well as to have satisfying human relationships in their work.

The study has shown that better the Achievement Motivation higher the Job Satisfaction of teachers. Economic growth of organizational and of whole school can be related to the level of the need for achievement among teachers.

Achievement Motivation has a way of making people more realistic about themselves and about the accomplishments they work. People with a high degree of Achievement Motivation are more persistent, realistic, and action minded than people with other kinds of motivational pattern.

5.5 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 schools and Primary schools 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.